

Year 1 – Small step objective coverage

YEAR 1 - AUTUMN TERM			
<u>Place value – numbers to 10</u> To be able to count numbers to 10 accurately – forward and backward. To be able to count similar objects up to 10 with accuracy and fluency. To be able to write all numbers to 10 with numerals and in words; to count only objects of the same name in a group. To use knowledge and understanding of counting forwards to 10 to help count backwards from 10. To be able to understand what zero represents and use it when counting. To compare numbers using the terms ‘1 more’ and ‘1 less’. To compare three or more groups of objects or numbers and order them in both ascending and descending order. To describe the order and position of objects using ordinal numbers.	<u>Addition & Subtraction – within 10</u> To combine two parts into a whole and understand how the part-whole diagram represents addition. To find a total by counting on from one amount rather than having to start at zero. To find and represent number bonds to 10. To find solutions to simple word and picture problems involving addition to 10. To work out simple ‘how many left’ subtractions within 10 by crossing out. To work out simple ‘how many left’ subtractions within 10 by using part-whole models and ten frames. To find two parts of a whole by breaking up a total. To find both additions and subtractions from one part-whole model. To find four addition and four subtraction facts from the same context. To calculate subtraction number sentences using a number line to count back from the bigger number. To compare quantities of objects to find the difference and represent this on a number line. To solve subtraction word problems using a range of strategies. To compare numbers, using the < and > symbols to answer subtraction problem solving questions. To compare two addition facts to work out which answer is more (or less) than the other.	<u>Multiplication & Division</u> To identify equal groupings as the first step in multiplying; to reinforce the idea that the arrangement of objects does not impact on the number of objects. To add equal groups together to find a total. To understand we can count groups of the same quantity more efficiently; to find multiple ways of counting groups of the same quantity. To organise objects into equal rows in order to begin counting equal numbers efficiently. To recognise, understand and create simple arrays. To understand that doubling is creating an identical number to the one you started with; to understand that doubling is the same as saying two groups of the same amount. To solve word problems using equal groupings as the basis for multiplication. To understand how to divide even numbers into equal groups using concrete materials; to determine how many groups will be created from sharing equally. To practice finding and making equal groups in different contexts and record these on a number line. To understand how to divide even numbers equally into groups; to determine how many objects will be included in each group in order to share equally. To solve simple word problems based around division	<u>Place Value - numbers to 20</u> To count numbers up to 20. The key strategy is to begin by making 10. To recognise, read and write numbers up to 20 in words and numerals. To use the terms ‘greater than’ or ‘less than’ to compare numbers within 20. To use the < > and = symbols to compare two groups of objects. To learn that one more and one less is the same as adding one or subtracting one, or counting one forwards or one backwards. To be able to arrange numbers up to 20 in ascending and descending order. To look for patterns with numbers up to 20, focusing on one more and one less than a number.

YEAR 1 - SPRING TERM

<u>Length & Height</u>	<u>Fractions</u>	<u>Numbers to 50</u>	<u>Measures – Weight & Volume</u>	<u>Addition & Subtraction – within 20</u>
To compare lengths and heights of objects and make accurate comparisons. To measure objects using non-standard units. To choose the appropriate non-standard unit of measure dependent on the object being measured. To use a ruler correctly to measure length in centimetres accurately. To apply what has been learnt about measuring length, as well as addition and subtraction, in order to solve problems.	To split an object (shape) into two equal parts; to identify shapes that have been split into two equal parts and recognise it as a half. To find half of groups of objects using their knowledge of sharing between two. To split an object (shape) into four equal parts; to identify shapes that have been split into four equal parts and recognise it as a quarter. To share and group objects into halves and quarters; to determine half of a number and a quarter of a number.	To recognise and count numbers to 50. To count forwards or backwards from any number up to 50. To count forwards and backwards up to 50 and identify missing numbers in a sequence. To learn that numbers up to 50 are made up of some tens and some ones through simple partitioning. To explore different ways to represent numbers to 50, using objects such as counters and Base 10 equipment, and mathematical models such as the part-whole model. To compare different numbers of objects to 50 using the less than <, > = signs. To order and compare three or more sets of objects or numbers below 50. To explore counting forwards and backwards in 2s. To explore counting in 5s, both forwards and backwards, to 50. To explore how to find the solution to word problems involving addition and subtraction within 50.	To compare the weights of a range of familiar objects using the terms 'more than' and 'less than', 'full' and 'empty' To weigh objects using a variety of non-standard units. To use a variety of non-standard units to compare and order objects by weight. To compare the mass of objects using the terms 'heavy' and 'light', 'heavier than', 'lighter than' and 'as heavy as'. To compare a range of objects according to their capacity. To estimate and measure the capacity of a range of containers, using a variety of non-standard units. To use a variety of nonstandard units to compare and order objects according to their capacity.	To add numbers by counting on from one number To add a 2-digit number to a 1-digit number by adding the ones. To learn the link between bonds to 10 and bonds to 20. To add two single-digit numbers that total more than 10, by breaking one number into two parts to bridge the 10. To make decisions about which method best suits the addition required To solve number sentences that have missing numbers by counting back To build on prior learning and begin to subtract numbers in 10s. To subtract when crossing the 10. To use different methods of subtraction using a number line. To apply knowledge of subtraction within 20 to solve word and picture problems. To find and revise addition and subtraction facts to 20 To compare additions and subtractions, exploring whether they are greater than, less than or equal to numbers or other number sentences.

Commented [TPWCW1]:

SUMMER TERM – YEAR 1

<u>Money</u> To recognise coins, and become familiar with their relative values. To recognise and compare banknotes. To find and compare the total value of small sets of coins.	<u>Time</u> To use a range of language to sequence events in chronological order. To use a calendar to read and record information related to days and dates. To use an analogue clock face to read a time to the hour (o'clock) To use an analogue clock face to tell the time to the nearest half hour To estimate, measure, read and record durations of time measured in hours, minutes and seconds. To use mathematical reasoning, language patterns, and the vocabulary needed to compare time durations. To use number knowledge, understanding of time, and reasoning skills to solve a variety of word problems involving time.	<u>Shape</u> To name and identify 3D shapes comparing shapes, identifying their similarities and differences. To identify and name the 2D shapes: circle, triangle, rectangle and square. To understand the relationship between 2D and 3D shapes. To identify 2D and 3D shapes within repeating patterns	<u>Numbers to 100</u> To develop the ability to count to numbers up to 100 by counting 10s and 1s using multiple representations. To investigate the patterns created by counting 1 more, 1 less or 10 more, 10 less. To partition numbers, representing this on a place value grid. To partition numbers using part- whole. To use knowledge about place value to compare numbers up to 100 using partitioning. To compare and order two or more 2-digit numbers. To use knowledge of number bonds to 10 to develop an understanding of number bonds to 100.	<u>Position & direction</u> To describe turns as quarter, half, three-quarter or whole turns. To follow and give instructions in order to reach a given goal. To describe the position of an object based on its relation to other objects using left and right.
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