



Year 1 Programme of Study for Mathematics - 'Term per page overview' 2019-2020

- The topics in this document should be taught in the order that they are written.
- All objectives should be taught through problem solving and to encourage the development of reasoning and fluency.
- Please refer to the other planning documents for further guidance.
- Use the last week of each half term for addressing misconceptions and assessment.

Half term	National Curriculum requirements	
Autumn	Numbers to 10 (2 weeks) This can start during transition	<ul style="list-style-type: none"> • count to ten, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 10 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
	Addition and subtraction within 10 (2 weeks)	<ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts [within 10] • add and subtract one-digit ... numbers [to 10], 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
	Shapes and patterns (2 weeks)	<ul style="list-style-type: none"> • 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] • describe position, direction and movement, including whole, half, quarter and three-quarter turns
	Multiplication and division (2 weeks)	<ul style="list-style-type: none"> • count in multiples of twos, fives and tens • 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
	5. Money (1 week)	<ul style="list-style-type: none"> • recognise and know the value of different denominations of coins • recognise and use symbols for pounds (£) and pence (p) • use repeated addition and count coins in multiples of 1,2,5 and 10
	Numbers to 20 (1 week)	<ul style="list-style-type: none"> • count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number • count, 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 • recognise the place value of each digit in a two-digit number (tens, ones) (Y2)
	Addition and subtraction within 20 (2 weeks)	<ul style="list-style-type: none"> • 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 $7 = \square - 9$

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Spring	Exploring calculation strategies within 20 (2 weeks)	<ul style="list-style-type: none"> 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 $7 = \square - 9$
	Time (1 week)	<ul style="list-style-type: none"> 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]
	Numbers to 40 (2 weeks)	<ul style="list-style-type: none"> count to forty, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers from 1 to 40 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 recognise the place value of each digit in a two-digit number (tens, ones) (Y2)
	Adding and subtracting within 40 (2 weeks)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 40, including zero add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) 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 $7 = \square - 9$
	Multiplication and division (2 weeks)	<ul style="list-style-type: none"> count in multiples of twos and fives and tens 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
	Length, weight and volume (3 weeks)	<ul style="list-style-type: none"> 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] measure and begin to record the following: lengths and heights; mass/weight; capacity and volume



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Summer	Numbers to 100 (2 weeks)	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, 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 recognise the place value of each digit in a two-digit number (tens, ones) (Y2) identify, represent and estimate numbers to 100 using different representations (Y2) given a number, identify one more and one less read and write numbers to at least 100 in numerals (and up to 20 in words)
	Shapes and patterns (1 weeks)	<ul style="list-style-type: none"> 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 describe position, direction and movement, including whole, half, quarter and three-quarter turns
	Adding and subtracting within 100 (2 weeks)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 100, including zero add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) 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 $7 = \square - 9$
	Money (2 weeks)	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins recognise and use symbols for pounds (£) and pence (p) use repeated addition and count coins in multiples of 1,2,5 and 10 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	Time (1 week)	<ul style="list-style-type: none"> 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]
	Multiplication and division (2 weeks)	<ul style="list-style-type: none"> 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