Maths Curriculum Map – Grade 1

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments/Cross Curricular
TERM 1								
WHOLE NUMBERS 1 – UNIT 1								
T1. 8/9 - 19/9	2	8	Unit 1: Whole Numbers 1 Counting to 20 Recognition of numbers between 0 – 20 Count using number lines, picture representations and number. Order numbers to at least 20 positioning on a number track: use ordinal numbers.	Number - Numbers and the Number System Problem Solving - Using techniques and skills in solving mathematical problems	**1Nn1** Recite numbers in order. **1Nn2** Read and write numerals from 0 to 20. **1Nn3** Count objects up to 20, recognising conservation of number **1Nn4** Count on in tens from zero or a single digit number to 100 or just over. **1Nn5** Count on in twos, beginning to recognise odd/even numbers to 20 as every other number. **1Nn9** Order numbers to at least 20 positioning on a number track: use ordinal numbers. **1Nn11** Give a sensible estimate of some objects that can be checked by counting e.g. to 30. **1Pt7** Describe and continue patterns such as count on and back **1Pt8** Identify simple relationships between numbers	0 - 100 number cards Counters Interlocking cubes 0-6 Dice Various items other for counting to 20 than manipulatives e.g. books, pencils 100 Squares	Counting to 20 Counting back from 20 Ordering numbers to 10	Develop mental images for small numbers. Extend previous activities, just change one rule. Use familiar resources and activities, changing the context. Learners being actively engaged in each activity. Give learners time to become familiar with 100 square. **PE:** Count numbers /Order numbers
WHOLE NUMBERS 1 UNIT 1 ASSESSMENT – 19TH SEPTEMBER 2019								
ADDITION AND SUBTRACTION 1 – UNIT 5								
T1. 22/ 9 – 3/10	2	8	**Unit 5: Addition and Subtraction 1** Addition: Combining two sets by counting them all Adding two numbers together by counting on. Identifying pairs of numbers to 10. Finding pairs of numbers that add up to numbers from 2 to 10 Subtraction: Subtract a number by taking away objects Subtract one number from another by counting back.	**Calculation** – Mental Strategies Addition/ Subtraction Problem Solving - Using techniques and skills in solving mathematical problems	**1Nc1** Know all number pairs to 10 and record related addition/subtraction facts **1Nc2** Begin to know number pairs to 6, 7, 8, 9 and 10. **1Nc8** Understand addition as counting on and combining two sets. **1Nc9** Understand subtraction as counting back and 'take away'. **1Nc10** Understand difference as 'how many more to make'. **1Nc11** Add/subtract a single digit number by counting back/on. **1Nc14** Begin to use the + and - signs to record calculations 1Nc16 Add a pair of numbers by putting the larger number firstly and counting on **1Pt1** Choose appropriate strategies to carry out calculations, explain working out. **1Pt2** Explore number problems and puzzles. **1Pt3** Find many combinations **1Pt4** Solve simple word problems and represent it with objects **1Pt8** Identify simple relationships between shapes.	3x 10–90 number cards (per class) 1–100 number cards Large 2–15 number labels (or that total the number of learners in the class) (per class); 15 pencils, 8 books, 3 erasers, 18 counters (per group); 20 interlocking cubes (per learner);	Addition and subtraction train game Count forwards and back helicopter rescue game 2 digit numbers blast off addition and subtraction game	Developing mental images for small numbers. Extending the previous activity, just changing one rule. Using a familiar resource and activity, changing the context. Learners being actively engaged in the activities. Give learners time to become familiar with 100 square.

