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| Numbers 1 to 100 |
| Calculations within 20 |
| Fluently add and subtract within 10 |
| Addition and subtraction of One-digit numbers |
| Multiplication |
| Division |
| Fractions |
| Shape |
| Money |
| Time |
| Position and direction |
| Measure |



**Intent:** At Abbey School, we aim for children to be fluent in the fundamentals of maths, are able to reason mathematically and be able to solve problem by applying their mathematics. These skills are embedded within maths lessons and developed consistently over time using lessons incorporating the ‘Big 5 ideas’ (coherence, representation and structure, mathematical thinking, fluency and variation). We are committed to ensuring that children are able to recognise the importance of maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts.

**Maths at Abbey**

 **Year One**

**What does maths like in Year One?**

Maths in Year One is based around a ‘mastery’ approach and focuses solely on the ‘big five’ ideas. The curriculum uses the NCETM spines and supporting documents to resource, structure and plan lessons. Within a lesson, children are exposed to fluency questions (yellow boxes) and thinking questions (red boxes). We use the CPA approach (concrete, pictorial, abstract) to teach the children new mathematically concepts. Children complete 2 lessons a week with another 2 lessons a week completed as sticky knowledge lessons. Once a block of learning is completed, the children will complete a ‘ready to progress’ assessment.

**How do children remember learning in Year One?**

Children complete daily questions on a whiteboard which will include a mixture of arithmetic or skills from a previous block of learning. In the Year One classrooms, the working walls are updated regularly and are used to aid the children in remembering learning.

**How are children supported and challenged in Year One?**

Children are supported through the use of manipulatives during a lesson. Children are challenged via the ‘thinking’ activities where they are designed to deepen the children’s learning of the mathematically concept. We aim for an 80% success rate during a lesson. If children are not successful within the lesson an intervention will be given before the following lesson.

**Which manipulatives and structures do you use?**

The main resources we use in Year One are: numicon, base 10, cubes, and place value counters. The two main structures we use in Year One are: the part-whole model and the bar model.