Maths overview - Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
> count **to 20**, forwards and backwards, beginning with 0 or 1, or from any given number	> Measure and begin to record lengths and heights.	> count **to 50**, forwards and backwards, beginning with 0 or 1, or from any given number	> Count confidently in multiples of twos, fives and tens.	> Describe position, direction and movement, including whole, half, quarter and three quarter turns.	> Further embed recall of number bonds and related subtraction facts **within 20**
> count, read and write numbers **to 20** in numerals; count in multiples of 2s	> Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)	> count, read and write numbers **to 50** in numerals; count in multiples of 2s and 10s	> 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.	> Measure and begin to record mass/weight, capacity and volume.	> Add and subtract one-digit and two-digit numbers **to 20**, including zero.
> given a number **to 10** (and then 20), identify 1 more and 1 less	> Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)	> given a number **to 50,** identify 1 more and 1 less	> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	> Compare, describe and solve practical problems for 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]	> Mentally calculate addition of three single digit numbers (looking for known number bonds and doubles)
> 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 and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	> 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, find and name a quarter as one of four equal parts of an object, shape or quantity.	> 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 **within 20** such as 7 = ? – 9
> read numbers **from 1 to 20** in words > *Explore practically using resources and pictures to see the link with place value.*	> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	> read and write numbers **from 1 to 20** in words		> count **to and across 100**, forwards and backwards, beginning with 0 or 1, or from any given number	*Revision, Fluency, Deepening*
> Represent and use number bonds and related subtraction facts **within 10**		> Represent and use number bonds and related subtraction facts **within 20**		> count, read and write numbers **to 100** in numerals; count in multiples of 2s, 5s and 10s	
> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	> Recognise and use language relating to dates, including days of the week, weeks, months and years.	> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.		> given a number, identify 1 more and 1 less	
> Add and subtract one digit numbers **to 10**, including zero.		> Add and subtract one-digit and two-digit numbers **to 20**, including zero.		> identify and represent numbers using objects and pictorial representations including the number line, and use the language of:	
> Solve one step problems that involve addition and subtraction, using	> Tell the time to the hour and half past the hour and draw the hands on a clock	> Solve one step problems that involve addition and subtraction, using concrete objects and pictorial			

concrete objects and pictorial representations and missing number problems.	face to show these times. > Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] > Measure and begin to record time (hours, minutes, seconds)	representations, and introduce missing number problems **within 10** such as 7 = ? – 2		equal to, more than, less than (fewer), most, least > read and write numbers **from 1 to 20** in words	