Year 1 - Autumn Term

Number: Place Value Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. 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.	Week 1 Week 2 Week 3 Week 4						
Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	Week 5 Week 6 Week 7 Week 8						
Geometry: Shape Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	Week 9						
Number: Place Value Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. 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.	Week 10 Week 11 Week 12						
Consolidation							



Year 1 - Spring Term

Number: Addition and Subtraction Represent and use number bonds and related sub facts within 20 Read, write and interpret mathematical statement addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems sulphage. -9	Week 1
Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7=	Week 2
ds and related sumatical stateme equals (=) signs. two-digit numbe cts and pictorial mber problems:	Week 3
ints involving ents involving and such as 7= □	Week 4
Place Value Count to 50 for beginning with Count, read and numerals. Given a numbe Identify and repand pictorial renumber line, arto, more than, Count in multip	Week 5
Place Value Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. 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. Count in multiples of twos, fives and tens.	Week 6
vards, ny number. to <u>50</u> in ore or one less. luding the ge of: equal , most, least. s and tens.	Week 7
Measurement: Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	Week 8
: Length and pegin to and problems Id heights long/short, r, tall/short,	Week 9
Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]: capacity and volume [for example, more than, less than, half, half full, quarter]	Week 10 Week 11 Week 12
begin to veight, volume. cribe and l problems thr: Ifor vy/light, lighter y and xample, ore than, half full,	Week 11
Consolidation	Week 12



Year 1 - Summer Term

				representation of the teacher.	Count in multipolic Solve one step multiplication answer using consistency.	Week 1
				representations and arrays with the support of the teacher.	Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial	Week 1 Week 2 W
				the support	and tens. Ig Iculating the ictorial	Week 3
mass/weight [for example, mass/weight] [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	Compare, desc	example, long/short, longer/shorter, tall/short, double/half)	Compare, describe and practical problems for: lengths and heights (for	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Recognise, find and name a half as one of two equal par of an object, shape or quantity.	Week 4
for example, savier than, apacity and ample, are than, less 'full, quarter'	Compare, describe and solve	/short, , tall/short,	Compare, describe and solve practical problems for: lengths and heights (for	d and name a of four equal ect, shape or	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Week 5
			three quarter turns	movement, including whole, half, quarter and	position and direction Describe position, direction and	Week 6
uiali, iliost, ie		numbers using objects and pictorial representations including the number line,	Given a number, identify one more and one less. Identify and represent	Count, read an numbers to 10 numerals.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Week 7 We
Fedst	nguage of: e than, less	g objects and sentations number line,	er, identify one less.	and write 100 in	across 100, backwards, n 0 or 1, or n number.	Week 8
				denominations of coins and notes.	t: Money Recognise and know the value of different	Week 9
Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)	and draw the hands on a clock face to show these	Tell the time to the hour and half past the hour	language relating to dates, including days of the week, weeks, months and years.	tomorrow, morning, afternoon and evening Recognise and use	Sequence events in chronological order using language [for example, before and after, next, first today vesterday	Week 10 Wee
scribe and al problems example, er, earlier, begin to hours, ands)	hands on a show these	to the hour the hour	ating to ing days of eks, months	d evening.	ents in l order using rexample, fter, next, esterday	Week 10 Week 11
	Con	solid	lation			Week 12

