Numeracy CURRICULUM MAPS Year 1 of 2

YELLOW CLASSES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Ourselves**	**Clothes**	**Food**	**Homes & Buildings**	**Transport & Farm**	**Seaside**
Number including money	Early skills development using multisensory resources to explore number shapes & objects; to track objects as they are counted, show interest in counting and numbers with adults modelling activities and children to carry out tasks with physical assistance e.g. hand over hand prompting ; to match objects one to one ; count objects with one to one correspondence, participate in number, rhymes, stories and actions, begin to be aware of contrasting quantities, indicate one or two , begin to know the sequence of numbers when counting and recognize numerals 1/2/3/4/5/, count and make small sets of objects; know that a coin can be exchanged for an item; experience play and real shopping.					
Time	Understand terms' now' and 'next' using visual timetable/ individual schedule, begin to understand morning / before lunch; afternoon/ after lunch; associate object of reference to daily routine.					
Areas	Position & Matching	Direction, Data Handling	Size Sorting	2D shape Capacity	3D shape Length	Pattern, Mass
Objectives	- to look for objects in their usual place - to look for an object when removed - to show interest and explore position of objects in relation to others - to put objects in and out of containers - to place objects as directed or modelled - to follow directional movements of adults - to move toys forwards and backwards - to match objects from choice of 2/3/4/5 - to match picture of child to symbol of activity - to match symbols to object - to match object to photo - to match similar objects - to match identical objects - to post shapes from choice of 5 - to post single shapes - to match photo to member of class - to recognize own photograph		- to indicate which object is big or small - to recognize difference in size by matching - to select a group of similar shapes - to begin to recognize, identify and name some common 2D shapes - to explore the properties of these shapes - to sort 2D shapes /objects into 2 groups by colour / size./category - to make arrangements using shapes - to find out which object fits into a given container - to complete a very simple inset puzzle - to search for hidden 2D shapes - to complete a puzzle with identical inserts - to practise filling a jug & pouring away water - to experience transferring liquids between different sized containers - to experience water activities with a variety of containers		- to make arrangements with 3D objects or shapes - to manipulate shapes so they fit together - to join with stacking objects - to experiment with pattern making - to copy a simple pattern of objects in a row - to copy a simple action - to use construction equipment to build towers - to experiment with malleable materials to make objects of different lengths/heights - to match objects by length/ height from a choice of 2 - to shape malleable materials to template given e.g. roll out the play dough so it fits the outline given - to experience lifting ' heavy' items in class - to indicate heavy item - to experiment with balances using sand, flour, sugar or malleable materials	

GREEN CLASSES

	People Who Help Us	Transport	Woods & Wildlife	Growing Things	Minibeasts	Oceans
Topic						
Number	Early skills development; copy /join in some actions during number songs, show interest in counting, indicate 1 or 2 , match one to one correspondence, show understanding of contrasting quantities, join in rote counting, count reliably to 2/3/5/10; recognise sequence of numerals and match number to quantity; understand conservation of number; make sets of objects; understand more/less; respond to 'how many?'; compare 2 sets of objects; read, write, numerals to 10; estimate small number; add and subtract 1 in practical situations .					
Money	Recognise and sort 1p and 2p coins; know which objects in class shop can be bought for a number of 1p coins up to 10p; give correct number of 1p coins to buy items; know that a coin can be exchanged for an item; participate in role play and experience real shopping.					
Time	Begin to tall time to o'clock;, recognise structure in the school day; order significant events; understand and use visual timetable; begin to know names and sequence of days of the week; respond to vocabulary of time – first, next , then, morning, afternoon, playtime, home time etc.; use class/ individual schedules to understand the next activity.					
