

Woodhouse Primary School

Coverage of Maths National Curriculum objectives 2021-2022



Rationale: At Woodhouse Primary School we encourage our pupils to be confident, resilient mathematicians with a love of learning and no fear of ‘grappling’ with difficult concepts and those expressed in an unfamiliar way. In our school, children are scaffolded, extended and supported through rapid teacher intervention, use of equipment and choice of strategies e.g. jottings/mental/resources. As such teaching is both enabling and extending.

Year group: Year 1		Sc = Science PE = Physical Education T = Topic	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Notes
Place value	Count to and across 100 (forwards and backwards) beginning with 0 or 1 or from any given number								
	Count, read and write numbers to 100 in numerals; count in multiples of 2, 5 and 10								Just started counting in 2s last week of Spring 1. We will be continuing with this in Spring 2.
	Given a number, identify one more and one less								
	Identify and represent numbers using objects/pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most, least								
	Read and write numbers from 1 to 20 in numerals and words								
	Estimates how many objects they can see and checks by counting them (EYFS Number 30-50 months) Estimate a number of objects to 20 and check by counting (EYFS Number GDS)								
Add/Sub	Beginning to use the vocabulary of addition and subtraction (EYFS Number 40-60 months)								
	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs								
	Represent and use number bonds and related subtraction facts within 20								
	Add/subtract two single digit numbers using quantities and objects (EYFS Number Exp) Count on or back to find the answer to addition/subtraction of two single digit numbers (EYFS Num Exp)								
	Add and subtract one-digit and two-digit numbers to 20, including zero								
Solve one step problems that involve addition and subtraction (using concrete objects/pictorial representations) and missing number problems such as $7 = ? - 9$									
M/D	Solve problems including doubling (EYFS Num Exp)								
	Solve problems including sharing (EYFS Num Exp) Solve practical problems that involve sharing into equal groups (EYFS Num GDS)								
	Solve practical problems that involve combining groups of 2, 5 or 10 (EYFS Num GDS)								
	Solve one step problems including multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher								
Frac	Solve problems including halving (EYFS Num Exp)								
	Recognise, find and name $\frac{1}{2}$ as one of two equal parts of an object, shape or quantity								
	Recognise, find and name $\frac{1}{4}$ as one of four equal parts of an object, shape or quantity								
Measure	Uses everyday language to talk about size, weight, capacity, distance, time and money.								length/height covered
	Estimate, measure, weigh, compare and order objects (EYFS SSM GDS)								length/height covered
	Compare, describe and solve practical problems for: length/height, mass/weight, capacity/volume, time								length/height covered
	Measure and begin to record the following: lengths/heights, mass/weight, capacity/volume, time								length/height covered

	Recognise and know the value of different denominations of coins/notes						
	Orders and sequences familiar events (EYFS SSM 40-60 months) Sequence events in chronological order using language e.g. before, after, first, next, today, tomorrow						Covered in English/Day to day discussions of the date and what we are/will be doing
	Uses everyday language related to time (EYFS SSM 40-60 months) Recognise and use language relating to dates including days of the week, weeks, months and years						Day to day discussions of the date and what we are/will be doing
	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times						Discuss daily as a class at key times of the day. Some children are beginning to say when it is an o'clock/half past time. Will continue with this and follow up with discrete teaching once everyone back in school,
Geometry	Begin to use mathematical names for "flat" 2D shapes (EYFS SSM 40-60 months) Recognise and name common 2D shapes						Covered during bubble closure Daily recap using the flashback 4.
	Begin to use mathematical names for "solid" 3D shapes (EYFS SSM 40-60 months) Recognise and name common 3D shapes						
	Can describe their relative position such as "behind" or "next to" (EYFS SSM 40-60 months) Uses everyday language to talk about position (EYFS SSM Exp) Describe position, direction and movement including whole, half, quarter and three quarter turns						