

Mathematics in Year 1

Below shows the objectives specifically focussed upon in each term, however children will continue to use and apply mathematical skills from previous terms e.g. addition and subtraction in each new context throughout the year.

Autumn	Spring	Summer
<p>Number and Place Value (to 10, then 20)</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 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 read and write numbers from 1 to 20 in numerals and words <p>Addition and Subtraction (to 10, then 20)</p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 	<p>Number and Place Value (to 20)</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 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 read and write numbers from 1 to 20 in numerals and words <p>Addition and Subtraction (to 20)</p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve 	<p>Number and Place Value (to 100)</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 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 read and write numbers from 1 to 20 in numerals and words <p>Fractions</p> <ul style="list-style-type: none"> recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity <p>Measurement of Length</p> <ul style="list-style-type: none"> compare, describe and solve practical

<ul style="list-style-type: none"> • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <p>Geometry- Position</p> <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three-quarter turns 	<p>addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>Geometry- Shape recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Measurement of Length</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> ○ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • measure and begin to record the following: <ul style="list-style-type: none"> ○ lengths and heights <p>Multiplication</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	<p>problems for:</p> <ul style="list-style-type: none"> ○ 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] ○ time [for example, quicker, slower, earlier, later] <ul style="list-style-type: none"> • measure and begin to record the following: <ul style="list-style-type: none"> ○ mass/weight ○ capacity and volume ○ time (hours, minutes, seconds) ○ recognise and know the value of different denominations of coins and notes ○ sequence events in chronological order using language [for example, 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
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