Year 1 Maths Curriculum

Week	Term 1	Term 2	Term 3
1	**Number and Place Value** Focus on consolidating 1-20 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Pupils practise counting (1, 2, 3), ordering (e.g. first, second, third), or to indicate a quantity (e.g. 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.* Count, read and write numbers to 100 in numerals; count in multiples of twos *They practise counting as reciting numbers and counting as enumerating objects, and counting in twos from different multiples to develop their recognition of patterns in the number system (e.g. odd and even numbers), including varied and frequent practice through increasingly complex questions.* Read and write numbers from 1 to 20 in numerals and words.	**Number and Place Value** Focus on consolidating 0-50 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Pupils practise counting (1, 2, 3), ordering (e.g. first, second, third), or to indicate a quantity (e.g. 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.* Count, read and write numbers to 100 in numerals; count in multiples of twos and fives *They practise counting as reciting numbers and counting as enumerating objects, and counting in twos and fives from different multiples to develop their recognition of patterns in the number system (e.g. odd and even numbers), including varied and frequent practice through increasingly complex questions.* Read and write numbers from 21 to 50 in numerals and words	**Number and Place Value** Focus on consolidating 0-100 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Pupils practise counting (1, 2, 3), ordering (e.g. first, second, third), or to indicate a quantity (e.g. 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.* Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens *They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (e.g. odd and even numbers), including varied and frequent practice through increasingly complex questions.* Read and write numbers from 51 to 100 in numerals and words.
2	**Number and Place Value** Focus on 0-20 Given a number, identify one more and 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 *Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.* *They recognise and create repeating patterns with objects and with shapes.*	**Number and Place Value** Focus on 0-50 Given a number, identify one more and 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 *Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.* *They recognise and create repeating patterns with objects and with shapes.*	**Number and Place Value** Focus on 0-100 Given a number, identify one more and 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 *Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.* *They recognise and create repeating patterns with objects and with shapes.*

Week	Term 1	Term 2	Term 3
3 4	**Addition** Read, write and interpret mathematical statements involving addition (+),and equals (=) signs Represent and use number bonds within 20 *Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9).* Add one-digit and two-digit numbers to 20, including zero *They should realise the effect of adding or subtracting zero.* *Pupils combine and increase numbers, counting forwards.* Solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems e.g. _+17=20 *They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms put together, add, altogether, total, so that pupils develop the concept of addition and are enabled to use these operations flexibly.*	**Subtraction** Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 30 *Pupils memorise and reason with number bonds to 10, 20 and 30 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9).* Subtract one-digit and two-digit numbers to 30 including zero *They should realise the effect of adding or subtracting zero.* *Pupils combine and decrease numbers, counting backwards.* Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = – 9. *They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms take away, distance between, more than and less than, so that pupils develop the concept of subtraction and are enabled to use these operations flexibly.*	**Multiplication** Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Through grouping small quantities, pupils begin to understand: multiplication; doubling numbers and quantities.* *They make connections between arrays, number patterns, and counting in twos.*
5	**Measurement** Link to addition (Role play-shops) Recognise and know the value of different denominations of coins and notes Solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems e.g. _+17=20 *They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms put together, add, altogether, total, so that pupils develop the concept of addition and are enabled to use these operations flexibly.*	**Measurement** Link to subtraction (Role play-shops) Recognise and know the value of different denominations of coins and notes Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = – 9. *They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms take away, distance between, more than and less than, so that pupils develop the concept of subtraction and can use these operations flexibly.*	**Division** Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Through sharing small quantities, pupils begin to understand: division;; and finding simple fractions of objects, numbers and quantities*. *They make connections between arrays, number patterns, and counting in twos, fives and tens.*

Week	Term 1	Term 2	Term 3
6	**Fractions** Recognise, find and name a half as one of two equal parts of an object, shape or quantity *Pupils are taught half as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves as parts of a whole.*	**Fractions** Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. *Pupils are taught quarters as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find quarter of a length, quantity, set of objects or shape. Pupils connect quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining quarters as parts of a whole.*	**Division** Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Through sharing small quantities, pupils begin to understand: division;; and finding simple fractions of objects, numbers and quantities*. *They make connections between arrays, number patterns, and counting in twos, fives and tens.*
7	**Subtraction** Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 *Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9).* Subtract one-digit and two-digit numbers to 20, including zero *They should realise the effect of adding or subtracting zero.* *Pupils combine and decrease numbers, counting backwards.*	**Addition** Read, write and interpret mathematical statements involving addition (+),and equals (=) signs Represent and use number bonds within 30 *Pupils memorise and reason with number bonds to 10, 20 & 30 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9).* Add one-digit and two-digit numbers to 30, including zero *They should realise the effect of adding or subtracting zero.* *Pupils combine and increase numbers, counting forwards.*	**Fractions** (Link to division) Recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. *Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.*
8	**Subtraction** Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = – 9. *They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms take away, distance between, more than and less than, so that pupils develop the concept of subtraction and are enabled to use these operations flexibly.*	**Addition** Solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems e.g. _+17=20 *They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms put together, add, altogether, total, so that pupils develop the concept of addition and are enabled to use these operations flexibly.*	**Position and direction** (Link with fractions) Pupils should be taught to describe position, directions and movements, including half, quarter and three-quarter turns. *They use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.* *Pupils make half, quarter and three-quarter turns and routinely make these turns in a clockwise direction.*

Week	Term 1	Term 2	Term 3
9	**Measurement – length/height** Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Measure and begin to record lengths and heights. *Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (e.g. counting) and continuous (e.g. liquid) measurement, to using manageable common standard units.* *In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler*	**Measurement – mass/weight** Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] Measure and begin to record the following mass/weight *The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage.* *Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (e.g. counting) and continuous (e.g. liquid) measurement, to using manageable common standard units.* *In order to become familiar with standard measures, pupils begin to use measuring tools such as scales*	**Measurement - capacity** (Link to fractions) Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] *The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage.* *Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (e.g. counting) and continuous (e.g. liquid) measurement, to using manageable common standard units.* *In order to become familiar with standard measures, pupils begin to use measuring tools such as containers*
10	**Measurement - time** 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 Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and draw the hands on a clock face to show these times. *Pupils use the language of time, including telling the time throughout the day, first using o'clock.*	**Measurement - time** Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. *Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.*	**Multiplication** Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Through grouping small quantities, pupils begin to understand: multiplication; doubling numbers and quantities.* *They make connections between arrays, number patterns, and counting in twos,* ***fives and tens***

Week	Term 1	Term 2	Term 3
11	**Geometry – 2D Shape** Pupils should be taught to: ▪ recognise and name common 2-D shapes, including: rectangles (including squares), circles and triangles) *Pupils handle common 2-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids can be different shapes.*	**Geometry – 3D Shape** Pupils should be taught to: ▪ recognise and name common 3-D shapes, including: cuboids (including cubes), pyramids and spheres). *Pupils handle common 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids can be different shapes.*	**Geometry – Problem Solving** Problem solving week focusing on shape
12	**Handling Data** Not Statutory in New Curriculum Use Primary Framework Block C	**Handling Data** Not Statutory in New Curriculum Use Primary Framework Block C	**Handling Data** Not Statutory in New Curriculum Use Primary Framework Block C
13	**Assessment /catch up week**	**Assessment / catch up week**	**Assessment / catch up week**