Areas	2D Shapes	Position Direction	Data Handling	Length Size	3 D shapes	Capacity Mass
Objectives	- to recognise, name, identify familiar 2dshapes from pictures, patterns, models. - to describe some shapes - to sort 2D shapes - to construct repeating pattern of 2d shapes - to select 2d shapes to make pictures - to match/relate shapes to those in their environment - to match symbol to shape - to match similar shapes - to match identical objects	- to use ordinal numbers to describe position of objects/people - to use vocabulary to describe position first, next, last. -to understand prepositions behind/next/in front. to know in/on/under - to program a robot to move in directions given - to use arrow keys/ mouse/ touch screen/ drag and drop to move objects on screen - to indicate if they are moving forwards/backwards - to move using footprints	- to collect data by making marks/ using counters - to construct a pictogram with one to one correspondence - to answer simple questions about a pictogram - to sort objects where difference is not great. - to sort items where there is a marked difference - to describe / indicate why an object does not belong to a set - to identify the object in the set that is the odd one out. - to sort items into groups by shape/colour size/ category.	- to compare length of objects by direct comparison - to use terms longer/ taller/shorter - to use terms long/tall/short - to use terms long/short - to use malleable materials to make things longer/taller/shorter. - to identify objects by size - to sort where difference in size is not great - to understand terms bigger/smaller - to match objects that small and objects that are big where difference is marked.	- to match a 3d shape to object in environment e.g. cylinder to tin - to sort 3D shapes - to respond to vocabulary of shape. - to continue a pattern of 3d shapes. - to copy a model using 3d shapes -to manipulate 3D shapes by posting shapes in a shape sorter. - to manipulate shapes by building with 3d shapes - to join in stacking objects e.g. building towers of bricks - to show relationship between 2 objects e.g. knife and fork - to match similar 3d objects - to match identical objects.	-to identify which of 2 containers has more capacity. - to indicate which containers hold more/less - to understand terms full/empty - to experience filling a container to top and pouring all liquid away - to experience transferring liquids from different sized containers - to use terms heavier/lighter when comparing 2 objects - to compare 2 objects using a balance - to experience heavy and light objects where there is a marked difference.

BLUE CLASSES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Where does our food come from?**	**Weather**	**Florence Nightingale**	**Being Safe – Road Safety**	**Ponds and Rivers**	**Castles & fairytales**
Number	Early skills development; copy /join in some actions during number songs, show interest in counting, indicate 1 or 2 , match one to one correspondence, show understanding of contrasting quantities, join in rote counting, count reliably to 2/3/5/10; recognise sequence of numerals and match number to quantity; understand conservation of number; make sets of objects; understand more/less; respond to 'how many?'; compare 2 sets of objects; read, write, numerals to 10; estimate small number; add and subtract 1 in practical situations .					
Money	Recognise and sort 1p and 2p coins; know which objects in class shop can be bought for a number of 1p coins up to 10p; give correct number of 1p coins to buy items; know that a coin can be exchanged for an item; participate in role play and experience real shopping.					
Time	Begin to tall time to o'clock;, recognise structure in the school day; order significant events; understand and use visual timetable; begin to know names and sequence of days of the week; respond to vocabulary of time – first, next , then, morning, afternoon, playtime, home time etc; use class/ individual schedules to understand the next activity.					
Areas	2D Shapes	Position Direction	Data Handling	Length Size	3 D shapes	Capacity Mass
Objectives	- to recognise, name, identify familiar 2dshapes from pictures, patterns, models. - to describe some shapes - to sort 2D shapes - to construct repeating pattern of 2d shapes - to select 2d shapes to make pictures - to match/relate shapes to those in their environment - to match symbol to shape - to match similar shapes - to match identical objects	- to use ordinal numbers to describe position of objects/people - to use vocabulary to describe position first, next, last -to understand prepositions behind/ next/ in front. to know in/on/under - to program a robot to move in directions given - to use arrow keys/ mouse/ touch screen/ drag and drop to move objects on screen - to indicate if they are moving forwards/backwards - to move using footprints	- to collect data by making marks/ using counters - to construct a pictogram with one to one correspondence - to answer simple questions about a pictogram - to sort objects where difference is not great. - to sort items where there is a marked difference - to describe / indicate why an object does not belong to a set - to identify the object in the set that is the odd one out. - to sort items into groups by shape/colour size/ category.	- to compare length of objects by direct comparison - to use terms longer/ taller/shorter - to use terms long/tall/short - to use terms long/short - to use malleable materials to make things longer/taller/ shorter. - to identify objects by size - to sort where difference in size is not great - to understand terms bigger/smaller - to match objects that small and objects that are big where difference is marked.	- to match a 3d shape to object in environment e.g. cylinder to tin - to sort 3D shapes - to respond to vocabulary of shape. - to continue a pattern of 3d shapes. - to copy a model using 3d shapes -to manipulate 3D shapes by posting shapes in a shape sorter. - to manipulate shapes by building with 3d shapes - to join in stacking objects e.g. building towers of bricks - to show relationship between 2 objects e.g. knife and fork - to match similar 3d objects - to match identical objects.	-to identify which of 2 containers has more capacity. - to indicate which containers hold more/less - to understand terms full/empty - to experience filling a container to top and pouring all liquid away - to experience transferring liquids from different sized containers - to use terms heavier/lighter when comparing 2 objects - to compare 2 objects using a balance - to experience heavy and light objects where there is a marked difference.
