EFFECTIVE MATHS Year 1 mathematics curriculum overview

Block 1

	1	2	3	4	5	6	7	8	9	10	11	12
Y1	Transition unit	Place value (U1)		Calculation (U1)		Calculation (U2)			Review 1	Geometry		Money (U1)

Block 2

	1	2	3	4	5	6	7	8	9	10	11	12
Y1	Place value (U2)	Calculation (U3)		Calculation (U4)			Review 2	Statistics		Calculation (U5)		Money (U2)

Block 3

	1	2	3	4	5	6	7	8	9	10	11	12
Y1	Place value (U3)	Calculation (U6) × and ÷		Fractions (U1)	Length, height	Mass and volume	Time		Patterns and relationships	Problem solving	School to determine focus for each class	

The yearly overview is a broad guide to suggested coverage over the course of the academic year.

There are 39 school weeks, one week taken for INSET, leaving 38. Two of the 38 are generally taken up with trips, sports days, concerts and so on, leaving 36. The three 'blocks' are each 12 weeks long. Clearly the 12 weeks don't map directly to terms, they are not intended to. Where the table header has been highlighted in blue, this indicates that planning will be provided by *Effective Maths*. Please see the publication dates (on website) for details of when resources will be online.

Remembering content and making connections

In the 2021/22 block overviews that follow, the intention is to provide extremely clear signposting to the quizzes designed to support children in **remembering the key content they have been taught**. And, through the RTP[1] focuses, **integrate knowledge into larger concepts**. Teachers and leaders need to use assessment well, for example to help children embed and use knowledge fluently or to check understanding and inform teaching. But they also need to do this in a way that **does not create unnecessary burdens for staff or children**. The quizzes are ideal for this purpose. (These points - remembering key content, integrating knowledge and not creating burdens - are directly linked to bullet points 3 and 4 in the 'implementation' section of the current Education Inspection Framework.)

The RTP quiz focuses are linked to what the DfE describe as 'the most important knowledge and understanding within each year group'. These criteria very often require children to have command of a wider domain of knowledge than the mathsquiz.net quizzes do. The quizzes on mathsquiz.net **deliberately** take smaller steps. The aim of **both** is to provide teachers and leaders with several ways of supporting children's ongoing progress. For example, through sharing links for mathsquiz.net quizzes with parents/carers (so children continue to practise a core skill such as knowing the 8 × table) and then following up a child's work at home with a quiz session in school to ascertain progress. The RTP quiz focuses are designed to be mini-assessments carried out in school. Taken together, the quizzes and the paper-based end of unit assessments, provide schools with a range of simple strategies to assess the planned/intended curriculum, as opposed to using generic assessments not linked to the curriculum. In particular, the quizzes have the added advantage of being self-marking, easy to repeat and can be shared with parents/carers to support children' learning at home.

Notes

The quizzes in red are being written for 2021/22 and will be online a few weeks before they are first required.

Some RTP focuses are not best assessed by electronic means. For Y1 this is 1NPV–2 (counting in ones), but skip counting is assessed in 1NF–2. And 1G–2 (compose 2D and 3D shapes from smaller shapes to match an example).

[1] RTP Ready to Progress

EFFECTIVE MATHS — Year 1 mathematics curriculum

	Block 1											
	1	2	3	4	5	6	7	8	9	10	11	12
Y1	Transition unit	Place value (U1)		Calculation (U1)		Calculation (U2)			Review 1	Geometry		Money (U1)

Transition unit

[1] Counting to ten

[2] Counting to 20

[3] Ordering numbers from 0-20

[4] One more for numbers from 0-20

[5] One more or less for numbers from 0-20

Place value (U1)

[1] Reading and writing numbers [a]

[2] Reading and writing numbers [b]

[3] Reading and writing numbers [c]

[4] Counting forwards in twos [1]

[5] Counting forwards in twos [2]

[6] Counting backwards in twos

[7] Identifying and representing numbers ☼MQ

[8] Comparing and ordering numbers

Calculation (U1)

[1] Number bonds for 5 ☼MQ

[2] Number bonds for 6 ☼MQ

[3] Number bonds for 7 ☼MQ

[4] Solving problems involving number bonds from 5 - 7

[5] Expressing the same addition sentence in different ways

[6] Number bonds for 8 ☼MQ

[7] Number bonds for 9 ☼MQ

[8] Number bonds for 10 ☼MQ

[9] Solving problems involving number bonds to 10

Calculation (U2)

There are 5 RTP quizzes linked to this unit, so 3 weeks is allocated.

[1] Subtracting from 5

[2] Subtracting from 6

[3] Subtracting from 7

[4] Subtracting from 8

[5] Subtracting from 9

[6] Subtracting from 10

[7] Solving problems with numbers to 10

[8] Number bonds for 4 and 5 and related facts (revision)

[9] Number bonds for 6 and 7 and related facts (revision)

[10] Number bonds for 8 and 9 and related facts (revision)

[11] Number bonds for 10 and related facts (revision)

☼ **RTP 1NF–1←**
There are 3 RTP quizzes on number bonds to 10 and related facts. It may be worth assessing children at this point – and returning to these assessments again as the year moves on.

☼ **RTP 1AS–2←**
There are 2 RTP quizzes lined to 1AS-2.

