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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
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| **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
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| **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
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| **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
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| **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
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| **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

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| **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)
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| **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

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| **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
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| **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)
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| **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

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| **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

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| **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
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|  | **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
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