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			Find the difference between two numbers. Use number bonds for 10 to answer subtraction calculations.		**1Pt9** Make a sensible estimation of a calculation, and consider whether an answer is reasonable.	30 counters or buttons (per learner)		
ADDITION AND SUBTRACTION 1 UNIT 5 ASSESSMENT – 3RD OCTOBER								
2D SHAPE – UNIT 10								
T1. 6/10 – 10/10	1	4	**Unit 10: Naming 2D Shapes** Name and sort common 2D shapes using features such as number of sides, curved or straight. Use them to make patterns and models.	Geometry – Shapes and Geometric Reasoning Problem Solving - Using techniques and skills in solving mathematical problems	**1Gs1** Name and sort common 2D shapes using features such as number of sides, curved or straight. Use them to make patterns and models. **1Pt2** Explore number problems and puzzles. **1Pt7** Describe and continue patterns such as count on and back **1Pt8** Identify simple relationships between shapes.	4 pieces of card cut into the following shapes with their names written on: circle, triangle, rectangle, square (per class); Classroom set of 2D shapes in a box (per class) Assorted circles, triangles, rectangles, squares (per learner) Coloured pencils	Jack Hartman shape song	When talking about 2D make sure that only the face of a shape is used. Any shape with any depth is 3D. Compare and contrast features of 2D **Art**: Explore Geometric art e.g. Mondrian, Kandinsky
2D SHAPE UNIT 10 ASSESSMENT – 10TH OCTOBER								
3D SHAPE – UNIT 11								
T1 13/10 – 17/10	1	4	**Unit 11: Naming 3D Shapes** Introduce the key words at the start of the lessons. Name and sort common 3D shapes using features such as number of faces, flat or curved faces. Use them to make patterns or models.	Geometry – Shapes and Geometric Reasoning Problem Solving - Using techniques and skills in solving mathematical problems	**1Gs2** Name and sort common 3D shapes (e.g. cube, cuboid, cylinder, cone and sphere) using features such as number of faces, flat or curved faces. Use them to make patterns and models. **1Pt2** Explore [number] problems and puzzles. **1Pt7** Describe and continue patterns [such as count on and back in tens, e.g. 90, 80, 70]. **1Pt8** Identify simple relationships between [numbers and] shapes[, e.g. this number is ten bigger than that number].	classroom globe (per class); spheres, cones, cylinders, cubes and cuboids in a box (per class/pair); 3D and 2D shape (per group); 2 hoops (per class)	3D Shapes	Learners may become confused counting the faces of a 3D shape. Compare and contrast features of 3D **Art**: Explore Geometric art e.g. Mondrian, Kandinsky **PE**: Discuss shapes – cones, balls,

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3D SHAPE UNIT 11 ASSESSMENT – 17TH OCTOBER								
PATTERNS AND SYMMETRY – UNIT 12								
T1 20/10 – 24/10	1	4	**Unit 12: Patterns and Symmetry** To learn the meaning of basic line symmetry (mirror image) How to recognise symmetrical shapes and patterns, and check by using a small mirror. To start to find real and imaginary lines of symmetry in a 2D shape or pattern.	Geometry – Shapes and Geometric Reasoning Problem Solving - Using techniques and skills in solving mathematical problems	**1Gs3** Recognise basic line symmetry **1Pt2** Explore [number] problems and puzzles **1Pt7** Describe and continue patterns [such as count on and back in 10s, 98, 80, 70]. **1Pt8** Identify simple relationships between [numbers and] shapes [e.g. this number is ten bigger than that number].	Small mirrors (1 per pair) Paper equilateral or isosceles triangles, squares. 2D triangles	Number rock Symmetry	This unit is an introduction to the topic of symmetry. Learners explore symmetry in the world around them.
