

## Year 1 Autumn Term 1

Topic	Curriculum Objective
<b>Counting</b>	<ul style="list-style-type: none"> <li>• To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> </ul>
<b>Addition and subtraction to 5 or more (part 1)</b>	<ul style="list-style-type: none"> <li>• To read and write numbers from 1 to 20 in numerals and words.</li> <li>• When given a number, identify one more and one less.</li> <li>• To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</li> <li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li> </ul>
<b>Addition and subtraction to 5 or more (part 2)</b>	<ul style="list-style-type: none"> <li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• To solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
<b>Addition totals to 10</b>	<ul style="list-style-type: none"> <li>• To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</li> <li>• To represent and use number bonds and related subtraction facts within 20.</li> <li>• To add and subtract one-digit and two-digit numbers to 20 (<math>9 + 9</math>, <math>18 - 9</math>), including zero.</li> </ul>
<b>Properties of shape</b>	<ul style="list-style-type: none"> <li>• To recognise and name common 2D and 3D shapes, including:               <ul style="list-style-type: none"> <li>○ 2D shapes (rectangles (including squares), circles and triangles)</li> <li>○ 3D shapes (cuboids (including cubes), pyramids and spheres).</li> </ul> </li> </ul>
<b>Addition and subtraction to 10</b>	<ul style="list-style-type: none"> <li>• To represent and use number bonds and related subtraction facts within 20.</li> <li>• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>

## Year 1 Autumn Term 2

Topic	Curriculum Objective
<b>Counting and number order</b>	<ul style="list-style-type: none"> <li>• To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.</li> <li>• To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> <li>• To read and write numbers from 1 to 20 in numerals and words.</li> </ul>
<b>Place value and comparing quantities and numbers</b>	<ul style="list-style-type: none"> <li>• When given a number, identify one more and one less.</li> <li>• To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> <li>• To read and write numbers from 1 to 20 in numerals and words.</li> </ul>
<b>Developing mental strategies for addition</b>	<ul style="list-style-type: none"> <li>• To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs)</li> <li>• To represent and use number bonds and related subtraction facts within 20.</li> <li>• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
<b>Subtraction as difference</b>	<ul style="list-style-type: none"> <li>• To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>• To represent and use number bonds and related subtraction facts within 20.</li> <li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• To compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>○ lengths and heights (long/short, longer/shorter, tall/short, double/half)</li> <li>○ mass or weight (heavy/light, heavier than, lighter than)</li> <li>○ capacity/volume (full/empty, more than, less than, quarter)</li> <li>○ time (quicker, slower, earlier, later).</li> </ul> </li> </ul>
<b>Addition and subtraction using money</b>	<ul style="list-style-type: none"> <li>• To recognise and know the value of different denominations of coins and notes.</li> <li>• To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>• To represent and use number bonds and related subtraction facts within 20.</li> <li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>

## Year 1 Spring Term 1

Topic	Curriculum Objective
<b>Counting, reading and writing number patterns</b>	<ul style="list-style-type: none"><li>• To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li><li>• To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.</li><li>• When given a number, identify one more and one less.</li><li>• To read and write numbers from 1 to 20 in numerals and words.</li></ul>
<b>Doubles and near doubles</b>	<ul style="list-style-type: none"><li>• To represent and use number bonds and related subtraction facts within 20.</li><li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li><li>• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li></ul>
<b>Grouping and sharing</b>	<ul style="list-style-type: none"><li>• To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li></ul>
<b>Fractions</b>	<ul style="list-style-type: none"><li>• To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li></ul>
<b>Measures, including time</b>	<ul style="list-style-type: none"><li>• To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li><li>• To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li><li>• To measure and begin to record the following:<ul style="list-style-type: none"><li>○ lengths and heights</li><li>○ mass/weight</li><li>○ capacity and volume</li><li>○ time (hours, minutes, seconds).</li></ul></li></ul>
<b>Addition and addition to 15</b>	<ul style="list-style-type: none"><li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li><li>• To solve one-step problems that involve addition and subtraction, using objects and pictorial representations, and missing number problems.</li></ul>

