



Year 1 Mathematics Progressive Programme of study

Number

Measure

Geometry

Ready To Progress Criteria

Year 1 Autumn	<u>Number: Place Value (Within 10)</u>	<u>Number: Addition and subtraction (Within 10)</u>	<u>Number: Place Value (Within 20)</u>	<u>Geometry: Shape</u>	Consolidation & Assessment
	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count forwards and backwards in multiples of twos, fives and tens, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. - 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 - read and write numbers from 1 to 10 in numerals and words. - Develop fluency in addition and subtraction facts within 10.	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 10 in numerals; count in multiples of twos, fives and tens (Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.) - 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 - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - represent and use number bonds and related subtraction facts within 10 - add and subtract one-digit and two-digit numbers to 10, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. - Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	- Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens - 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 - read and write numbers from 1 to 20 in numerals and words.	- 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].	
<u>EFYS</u> <u>ELG</u>	- count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. - solve problems, including doubling, halving and sharing. - elects the correct numeral to represent 1 to 5, then 1 to 10 objects. - count an irregular arrangement of up to ten objects. - estimate how many objects they can see and checks by counting them. - use the language of 'more' and 'fewer' to compare two sets of objects. - say the number that is one more than a given number and can find one more or one less from a group of up to five objects, then ten objects. - record, using marks that they can interpret and explain.	- Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. - find the total number of items in two groups by counting all of them. - In practical activities and discussion, children begin to use the vocabulary involved in adding and subtracting.	N/A	- Recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. - experienced solid (3D) and flat (2D) shapes and mathematical terms to describe them. - select a named shape - use familiar objects and shapes to create patterns.	



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Year1 Spring	<u>Number: Addition and subtraction (Within 20)</u> - Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number - Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ - count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens - 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 - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.		<u>Number: Place Value (Within 50)</u> - Multiples of 2, 5 and 10 included - Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens - 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		<u>Measurement: Length and Height</u> - compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - measure and begin to record the following: - lengths and heights	<u>Measurement: Weight and Volume</u> - compare, describe and solve practical problems for: - 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: mass/weight capacity and volume	Consolidatio n & Assessment
	N/A		N/A		use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. order two or three items by length or height	- use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. - order two or three items by weight or capacity	
Year 1 Summ er	<u>Number: Place Value (Within 100)</u> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 - in numerals; count in multiples of twos, fives and tens - 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	<u>Measurement: Money</u> recognise and know the value of different denominations of coins and notes	<u>Number: Multiplication and Division</u> - Count in multiples of twos, fives and tens - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support	<u>Number: Fractions</u> - 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.	<u>Measurement: Time</u> - compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] - measure and begin to record the following: 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] - recognise and use language relating to dates, including days of the week, weeks,	<u>Geometry: Position and direction</u> - describe position, direction and movement, including whole, half, quarter and three-quarter turns. - Recognise common 2D and 3D shapes presented in different	Consolidatio n & Assessment

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			of the teacher.		months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	<i>orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</i> <i>Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</i>	
<u>EYFS</u> <u>ELG</u>	N/A	use everyday language related to money.	solve problems, including doubling, halving and sharing.	N/A	- use everyday language related to time. - order and sequence familiar events. - measure short periods of time in simple ways.	familiar with positional language (behind, next to)	