Year 1	**KEY VOCABULARY**						
Number System	Number - Addition and Subtraction	Number - Multiplication and Division	Number – Fractions/Decimals/Percentages and Ratio	Algebra	Measurement	Statistics	Geometry

Number System	Number - Addition and Subtraction	Number - Multiplication and Division	Number – Fractions/Decimals/Percentages and Ratio	Algebra	Measurement	Statistics	Geometry

Pupils should be taught to:
 	
• 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, 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
 	
• read and write numbers from 1 to 20 in numerals and words.
	Pupils should be taught to:
	
	• 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
	
	• introduce children to the division sign as 'sharing'.
	• children able to read teacher generated division sentences and record answers
	.
		Pupils should be taught to:
		
		• 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.
		
		KEY VOCABULARY
		.
		
		minute
		
		hour
		
		before
		
		after
		
		sharing
		
		division
		
		divide by
		
		seasons
		
		autumn
		
		winter
		
		spring
		
		summer
			Pupils should be taught to:
			
			• 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.
				Pupils should be taught to:
				
				• Solve missing number problems such as 7 = ☐ – 9.
					• Pupils should be taught to
					• 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] – **POSSIBLE LINK TO SCIENCE FOR COLLECTING RAINFALL**
					  • time [for example, quicker, slower, earlier, later – minute, hour, before, after]
					• 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 – **POSSIBLE LINK TO SCIENCE around seasonal changes**
					• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
							Pupils should be taught to:
							
							• 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.

Wk	Term 1a	Wk	Term 1b
1	• read and order numbers from 1 to 20 in numerals • identify and represent numbers up to 20 using objects and pictorial representations • estimate a set of objects and check by counting, focus on 1:1 correspondence and number formation	1	• represent and use number bonds and related subtraction facts within 20 • recall/find bonds to 10 and 20 and those below 10. • add and subtract one-digit and two-digit numbers of bonds to 10 or 20, including zero
2	• count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number • read and write numbers from 1 to 20 in numerals and words., matching numerals to words	2	• recognise and name common • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • Sort and begin to name some properties of above shapes • Create patterns using shapes
3	• identify one more and one less of a given number • read and write numbers from 1 to 20 in numerals and words. • add and subtract one-digit numbers to 20, including zero	3	• count, read and write numbers to 100 in numerals. • use dienes to consolidate/understand place value • Order/sequence non-consecutive numbers to 100
4	• 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 • estimate amounts, count and compare using language of equal to, more than, less than (fewer), most, least	4	• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Say/record the time 1 hour before or after given time
5	• addition by counting on with or without number line- read, write and interpret mathematical statements involving addition (+), and equals (=) signs • addition by counting on in head	5	• recognise and use language relating to dates, including days of the week, • order days of the week • say which day is before, after, yesterday, tomorrow, at the weekend
6	• subtraction by counting back with or without number line - read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs • subtraction by counting back in head	6	• compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later – minute, hour, before, after] • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
7	Revision Assessments Misconceptions	7	Assessments

Wk	Term 2a	Wk	Term 2b
1	• ; count in multiples of tens • Say/find 10 more/less and 1 more/less than given number to 100 (on a number square)	1	• 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 months, years and seasons • order months of the year including before and after • sort months of the year into seasons
2	• recognise and know the value of different denominations of coins and notes • order coins from smallest to largest • add and subtract one-digit and two-digit numbers to 20, including zero to find totals of coin	2	• Introduce multiplication as repeated addition • Make and record arrays as 'lots of' or 'groups of' • solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Introduce x sign
3	• To understand doubling and find doubles of numbers to 20 • Count in 2's	3	• introduce children to the division sign as 'sharing'. • children able to read teacher generated division sentences and record answers

Wk		Wk	
			• solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations by grouping or sharing into circles.
4	• To recognise odd and even numbers • Sort numbers into odd and even	4	• recognise, find and name a half as one of two equal parts of an object, shape or quantity • cut out and fold 2d shapes into halves or quarters • find halves and quarters of objects by sharing into 2 or 4
5	• compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • measure and record in non-standard units • measure and begin to record in standard units cm, mm • introduce longer/shorter than metre	5	• compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] – • practical activities using vocabulary • reading simple scales • create rain gauge for science link to seasons
6	Assessments	6	Assessments

Wk	Term 3a	Wk	Term 3b
1	• data handling • 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 • use simple ICT package to record and answer simple questions from personal and rain gauge/science seasons topic information	1	• find different ways/coins to make same amount • solve one-step problems that involve addition and subtraction of money using concrete objects and pictorial representations to solve money problems
2	• Solve missing number problems such as 7 = □ – 9. • represent and use number bonds and related subtraction facts within 20 • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	2	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • 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
3	• compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] • measure and begin to record mass/weight	3	• count, read and write numbers to 100 in numerals, 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 x sign
4	• 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	4	• Data • 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 • Use simple bar chart/ICT programme to record data (sunflower/bean growth) • Answer simple questions
5	ASSESSMENT	5	• Make and describe models using 2d and 3d shapes • Create patterns using shapes, possible art link to wallpaper • Use tessellation to create pattern
6	• Use positional language forward, back, up, next, down to describe objects • Place objects using positional language given • Direct peers using positional language and numbers i.e. 3 steps forward. 1 step to the right	6	ASSESSMENT
7	• describe position, direction and movement, including whole, half, quarter and three-quarter turns. • Use ICT/BEEBOT to navigate maze/grid -follow instruction, write and program BEEBOT or use2Simple	7	TRANSITION/ Practical maths- games

Place Value	1. 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.
	2. Count in multiples of twos, fives and tens.
	3. Given a number, identify one more and one less.
	4. Identify and represent numbers using objects and pictorial representations inc. the number line, and use the language of: equal to, more than, less than (fewer), most, least.
	5. Read and write numbers from 1 to 20 in numerals and words.
Add and Sub	6. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
	7. Represent and use number bonds and related subtraction facts within 20.
	8. Add and subtract one-digit and two-digit numbers to 20, including zero.
	9. 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	10. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial reps and arrays with the support of the teacher.
Fractions	11. Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
	12. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measures	13. Compare, describe & solve pract probs for: lengths/heights (short/tall, half/ double); mass/weight (heavier/lighter); cap/vol (full/empty, more/less); time (quicker/slower/later)
	14. Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).
	15. Recognise and know the value of different denominations of coins and notes.
	16. Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
	17. Recognise and use language relating to dates, including days of the week, weeks, months and years.
	18. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
GEOM	19. Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
	20. Describe position, directions and movements, including whole, half, quarter and three-quarter turns.