ALDER COPPICE PRIMARY SCHOOL YEAR 1 LONG TERM OVERVIEW

Wk	AUTUMN	Unit Specific Vocabulary	
1-6	**Place Value to 20** <u>NATIONAL CURRICULUM OBJECTIVES</u> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to ***20*** in numerals • count in multiples of twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line • 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. • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to ***20***; use <, > and = signs • read and write numbers to at least ***20*** in numerals and in words • use place value and number facts to solve problems. • recognise odd and even numbers • **recognise and know the value of different denominations of coins *(to 20p)*** • **find different combinations of coins that equal the same amounts of money*(to 20p)*** • **introduce symbol for pounds £ - and use this in word problems (up to £20)**	place value represent digit tens ones compare order greatest smallest equal to = more than >** less than < more less fewer	most least multiple numerals and words number pattern odd even money coins notes amount multiple partition
7-12	**Addition and Subtraction to 10** <u>NATIONAL CURRICULUM OBJECTIVES</u> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 10, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9. • recall and use addition and subtraction facts to 10 fluently • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • ***doubling and halving up to 10*** • ***solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change up to 10p*** USE ESTIMATION TO CHECK ANSWERS TO **EQUATIONS** AND DETERMINE, IN THE	**plus** add addend sum more than total altogether **minus** subtract difference take away less than	minus **equation** partition number bonds part-part-whole equal systematic represent double half make 10 strategy

	CONTEXT OF A PROBLEM, AN APPROPRIATE DEGREE OF ACCURACY Include teaching of balance equations such as: 3 + 2 = ? + 1		
1 day each week	**Geometry – Shape** NATIONAL CURRICULUM OBJECTIVES **Properties of shape** **2D - square, rectangle, triangle, circle, pentagon, hexagon, octagon,** **3D - cube, cuboid, sphere, cylinder, cone, square based pyramid, triangular based pyramid** • recognise and name common 2-D and 3-D shapes • identify and describe the properties of 2-D shapes • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects. • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	**2D** sides corners 3D edges faces vertex/vertices curved flat compare sort orientation	
	Statistics – Pictograms NATIONAL CURRICULUM OBJECTIVES • ***interpret and construct pictograms, simple tables and tally charts*** • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data	data table picture graph/pictogram symbol tally tally chart interpret compare more than less than most least horizontal pictogram vertical pictogram	
	Weekly Units are subject to change based on Teacher assessment.		