**Maths overview**

**Here at Glenfield Primary School we want our children to become fluent in the fundamentals of Mathematics. We also value the importance of frequent application and reasoning; both of which are key skills for developing a deep and conceptual understanding which will support the children when solving real life Mathematical problems. We hope to promote a love of Maths within our school and nurture a deep interest in the subject which the children will take with them throughout their education and future learning.**

**Key stage 1**

The main focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting, and place value. This involves working with numerals, words, and the four operations, including with practical resources (for example, concrete objects and measuring tools).

Pupils should develop their ability to recognise, describe, draw, compare, and sort different shapes and use the related vocabulary. They will use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time, and money.

**Year 1**

In Year 1, your child will start to build confidence working with numbers, through developing their counting and calculation skills. They will also gain an understanding of halves and quarters, start to measure and tell the time, and learn about some 2D and 3D shapes.

Your child will be taught to count forwards and backwards to 100, add and subtract numbers to 20, and be introduced to the idea of multiplying and dividing. They will be encouraged to use objects to help them solve simple problems in a practical way.

Much of your child’s learning will come from exploring and talking about maths in the world around them and there are simple things you can do at home to support their development.

1. Count objects around the house

When counting, encourage your child to point to each object, putting them in a row. For more than 10 objects, group into tens to see that, for example, 32 is 3 tens and 2 ones. Practise counting in twos, fives or tens using, for example, pairs of socks, fingers on hands or 10p coins.

2. Play dice games

Gather some objects – blocks, buttons, even biscuits! Roll two dice and find the total, using the objects to add practically. Or start with, say, 12 objects, roll a dice and subtract the number shown on the dice to find how many objects are left. The player with more objects wins.

3. Use toys

Explore fractions using some of your child’s favourite toys, for example teddies or cars. Ask your child to halve their toys by splitting them into two equal groups. So, for ten cars, make two groups of five. Similarly, practise finding one quarter by splitting toys into four equal groups.

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| Year 1 | **Place Value within 10**  •Representing, counting, sorting and ordering objects.  •Count, read and write forwards/backwards from any number 0 to 10.  •Count one more/less.  •One to one correspondence to start to compare groups.  •Compare groups using language such as equal, more/greater, less/fewer and introduce =, > and < symbols.  •Order/compare numbers.  •Ordinal numbers (1st, 2nd, 3rd ….).  •The number line.  **Place value within 20:**  •Count forwards/backwards and write numbers 11 to 20 in numerals and words.  •Tens and ones.  •Then as above (place value within 10).  **Addition and subtraction**  •Part whole model (and finding parts within the whole).  •Addition symbol.  •Fact families –Addition facts (eight facts).  •Find number bonds systematically for numbers within 10.  •Compare number bonds.  •Addition: Adding together/adding more  •Subtraction: Taking away, how many left? Crossing out, then introducing the subtraction symbol.  •Subtraction: Counting back / Finding the difference.  •Comparing addition and subtraction statements a + b > c & a + b > c + d.    **Geometry and Shape**  •Recognise, name and sort 3D shapes.  •Recognise, name and sort 2D shapes.  •Patterns with 3D and 2D shapes. | **Addition and Subtraction**  •Add by counting on.  •Find and make number bonds / add by making 10.  •Subtraction – Not crossing 10 / crossing 10.  •Related Facts.  •Compare Number Sentences.  **Place value within 50 (including multiples of 2, 5 and 10)**  •Counting and represent numbers to 50.  •Tens and ones.  •One more one less.  •Compare and order objects/numbers within 50.  •Count in 2s, 5s and 10s.  **Measurement: Length and Height**  •Measure and begin to record lengths and heights.  •Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).  **Measurement: Weight and Volume**  •Introduce weight and mass.  •Measure and compare mass.  •Introduce capacity.  •Measure and compare capacity. | **Multiplication and Division (including multiples of 2, 5 and 10)**  • solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.  •Count in 10s.  •Make and add equal groups.  •Make arrays.  •Make doubles.  •Make equal groups – using grouping and sharing.  **Place Value (within 100)**  •Counting to 100.  •Partitioning numbers.  •Comparing and ordering numbers to 100.  •One more, one less.  **Measurement: Money**  •Recognising and counting coins.  •Recognising notes.  **Measurement: Time**  •Before and after.  •Dates.  •Time to the hour / half hour.  •Writing and comparing time.  **Geometry: Position and Direction**  •Describe turns and position.  **Fractions**  •Recognise, find and name a half as one of two equal parts of an object, shape or quantity.  • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |