



Orton Wistow Primary School – Curriculum Plan



Subject : Maths

Year : 1

Unit : Number and Place Value



Vocabulary

Knowledge

Understanding

Skills

What children will know

What children will understand

What children will be able to do

Define the word and include etymology if useful.

Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating

Number
Zero, one, two, three to twenty, and beyond
None
Count (on/up/to/from/ down/ forward / backwards)
Before, after
More, less, many, few, fewer, least, fewest, smallest, greater, lesser
Equal to, the same as
Odd, even
ones, tens
Ten more/less
Digit – the numerals 0 -9 which then make up a number
Numeral - the way we write number
Figure(s)
Compare
(In) order/a different order
Size – How big is the number?
Value – what is the number worth?
Between, halfway between
Estimate – a good guess

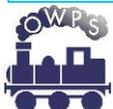
- Pupils will know the notation of numbers to 100
- Pupils will associate the number name with the visual numeral
- Pupils will use the terms greater than, less than as many as to compare numbers
- Pupils will know which numbers are greatest and smallest in a series
- Pupils will know that 10 ones are equal to 1 ten

Stem Sentences
 One, two... There are ____ objects
 There is one ten and ____ ones
 The 1 means one ten and the ____ means ____ one(s)
 ____ is equal to ten plus ____
 There are more ____ than ____
 There are fewer ____ than ____
 1 more than ____ is ____
 1 less than ____ is ____

- Understand one-to-one correspondence
- Represent numbers with objects and pictures.
- Understand the correspondence between using both numerals and words.
- Pupils understand the concept of 0 by counting backwards.
- Understand the terms greater than, less than as many as to compare numbers

- Use concrete materials pictures to show a number/value
- Count to and from 100 forward and backwards
- Count numbers to 100
- Read numbers to 100
- Write numbers to 100
- Count in multiples of 2, 5 and 10
- Compare numbers
- Order numbers
- Pupils will use concrete materials to show 1 more and 1 less
- Pupils will identify missing numbers in any part of a sequence.
- Pupils will recognise the number of objects in a group without counting them up to 5

									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Addition Add, more, and, make, sum, total, altogether Double Near double Half, halve One more, two more... ten more Addends – the numbers added together to make the sum</p> <p>Subtraction Take away, fewer, less, difference between One less, two less... ten less</p> <p>Equals Is equal to, is the same as</p> <p>Number bonds Number pair Part, part, whole Partition Recombine</p> <p>Missing number</p>	<ul style="list-style-type: none"> Pupils will know number bonds to 20 Pupils will know subtraction facts within 20 Pupils will know how to use a number line to count on or count back Pupils will know that when nothing is added or taken away, the whole remains the same Pupils will know how to make 10 and then add on the remainder Pupils will understand the relationship between addition and subtraction Pupils will know whether addition or subtraction is the most appropriate operation to use to solve word problems Pupils know the = symbol can go at the beginning or the end of the number sentence <p>Stem Sentences</p> <p>If we change the order of the addends, the sum remains the same.</p> <p>One more than ____ is ____</p> <p>One less than ____ is ____</p> <p>Adding one gives one more.</p>			<ul style="list-style-type: none"> Pupils will understand that a whole number is made up of other numbers Pupils will understand part, whole model in different orientations Pupils understand that the order of an addition sentence can be varied, e.g. $3+2=5$, $2+3=5$, $5=3+2$, $5=2+3$ Pupils will understand the inverse operations Pupils will understand that subtraction can be done by taking away or crossing out Pupils understand how to subtract by counting back from the largest number Pupils understand finding the difference as a form of subtracting Pupils can use the = symbol to show that two calculations are equal. 			<ul style="list-style-type: none"> Identify one more and one less than a given number Represent and use number bonds to 20 To add two different numbers within 10 To add by counting on To use 10 frames to support addition and subtraction Can use concrete objects and pictorial representations to add and subtract Solve missing number problems such as $7=?-9$ Solve one-step problems that involve addition and subtraction 		



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
	<p>Subtracting one gives one less.</p> <p>When zero is added to a number, the number remains unchanged.</p> <p>When zero is subtracted from a number, the number remains unchanged.</p> <p>Subtracting a number from itself gives a difference of zero.</p> <p>_____ is the whole; _____ is a part; ____ is a part.</p> <p>_____ is equal to _____ plus _____.</p> <p>_____ plus _____ is equal to _____.</p> <p>_____ and _____ are the addends.</p> <p>_____ is the sum.</p>								

Subject : Maths

Year : 1

Unit : Multiplication and Division

																					
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
Define the word and include etymology if useful.	<table border="1"> <tr> <th data-bbox="573 618 735 651">Learning</th> <th data-bbox="735 618 896 651">Teaching</th> <th data-bbox="896 618 1056 651">Assessment</th> </tr> <tr> <td data-bbox="573 651 735 683">Remembering</td> <td data-bbox="735 651 896 683">Telling</td> <td data-bbox="896 651 1056 683">Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1"> <tr> <th data-bbox="1056 618 1215 651">Learning</th> <th data-bbox="1215 618 1377 651">Teaching</th> <th data-bbox="1377 618 1533 651">Assessment</th> </tr> <tr> <td data-bbox="1056 651 1215 683">Practising</td> <td data-bbox="1215 651 1377 683">Coaching</td> <td data-bbox="1377 651 1533 683">Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1"> <tr> <th data-bbox="1533 618 1692 651">Learning</th> <th data-bbox="1692 618 1854 651">Teaching</th> <th data-bbox="1854 618 2011 651">Assessment</th> </tr> <tr> <td data-bbox="1533 651 1692 683">Reflecting</td> <td data-bbox="1692 651 1854 683">Facilitating</td> <td data-bbox="1854 651 2011 683">Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
Learning	Teaching	Assessment																			
Remembering	Telling	Testing																			
Learning	Teaching	Assessment																			
Practising	Coaching	Observing																			
Learning	Teaching	Assessment																			
Reflecting	Facilitating	Evaluating																			
<p>Multiplication Groups of Rows of Times Repeated addition</p> <p>Division Grouping Sharing Shared equally Equal groups of</p> <p>Doubling Halving</p> <p>Array</p> <p>Rows</p>	<ul style="list-style-type: none"> Pupils know when groups are equal, even when the arrangement is different. Pupils know what an array is. Pupils know that doubling is creating an identical number to the one you started with. Pupils know that when you share equally, each group will have the same amount. <p>Stem Sentences</p> <p>"There are _ equal groups of ____."</p> <p>"There are ____ in each group."</p> <p>"There are __ groups of ____."</p>	<ul style="list-style-type: none"> Pupils understand the concept of equal groups. Pupils understand the difference between a number of groups and the number of objects within a group. Pupils understand that we can count groups of the same quantity in efficient ways. Pupils understand that doubling is the same as saying two groups of the same amount. 	<ul style="list-style-type: none"> Pupils can use concrete materials and pictures to help them count. Pupils will be able to identify equal groups Pupils can count the number of groups. Pupils can count the number of objects in each group. Pupils can count the total number of objects. Pupils can count in multiples of 2, 5 and 10. Pupils can double numbers to 10. Pupils can use tens frames to work out doubling. Pupils can create equal groups. 																		



Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning	Teaching	Assessment
	Remembering	Telling	Testing
			<ul style="list-style-type: none"> Pupils can share objects one by one.

Subject : Mathematics

Year : 1

Unit : Fractions

Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning	Teaching	Assessment
	Remembering	Telling	Testing
Fraction Whole Parts of a whole Equal part Equal group Half Halves One of two equal parts Quarter	<ul style="list-style-type: none"> Pupils know that when you half an object or a group you have two equal parts Pupils know that when you quarter an object or a group you have four equal parts <p>Stem Sentences</p> <p>The whole is shared into two equal parts. Each part is one half of the whole.</p>	<ul style="list-style-type: none"> Pupils understand the concept of equal groups. Pupils understand the term 'equal' means the same amount. Pupils understand that shapes can be halved or quartered in different ways. 	<ul style="list-style-type: none"> Pupils can divide a small number of objects in half or into quarters by placing them in 2 or 4 equal groups. Pupils can recognise two and four equal parts. Pupils can use concrete materials to show that something halved will result in two identical amounts. Pupils can use concrete materials to show that something split into quarters will result in four identical amounts.



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Quarters One of four equal parts	The whole is shared into four equal parts. Each part is one quarter of the whole.								<ul style="list-style-type: none"> Pupils will be able to identify equal groups

Subject : Mathematics

Year : 1

Unit : Position and Direction

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre	<ul style="list-style-type: none"> Pupils know the ordinal terminology of positions up to tenth. Pupils know right and left. Pupils know that an object will face in the same direction after completing a full turn. 	<ul style="list-style-type: none"> Pupils understand the ordinal terminology in numerical and word forms. Pupils understand the language "full, half, quarter and three-quarter" to describe turns. 	<ul style="list-style-type: none"> Pupils can determine position, using terms such as 'before' and 'after'. Pupils can use the word 'between' and 'next to' to describe position. Pupils can describe the movements of objects from different starting points. Pupils can explore different movements using directional language practically both in and 						



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
corner direction journey left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn							out of the classroom.		

Subject : Mathematics

Year : 1

Unit : Properties of Shape



Vocabulary

Define the word and include etymology if useful.

shape,
pattern
flat
curved
straight
round
solid
symmetry,
symmetrical,
symmetrical pattern
pattern
repeating pattern
2-D shape
Corner
side
point, pointed
rectangle (including square) circle
triangle
3-D shape
Face
Edge
vertex, vertices
cube
cuboid
pyramid
sphere
cone
cylinder



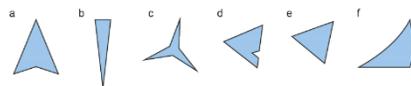
Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

- Pupils know the names of simple 2D shapes: rectangles (including squares), triangles, circles
- Pupils know the names of 3D shapes: cuboids (including cubes), cylinders, pyramids, cones and spheres.
- Pupils know that the orientation of shape does not affect its properties.

Stem Sentences



Shape a: "This is not a triangle because it has 4 sides."
Shape b or e: "This is a triangle because it has 3 straight sides."
Shape c or d: "This is not a triangle because it has 6 sides."
Shape f: "This is not a triangle because some sides are curved."



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

- Pupils understand that we can see shapes around us in everyday objects.
- Pupils understand that the faces of 3D shapes are made from 2D shapes.
- Pupils understand the similarities and differences between shapes. (It is not vital for pupils to understand that a square is a type of rectangle at this stage)
- Pupils understand the core of a pattern (the part which is being repeated)



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

- Pupils can recognise shapes in different orientations.
- Pupils can recognise the 2D shapes they can see on the faces of 3D shapes.
- Pupils can sort shapes according to different properties, size, type, colour, flat faces, curved faces.
- Pupils can complete and make simple patterns.



Subject : Mathematics	Year : 1			Unit : Length and height		
						
Vocabulary	Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful.	Learning <small>Remembering</small>	Teaching <small>Telling</small>	Assessment <small>Testing</small>	Learning <small>Practising</small>	Teaching <small>Coaching</small>	Assessment <small>Observing</small>
<p>measure measurement size compare measuring scale length height width depth long, short tall, high, low wide, narrow, thick, thin longer, shorter taller, higher ... longest, shortest tallest, highest... far, further, furthest near, close centimetre - a combination of the Latin word for "hundred," centum, and the French mètre. metre - from French <i>mètre</i>, from Greek <i>metron</i> 'measure' ruler metre stick tape measure</p>	<ul style="list-style-type: none"> • Pupils know the language for length: long, longer, short, shorter, tall, taller • Pupils know that longer non-standard units are more suitable for measuring the length/height of longer/taller objects. • Pupils know to measure from 0cm when using a ruler. • 			<ul style="list-style-type: none"> • Pupils understand height is a type of length • Pupils understand when lengths are equal to one another • Pupils understand that non-standard units can be used to measure length and height. • Pupils understand that when using non-standard units, these must be of equal length. • Pupils understand that when measuring with non-standard units, they should be exactly in line with the end of the object being measured. • Pupils understand that you can only measure straight lines using a ruler and you need to use other methods to measure curvy lines. • Pupils understand that objects can vary in length and size so a standard unit of measurement is required to be accurate 		





Vocabulary

Knowledge

Understanding

Skills

What children will know

What children will understand

What children will be able to do

Define the word and include etymology if useful.

Learning

Teaching

Assessment

Learning

Teaching

Assessment

Learning

Teaching

Assessment

Remembering

Telling

Testing

Practising

Coaching

Observing

Reflecting

Facilitating

Evaluating

money
coin
penny, pence, pound
price, cost
buy, sell
spend, spent
pay
change
dear, costs more
cheap, costs less, cheaper
costs the same as
how much ...?
how many ...?
total

- Pupils know all the coins: 1p 2p 5p 10p 20p 50p £1 and £2
- Pupils know all of the notes: £5, £10, £20, £50
- Pupils know they have to combine some coins to make other values, e.g there is no 3p coin so you need to use 1p+1p+1p or 1p + 2p.

- Pupils understand the value of each coin.
- Pupils understand that different values can be made by using combinations of coins, e.g ten 1p coins make 10p.
- Pupils understand that one note can represent many pounds.
- Pupils understand that one note may be worth many times that value of another note.

