

Year 1 'Curriculum for Depth' programme of study May 2014 - 'Term per page overview'

Half term	National Curriculum requirements	
<b>Autumn 1</b>	<b>Numbers to 10</b>  (3 weeks)	<ul style="list-style-type: none"> <li>count to ten, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 10 in numerals and words</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>given a number, identify one more and one less</li> <li>count in multiples of twos</li> </ul>
	<b>Addition and subtraction within 10</b>  (3 weeks)	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts [within 10]</li> <li>add and subtract one-digit ... numbers [to 10], including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul>
<b>Autumn 2</b>	<b>Shapes and patterns</b>  (2 weeks)	<ul style="list-style-type: none"> <li>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]</li> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>
	<b>Numbers to 20</b>  (1 week)	<ul style="list-style-type: none"> <li>count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers from 1 to 20 in numerals and words</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>count in multiples of twos and fives</li> </ul>
	<b>Addition and subtraction within 20</b>  (2 weeks)	<ul style="list-style-type: none"> <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>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</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>

<b>Spring 1</b>	<b>Exploring calculation strategies within 20</b>  (2 weeks)	<ul style="list-style-type: none"> <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>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</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>
	<b>Time</b>  (1 week)	<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> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> </ul>
	<b>Numbers to 40</b>  (2 weeks)	<ul style="list-style-type: none"> <li>count to forty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers from 1 to 40 in numerals and words</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>given a number, identify one more and one less</li> <li>recognise the place value of each digit in a two-digit number (tens, ones) (Y2)</li> </ul>
<b>Spring 2</b>	<b>Adding and subtracting within 40</b>  (2 weeks)	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 40, including zero</li> <li>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)</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</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>
	<b>Length, weight and volume</b>  (3 weeks)	<ul style="list-style-type: none"> <li>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]</li> <li>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> </ul>

<b>Summer 1</b>	<b>Numbers to 100</b> <b>(3 weeks)</b>	<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 from 1 to 20 in numerals and words</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>recognise the place value of each digit in a two-digit number (tens, ones) (Y2)</li> <li>identify, represent and estimate numbers to 100 using different representations (Y2)</li> <li>given a number, identify one more and one less</li> <li>read and write numbers to at least 100 in numerals and in words</li> </ul>
	<b>Adding and subtracting within 100</b> <b>(3 weeks)</b>	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 100, including zero</li> <li>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)</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</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>
<b>Summer 2</b>	<b>Money</b> <b>(2 weeks)</b>	<ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</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>
	<b>Multiplication and division</b> <b>(2 weeks)</b>	<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> <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>