

Year 1 Mathematics Curriculum

NUMBER: Number and Place Value	NUMBER: Addition and Subtraction	NUMBER: Multiplication and Division	NUMBER: Fractions	MEASUREMENT	GEOMETRY: Properties of Shape	POSITION & DIRECTION
<p><i>Pupils should be taught to:</i></p> <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, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 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. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 	<p><i>Pupils should be taught to:</i></p> <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 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity 	<p><i>Pupils should be taught to:</i></p> <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] • time [for example, quicker, slower, earlier, later] • measure and begin to record the following: <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • 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 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles. • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three-quarter turns