PATTERNS AND SYMMETRY UNIT 12 ASSESSMENT – 24TH OCTOBER								
POSITION AND MOVEMENT – UNIT 13								
T1 27/10 – 31/10	1	4	**Unit 13: Position and Movement** To use everyday language for direction, position and distance to describe how to move objects, or how they have been moved. To recognise and draw an arrow indicating forwards, backwards and around and make marks on a template following instructions relating to direction, position and distance.	Geometry – Position and movement Problem Solving - Using techniques and skills in solving mathematical problems	**1Gp1** Use everyday language of direction and distance to describe movement of objects. **1Pt2** Explore [number] problems and puzzles	Teddy or other soft toy small enough to fit into box. Coloured pencils		Learners must know left and right ensure understanding that forwards and backwards arrows represent forwards and backwards, not left or right. When drawing arrows in this instance, draw the line first and then add the arrow head to signify forwards and backwards. **PE**: Use of arrows and reinforce forwards and backwards, left and right
POSITION AND MOVEMENT UNIT 13 ASSESSMENT – 31ST OCTOBER								
LENGTH – UNIT 16								
T1 3/11 – 7/11	1	4	**Unit 16: Length** To understand concepts of length, height and width.	Measure – Length, mass and capacity	**1Ml1** Compare lengths [and weights] by direct comparison, then by using uniform non-standard units. **1Ml3** Use comparative language, e.g. longer, shorter[, heavier, lighter]. **1Pt2** Explore [number] problems and puzzles.	1 each of 10 cm, 30 cm, 50 cm and 100 cm length of ribbon or string (per class)	Polar bear length song	When comparing two objects, the language is 'longer', 'shorter' (when comparing length) and 'taller', 'higher', 'shorter' (when comparing height).

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			Compare two objects and consider which is longer, shorter, higher, taller, wider.	Problem Solving - Using techniques and skills in solving mathematical problems	**1Pt8** Identify simple relationships [between numbers and shapes, e.g. this number is ten bigger than that number].	5 small pieces of modelling clay of various sizes to mould 'wriggly worms' (per class) Plastic straw (per class) Interlocking cubes 2 strips of different coloured card, 6 cm long by 2 cm wide and 10 cm long by 4 cm wide		When ordering more than two objects, the language is 'longest', 'shortest' and 'tallest', 'highest'. When comparing the height of people and animals, as in this unit, it is more common to use the terms 'taller', 'tallest', 'shorter' or 'shortest', but comparing the measure of one to another as 'highest' is still correct.
LENGTH UNIT 16 ASSESSMENT – 7TH NOVEMBER								
MASS – UNIT 17								
T1 10/11 - 14/11	1	4	**Unit 17: Mass** To understand weight, learning the words 'heavy' and 'light' and what they mean. To use to measuring equipment, such as balance scales, as well as measuring with uniform non-standard units	Measure – Length, mass and capacity Problem Solving - Using techniques and skills in solving mathematical problems	**1Ml1** Compare [lengths and] weights by direct comparison, then by using uniform non-standard units. **1Ml3** Use comparative language, e.g. [longer, shorter,] heavier, lighter. **1Pt2** Explore [number] problems and puzzles. **1Pt8** Identify simple relationships [between numbers and shapes, e.g. this number is ten bigger than that number].	2 small baskets (per class) 4 oranges or other available fruit (per class); feather, a 50 cent coin, a 500 g bag of rice, a plastic bag of cotton-wool balls weighing less than 300 grams (per class) Balance scales (per class) 2 cardboard boxes labelled 'heavy' and 'light' containing 4 items each		Use the term 'weight' not 'mass' Learners need to recognise when the balance scales are balanced or 'the same' in order to find the answer for the number of non-standard units an object weighs.
MASS UNIT 17 ASSESSMENT – 14TH NOVEMBER								

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Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments/Cross Curricular
TERM 2								
WHOLE NUMBERS 2 – UNIT 2								
T2 5/1/20 – 16/1/20	2	8	**Unit 2: Whole Numbers 2** To count on in tens to 100 and in twos to 20, starting from any one-digit number. To begin to recognise odd and even numbers to 20. T Use the terms more and less to compare numbers and find numbers that are 1 or 10 more and 1 less than a given number. Order numbers on a number track, beginning to partition two-digit numbers into tens and ones.	Number - Numbers and the Number System Problem Solving	**1Nn4** Count on in tens from zero or a single-digit number to 100 or just over. **1Nn5** Count on in twos, beginning to recognise odd and even numbers to 20 as 'every other number'. **1Nn6** Begin partitioning two-digit numbers into tens and ones and reverse. **1Nn7** Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number. **1Nn8** Use more or less to compare two numbers, and give a number which lies between them. **1Nn9** Order numbers to at least 20, positioning on a number track; use ordinal numbers. **1Nn10** Use the = sign to represent equality. **1Pt2** Explore number problems and puzzles. **1Pt7** Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70. **1Pt8** Identify simple relationships between numbers [and shapes], e.g. this number is ten bigger than that number.	Interlocking cubes Counters Marbles Dishes of 50 objects Dice 1-6 spinners (per group) Place value arrow cards		Allowing learners to follow the patterns on a 100 square to reinforces the concepts. Some learners are quick to pick up on the concept of '1 more', as counting forwards in ones is familiar to them, but '1 less' can sometimes be more of a challenge. Regularly count backwards defining 'more' and 'less' every time this concept is addressed and stressing the words 'more' and 'less' vocally when asking a question.
