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| **Year One** | | |
| **Autumn** | | |
| **Number and Place Value**  **Focussing within 10**  **(5 weeks)** | **Addition and Subtraction**  **(5 weeks)** | **Shape**  **(1 weeks)** |
| 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 and words  Count in multiples of twos, fives and tens  given a number, identify one more and one less | Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs  Represent and use number bonds and related subtraction facts within 10 | 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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| **Year One** | | | |
| **Spring** | | | |
| **Place Value Within 20**  **(3weeks)** | **Addition and Subtraction**  **(3weeks)** | **Place Value Within 50**  **(2 weeks)** | **Length and Height**  **Mass and Volume**  **(4 weeks)** |
| Identify and represent numbers up to 20 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.  Finding one more and one less than a given number. | Add and subtract one-digit and twodigit numbers to 20, including zero  Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. | Identify and represent numbers up to 50 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 0 to 50 in numerals  Partitioning numbers up to 50 into groups of tens and ones. | 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]  Measure and begin to record the following:  Lengths and heights  Mass/weight  Capacity and volume |

**(Learning on Mass and Volume may need to be continued into the Summer Term)**

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| **Year One** | | | | | |
| **Summer** | | | | | |
| **Multiplication and Division**  **(3 weeks)** | **Fractions**  **(2 weeks)** | **Position and Direction**  **(1 week)** | **Place Value**  **(2weeks)** | **Money**  **(1 week)** | **Time**  **(2 weeks)** |
| 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 | Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | Identify and represent numbers up to 100 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 0 to 100 in numerals  Partitioning numbers up to 50 into groups of tens and ones. | Recognise and know the value of different denominations of coins and notes | Recognise and use language relating to dates, including days of the week, weeks, months and years    Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  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] |