YEAR 1 MATHEMATICS CURRICULUM FRAMEWORK

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Number and Place Value	Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Y1.NPV.3 given a number, identify one more and one less Y1.NPV.4 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 Y1.NPV.5 read and write numbers from 1 to 20 in numerals and words	Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Y1.NPV.3 given a number, identify one more and one less Y1.NPV.4 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	Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Y1.NPV.3 given a number, identify one more and one less Y1.NPV.4 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 Y1.NPV.5 read and write numbers from 1 to 20 in numerals and words
Addition and Subtraction	Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Y1.NAS.2 represent and use number bonds and related subtraction facts within 20	Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Y1.NAS.2 represent and use number bonds and related subtraction facts within 20	Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Y1.NAS.2 represent and use number bonds and related subtraction facts within 20

	Y1.NAS.3 add and subtract one-digit and two-digit numbers to 20, including zero Y1.NAS.4 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	Y1.NAS.3 add and subtract one-digit and two-digit numbers to 20, including zero Y1.NAS.4 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	Y1.NAS.3 add and subtract one-digit and two-digit numbers to 20, including zero Y1.NAS.4 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9
Multiplication and division		Y1.NMD.1 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	Y1.NMD.1 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
Fractions		Y1.NF.1 recognise, find and name a half as one of two equal parts of an object, shape or quantity Y1.NF.2 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Y1.NF.1 recognise, find and name a half as one of two equal parts of an object, shape or quantity Y1.NF.2 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measures	Y1.M.1 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 Y1.M.2 measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume time (hours, minutes, seconds) Y1.M.3 recognise and know the value of different denominations of coins and notes	Y1.M.1 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 Y1.M.2 measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume time (hours, minutes, seconds) Y1.M.4 sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Y1.M.5 recognise and use language relating to dates, including days of the week, weeks, months and years Y1.M.6 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Y1.M.1 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 Y1.M.2 measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume time (hours, minutes, seconds) Y1.M.3 recognise and know the value of different denominations of coins and notes Y1.M.5 recognise and use language relating to dates, including days of the week, weeks, months and years Y1.M.6 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry: properties of shape, position and direction	Y1.GPS.1 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] Y1.GPD.1 describe position, direction and movement, including whole, half, quarter and three-quarter turns	Y1.GPS.1 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]	Y1.GPS.1 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]