WHOLE NUMBERS 2 UNIT 2 ASSESSMENT – 16TH JANUARY								
ADDITION AND SUBTRACTION 2 – UNIT 6								
T2 19/1/20 – 30/1/20	2	8	**Unit 6: Addition and Subtraction 2** Continue to build on their knowledge and understanding of number bonds to 10. Find 2 and 10 more or less, recording jumps on a number line and using a 100 square. Record calculations and check their answers. Begin to add more than two numbers together.	**Calculation** – Mental Strategies Addition/ Subtraction Problem Solving - Using techniques and skills in solving	**1Nc1** Know all number pairs to 10 and record the related addition/subtraction facts **1Nc2** Begin to know number pairs to 6, 7, 8, 9 and 10. **1Nc3** Add more than two small numbers, spotting pairs to 10, e.g. 4 + 3 + 6 = 10 + 3. **1Nc4** Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. 8 + 3, add 2, then 1. **1Nc11** Add[/subtract] a single-digit number by counting on [/ back]. **1Nc12** Find two more or less than a number to 20, recording the jumps on a number line. **1Nc13** Relate counting on and back in tens to finding 10 more/less than a number (< 100). **1Nc14** begin to use the +, – and = signs to record calculations in number sentences. **1Pt1** Choose appropriate strategies to carry out calculations, explaining working out. **1Pt2** Explore number problems and puzzles.	Number fans 10 counters (per learner) 5 cardboard triangles (per learner) string (per learner) 0–10 number cards (per learner) sets of '+', '–', '=' operations cards (1 set per learner); Counters 1-6 spinners		Knowing the addition and subtraction number facts to 10 is a skill that is developed by repetition and practice. Learners may be confused with different mathematical symbols (+, – and =), so will need reminding regularly the meaning of each symbol. Remind learners that they should carry on counting from wherever they got up to after adding the first two numbers together. It is important that learners are taught that they should always start with the largest number (holding it

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				mathematical problems	**1Pt3** Find many combinations [, e.g. combinations of three pieces of different coloured clothing]. **1Pt4** Decide to add or subtract to solve a simple word problem (oral), and represent it with objects. **1Pt5** Check the answer to an addition by adding the numbers in a different order. **1Pt6** Check the answer to a subtraction by adding the answer to the smaller number in the question. **1Pt7** Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70. **1Pt8** Identify simple relationships between numbers [and shapes], e.g. this number is ten bigger than that number. **1Pt9** Make a sensible estimate of a calculation, and consider whether an answer is reasonable.	Dice		in their head), and adding on the smaller two numbers.
ADDITION AND SUBTRACTION UNIT 6 ASSESSMENT – 30TH JANUARY								
MULTIPLICATION AND DIVISION 1 - UNIT 8								
T2 2/2/20 – 13/2/20	2	8	**Unit 8: Multiplication and Division 1** Begin to understand the concept of multiplication and division and how they are related. Start to identify multiples of 2 and 10 and find doubles. Practical experiences of sharing objects into two equal groups. Begin to solve grouping and sharing problems.	**Calculation**: Mental strategies, Multiplication and division Problem Solving - Using techniques and skills in solving mathematical problems	1Nc5 Know doubles to at least double 5. 1Nc7 Begin to recognise multiples of 2 and 10. 1Nc22 Share objects into two equal groups in a context. 1Pt2 Explore number problems and puzzles. 1Pt7 Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70. 1Pt8 Identify simple relationships between numbers [and shapes], e.g. this number is ten bigger than that number.	0–100 number cards (per pair) Counters Interlocking cubes Toy food		Some learners may not understand that each group must contain an equal amount when sharing objects out. Skip-count groups of objects and refer to the multiples of 2 or 10 on the 100 square, pointing out any patterns. Relate multiplication and division concepts. Use objects to illustrate.