Topic	**Ealing, where we live**	**Rockets**	**A long Time Ago - Family**	**Fire of London**	**Treasure Island**	**Rainforests**
Number	Recognise, read, write, count, order numbers/ quantities ; match numeral to quantity; add and subtract objects /numbers up to 10 ;respond to vocabulary of addition and subtraction, estimate small numbers of objects, solve simple problems across the curriculum.					
Money	Recognise, sort match coins, read prices / match coins to prices; add and subtract small amounts using 1p coins; give the correct amount to buy an item, role play shopping using real money.					
Time	Sequence days of the week and events; know structure of school day; tell time ; understand and use visual timetable, calendar and respond to vocabulary of time.					
Areas	Direction Position & HD	2D & 3D shape	Size Mass	Length	Capacity	Data Handing Position
Objectives	- to follow instructions using directional vocabulary - to recognise changes in direction - to follow directions indicated by arrows - to gather information - to record data using marks - to construct a pictogram - to use and understand propositions to denote place	- to name properties of 2D /3D shapes - to construct repeating patterns using 2D shapes - to identify shapes from pictures/models patterns -to respond to vocabulary of shape e.g. corner/round/flat - to sort 2D and 3D shapes according to 1 criterion	-to order objects by weight - to use appropriate mathematical language to compare weights - identify objects by size - to use terms heavier and lighter when comparing two objects - to compare objects by size - to sort objects by weight where the difference is great	-to order objects according to length using direct comparison - to use terms longer / shorter when comparing length of two objects -to sort objects by length where difference is great	-to order containers by capacity - to identify which 2 containers has more capacity - to indicate which of two given containers has greater capacity - understand basic concepts of capacity- full/ empty	-to begin to use simple co-ordinates - to understand simple charts - to respond to more complex prepositions above/below

PURPLE CLASSES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends	Fantasy/ Magic	Space/Vehicles	Flowers, Plants, Trees/ Senses	Sport	Desert
Number	Recognise, read, write, count, order numbers/ quantities ; match numeral to quantity; add and subtract objects /numbers up to 10 ;respond to vocabulary of addition and subtraction, estimate small numbers of objects, solve simple problems across the curriculum.					
Money	Recognise, sort match coins, read prices / match coins to prices; add and subtract small amounts using 1p coins; give the correct amount to buy an item, role play shopping using real money.					
Time	Sequence days of the week and events; know structure of school day; tell time ; understand and use visual timetable, calendar and respond to vocabulary of time.					
