

Year 1 term 3 & 4



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 0 or 1
- Recite numbers to 10 as first, second, third
- Read and write numbers to 100 in numerals
- Read and write numbers 20 in words
- Recite multiples of 10 to 100
- Order random numbers to 100
- Compare numbers within 100
- Find 1 more/ 1 less of any number to 1- 99
- Find numbers between 2 given numbers
- Count on or back from a given number with 100
- Recite days of the week
- Recall addition and subtraction facts for each number up to 10.
- Recall doubles of numbers to 10 + 10
- Recall halves of even numbers to 20.
- Name 2-D shapes and describe them

Week	Main focus of teaching	
1	Number and place value to solve problems <ul style="list-style-type: none">• Count up to 100 objects accurately• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.• Order numbers to 100 on a track /number line• Model 1 more /1 less (before /after) and 10 more /10 less given number to 100• Place other numbers onto washing line marked with multiples of 5 and 10• Identify missing numbers on washing line/number line• Reinforce reading ,writing and ordering “teen “ numbers• Read and write numbers from 1 to 20 in numerals and words.• Begin to recognise the place value of numbers beyond 20 (tens and ones).• 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 problems and practical problems involving all of the above	

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2	<p>Addition within 20</p> <ul style="list-style-type: none">• Model + and = signs• Model reading , writing and interpreting addition sentences• Add by counting on from the larger number within 20• Add 2 or more 1 digit numbers within 20• Represent –with concrete apparatus- and use number bonds within 20.• Add one-digit and two-digit numbers to 20 including zero (using concrete objects and/or pictorial representations)• Use inverse to check answers to calculations• Solve problems involving addition and subtraction	
3	<p>Measures -Money to solve problems</p> <ul style="list-style-type: none">• Recognise coinage 1 p, 2 p, 5 p and 10 p• Count in multiples of, twos, fives and tens.• Pay for items using 1 p, 2 p, 5 p and 10 p coins• Add combinations of known coins to make 20 p• Model giving change from 20p using coins and a number line• Solve problems involving money	
4	<p>Measures-mass or weight and time to solve problems</p> <p>MASS/WEIGHT</p> <ul style="list-style-type: none">•Estimate and measure mass and weight using non-standard but uniform units within children’s range of known numbers•Compare and order mass and weight•Describe mass/weight for example, heavy/light, heavier than, lighter than.•Solve practical problems for masses/weights. <p>TIME</p> <ul style="list-style-type: none">•Tell the time to the hour and half past the hour•Draw the hands on a given clock face to show these times.•Compare, describe and solve practical problems for time (quicker, slower, earlier, and later).•Sequence events•Solve problems involving time	

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5	<p>Addition and subtraction within 20 to solve problems</p> <ul style="list-style-type: none">• Model – and = signs• Model reading , writing and interpreting subtraction sentences (difference)• Find the difference practically by comparing two towers or lengths• Add and subtract one-digit and two-digit numbers to 20 including zero (using concrete objects and/or pictorial representations)• Use inverse to check answers to calculations• Solve problems involving addition and subtraction within 20	
6	<p>Number and place value to solve problems</p> <ul style="list-style-type: none">• Order numbers 1-100 on track and bead string• Partition teen numbers in 10 and rest• Partition other two –digit numbers into tens and ones• Compare 2 numbers between 0 and 100 -which is more or less?• Solve problem involving ordering numbers or more/less	
7	<p>Addition and subtractions bonds to 10 and to 20 to solve problems</p> <ul style="list-style-type: none">• Link bonds for 20 to bonds for 10• Partition 13 to find all the addition pairs that total 13 $0+13$, $1+12$ etc• Partition 13 into two groups and model recording the resulting addition and related subtraction number sentences $6+5=13$, $5+6=13$, $13-6=5$, $13-5=6$• Solve missing number problems $13+?= 5$• Repeat with other numbers to 20• Add and subtract one-digit and two-digit numbers to 20 including zero (using concrete objects and/or pictorial representations)• Use inverse to check answers to calculations• Solve problems involving addition and subtraction within 20 including missing number problems	

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8	<p>Shape, Position and direction to solve problems</p> <ul style="list-style-type: none">• Recognise ,visualise, name and describe 3D shapes cuboids , cubes , pyramids and spheres• Vary size and orientation of shapes• Make models with shapes• Follow and then devise repeating patterns with shapes• Practical activities linked to position• Practical activities linked to whole and half turns• Solve problems involving shape• Slove problems involving position and /or direction.•	
9	<p>Fractions to solve problems</p> <ul style="list-style-type: none">• Recognise , find and name a half of an object , number , shape or quantity practically• Recall and use doubles of all numbers to 10 and corresponding halves• Solve one-step problems involving fractions by calculating the answer using concrete objects and pictorial representations	
10	<p>Multiplication and division to solve problems</p> <ul style="list-style-type: none">• Count in 2s, 5s and 10 s from zero• Use practical apparatus to show groups of 2, 5, and 10• Share and group quantities practically• Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.• Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Understand that a fraction can describe part of a whole• Use inverse to check the answers to calculations .	
11	<p>Assess and review</p>	