YEAR 1 – Maths Curriculum

Number- Number and Place Value

- 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.

Measurement

- 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
    - 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
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Number- Addition and Subtraction

- 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, and missing number problems such as 7 = _ - 9.

Geometry/ Properties of shapes

- 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].

Number- Multiplication and Division

- 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.

Geometry/ Position and Direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Number- Fractions

- 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.

Vocabulary

Count, one more, one less, order, equal to, more than, less than, difference, finding the difference, double, half, fewer, most, least, digit, equals, place holder, number bond, calculate, calculation, array, half, heavier, lighter, longer, long, shorter, heavy, light, heavier than, lighter than, full, empty, half full, quarter full, whole, quarter, three quarter turns, above, below, underneath, between.

Addition and Subtraction – Year 1

- Use a pre-drawn number line to add and subtract single and two digit numbers within 20.
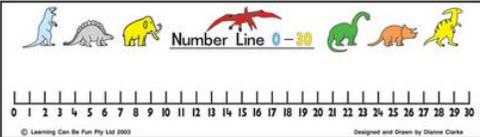
- Draw own number line when adding and subtracting single and two digit numbers within 20 (begin to add/subtract a ten and units on a number line)

11 + 8 =

23 + 14 =
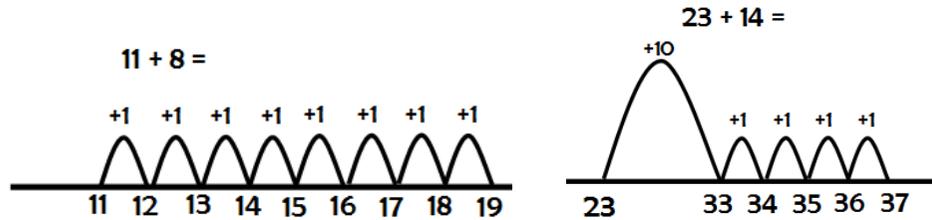
Multiplication and Division – Year 1

- Count in steps (using apparatus to support) to solve multiplication problems
- Represent multiplication using an array - 4x5=20
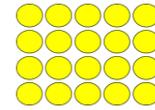
- Division as sharing
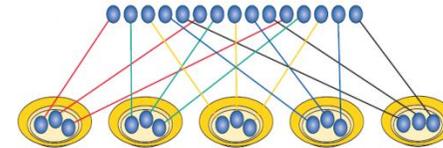
- Division as grouping

How many 3s in 15?

$15 \div 3 = 5$
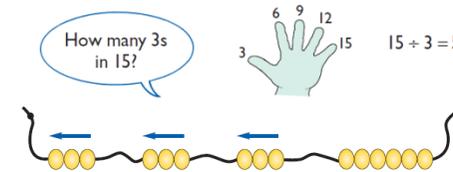
Mental Maths Coverage

- Quickly recall one more or less than any number to 100.
- Confidently count forwards and backwards in ones from any number within their counting range.
- Count in multiples of 2, 5 and 10 forwards and backwards
- Know all addition facts for every number to 20 and corresponding subtraction facts. (e.g. 7+5=12 5+7=12 12-7=5 12-5=7 etc)
- *Know addition doubles to at least 10+10*
- *Add a single digit to a multiple of 10 mentally (e.g. 40+3 =43   70+6=76)*
- *Know odd and even numbers to at least 20.*
- *Find half of even numbers to 20 using knowledge of doubling to help.*
- *Partition and combine a two digit number - tens and units (ones).*
- *To know pairs of multiples of 10 up to 100 (e.g. 40+60, 70+30 etc.)*

Resources

- **Numicon** apparatus to find pairs of numbers with a given total; to aid counting in steps of a 2, 5 and 10; to support understand of partitioning.

- **Balance scales** to find equivalent number facts (3+4=7   4+3=7)

- **Bead string** – partitioning into tens and ones, grouping
- **Base 10 apparatus** – partitioning, counting forwards and backwards in tens, supporting understanding of pairs of multiples of 10.
- **Place Value cards** (partitioning and recombining tens and units)
- **Number lines** – addition and subtraction
- **Hundred Square** – counting forwards and backwards in tens; identifying patterns when counting in 2s, 5s or 10s;