Geometry

[1] Identifying 3-D shapes

[2] Identifying 2-D shapes ☼**RTP 1G-1**

[3] Creating 2-D shapes (cutting out and drawing)

[4] Shapes around us and patterns with 2-D shapes

[5] Patterns with 2-D and 3-D shapes

[6] Positions (Eg: front, behind, top, bottom, above, below, near/close, far, around etc)

[7] Movements (Eg: forward, backward, up, down, inside, outside)

[8] Turns (Eg: whole turn, half turn)

Money (U1)

[1] Recognising coins

[2] Recognising coins ☼MQ

[3] The value of coins to 10p

[4] The value of coins to £2 ☼MQ

[5] Solving problems (addition)

[6] Solving problems (subtraction) ☼MQ

☼indicates a quiz linked to the content of the lesson/s.
☼MQ means the quiz is accessible via mathsquiz.net

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

EFFECTIVE MATHS

Year 1 mathematics curriculum

	Block 2											
	1	2	3	4	5	6	7	8	9	10	11	12
Y1	Place value (U2)	Calculation (U3)		Calculation (U4)			Review 2	Statistics		Calculation (U5)		Money (U2)

Place value (U2)	Calculation (U3)	Calculation (U4)	Review 2	Statistics	Calculation (U5)	Money (U2)
[1] Reading/writing numbers written in numerals and words [2] Counting to and from fifty in steps of one and two [3] Reading/writing numbers to 70 [4] Counting to and from seventy in steps of one and two [5] Identifying and representing numbers [6] Ordering and comparing numbers to 70 ☼MQ	[1] Number bonds for ten (revision) [2] Identifying missing numbers [3] Adding to numbers to ten and related subtraction facts (11-15) ☼MQ [4] Adding to numbers to ten and related subtraction facts (11-20) ☼MQ [5] Problem solving linked to adding 1-digit numbers to ten (and related subtraction facts) [6] Problem solving linked to adding 1-digit numbers to ten (and related subtraction facts) [7] Finding the difference	[1] Making 11 in different ways [2] Subtracting from 11 [3] Solving problems (involving addition facts for 11 and related subtraction facts) [4] Making 12 in different ways [5] Subtracting from 12 [6] Solving problems (involving facts for 12 and related subtraction facts) [7] Making 13 in different ways [8] Subtracting from 13 [9] Making 14 in different ways [10] Subtracting from 14 [11] Making 15 in different ways [12] Subtracting from 15 ☼MQ Making 11-15 in different ways and related facts		[1] Sorting shapes [2] Sorting shapes [3] Subsets [4] Combining sets [5] Intersections [6] Block graphs [7] Block graphs [8] Block graphs and bar charts ☼MQ Sorting diagrams	[1] Making 11-15 (revision) [2] Subtracting from 11-15 (revision) [3] Adding single digit numbers to make 16–18 [4] Subtracting from 16-18 [5] Adding single digit numbers to 11-19 ☼MQ [6] Subtracting single digit numbers from 11 to 19 ☼MQ [7] Number bonds for 20 ☼MQ [8] Number bonds for 20 and related facts ☼MQ [9] Number bonds for 20 and related facts (including number bonds with 3 addends) [10] Solving problems - number bonds for 20 (a) [11] Solving problems (b) ☼MQ Making 16-20 in different ways and related facts	[1] Coin recognition (revision) [2] Comparing and ordering coins [3] Adding amounts of money ☼MQ [4] Subtracting amounts of money (a) [5] Subtracting amounts of money (b) ☼MQ [6] Recognising notes

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Block 3											
1	2	3	4	5	6	7	8	9	10	11	12

Y1	Place value (U3)		Calculation (U6) × and ÷		Fractions		Length, height	Mass and volume	Time	Patterns and relationships	School to determine focus	

Place value (U3)

[1] Skip counting and representing numbers (revision)

[2] Reading and writing numbers (numerals to 80) ☼MQ

[3] Reading and writing numbers (numerals to 100; words to 20) ☼MQ

[4] Counting to 100 in steps of 2

[5] Counting in steps of 2, 5 and 10 ☼ **RTP 1NF–2←**

[6] Identifying and representing numbers

[7] Partitioning 80, 90 and 100

Calculation (U6) × and ÷

[1] Identifying groups

[2] Equal groups

[3] Repeated addition

[4] Making equal rows (arrays)

[5] Doubles ☼MQ

[6] Multiplication stories ☼MQ

[7] Equal groups (division)

[8] Equal sharing

Fractions

[1] Halves

[2] Finding half ☼MQ

[3] Quarters

[4] Finding quarters ☼MQ

Length, height

[1] Developing vocabulary for length and height

[2] Measuring with arbitrary units

[3] Measuring with non-standard units

[4] Measuring with centimetres ☼MQ

☼ **RTP 1NPV–2←**

Mass and volume

[1] Mass (vocabulary and comparing masses)

[2] Mass (measuring with a balance) ☼MQ

[3] Comparing the amounts that different containers can hold

[4] Measuring capacity

[5] Describing volume using fractions

Time

[1] Tell the time to one hour (a)

[2] Tell the time to one hour (b) ☼MQ

[3] Tell the time to half past the hour ☼MQ

[4] Language of time and sequencing

Patterns and relationships

[1] Odd and even numbers

[2] Finding the odd one out (a)

[3] Finding the odd one out (b)

[4] The three little pigs (multiplication)

[5] Adding and subtracting combinations of odd and even numbers ☼ **RTP 1AS-1**

School to determine focus

If time exists, it is suggested it is used to revisit the Ready to Progress focuses.

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