

Mathematics Curriculum - Year 1

Number		Fractions	Measurement
<p><u>Number & Place Value:</u></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 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 <p><u>Addition and Subtraction:</u></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 zero ▪ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<p><u>Multiplication and Division:</u></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 	<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 	<ul style="list-style-type: none"> ▪ compare, describe and solve practical problems for: <ul style="list-style-type: none"> ▪ lengths and heights (<i>for example, long/short, longer/shorter, tall/short, double/half</i>) ▪ mass/weight (<i>for example, heavy/light, heavier than, lighter than</i>) ▪ capacity and volume (<i>for example, full/empty, more than, less than, half, half full, quarter</i>) ▪ time (<i>for example, quicker, slower, earlier, later</i>) ▪ 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) ▪ recognise and know the value of different denominations of coins and notes ▪ sequence events in chronological order using language (<i>for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</i>) ▪ 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	
		<p><u>Properties of Shapes:</u></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><u>Position & Direction:</u></p> <ul style="list-style-type: none"> • describe position, direction and movements, including whole, half, quarter and three-quarter turns 	