



Mathematics Curriculum Map: Year 1 (Amended for spring and summer)

Mastery

Number of unplanned weeks in spring: 2

Number of unplanned weeks in summer: 2

	Unit	Key Points	Considerations
Spring	Unit 6: Time (2 weeks)	<ul style="list-style-type: none"> Read, write and tell the time to o'clock and half past on analogue clock Sequencing daily activities Whole and half turns linked to time 	<ul style="list-style-type: none"> This unit could be delivered remotely although pupils will require access to an analogue clock for Lessons 4-6. There are interactive clocks that could be used so pupils can have a clock to set (e.g. topmarks teaching clock). How this will be assessed will need some consideration. Content from Lesson 1-2 and Lesson 7 could be covered through Maths Meetings. Lesson 9 on position, direction and movement could be set for remote learning although builds on halves and quarters from this unit.
	Unit 7: Exploring calculation strategies within 20 (1 week)	<ul style="list-style-type: none"> Model, explain and choose addition and subtraction strategies 	<ul style="list-style-type: none"> How this is delivered will primarily depend on how confident pupils are with strategies, whether this is set as remote learning or held for face-to-face teaching. Much of this unit is based on pupils' reasoning to elicit their understanding of strategies covered to date and so the questions used to draw out this reasoning need careful consideration. Some of this can be incorporated into Maths Meetings. Consider what manipulatives pupils have access to at home - pasta, bottle tops, straws, etc. could be used and draw their own part-whole models if doing remotely.
	Unit 8: Numbers to 50 (2 weeks)	<ul style="list-style-type: none"> 2-digit numbers – represent, sequence, explore, compare. Count in 2s, 5s and 10s Describe and complete number patterns 	<ul style="list-style-type: none"> This unit could be delivered remotely although it's important to consider how parents can support understanding using manipulatives such as bundled straws, pencils or lollipop sticks. Consider what questions or activities could be set to prompt pupils to identify and discuss patterns within number, for example, numbers increasing in twos could be seen on doors of houses if pupils live in a built-up area.
	Unit 9: Addition and subtraction within 20 (2 weeks)	<ul style="list-style-type: none"> Illustrate, explain and link addition and subtraction with equations Apply 'Make Ten' strategy Use language to quantify and compare difference 	<ul style="list-style-type: none"> The 'Make Ten' strategy, is a particularly challenging strategy to teach and for pupils to grasp. For this reason it may be better suited to face-to-face teaching. This unit, therefore, could be swapped with Unit 14: Money. If making this swap, ensure that this unit is taught before Unit 13: Addition and subtraction as the unit uses 2-digit numbers beyond 20. If completing this unit remotely, pupils could use discrete objects such as pasta, bottle tops, Lego, etc. and draw their own ten frames if completing this remotely.
	Unit 10: Fractions (1 week)	<ul style="list-style-type: none"> Identify $\frac{1}{2}$ and $\frac{1}{4}$ of a shape or object Find $\frac{1}{2}$ and $\frac{1}{4}$ of a quantity 	<ul style="list-style-type: none"> Lots of informal opportunities for exploring fractions at home to draw upon so could be suited for remote learning. When cutting or splitting continuous objects such as fruit, cake, etc. the parts will always be approximately half / quarter rather than exactly as it cannot be guaranteed all parts will be equal.
	Unit 11: Measures: Length and mass (2 weeks)	<ul style="list-style-type: none"> Compare and measure lengths and mass using cm and kg Doubling and halving 	<ul style="list-style-type: none"> This unit is best when practical ideally, with pupils physically reading scales and making connections by getting a feel for objects and their mass or / and length. Lessons 6– 10 use balance scales and so teacher input may need to be more structured, as it would be beneficial for pupils to compare one item at a time with the teacher's item on balance scales Activities could be revisited and/or completed during Maths Meetings.



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Summer	Unit 12: Numbers 50 to 100 and beyond (2 weeks)	<ul style="list-style-type: none"> Read, write, represent, compare and order numbers to 100 One more / fewer, ten more / fewer Identify number patterns 	<ul style="list-style-type: none"> This unit relies on a range of concrete and pictorial representations and so if teaching remotely, consideration around the quantity needed is key. The pictorial images on the lesson slides should try to match the concrete resources being used at home so pupils can make connections between them. Pupils are first introduced to Dienes during this unit and so, depending on their understanding of regrouping ten individual items into one object representing ten, may influence whether to use this representation or not. This will have a knock-on effect on representations used in future calculation units. It is unlikely also that pupils will have access to Dienes if completing this unit at home. The numbers in this unit could be quite surface level if teachers do not plan opportunities for reasoning remotely (screen grabs of speech bubbles, live discussion sessions, etc.).
	Unit 13: Addition and subtraction (2 weeks)	<ul style="list-style-type: none"> Explore addition and subtraction involving 2-digit numbers and ones Represent and explain addition and subtraction with regrouping Investigate number bonds within 20 	<ul style="list-style-type: none"> This unit builds on previous strategies explored in earlier units of Year 1, some of which may or may not have been taught. Delivery of this unit will primarily depend on the input pupils received and formative assessment of how confident pupils were with strategies. Regrouping is introduced during this unit and so if it is covered remotely, teacher need to explore and consolidate the learning when face-to-face teaching resumes, in preparation for Year 2. If teaching remotely, consideration is needed for what manipulatives pupils will have access to, could pupils use pasta shapes, bottle tops, etc and draw their own ten frame, part-whole model?
	Unit 14: Money (2 weeks)	<ul style="list-style-type: none"> Name coins and notes and understand their value Represent the same value using different coins Find change 	<ul style="list-style-type: none"> This unit could be great for learning at home although consideration may be needed as to whether pupils would have access to real coins and whether providing cut out images of coins would be beneficial. If moving to Spring, it may be worth incorporating Lesson 8-10 into an addition and subtraction unit during the summer once they've explored a range of calculation strategies. Consider short quizzes using tools, such as Google forms, to check and review understanding as the unit progresses (Oak National Academy has some that can be used).
	Unit 15: Multiplication and division (2 weeks)	<ul style="list-style-type: none"> Share equally into groups Doubling Link halving to fractions Add equal groups Explore arrays 	<ul style="list-style-type: none"> This is an important unit for development of number: it could be taught remotely if careful consideration is given on how the use of representations and models will be demonstrated to pupils. Teachers should consider the use of live modelling (or asynchronous (pre-recorded) recording) to ensure pupils understand repeated addition of equal groups. The Independent Tasks for Lesson 4 and 6, investigations into multiplication and division as sharing will need consideration as to how to promote and develop reasoning pupils understanding is deepened.
	Unit 16: Measures: Capacity and volume (2 weeks)	<ul style="list-style-type: none"> Compare capacities, volumes and lengths Explore litres Apply understanding of fractions to capacity 	<ul style="list-style-type: none"> This unit could be better suited to remote learning as pupils can practically explore capacity and volume at home. You might wish for pupils to focus more on reasoning using the correct vocabulary to explain and justify their comparisons as to why one pot has a great capacity than the other or which container has half the capacity of another, etc. Consider short quizzes using tools such as, Google forms, to check and review understanding as the unit progresses (Oak National Academy has some that can be used).



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