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| **Year 1 Programme of Study - *‘Term per page overview’ 2017-2018 FINAL*** | | |
| **Term** | | **National Curriculum requirements** |
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| **Autumn** | **1. Numbers to 10**  **(2 weeks)** | * count to ten, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers to 10 in numerals and words * 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 * given a number, identify one more and one less * count in multiples of twos * double and halve numbers within 10 * estimate numbers within 10 |
| **2. Addition and subtraction within 10**  **(Combination and partitioning)**  **(2 weeks)** | * represent and use number bonds and related subtraction facts [within 10] * add and subtract one-digit … numbers [to 10], including zero * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems |
| **3. Shapes and patterns**  **(2 weeks)** | * 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 * describe position, direction and movement, including whole and half turns |
| **4. Numbers to 20**  **(2 weeks)** | * count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers from 1 to 20 in numerals and words * 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 * count in multiples of twos and fives * double and halve numbers within 20 |
| **5. Addition and subtraction within 20**  **(Augmentation and reduction)**  **(2 weeks)** | * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as   7 = 🞏 – 9   * estimate to check answers |

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| **Spring** | **6. Time**  **(2 weeks)** | * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times * recognise and use language relating to dates, including days of the week, weeks, months and years * compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds * sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] * describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face |
| **7. Exploring calculation strategies within 20**  **(1 week)** | * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as   7 = 🞏 – 9 |
| **8. Numbers to 50**  **(2 weeks)** | * count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in twos, fives and tens. * count, read and write numbers from 1 to 20 in numerals and words * 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 * given a number, identify one more and one less * recognise the place value of each digit in a two-digit number (tens, ones) (Y2) |
| **9. Addition and subtraction within 20**  **(Comparison and difference)**  **(2 weeks)** | * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; adding three one-digit numbers (Y2) * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as   7 = 🞏 – 9   * estimate to check answers |
| **10. Fractions**  **(1 week)** | * 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 |
| **11. Measures (1): Length and mass**  **(2 weeks)** | * 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] * measure and begin to record the following: lengths and heights; mass/weight |

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| **Summer** | **12. Numbers 50 to 100 and beyond**  **(2 weeks)** | * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in twos fives and tens. * count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals * 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 * recognise the place value of each digit in a two-digit number (tens, ones) (Y2) |
| **13. Addition and subtraction**  **(Applying strategies and structures)**  **(2 weeks)** | * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers, including zero * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as   7 = 🞏 – 9   * estimate to check answers |
| **14. Money**  **(2 weeks)** | * 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 such as   7 = 🞏 – 9 |
| **15. Multiplication and division**  **(2 weeks)** | * 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 * recognise, find and name a half as one of two equal parts of a quantity * recognise, find and name a quarter as one of four equal parts of a quantity |
|  | **16. Measures (2): Capacity and volume**  **(2 weeks)** | * 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] * measure and begin to record the following: lengths and heights; mass/weight; capacity and volume |