MULTIPLICATION AND DIVISION 1 UNIT 8 ASSESSEMENT - 13TH FEBRUARY								
HANDLING DATA 1 - UNIT 21								
T2 16/2/20 – 20/2/20	1	4	**Unit 21: Handling Data** Focus is on sorting and organising data, rather than collecting data. Learners are taught that data is information, which can be read from lists or tables. It is sorted	Handling data – Organising, categorising and representing data Problem Solving	**1Dh1** Answer a question by sorting and organising data or objects in a variety of ways, e.g. using block graphs and pictograms with practical resources; discussing the results, in lists and tables with practical resources; discussing the results, in Venn or Carroll diagrams giving different criteria for grouping the same objects. **1Pt2** Explore [number] problems and puzzles. **1Pt3** Find many combinations, e.g. combinations of three pieces of different coloured clothing.	Objects that can be counted and sorted e.g. leaves, twigs		Block graphs are constructed with gaps between the blocks to emphasise that data is discrete, not continuous, and unordered.

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			and organised in order to find the answer to a question that is not immediately obvious. Investigate a range of formats for organising data: lists, tables, pictograms and block graphs.		**1Pt8** Identify simple relationships between numbers and shapes [e.g. this number is ten bigger than that number]. **1Pt9** Make a sensible estimate of a calculation, and consider whether an answer is reasonable.			
HANDLING DATA 1 UNIT 21 ASSESSMENT – 20TH FEBRUARY								
MONEY – UNIT 14								
T2 23/2/20 – 27/2/20	1	4	**Unit 14: Money** To be able to recognise 1 cent, 5 cents and 10 cents. To understand that the value of a coin is its worth and that the total value is the total altogether when a number of coins are added. To explore different combinations of making the same amount, up to a total of 15 cents, using two and three coins.	Measure – Money Problem Solving - Using techniques and skills in solving mathematical problems	**1Mm1** Recognise [all] coins and work out how to pay an exact sum using smaller coins. **1Pt1** Choose appropriate strategies to carry out calculations, explaining working out. **1Pt2** Explore number problems and puzzles. **1Pt3** Find many combinations [, e.g. combinations of three pieces of different coloured clothing]. **1Pt4** Decide to add or subtract to solve a simple word problem (oral), and represent it with objects. **1Pt9** Make a sensible estimate of a calculation, and consider whether an answer is reasonable.	1, 5, and 10 cents coins.		Always write 'c' or 'cents' next to the number when working with money. Counting beyond 10 cents moves into the area of place value. To support common difficulties, use making different totals to 10 from 5 cents to reinforce number pairs to 10.
MONEY UNIT 14 ASSESSMENT 27TH FEBRUARY								
CAPACITY – UNIT 18								
T2 1/3/20 – 5/3/20	1	4	**Unit 18 - Capacity** To learn the basic descriptions of 'full', 'half full' and 'empty', recognise and name them. Estimate and order capacity by finding the container that holds the most and the least, then comparing additional containers by 'more' or 'less'.	Measure – Length, mass and capacity Problem Solving	**1Ml2** Estimate and compare capacities by direct comparison, then by using uniform non-standard units. **1Ml3** Use comparative language[, e.g. longer, shorter heavier, lighter]. **1Pt2** Explore [number] problems and puzzles. **1Pt8** Identify simple relationships [between numbers and shapes, e.g. this number is ten bigger than that number].	Cups Jugs Bottles (small and large) Funnels Washing up bowl		Capacity is how much a container holds, as opposed to how much the container is holding or the amount of space taken up by an object, which is volume. Learning the basic descriptions full, half full and empty. Learners need to recognise and name these measures and understand what each description means/looks like, in order to progress to making estimates about capacity and finding the capacity of a container using non-standard units. It also contributes to their initial understanding of more and less, most and least.

