Year 1 Curriculum Coverage

Below is the coverage for the Year 1 Maths curriculum. Objectives which are facts that need to be learned frequently across the year rather than taught in lessons are highlighted in red.

Number and place value

- 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 twos, fives and tens
- given a number to 100, identify one more and one less
- identify and represent numbers to 20 using objects and pictorial representations including the part-part whole, tens frames, number line
- use language to compare numbers to 20: equal to, more than, less than (fewer), most, least and introduce greater then, less than and equal to symbols
- read and write numbers from 1 to 20 in numerals and words.

Number - addition and subtraction

- 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 zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Number - multiplication and division

- 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.

Number - fractions

- 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.

Measurement

- compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - 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]
- measure and begin to record the following: lengths and heights, 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.

Geometry - properties of shapes

recognise and name common 2-D and 3-D shapes, including:

-2-D shapes [for example, rectangles (including squares), circles and triangles]

-3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry – position and direction

describe position, direction and movement, including whole, half, quarter and three quarter turns

Year 1 Basic Skills

Listed below are the number facts that we expect year 1 children to learn by heart. We track children's assessments in these facts on a half termly basis. This data informs our number focus for the next half term for whole class starters and afternoon intervention groups.

Number facts, number bonds	Counting	Addition and subtraction facts	Doubles and halves
Recall compositions of numbers within 10 (Make 7 etc.) Recall the odd and even numbers up to 10	Count forwards in steps of 2 to 24 Count backwards in steps of 2 from 24 Count forwards in steps of 5 to 60 Count backwards in steps of 5 from 60 Count forwards in steps of 10 to 120 Count backwards in steps of 10 from 120 Count forwards and backwards to 100 in ones	Know one more and one less than numbers up to 100 Know two more and two less than numbers up to 100 Know 10 more and 10 less than a single digit number	Know double 6, 7, 8, 9, 10 Know half of 2, 4, 6, 8, 10, 12, 14, 16, 18. 20

Teaching sequence - Starter tasks

We have carefully planned our curriculum so that some key concepts are revisited throughout the year.

	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
A1	Naming 2d and 3d shapes	Read and write numbers to 20 in numerals Doubles	Compositions within 10 Count in multiples of 2	One more, one less Greater than and less than	O'clock and half past	Naming 2d and 3d shapes	Read and write numbers to 20 in numerals Doubles	Compositions within 10 Count in multiples of 2
A2	O'clock and half past	One more, one less Greater than and less than	Naming 2d and 3d shapes	Compositions within 10 Count in multiples of 5	O'clock and half past	Halves	Read and write numbers to 50 in numerals	
Sp1	Naming 2d and 3d shapes	One more, one less Greater than and less than	Compositions within 10 Count in multiples of 5	Halves	Read and write numbers to 50 in numerals	O'clock and half past		
Sp2	Compositions within 10 Count in multiples of 10	Naming 2d and 3d shapes	O'clock and half past	Read and write numbers to 50 in numerals	Doubles and halves	two more, two less Greater than and less than		
Su1	two more, two less Greater than and less than	Compositions within 10 Count in multiples of 2,5 and 10	O'clock and half past	Read and write numbers to 100 in numerals	Naming 2d and 3d shapes			
Su2	O'clock and half past	Naming 2d and 3d shapes	ten more, ten less Greater than and less than	Doubles and Halves	Compositions within 10 Count in multiples of 2,5 and 10	O'clock and half past	Read and write numbers to 100 in numerals	

Mastering number

Children in year 1 also follow the mastering number programme which aims to strengthen the understanding of number. These sessions are extra to the maths lesson and are done 3 times a week.

Teaching sequence – Daily counting

Counting will be an essential element to each daily maths lesson.

Teaching sequence – Main Maths Lesson Coverage

We have carefully planned our curriculum so that some key concepts are revisited throughout the year.

Autumn 1	Place value	Measure	Addition and subtraction	Fractions
Autumn 2	Place value		Addition and subtraction	Measure
Spring 1	Place value	Fractions	Measure	Position and direction
Spring 2	Addition and subtraction		Multiplication and division	
Summer 1	Addition and subtraction	Fractions	Multiplication and division	Position and direction
Summer 2	Addition and subtraction	Measure	Multiplication and division	Fractions	Place value

Autumn 1	**Place value**
	- count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number - read numbers to 20 in numerals - write numbers to 20 in numerals - identify one more and one less than a number up to 20. - Use the language of equal to, more than, less than, most, least, fewer to compare numbers to 20 - Represent numbers to 20 using pictorial representations – including ten frames, part part whole, bar model, base ten - Identify numbers up to 20 on a number line **Measure** - recognise and know the value of different denominations of coins (How many ways can you make 10p?) - read the time to the hour and half past the hour - 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 **Addition and subtraction** - add one-digit and two-digit numbers to 20, including zero - subtract one-digit and two-digit numbers to 20, including zero - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs **Fractions** - recognise, find and name a half as one of two equal parts of a shape - recognise, find and name a half as one of a number or group of objects
Autumn 2	**Place value** - count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number - read numbers to 50 in numerals - write numbers to 50 in numerals - given a number, identify one more and one less to numbers up to 50 - Use the language of equal to, more than, less than, most, least, fewer to compare numbers to 50 - Represent numbers to 50 using pictorial representations – including ten frames - Identify numbers up to 50 on a number line **Measure** - compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - Measure and record length and heights - compare, describe and solve practical problems for: - mass/weight [for example, heavy/light, heavier than, lighter than] - Measure and record mass and weight

	- compare, describe and solve practical problems for: - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - Measure and record capacity and volume - compare, describe and solve practical problems for: - time [for example, quicker, slower, earlier, later] - Measure and record time
Spring 1	**Place value** - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - read numbers to 100 in numerals - write numbers to 100 in numerals - identify one more and one less than a number to 100 - Use the language of equal to, more than, less than, most, least, fewer to compare numbers to 100 - Represent numbers to 100 using pictorial representations - Identify numbers up to 100 on a number line **Fractions** - 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. **Measure** - recognise and know the value of different denominations of coins and notes - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **Geometry – position and direction** - describe position, direction and movement – Anti clockwise, clockwise, half turn and full turn
Spring 2	**Addition and subtraction** - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add one-digit and two-digit numbers to 20, including zero - subtract one-digit and two-digit numbers to 20, including zero **Near doubles** using doubles to 10 **Number bonds** number bonds to 10 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9. **Multiplication and division** - 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.
Summer 1	**Addition and subtraction** - 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 zero **Near doubles** using doubles to 10 **Number bonds** number bonds to 10 **Bridging** Making 10 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9 **Multiplication and division** - 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. **Geometry – position and direction** - describe position, direction and movement – Anti clockwise, clockwise, half turn, quarter and three quarter turns and full turn
Summer 2	**Addition and subtraction** - 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 zero **Near doubles** using doubles to 10 **Number bonds** number bonds to 10 **Bridging** Making 10 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9. **Measure**

	- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	 - compare, describe and solve practical problems for:
	   - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
	   - 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]
	 - measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time
	
	 Multiplication and division
	 - 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.
	
	 Fractions
	 - 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.
	
	 Place value
	 - 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;
	 - 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