Year 1

Number – place value	Addition and subtraction
Mental methods for +, -, x and ÷ should be taught in accordance with the calculation policy and each method should be explicitly taught prior to written methods.	
• **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** • Count sets of objects reliably • Count sets of objects by grouping in tens • **Count in multiples of twos, fives and tens** • **Read and write numbers to 100 in numerals** • **Read and write numbers from 1 to 20 in numerals and words** • Begin to recognise the place value of numbers beyond 20 (tens and ones) • **Identify and represent numbers using objects and pictorial representations including the number line** • Use objects and pictorial representations to begin to partition numbers • **Use the language of: equal to, more than, less than (fewer), most, least** to compare numbers up to 100 • Given a number, identify one more and one less • Give a sensible estimate • Recognise and create repeating patterns with numbers, objects and shapes • Identify odd and even numbers linked to counting in twos from 0 and 1 • Solve problems and practical problems involving all of the above	• Understand addition as: -combining two or more quantities -increasing one quantity Understand subtraction as: -taking away -comparison • **Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs** • Understand the vocabulary relating to addition – plus, the sum of • Understand the vocabulary related to subtraction – minus, the difference between, how much more is…than…., how much less is … than … • **Represent and use number bonds and related subtraction facts within 20** • Recall and use addition and subtraction facts to 10 fluently • Know number pairs with a total of 20 and derive related subtraction facts • Partition a given number of objects (up to 20) into 2 groups • **Add and subtract one-digit and two-digit numbers to 20, including zero** *(using concrete objects and pictorial representations)* • **Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9**
	VOCABULARY • Understand related to addition: add, altogether, total,… more than…, New for Year 1: **plus, the sum of** • Understand vocabulary related to subtraction:

	Take away, subtract, how many are left, how many more to make, how many more, how many fewer, …less than…., leave, how many have gone, New for Year 1: **minus, the difference between, how much more is…than, how much less is….than**
Multiplication and division	**Fractions**
• Recall and use doubles of all numbers to 10 and corresponding halves • Begin to use the vocabulary involved in multiplying: array, row, column, groups of, lots of. • Begin to use the vocabulary involved in dividing: array, row, column, equal groups of. • Count in multiples of twos, fives and tens • Know all doubles of all numbers to 10 • Know corresponding halves of doubles to all numbers to 10. • Begin to recognise odd and even numbers • Count sets of objects by grouping in 2s, 5s and 10s • Solve problems involving doubling and equal groups • **Solve one-step problems involving multiplication (doubling and equal groups) and division (involving sharing, grouping and halving; make equal groups), by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher**	• Understand that a fraction can describe part of a whole • Understand that a unit fraction represents one equal part of a whole • **Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure)** • **Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure)**
VOCABULARY Begin to use the vocabulary involved in multiplying: Double, pattern New for Year 1: **array, row, column, groups of, lots of** Begin to use the vocabulary involved in dividing: Share, halve New for Year 1: **array, row, column, equal groups of**	VOCABULARY Begin to use and understand the vocabulary involved in fractions: Half, quarter
Measurement	**Statistics**
• **Measure and begin to record:** **- lengths and heights, *using non-standard and then manageable standard units (m/cm)***	• Sort objects, numbers and shapes to a given criterion and their own • Present and interpret data in block diagrams using practical equipment • Ask and answer simple questions by counting the number of objects in each category

- mass/weight, *using non-standard and then manageable standard units (kg/g)* **- capacity and volume *using non-standard and then manageable standard units (litres/ml)*** **- time (hours/minutes/seconds)** *within children's range of counting competence* • **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)** • **Recognise and use language relating to dates, including days of the week, weeks, months and years** • **Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening** • **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 know the value of different denominations of coins and notes**	• Ask and answer questions by comparing categorical data Science link: Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. (Venn/Carroll)
Geometry – properties of shapes	**Geometry – position and direction**
• **Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles** • **Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres**	• **Describe movement, including whole, half, quarter and three-quarter turns** • *Recognise and create repeating patterns with objects and shapes* • **Describe position and direction**

Bold black = National Curriculum objectives
Black = Additional objectives added by LgfL

Red = Additional objectives added by maths development group