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CAPACITY UNIT 18 ASSESSMENT – 5TH MARCH								
TIME 1 - UNIT 19								
T2 8/3/20 – 12/3/20	1	4	**Unit 19: Time 1** Recognise times of the day. Reading and writing the time to the hour in analogue. Ordering certain times of the day to the time by the hour.	Measure – Time Problem Solving - Using techniques and skills in solving mathematical problems	**1Mt1** Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years. **1Mt2** Read the time to the hour (o'clock) and know key times of day to the nearest hour. **1Pt2** Explore [number] problems and puzzles. **1Pt7** Describe and continue patterns [such as count on and back in tens, e.g. 90, 80, 70]. **1Pt8** Identify simple relationships [between numbers and shapes, e.g. this number is ten bigger than that number].	Small clocks Time of day cards, cut into 11 cards (per class / group); Day/Night cards (per learner) 1–12 number cards (per class)		Learners to understand morning, afternoon and night, to lay the foundation for the understanding of the passing of time. Consider phrases they may have heard such as: Did you have a good time? /Next time/In a minute/I haven't got time/Where did the time go? Talking about these phrases helps learners relate to the concept of time and at the same time allows you to clear up any misconceptions.
TIME 1 UNIT 19 ASSESSMENT - 12TH MARCH								
TERM 3								
WHOLE NUMBER 3								
T3 12/4/20 – 16/4/20	1	4	**Unit 3: Whole Numbers 3** Consolidate their work on counting in ones, twos and tens. Continue to compare and order numbers, using a number track. Begin to explore place value, linking to their work on partitioning in Unit 2.	Number - Numbers and the Number System Problem Solving - Using techniques and skills in solving mathematical problems	**1Nn6** Begin partitioning two-digit numbers into tens and ones and reverse. **1Nn7** Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number. **1Nn8** Use more or less to compare two numbers, and give a number which lies between them. **1Nn9** Order numbers to at least 20 positioning on a number track[; use ordinal numbers]. **1Pt2** Explore number problems and puzzles. **1Pt7** Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70. **1Pt8** Identify simple relationships between numbers [and shapes], e.g. this number is bigger than that number.	Interlocking cubes Counters Marbles Dishes of 50 objects Dice 1-6 spinners (per group) Place value arrow cards Base 10 sets		Some learners may still believe they must start counting on from 0 or 1, and/or finish on 10. Remedy this by asking learners to choose a number to start counting from, for example 4; or to finish counting on, for example 18. Partitioning can be difficult for learners to understand, use visual representations e.g. Base 10
WHOLE NUMBERS 3 UNIT 3 ASSESSMENT – 16TH APRIL								

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FRACTIONS – UNIT 4								
T3 19/4/20 – 30/4/20	2	8	**Unit 4: Fractions** Introduce the concept of fractions, finding halves of objects, shapes, amounts and numbers. Look at finding halves in measures, and what happens when two halves are combined.	Number – Numbers and the number system Problem Solving - Using techniques and skills in solving mathematical problems	**1nN12** Find halves of small numbers and shapes by folding, and recognise which shapes are halved. **1Pt2** Explore number problems and puzzles. **1Pt8** Identify simple relationships [between numbers and shapes, e.g. this number is ten bigger than that number].	Interlocking cubes Counters Marbles Dishes of objects 2D foldable shapes		Learners may believe that dividing a shape into two unequal pieces means that it is 'in half'. Giving learners foldable shapes helps to remedy this. Give objects made from modelling clay that they can cut in half Themselves. Halving numbers is an abstract concept that some learners may struggle with. Count a quantity of objects, writing the number, dividing the objects into two equal groups.
