**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Number and Place Value** | **Addition and Subtraction** | **Multiplication and Division** | **Measurements** |
| Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half |
|

|  |  |
| --- | --- |
| Count and read numbers to 100 in numerals  |   |

 | Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs | Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than |
| Count and write numbers to 100 in numerals | Represent and use number bonds within 20 | **Fractions** | Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter |
| Recognise, find and name a half as one of two equal parts of an object, shape or quantity |
| Count in multiples of twos, fives and tens from 0 | Represent and use subtraction facts within 20 | Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later |
| Identify one more and one less of a given number | Add one-digit and two-digit numbers to 20, including zero |  | Measure and begin to record mass/weight |
| 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 | Subtract one-digit and two-digit numbers to 20, including zero | **Properties of Shape** | Measure and begin to record capacity and volume |
| Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles |
|

|  |  |
| --- | --- |
|   | Read and write numbers from 1 to 20 in numerals  |

 |

|  |  |  |
| --- | --- | --- |
| Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations  |   |   |

 | Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres | Measure and begin to record time (hours, minutes, seconds) |
| Use counting strategies to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives |  | **Position and Direction** | Recognise and know the value of different denominations of coins and notes |
| Describe position, direction and movement, including whole, half, quarter and three-quarter turns |
| Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones |  |  | 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 the hands on a clock face to show these times |