



Y1 Maths overview 2021-22

Maths Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Arithmetic	Problem solving Reasoning	Times tables
Fluency	<ul style="list-style-type: none"> Recall the answers to basic math facts automatically and without hesitation 	<p>Times table testing - each class has a weekly slot to test the children on their timetables</p> <p>144 Club - Incentive for children to learn all of their times tables</p>	<p>Understanding place value of numbers</p> <p>Understanding addition and subtraction of numbers</p>	<ul style="list-style-type: none"> Class teacher modelling Class differentiated tasks 	<p>TERM 1:</p> <ul style="list-style-type: none"> Number counting and sequencing to 10 and 20 Addition and subtraction within 10 1 more and 1 less Shapes and patterns of 2D shapes and 3D shapes Number bonds up to 20 <p>TERM 2:</p> <ul style="list-style-type: none"> Exploring calculation strategies within 20 Time- half past and o clock Place value of numbers to 40 Adding and subtracting within 40 length, weight and volume <p>TERM 3:</p> <ul style="list-style-type: none"> Place value of numbers to 100 Recognising coins and solving money word problems Multiplication and division (reinforce multiples of 2's, 5's and 10's) 	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Reasoning	<ul style="list-style-type: none"> Follow a line of enquiry Conjecturing relationships and generalisations Develop an argument Justify or prove using mathematical language 	<p>Modelled and displayed appropriate Maths vocabulary to support children as reasoning requires active talk</p> <p>Modelled strategies by peers and from masters over time</p>	<p>Understanding Geometry- shape/positional language</p>	<ul style="list-style-type: none"> Concrete resources available Using outdoor opportunities 				
Problem solving	<ul style="list-style-type: none"> Identify and understanding the problem Plan the ways to solve a problem Monitor progress in tackling a problem Review a solution to a problem 	<p>Opportunities to apply skills in their maths lessons daily following strategies of masters over time</p> <p>Problem solving is applied across other subjects such as Science and DT</p> <p>We will be having a problem solving focused week in the year which will link to another subject</p>	<p>Understanding multiplication and division of numbers</p> <p>Understanding Measurement-length/weight/ volume/height time/money</p>	<ul style="list-style-type: none"> Money week Mathletics online resource Maths home learning Problem solving opportunities in lessons 				
Mathletics	<ul style="list-style-type: none"> Apply the skills they have learnt 	<p>Children can access Mathletics offsite</p> <p>Teachers monitor progress by accessing pupil levels and encourage appropriately</p> <p>Rewards are given in Fridays worship for completing certain levels</p>	<p>Understanding fractions of numbers</p>					
Presenting data/ Communicating	<ul style="list-style-type: none"> Use a variety of software (excel) to present information 	<p>Opportunities to use excel to present collected data</p>						
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y1 maths curriculum Resolve conflicts and differing opinions should these arise Use of imagination and creative thinking Reflect on tasks Show willingness to explore and understand maths from a variety of cultural backgrounds Enjoyment of Y1 Maths curriculum (investigating, problem-solving, teamwork, collaborating, presenting) 	<p>Provide opportunities for children to research in pairs</p> <p>Plan in collaboration, teamwork, problem-solving and investigating opportunities</p>						