Areas	Direction Position & HD	2D shape 3D shape	Size Mass	Length	Capacity	Data Handing Position
Objectives	- to follow instructions using directional vocabulary - to recognise changes in direction - to follow directions indicated by arrows - to gather information - to record data using marks - to construct a pictogram - to use and understand propositions to denote place	- to name properties of 2D /3D shapes - to construct repeating patterns using 2D shapes - to identify shapes from pictures/models patterns -to respond to vocabulary of shape e.g. corner/round/flat - to sort 2D and 3D shapes according to 1 criterion	-to order objects by weight - to use appropriate mathematical language to compare weights - identify objects by size - to use terms heavier and lighter when comparing two objects - to compare objects by size - to sort objects by weight where the difference is great	-to order objects according to length using direct comparison - to use terms longer / shorter when comparing length of two objects -to sort objects by length where difference is great	-to order containers by capacity - to identify which 2 containers has more capacity - to indicate which of two given containers has greater capacity - understand basic concepts of capacity- full/ empty	-to begin to use simple co-ordinates - to understand simple charts - to respond to more complex prepositions above/below
Topic	London life	Lighten up	Kings and Queens	Painters Pallet	Life at Sea	Exploration
Number	Count, read, write, order numbers and understand place value; identify doubles and halves of numbers; recognise odd/even numbers; understand – inverse of + and understand basic concepts of multiplication/division. Recall greater range of number facts and use to subtract/ add numbers including multiples of 10, understand a simple fractions					
Money	Recognise all coins, understand equivalence, use coins to make amounts, read prices , begin to understand and use decimal notation; begin to understand concept of 'change'; know which items can be bought for given number of coins; solve real life problems.					
Time	Tell time at o'clock/ half past/ quarter past/to and relate to digital format; calculate passage of time and estimate short lengths of time, use timetable and timescales ; sequence events; know months of the year, recognise structure in their day; use vocabulary of time					
Areas	2D shape 3D shape	Mass	Capacity	Symmetry Data Handling	Length	Position Direction
Objectives	- to recognise/ name/sort a wide range of 2D and 3D shapes - to recognise regular and irregular shapes - to identify right angles in shapes - to investigate which nets make a 3D shape - to name 2D/3D shapes by given properties; - to name faces of common 3D shapes - to identify shapes from pictures, models, patterns - to construct more complex patterns - to match shapes to real objects	- to weigh given items using kilogrammes/g - to understand equivalence e.g. 500g = ½ kg - to order objects by weight - to read scales - to measure and adjust e.g. add more/take way in practical situations - to order 3 objects by weight using direct comparison - to compare masses using a balance - to weigh using non- standard units - to use terms heavier/ heaviest lighter/ lightest	- to measure using litres/ml - to understand equivalence e.g. 100ml=1L= 1 kg - to order containers by capacity - to read scales - to measure and adjust e.g. add more/ pour away in practical situations - to estimate number of fills - to compare capacity by pouring liquid from 1 container into another e.g. 1 L fills ½ 2L bottle. - to find the capacity of a container by counting the number of cups of water - to identify which of 2 containers has more capacity	- to recognise shapes, pictures, objects, letters,& numbers that have reflective symmetry -to identify/ sketch lines of symmetry in pictures/shapes - to complete or make symmetrical patterns - to recognise lines of symmetry where it is clearly exemplified. - to begin to construct and interpret bar charts where number intervals are 2s/5s/10s - to interpret data presented in lists, tables, - to sort and classify objects according to more than 1 criterion - to organise data into lists and tables - to collect data using a tally chart and convert to block graph - to extract information from block graph/pictogram	- to choose appropriate unit for task cm/m/km - to measure using metres and cm - to understand equivalence e.g. 50cm = ½ metre - to order objects by length/height - estimate and check length of objects e.g. more/less than 1 m - estimate length of material needed - to measure materials in practical situations e.g. measure, mark and cut in DT - to draw lines/ shapes given the measurements - to measure lengths using non- standard units e.g. hands, feet, bricks - to use terms longer, longest, taller, tallest, shorter, shortest when comparing 2/more objects/people using direct comparison - to construct interpret bar charts where number intervals are 2s/5s/10s - to interpret data presented in lists, tables, - to sort and classify objects according to more than 1 criterion - to organise data into lists and tables - to collect data using a tally chart and convert to block graph - to extract information from block graph/pictogram	-to begin to understand that an angle is a measure of turn - to understand right angle through movement - to understand terms clockwise/ anti- clockwise - to distinguish full & half turns - to recognise changes in direction involving turns - to follow directions indicated by arrows - use ICT to program a robot to move in certain directions - to use 4/8 compass points - to use simple coordinates describe position/ locate objects on a grid/map - to understand variety of prepositions - to use ordinal numbers to describe position - to use terms first, next, last'