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| **Term and Approximate Week** | **Year 1 Unit and National Curriculum Objectives**  |
| **Autumn 1** |  |
| **Week 1,2,3,4 and 5**  | **Place Value within 10*** count to and across, forwards and backwards, beginning with 0 or 1, or from any given number
* count, read and write numbers to 100 in numerals
* read and write numbers from 1 to 20 in numerals and words
* 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
* given a number, identify one more and one less
* count in multiples of twos, fives and tens
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| **Week 6 and 7** | **Addition and Subtraction within 10*** represent and use number bonds and related subtraction facts within 20
* add and subtract one-digit and two-digit numbers to 20, including zero
* read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9
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| **Autumn 2** |  |
| **Week 1,2 and 3** | **Addition and Subtraction within 10*** represent and use number bonds and related subtraction facts within 20
* add and subtract one-digit and two-digit numbers to 20, including zero
* read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9
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| **Week 4** | **Shape*** 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
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| **Week 5** | **Consolidation** |
| **Week 6 and 7** | **Place Value within 20*** count to and across, forwards and backwards, beginning with 0 or 1, or from any given number
* count, read and write numbers to 100 in numerals
* read and write numbers from 1 to 20 in numerals and words
* 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
* given a number, identify one more and one less
* count in multiples of twos, fives and tens
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| **Spring 1** |  |
| **Week 1** | **Place Value within 20*** count to and across, forwards and backwards, beginning with 0 or 1, or from any given number
* count, read and write numbers to 100 in numerals
* read and write numbers from 1 to 20 in numerals and words
* 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
* given a number, identify one more and one less
* count in multiples of twos, fives and tens
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| **Week 2,3 and 4** | **Addition and Subtraction within 20*** represent and use number bonds and related subtraction facts within 20
* add and subtract one-digit and two-digit numbers to 20, including zero
* read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9
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| **Week 5 and 6** | **Place Value within 50*** count to and across, forwards and backwards, beginning with 0 or 1, or from any given number
* count, read and write numbers to 100 in numerals
* read and write numbers from 1 to 20 in numerals and words
* 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
* given a number, identify one more and one less
* count in multiples of twos, fives and tens
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| **Spring 2** |  |
| **Week 1 and 2** | **Measurement Length and Height*** measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)
* 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 (quicker/slower, earlier/later)
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| **Week 3 and 4** | **Measurement Mass and Volume*** measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)
* 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 (quicker/slower, earlier/later)
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| **Week 5 and 6** | **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
* 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
* 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
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| **Summer 1** |  |
| **Week 1** | **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
* 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
* 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
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| **Week 2 and 3** | **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
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| **Week 4** | **Position and Direction*** describe position, direction and movement, including whole, half, quarter and three-quarter turns
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| **Week 5 and 6** | **Place Value within 100*** count to and across, forwards and backwards, beginning with 0 or 1, or from any given number
* count, read and write numbers to 100 in numerals
* read and write numbers from 1 to 20 in numerals and words
* 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
* given a number, identify one more and one less
* count in multiples of twos, fives and tens
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| **Summer 2** |  |
| **Week 1** | **Measurement Money*** recognise and know the value of different denominations of coins and notes
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = 🞏 – 9
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| **Week 2 and 3** | **Measurement Time*** tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
* recognise and use language relating to dates, including days of the week, weeks, months and years
* compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds
* sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
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| **Week 4,5,6 and 7** | **Consolidation** |