FRACTIONS – UNIT 4 ASSESSMENT 30TH APRIL								
ADDITION AND SUBTRACTION 3 – UNIT 7								
T3 3/5/20 – 14/5/20	2	8	Unit 7: Addition and Subtraction 3 Consolidate understanding of number bonds, focusing on addition and subtraction, and using number bonds for 10 to bridge 10 when adding. Focus on addition, with learners adding single- and two-digit numbers, completing missing number calculations, adding numbers by putting the larger number first then counting on, adding in different orders, and recording their calculations in number sentences.	**Calculation** – Mental Strategies Addition/ Subtraction Problem Solving - Using techniques and skills in solving mathematical problems	**1Nc1** Know all number pairs to 10 and record the related addition/subtraction facts. **1Nc2** Begin to know number pairs to 6, 7, 8, 9 and 10. **1Nc4** Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. 8 + 3, add 2, then 1. **1Nc14** Begin to use the +, – and = signs to record calculations in number sentences. **1Nc15** Understand that changing the order of addition does not change the total. **1Nc16** Add a pair of numbers by putting the larger number fi rst and counting on. **1Nc17** Recognise the use of a sign such as to represent an unknown, e.g. 6 + = 10. **1Nc18** Begin to add single- and two-digit numbers. **1Pt1** Choose appropriate strategies to carry out calculations, explaining working out. **1Pt2** Explore number problems and puzzles. **1Pt3** Find many combinations[, e.g. combinations of three pieces of different coloured clothing]. **1Pt4** Decide to add or subtract to solve a simple word problem (oral), and represent it with objects. **1Pt5** Check the answer to an addition by adding the numbers in a different order.	Number fans string (per learner) 0–100 number cards sets of '+', '–', '=' operations cards (1 set per learner); Counters 1-6 spinners Dice		Practice number bonds to 10 Learners may be confused about the different operations (+, – and =), so will need reminding Give these learners countable objects to demonstrate how moving the numbers (amounts) around does not change the answer.

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					1Pt6 Check the answer to a subtraction by adding the answer to the smaller number in the question. **1Pt8** Identify simple relationships between numbers [and shapes], e.g. this number is ten bigger than that number. **1Pt9** Make a sensible estimate of a calculation, and consider whether an answer is reasonable.			
ADDITION AND SUBTRACTION UNIT 7 ASSESSMENT – 14TH MAY								
MULTIPLICATION AND DIVISION 2 - UNIT 9								
T3 17/5/20 – 28/5/20	2	8	Unit 9: Multiplication and Division 1 Consolidate the concepts of multiplication and division. Continue to find doubles, this time extending to double 10 and to finding near doubles. Revisit making groups of 2 and 10 and sharing into two equal groups. Use this method to identify odd and even numbers and find half of a number. Solve problems involving grouping and sharing, applying what they have been learning to real life examples.	**Calculation**: Mental strategies, Multiplication and division Problem Solving - Using techniques and skills in solving mathematical problems	**1Nc5** Know doubles to at least double 5. **1Nc6** Find near doubles using doubles already known, e.g. 5 + 6. **1Nc7** Begin to recognise multiples of 2 and 10. **1Nc19** Double any single-digit number. **1Nc20** Find halves of even numbers of objects up to 10. **1Nc21** Try to share numbers to 10 to fi nd which are even and which are odd. **1Nc22** Share objects into two equal groups in a context. **1Pt1** Choose appropriate strategies to carry out calculations, explaining working out. **1Pt2** Explore number problems and puzzles. **1Pt7** Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70. **1Pt8** Identify simple relationships between numbers [and shapes], e.g. this number is ten bigger than that number. **1Pt9** Make a sensible estimate of a calculation, and consider whether an answer is reasonable.	0–100 number cards (per pair) Counters Interlocking cubes Variety of objects e.g. toy food		Some learners may not understand that each group must contain the same amount when they share objects out. Learners may not readily understand that halving a number relates to sharing an amount into two groups. The connection between multiplication and division may not be obvious to some learners. Try to relate the two concepts to each other when teaching.
