

Year 1 Programme of Study - 'Term per page overview' 2016-2017 FINAL

| Term | National Curriculum requirements | |
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| Autumn | 1. Numbers to 10 (3 weeks) | <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 double and halve numbers within 10 |
| | 2. Addition and subtraction within 10 (3 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 |
| | 3. 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 and half turns |
| | 4. 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 count in multiples of twos and fives double and halve numbers within 20 |
| | 5. 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 | 6. Time (2 weeks) | <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] describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face |
| | 7. Exploring calculation strategies within 20 (1 week) | <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 $7 = \square - 9$ |
| | 8. Numbers to 50 (2 weeks) | <ul style="list-style-type: none"> count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in twos, fives and tens. count, read and write numbers from 1 to 50 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) |
| | 9. Adding and subtracting within 50 (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 50, 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 $7 = \square - 9$ |
| | 10. Fractions (1 week) | <ul style="list-style-type: none"> 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 |
| | 11. Measures (1): Length and weight (2 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 | 12. Numbers 50 to 100 and beyond (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 on and back in twos fives and tens. count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals and in words (Y2) 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 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) |
| | 13. 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 $7 = \square - 9$ |
| | 14. Money (2 weeks) | <ul style="list-style-type: none"> 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 $7 = \square - 9$ |
| | 15. 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 |
| | 16. Measures (2): Capacity and volume (2 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 |