Key Learning Coverage – Year 1

This table shows where the Key Learning is explicitly taught.
Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Wk 1		Wk 1		Wk 1	
• Count in multiples of twos, fives and tens	Wk 2		Wk 4			
• Read and write numbers to 100 in numerals	Wk 1		Wk 1		Wk 1	
• Read and write numbers from 1 to 20 in numerals and words	Wk 1		Wk 1		Wk 1	
• *Begin to recognise the place value of numbers beyond 20 (tens and ones)*	Wks 1 + 2		Wk 1		Wk 1	
• Identify and represent numbers using objects and pictorial representations including the number line	Wks 1 + 2		Wk 1		Wk 1	
• Use the language of: equal to, more than, less than (fewer), most, least	Ongoing					
• Given a number, identify one more and one less	Wk 2		Wk 1		Wk 1	
• *Given a number identify ten more or less.*			Wk 1		Wk 1	
• *Order numbers to 50*			Wk 1		Wk 1	
• *Recognise and create repeating patterns with numbers, objects and shapes*		Wk 1				Wk 5
• *Identify odd and even numbers linked to counting in twos from 0 and 1*		Wk 1				Wk 5
• *Solve problems and practical problems involving all of the above*	Wks 1 + 2		Wk 1		Wk 1	
Key Learning: Number - Addition and Subtraction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Wks 4 + 5			Wk 2	Wk 2	
• Represent and use number bonds and related subtraction facts within 20	Wks 4 + 5			Wk 2	Wk 2	
• Add and subtract one-digit and two-digit numbers to 20, including zero *(using concrete objects and pictorial representations)*	Wks 4 + 5		Wk 5 + Wk 6 -	Wk 2	Wk 2	Wk 3
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9	Wks 4 + 5	Wk 4	Wk 2		Wks 2 + 3	Wk 3
Key Learning: Number - Multiplication and Division	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Recall and use doubles of all numbers to 10 and corresponding halves*			Wks 5 + 6			
• 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			Wks 5 + 6			Wk 2
Key Learning: Number - Fractions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Understand that a fraction can describe part of a whole*		Wks 2 + 3		Wk 3	Wk 4	
• *Understand that a unit fraction represents one equal part of a whole*		Wks 2 + 3		Wk 3	Wk 4	
• Recognise, find and name a half as one of two equal parts of an object shape or quantity *(including measure)*		Wks 2 + 3		Wk 3	Wk 4	
• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity *(including measure)*		Wks 2 + 3		Wk 3	Wk 4	

Key Learning: Measurement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Measure and begin to record: - lengths and heights, *using non-standard and then manageable standard units (m/cm)* - mass/weight, *using non-standard and then manageable standard units (kg/g)* - capacity and volume *using non-standard and then manageable standard units (litres/ml)* - time (hours/minutes/seconds) *within children's range of counting competence*	Wk 3 – Length and Mass	Wk 3 – Volume and Capacity Wk 5 - Time	Wk 2 – Mass	Wk 1 – Length and Mass Wk 5 - Time	Wk 3 – Volume and Capacity	Wk 1 – Time Wk 4 – Length and Mass
• 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)	Wk 3 – Length and Mass	Wk 3 – Volume and Capacity Wk 5 - Time	Wk 2 - Mass	Wks 1 + 2 - Length and Mass Wk 5 - Time	Wk 3 – Volume and Capacity	Wk 1 – Time Wk 4 – Length and Mass
• Recognise and use language relating to dates, including days of the week, weeks, months and years		Wk 5				Wk 1
• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening		Wk 5				Wk 1
• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times				Wks 4 + 5	Wk 5	
• Recognise and know the value of different denominations of coins and notes		Wk 4	Wk 4			
Key Learning: Geometry - Properties of Shape	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles	Wk 6		Wk 3		Wk 6	
• Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres	Wk 6		Wk 3		Wk 6	
Key Learning: Geometry - Position and Direction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Describe movement, including whole, half, quarter and three-quarter turns				Wk 4	Wk 5	
• *Recognise and create repeating patterns with objects and shapes*		Wk 1				Wk 5
• Describe position and direction				Wk 4	Wk 5	
Key Learning: Statistics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Sort objects, numbers and shapes to a given criterion and their own*		Wk 1				Wk 5
• *Present and interpret data in block diagrams using practical equipment*	Wk 5				Wk 2	Wk 3
• *Ask and answer simple questions by counting the number of objects in each category*	Wk 5				Wk 2	Wk 3
• *Ask and answer questions by comparing categorical data*	Wk 5				Wk 2	Wk 3