MULTIPLICATION AND DIVISION 2 UNIT 9 ASSESSEMENT - 28TH MAY								
MONEY 2 – UNIT 15								
T3 31/5/20 – 4/6/20	1	4	Unit 15: Money 2 Practise and consolidate subject knowledge such as: making totals with 1 cent, 5 cents and 10 cents. Use the smallest number of coins, extending from 15 cents to 25 cents. Reinforce counting in ones	Measure – Money Problem Solving - Using techniques and skills in solving mathematical problems	**1Mm1** Recognise all coins and work out how to pay an exact sum using smaller coins. **1Pt1** Choose appropriate strategies to carry out calculations, explaining working out. **1Pt2** Explore number problems and puzzles. **1Pt3** Find many combinations [, e.g. combinations of three pieces of different coloured clothing]. **1Pt4** Decide to add or subtract to solve a simple word problem (oral), and represent it with objects.	Play money or real money. 1, 2, 5 and 10 cent coins		Always write ‘c’ or ‘cents’ next to the number when working with money. Emphasise counting from the largest number first, which may mean rearranging the coins.

Maths Curriculum Map – Grade 1

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments/Cross Curricular
			(1 cent at a time) from any given number. Introduce counting in fives, from 5 cents. Consolidate understanding that two 5 cent coins equal on 10 cent coin and begin to learn that two 10 cent coins equal one 20 cent coin.		**1Pt9** Make a sensible estimate of a calculation, and consider whether an answer is reasonable.			
MONEY 2 UNIT 15 ASSESSMENT 4TH JUNE								
TIME 2 - UNIT 20								
T3 7/6/20 – 11/6/20	1	4	Unit 20: Time 2 Consolidate and extend learning on the topic of time. Understand that week's mark days passing; that month's mark weeks passing and seasons mark the months passing. To understand that a week is a measure of time over seven days and nights, and the differences between weekdays and weekends.	Measure – Time Problem Solving - Using techniques and skills in solving mathematical problems	**1Mt1** Begin to understand and use some units of time, e.g. [minutes, hours, days,] weeks, months and years. **1Mt2** Read the time to the hour (o'clock) and know key times of day to the nearest hour. **1Mt3** Order the days of the week and other familiar events. **1Pt2** Explore [number] problems and puzzles. **1Pt7** Describe and continue patterns [such as count on and back in tens, e.g. 90, 80, 70]. **1Pt8** Identify simple relationships [between numbers and shapes, e.g. this number is ten bigger than that number].	Small clocks Day/Night cards (per learner)		The seasons occur at different times of the year in different countries. Choose the four main seasons known to learners and apply these
TIME 2 UNIT 20 ASSESSMENT - 11th JUNE								
HANDLING DATA 2 - UNIT 22								
T3 14/6/20 – 18/6/20	1	4	**Unit 22: Handling Data** To understand the process of collecting and organising data in order to present it in a graph or diagram. To use sorting skills to make Venn and Carroll diagrams. Introduce tally marks and how to make and count them.	Handling data – Organising, categorising and representing data Problem Solving	**1Dh1** Answer a question by sorting and organising data or objects in a variety of ways, e.g. using block graphs and pictograms with practical resources; discussing the results, in lists and tables with practical resources; discussing the results, in Venn or Carroll diagrams giving different criteria for grouping the same objects. **1Pt1** Choose appropriate strategies to carry out calculations, explaining working out. **1Pt2** Explore [number] problems and puzzles. **1Pt3** Find many combinations, e.g. combinations of three pieces of different coloured clothing. **1Pt4** Decide to add or subtract to solve a simple word problem (oral), and represent it with objects.	Pieces of card large enough for a learner to write their name on or, preferably, a snapshot photo of each learner (per learner) Large sheet of paper with 3 illustrations of ice creams in cones (labelled or coloured chocolate, berry,		Block graphs are constructed with gaps between the blocks to emphasise that data is discrete, not continuous, and unordered.

Maths Curriculum Map – Grade 1

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments/Cross Curricular
					1Pt8 Identify simple relationships between numbers and shapes [e.g. this number is ten bigger than that number]. **1Pt9** Make a sensible estimate of a calculation, and consider whether an answer is reasonable.	vanilla) large enough for learners to put cards or photographs on (per class);		
HANDLING DATA 2 UNIT 22 ASSESSMENT - 18TH JUNE								