

YEAR 1 MATHEMATICS CURRICULUM FRAMEWORK

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Number and Place Value	<p>Recite the numbers in order counting to 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Estimate a set of objects and count to check how many (up to 50).</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, images, sounds and actions up to 20, matching the number to the object or image (one-to-one correspondence).</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Understand and use 0 to represent the empty set.</p> <p>Compare and order numbers up to 20 and say a number between two numbers up to 20; begin to understand ordinal numbers.</p> <p>Recognise and understand that teen numbers are 10 and some 1s and begin to use this knowledge to compare numbers.</p>	<p>Locate 2-digit numbers on a bead string.</p> <p>Use the language of equal to, more than, less than (fewer), most, least to compare numbers.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Estimate a quantity by choosing an appropriate range; count a quantity by grouping in 10s and 5s.</p> <p>Begin to see 2-digit numbers as some 10s and some 1s.</p> <p>Given a number, identify one more and one less, any number up to 100.</p> <p>Count in multiples of 2s to 20.</p> <p>Count in multiples of 5s to 50.</p> <p>Count in multiples of 10s from 10 to 100, and back again, recognising that the multiples end in 0.</p> <p>Count on and back in multiples of 10s, to and from any number up to 100.</p>	<p>Locate 2-digit numbers on a 1-100 grid and beaded line.</p> <p>Count in multiples of 2s to 20 and beyond, spotting patterns.</p> <p>Count in multiples of 5s to 50 and beyond and know that multiples of 5 end in 0 or 5.</p> <p>Identify 10s and 1s in 2-digit numbers, and say how many 10s and 1s in a given 2-digit number.</p>
Addition and Subtraction	<p>Subitise numbers to 6.</p> <p>Given a number, identify one more and one less, any number up to 20.</p> <p>Begin to know number bonds to 5, 6 and 7</p> <p>Know bonds to 10 and use known addition facts for 10 to solve subtractions.</p> <p>Find the missing number in number sentences.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Use number facts and concrete objects to solve simple word problems.</p> <p>Understand that you do not need to count the first number when adding.</p> <p>Add 1-digit and 2-digit numbers to 20, including adding 1, 2 and 3 by counting on</p> <p>Subtract 1-digit and 2-digit numbers to 20, including subtracting 1, 2 and 3 by counting back.</p>	<p>Know number bonds to 5, 6 and 7 and derive related subtraction facts.</p> <p>Add 1-digit and 2-digit numbers to 20, including adding a 1-digit number to a 2-digit number by counting on.</p> <p>Subtract 1-digit and 2-digit numbers to 20, including subtracting a 1-digit number from a 2-digit number by counting back.</p> <p>Begin to know number bonds to 8 and 9.</p> <p>Add by putting the larger number first</p>	<p>Know pairs of numbers which make the numbers to 9 and derive related subtraction facts.</p> <p>Bridge 10 when adding pairs of 1-digit numbers.</p> <p>Sort additions into those you 'just know' and those you work out.</p> <p>Add 1-digit and 2-digit numbers to 20, including using number facts to add 1-digit numbers to 2-digit numbers.</p> <p>Subtract 1-digit and 2-digit numbers to 20, including using number facts to subtract 1-digit numbers from 2-digit numbers.</p> <p>Add 1-digit and 2-digit numbers to 20, including adding three small numbers using pairs to 10 and doubles.</p>

Multiplication and division	Find doubles to double 5 using fingers to help.		Solve 1-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Fractions			
Measures	<p>Compare, measure and begin to record lengths and heights using uniform non-standard units.</p> <p>Measure and begin to record lengths and heights, beginning to use standard units, e.g. cm, m.</p> <p>Recognise and know the value of different denominations of coins.</p> <p>Find different combinations of small amounts up to 20p.</p>	<p>Measure and begin to record time.</p> <p>Sequence events in chronological order using language. For example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Begin to tell the time to the hour and half past the hour on digital and analogue clocks and draw the hands on a clock face to show these times.</p>	<p>Compare, describe and solve practical problems, e.g. by direct comparisons, for lengths and heights, weight and capacity.</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour on digital and analogue clocks and draw the hands on a clock face to show these times</p> <p>Measure and begin to record mass/weight.</p> <p>Measure and begin to record capacity</p> <p>Find change from 10p and 20p using counting up and number facts.</p>
Geometry: properties of shape,	<p>Recognise, name and sort common 2D shapes. For example, rectangles (including squares), circles and triangles.</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>		<p>Identify and continue a repeating pattern of shapes.</p> <p>Identify and describe with reference to their properties common 2D and 3D shapes</p>
Statistics			<p>Begin to create, read and interpret a block graph.</p> <p>Read and interpret a simple pictogram</p>