- Pupils can use their knowledge of number bonds to total different combinations of coins or notes.
- Pupils can use their knowledge of counting in 2s 5s and 10s to count money efficiently.



Subject : Mathematics

Year : 1

Unit : Time



Vocabulary

Define the word and include etymology if useful.

time
 days of the week, Monday, Tuesday ...
 months of the year (January, February ...)
 seasons: spring, summer, autumn, winter
 day, week, weekend,
 month, year
 birthday, holiday
 morning, afternoon, evening, night
 bedtime, dinner time,
 playtime
 today, yesterday, tomorrow
 before, after
 earlier, later
 next, first, last
 now, soon, early, late
 quick, quicker, quickest,
 quickly
 slow, slower, slowest, slowly
 old, older, oldest
 new, newer, newest



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

- Pupils know the days of the week.
- Pupils know there are seven days in a week.
- Pupils know the months of the year.
- Pupils know o'clock times using analogue clocks.
- Pupils know that when the minute hand is pointing towards the 12, it is an o'clock time.
- Pupils know half past times.
- Pupils know that when the minute hand is pointing towards the 6, it is half past the hour



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

- Pupils understand the key vocabulary related to time.
- Pupils understand the difference between week days and the weekend.
- Pupils understand that some months have the same number of days and some months don't.
- Pupils understand the hour hand on a clock is the shorter hand and the minute hand is the longer hand.
- Pupils understand that they need to look at the hour hand to know which hour it is.
- Pupils understand that at half past times, the minute hand has travelled half way around the clock from the twelve to the six and the hour hand is half way between the hours.
- Pupils understand the difference between seconds, minutes and hours.
- Pupils understand that when someone wins a race, the length of time will be shorter and if someone takes longer, the length of time will be larger.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

- Pupils can order events using 'before' and 'after'.
- Pupils can use the language: morning, afternoon and evening.
- Pupils can describe the activities that they do in the morning, the afternoon and the evening.
- Pupils can use today, yesterday and tomorrow correctly.
- Pupils can say special dates within a year, e.g. their birthday.
- Pupils can decide which activities are measured in each unit of time: seconds, minutes and hours.
- Pupils can use suitable equipment to measure durations of time.
- Pupils can compare amounts of time using vocabulary: faster, slower, earlier, later.



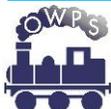
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
takes longer, takes less time how long ago? how long will it be to ...? how long will it take to ...? how often? always, never, often, sometimes hour, o'clock, half past, quarter past, quarter to clock, clock face, watch, hands hour hand, minute hand hours, minutes									

Subject : Mathematics

Year : 1

Unit : Weight, Mass and Volume

Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
measure measurement compare	<ul style="list-style-type: none"> Pupils know how to use balance scales to 	<ul style="list-style-type: none"> Pupils understand that larger objects are not always heavier than smaller objects. 	<ul style="list-style-type: none"> Pupils can group objects by their mass using terms such as 'heavy' and 'light'. 						



			
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing
	Learning Remembering	Teaching Telling	Assessment Testing
<p>measuring scale mass kilogram half kilogram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales litre, half litre capacity – how much liquid a container can hold volume - The amount of 3-dimensional space something takes up. full empty more than less than half full quarter full holds container</p>	<p>measure the mass of objects using non-standard units.</p> <ul style="list-style-type: none"> Pupils know that they can compare the capacity of containers by using non-standard units. <p>Stem Sentences</p> <p>The capacity of the _____ is _____ pots.</p> <p>The _____ is heavier than the . The _____ is lighter than the . The _____ weighs ____ pencils. The cupcake weighs _____ cubes. The grapes weigh _____ cubes. The cupcake is _____ than the grapes. (heavier/lighter)</p>	<ul style="list-style-type: none"> Pupils understand that when the scales are balanced, the objects have the same mass. Pupils understand that when measuring, the unit of measure must stay the same, e.g. the same cup, the same spoon, the same cubes etc. Pupils understand that when measuring capacity accurately, they must make each container or non-standard measure full. 	<ul style="list-style-type: none"> Pupils can use terms such as 'heavier than' or 'lighter than'. Pupils can use the term 'as heavy as'. Pupils can use balance scales to determine the mass of objects. Pupils can use balance scales to compare the mass of 2 objects and determine which is heavier and which is lighter. Pupils can use the term 'full' to describe a container. Pupils can use the term 'empty' to describe a container. Pupils can use the terms 'more than' and 'less than' to compare the amount of liquid in containers.