Year 1 term 5&6

Points in italics are either where statements have been moved from other year groups or to support progression where no statement is given

Oral and Mental calculation

- ➤ Recite numbers to 100 forwards and backwards from any number
- ➤ Read and write numbers to 100 in numerals
- ➤ Read and write numbers to 20 in words
- ➤ Order numbers to 100
- ➤ Compare numbers within 100
- ➤ Count on and back in 1s from any one or two-digit number including across 100
- ➤ Count in multiples of 2, 5 and 10
- ➤ Begin to recall multiplication facts for the 2, 5 and 10 times tables
- ➤ Find 1 more/ 1 less or 10 more / 10 less of any number to 1- 100
- ➤ Find numbers between 2 given numbers
- ➤ Recall addition and subtraction facts for each number up to 20.
- ➤ Recall doubles of numbers to 10 + 10
- ➤ find doubles +1
- ➤ Recall halves of even numbers to 20.
- ➤ Add a single digit number to any number up to 20.
- ➤ Take away a single digit number from any number up to 20.
- ➤ Recite days of the week and months of the year
- ➤ Tell the time on an analogue clock to the hour and half past the hour.
- ➤ Revise the names and properties of 2D and 3D shapes

Week	Main focus of teaching	
1	Number and place value to solve problems • Continue to count up to 100 objects accurately • Place two digit numbers onto washing line marked with multiples of 5 and 10 to and across 100 • Identify missing numbers to and across 100 on washing line/number line • Partition two –digit numbers into tens and ones and begin to recognise place value (tens and ones). • Reinforce reading, writing and ordering "teen "numbers • 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. • Solve practical problems involving all of the above.	

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2	**Addition within 20 to solve problems** • Model reading , writing and interpreting addition sentences • Add 2 or more one numbers to 20 • Add by counting on from the larger number • Solve missing number problems using number bonds within 20. such as 8 = □ + 2 • Add one-digit and two-digit numbers to 20, including zero using concrete objects and pictorial representations • Use inverse to check the answers to calculations • Solve simple one-step problems that involve addition using concrete objects and pictorial representations	
3	**Measures -Money to solve problems** • Recognise all coinage • Pay for items using a mixture of coinage • Add combinations of known silver coins to make 100 p /£1 • Model giving change from 50p • Solve problems involving money	
4	**Measures-capacity and time to solve problems** CAPACITY • Estimate and measure capacity using non-standard but uniform unit using number within the children experince • Compare and order capacity). • Compare, describe and solve practical problems with capacity/volume (full/empty, more than, less than, quarter) TIME • Tell the time to the hour and half past the hour • Draw hands on a given clock face to show known times • Compare, describe and solve practical problems for time (quicker, slower, earlier, later). • sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • use language relating to dates, including days of the week, weeks, months and years	

	• Solve problems involving time . .	
5	**Subtraction within 20 to solve problems** • Model reading , writing and interpreting subtraction sentences (take away and difference) • Solve missing number problems using number bonds and related subtraction facts such as 13 = □ – 2 • Subtract one-digit and two-digit numbers to 20, including zero using" take away " to find out how many are left (using concrete objects and pictorial representations). • Subtract one-digit and two-digit numbers to 20 using 'difference' as finding how many more to make (using concrete objects and pictorial representations). • Use inverse to check the answers to calculations • Solve simple one-step problems that involve subtraction, using concrete objects and pictorial representations.	
6	**Multiplication and Division to solve problems** • Count in 2s, 5s and 10s • Link counting in twos to doubling • Link dividing by two to halving • Make arrays or patterns to show "groups of "such as 2 lots of 3 and count in groups (multiples) not ones • Group and share small quantities • Use inverse to check the answers to calculations • 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.	
7	**Addition and subtractions bonds to 10 and to 20 to solve problems** • Explore inverse practically • Link addition and subtraction bonds for 10 to those for 20 • Re visit the four related addition and subtraction facts for every number 2-20 • Solve problems practically using addition and subtraction bonds and facts up to 10 and then 20	

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	• Use inverse to check the answers to calculations • Solve problems involving multiplication and division including finding missing numbers	
8	Fractions to solve problems • recognise , find and name a half as one of two equal parts of an object , number , shape or quantity • Recognise , find and name a quarter as one of four equal parts of an object , number , shape or quantity • Understand that a fraction can describe part of a whole. • Understand that a unit fraction ½ or ¼ represents one equal part of a whole. • Solve practical problems involving halves and quarters using concrete objects and pictorial representations.	
9	Properties of Shape and position and direction to solve problems • Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. • Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres. • Solve practical problems involving shapes using concrete objects and/or pictorial representations • Describe position, directions and movements, including half, quarter and three-quarter turns. • Solve practical problems involving position or direction, by following or giving instructions	
10	Assess and review	