## Year 1 Spring Term 2

Topic	Curriculum Objective
<b>Counting and place value</b>	<ul style="list-style-type: none"> <li>• To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens.</li> <li>• When given a number, identify one more and one less.</li> <li>• To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> </ul>
<b>Addition and subtraction beyond totals of 10</b>	<ul style="list-style-type: none"> <li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
<b>Grouping and sharing</b>	<ul style="list-style-type: none"> <li>• To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>
<b>Shape, position and movement</b>	<ul style="list-style-type: none"> <li>• To recognise and name common 2D and 3D shapes, including:               <ul style="list-style-type: none"> <li>○ 2D shapes (rectangles (including squares), circles and triangles)</li> <li>○ 3D shapes (cuboids (including cubes), pyramids and spheres).</li> </ul> </li> <li>• To describe position, directions and movements, including half, quarter and three- quarter turns.</li> </ul>
<b>Measuring and time</b>	<ul style="list-style-type: none"> <li>• To compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>○ lengths and heights (long/short, longer/shorter, tall/short, double/half)</li> <li>○ mass or weight (heavy/light, heavier than, lighter than)</li> <li>○ capacity/volume (full/empty, more than, less than, quarter)</li> <li>○ time (quicker, slower, earlier, later).</li> </ul> </li> <li>• To measure and begin to record the following:               <ul style="list-style-type: none"> <li>○ lengths and heights</li> <li>○ mass/weight</li> <li>○ capacity and volume</li> <li>○ time (hours, minutes, seconds).</li> </ul> </li> <li>• To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> </ul>
<b>Addition and subtraction totals to 10</b>	<ul style="list-style-type: none"> <li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>

## Year 1 Summer Term 1

Topic	Curriculum Objective
<b>Addition to totals to 10</b>	<ul style="list-style-type: none"> <li>• To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.</li> <li>• To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> <li>• To read and write numbers from 1 to 20 in numerals and words.</li> </ul>
<b>Addition and subtraction to 20</b>	<ul style="list-style-type: none"> <li>• To represent and use number bonds and related subtraction facts within 20.</li> <li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
<b>Fractions</b>	<ul style="list-style-type: none"> <li>• To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>• To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
<b>Multiplication and division</b>	<ul style="list-style-type: none"> <li>• To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>
<b>Measuring</b>	<ul style="list-style-type: none"> <li>• To measure and begin to record the following:               <ul style="list-style-type: none"> <li>○ lengths and heights</li> <li>○ mass/weight</li> <li>○ capacity and volume</li> <li>○ time (hours, minutes, seconds).</li> </ul> </li> </ul>
<b>Moving and turning</b>	<ul style="list-style-type: none"> <li>• To describe position, directions and movements, including half, quarter and three- quarter turns.</li> </ul>

## Year 1 Summer Term 2

Topic	Curriculum Objective
<b>Number and place value</b>	<ul style="list-style-type: none"><li>• When given a number, identify one more and one less.</li><li>• To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li></ul>
<b>Addition and subtraction</b>	<ul style="list-style-type: none"><li>• To add and subtract one-digit and two-digit numbers to 20, including zero.</li><li>• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li></ul>
<b>Fractions</b>	<ul style="list-style-type: none"><li>• To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li><li>• To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li></ul>
<b>Multiplication and division</b>	<ul style="list-style-type: none"><li>• To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li></ul>
<b>Time and using standard units</b>	<ul style="list-style-type: none"><li>• To measure and begin to record the following:<ul style="list-style-type: none"><li>• lengths and heights</li><li>• mass/weight</li><li>• capacity and volume</li><li>• time (hours, minutes, seconds).</li></ul></li><li>• To recognise and use language relating to dates, including days of the week, weeks, months and years.</li><li>• To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li></ul>
<b>Properties of shape</b>	<ul style="list-style-type: none"><li>• To order and arrange combinations of objects and shapes in patterns.</li><li>• To recognise and name common 2D and 3D shapes, including:<ul style="list-style-type: none"><li>○ 2D shapes (rectangles (including squares), circles and triangles)</li><li>○ 3D shapes (cuboids (including cubes), pyramids and spheres).</li></ul></li></ul>