

Year	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry	
						Properties of shapes	Position and direction
<b>YEAR 1</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>▪ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>▪ given a number, identify one more and one less</li> <li>▪ 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</li> <li>▪ read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>▪ represent and use number bonds and related subtraction facts within 20</li> <li>▪ add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>▪ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>▪ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare, describe and solve practical problems for:                             <ul style="list-style-type: none"> <li>▪ lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> <li>▪ mass or weight (e.g. heavy/light, heavier than, lighter than)</li> <li>▪ capacity/volume (full/empty, more than, less than, quarter)</li> <li>▪ time (quicker, slower, earlier, later)</li> </ul> </li> <li>▪ measure and begin to record the following:                             <ul style="list-style-type: none"> <li>▪ lengths and heights</li> <li>▪ mass/weight</li> <li>▪ capacity and volume</li> <li>▪ time (hours, minutes, seconds)</li> </ul> </li> <li>▪ recognise and know the value of different denominations of coins and notes</li> <li>▪ sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>▪ recognise and use language relating to dates, including days of the week, weeks, months and years                             <ul style="list-style-type: none"> <li>▪ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise and name common 2-D and 3-D shapes, including:                             <ul style="list-style-type: none"> <li>▪ 2-D shapes (e.g. rectangles (including squares), circles and triangles)</li> <li>▪ 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe position, directions and movements, including half, quarter and three-quarter turns.</li> </ul>