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| Mathematics Planning Yearly Overview | | |
| Year 1 | | |
| Autumn 1 | Spring 1 | Summer 1 |
| Problem Solving  Number and Place Value  Addition and Subtraction  Time- chronological events and vocabulary | Problem Solving  Addition and Subtraction  Shape- 2D and 3D | Problem Solving  Number and Place Value  Addition and Subtraction  Measures – Units of measure for Length, Mass/weight, Volume, Capacity |
| Autumn 2 | Spring 2 | Summer 2 |
| Problem Solving  Addition and Subtraction  Measures – language of comparisons for Length, Mass/weight, Volume, Capacity | Problem Solving  Number and Place Value  Multiplication and Division  Money | Problem Solving  Multiplication and Division 2  Shape- Position and Direction  Fractions  Time- Reading clocks |

This is a suggested progression and timescale. Individual teachers would adapt this to the needs of their class and topics taught in other areas of the curriculum. It is, however, important to realize that learning builds, so moving domains around might necessitate adjusting prior learning.

It is assumed that Using and Applying is taught continuously through all units. Rich Maths tasks can be used to start a topic, introduce concepts, teach, reinforce, revisit and assess.

Areas can also be addressed in advance / revised through Mental and Oral starters. It is important that mental skills and strategies to support fluent calculation are practised regularly through on-going mental and aural activities.