



*Loving one another, building each other up*

# Year 1 Maths Curriculum

This document contains all of the statutory requirements of the National Curriculum (2014). The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

<p><b>Number – Number and Place Value</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>• given a number, identify 1 more and 1 less</li> <li>• 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</li> <li>• read and write numbers from 1 to 20 in numerals and words</li> </ul>	<p><b>Number – Addition &amp; Subtraction</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including 0</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>
<p><b>Number – Multiplication &amp; Division</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Number – Fractions</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>Measurement</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>○ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>○ mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>○ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>○ time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>• measure and begin to record the following: <ul style="list-style-type: none"> <li>○ lengths and heights</li> <li>○ mass/weight</li> <li>○ capacity and volume</li> <li>○ time (hours, minutes, seconds)</li> </ul> </li> </ul>	<p><b>Geometry – Properties of Shapes</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <li>○ 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>○ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> </li> </ul>

- 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

### Geometry – Position & Direction

Pupils should be taught to:

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