

## Algebra

**Although algebraic notation is not introduced until Year 6, algebraic thinking starts much earlier as exemplified by the ‘missing number’ objectives from Year 1**

- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = [ ] - 9$

**Teaching for Mastery** is designed to support a mastery approach to teaching and learning and have been designed to support the aims and objectives of the new National Curriculum.

The overviews:

- Have number at their heart. A large proportion of time is spent reinforcing number to build competency.
- Ensure teachers stay in the required key stages and support the ideal of depth before breadth.
- Ensure students have the opportunity to stay together as they work through the schemes as a whole group.
- Provide plenty of time to build reasoning and problem solving elements into the curriculum.

### **Concrete – Pictorial – Abstract**

As a school we believe that all students, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach.

**Concrete** – students should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

**Pictorial** – students should then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

**Abstract** – with the foundations firmly laid, students should be able to move to an abstract approach using numbers and key concepts with confidence.



## Maths

# Progression in Measurement, Geometry & Statistics

## Year 1

If you require any examples,  
please contact the class teacher.

### **Measurement – using measures**

- Compare, describe and solve practical problems for:
  - Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
  - Mass weight (e.g. heavy/light, heavier than/lighter than)
  - Capacity and volume (e.g. full/empty, more than/less than, half full, quarter full)
  - Time (e.g. quicker, slower, earlier, later)
- Measure and begin to record the following:
  - Lengths and heights
  - Mass/weight
  - Capacity and volume
  - Time (hours, minutes, seconds)

### **Measurement – money**

- Recognise and know the value of different denominations of coins and notes

### **Measurement – time**

- Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw hands on a clock face to show these times

### **Geometry – 2d & 3d shapes**

- Recognise and name common 2d shapes (e.g. rectangles, inc. squares, circles and triangles)
- Recognise and name common 3d shapes (e.g. cuboids, inc. cubes, pyramids and spheres)

### **Geometry – position & direction**

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns