

Year 1 Maths	Number and place value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry Properties of Shape Position and Direction
<i>Pupils should be taught to:</i>	count to 100 , forwards and backwards, beginning with 0 or 1, or from any given number	read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	solve one-step problems involving multiplication , by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	recognise, find and name a half as one of two equal parts of an object, shape or quantity	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]	describe position, direction and movement, including whole, half, quarter and three- quarter turns.
<i>Pupils should be taught to:</i>	count across 100 , forwards and backwards, beginning with 0 or 1, or from any given number	represent and use number bonds and related subtraction facts within 20	solve one-step problems involving division , by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	measure and begin to record the following: lengths and heights mass/weight capacity and volume	recognise and name common 2-D , including: [for example, rectangles (including squares), circles and triangles] 3-D shapes , including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
<i>Pupils should be taught to:</i>	count, read and write numbers to 100 in numerals;	add and subtract one-digit and two-digit numbers to 20, including zero			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, months and years	
<i>Pupils should be taught to:</i>	count in multiples of twos, fives and tens	solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.			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)	
<i>Pupils should be taught to:</i>	given a number, identify one more and one less	solve one-step problems that involve subtraction using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.			tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
<i>Pupils should be taught to:</i>	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				recognise and know the value of different denominations of coins and notes	