Year 1 Programme of Study - ‘Term per page overview’ 2017-2018 FINAL

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<th>Term</th>
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| 1. Numbers to 10              | - 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 weeks)                     |                                                                                                                                                                                                                                   |
| 2. Addition and subtraction within 10 | - 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  |
| (Combination and partitioning) |                                                                                                                                                                                                                                   |
| (2 weeks)                     |                                                                                                                                                                                                                                   |
| 3. Shapes and patterns        | - 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                                                                                                                                                      |
| (2 weeks)                     |                                                                                                                                                                                                                                   |
| 4. Numbers to 20              | - 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                                                                                                                                                                                                 |
| (2 weeks)                     |                                                                                                                                                                                                                                   |
| 5. Addition and subtraction within 20 | - 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  |
| (Augmentation and reduction)   |                                                                                                                                                                                                                                   |
| (2 weeks)                     |                                                                                                                                                                                                                                   |
### 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
### 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 $7 = \Box \ - \ 9$.
- 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 $7 = \Box \ - \ 9$.

#### 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.