

Year 1 Curriculum Map - Maths

The teaching of mathematics in **Key Stage 1** should ensure pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources (concrete objects, measuring tools, etc.). At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

Ready to progress criteria



Half Term 1 Numbers to 20 Addition and Subtraction	Half Term 2 Number to 20 Addition and Subtraction Money	Half Term 3 Number to 50 and 2D shape Addition and Subtraction Multiplication and Division Shape	Half Term 4 Numbers to 100, Fractions & 3D shape Multiplication and Division Fractions Shape	Half Term 5 Numbers to 100, Money, Measure & Time Multiplication and Division Position and Direction Measurement	Half Term 6 Numbers beyond 100, Problem Solving Addition and Subtraction Measurement
Concrete and Pictorial					
Identify and represent numbers (0-20) using concrete objects and pictorial representation.	Identify and represent numbers (0-20) using concrete objects and pictorial representation.	Identify and represent numbers (0-50) using concrete objects and pictorial representation.	Identify and represent numbers (0-100) using concrete objects and pictorial representation including number lines.	Identify and represent numbers (0-100) using concrete objects and pictorial representation.	
Number and place value					
Read and write numbers from 1 – 10 in digits and words.	Read and write numbers from 1 – 20 in digits and words Recognise the place value of two digit numbers (tens and ones).	Read and write numbers from 1 – 50 in digits and words	Read and write numbers from 1 – 100 in digits and words	1NPV-1 Count to and across 100, forwards and backwards from a given number or from 0 or 1.	Count to and across 100, forwards and backwards from a given number or from 0 or 1.
Given a number, identify one more and one less.	Given a number, identify one more and one less.	Given a number, identify one more and one less. Doubling and halving numbers (0-20) (after fractions).	Given a number, identify one more and one less.	Given a number, identify one more and one less. Use place value and number facts to solve problems.	Given a number, identify one more and one less. Use place value and number facts to solve problems.
Count, read and write numbers					
Count in ones, twos to 20. 1NPV-2 Order numbers to 20.	Count in ones, twos to 20 and fives to 50. Order numbers to 20. 1NF-2 count forwards and backwards through the odd numbers.	Count in ones and twos to 50, fives and tens to 100.	1NF-2 Count in ones, twos, fives and tens to 100	Count coins (1p, 2p, 5p, 10p, 20p and 50p)	
Addition and Subtraction					
1NF-2 Use concrete objects, pictures, read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (0-20)	Add and subtract one-digit and two-digit numbers to 20 including zero (Concrete, Pictorial). 1AS-1 Represent and use number bonds and related subtraction facts within 20.	Add and subtract one-digit and two-digit numbers to 20 including zero (Concrete, Pictorial, Read, and Written). Represent and use number bonds and related subtraction facts within 20. 1AS-1 partition numbers to 10 into parts, including recognising odd and even numbers.			1AS-2 Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. e.g. 7 = ? - 9
			Multiplication and Division (with objects)		
			Use concrete objects, pictures, read, write and interpret mathematical statements involving multiplication (x), Division (÷) and equals (=) signs.	Link doubling and halving to x2 and ÷2. Count in multiples of 2, 5 and 10.	Solve simple one-step problems that involve multiplication and division, using concrete objects and pictorial representations. Representations and arrays with the support of the teacher.
			Fractions		
			Recognise, find and name $\frac{1}{2}$ as one of two equal parts of an object (REAL), shape.	Recognise, find and name $\frac{1}{2}$ as one of two equal parts of a quantity.	
			Recognise, find and name $\frac{1}{4}$ as one of four equal parts of an object (REAL), shape.	Recognise, find and name $\frac{1}{4}$ as one of four equal parts of a quantity.	
				Position and direction link to fractions	
				Describe position, directions and movements including half and quarter turns.	
				Measure and begin to record the following:	
				Lengths and heights. Mass and weight	Capacity and volume Time (hours, minutes, seconds).
				Compare, describe and solve practical measure problems (U&A number):	
				Lengths and heights (e.g. long/ short, longer/shorter, tall/short, double/half). Mass or weight (e.g. heavy/light, heavier than/lighter than)	Capacity/volume (full/empty, more than/less than/the same as, quarter)
				Time	
				Recognise and use language related to dates. Including days of the week, weeks, months and years.	Tell the time to the hour and half past the hour. Draw the hands on a clock face to show these times.
Money					
Recognise and know the value of different denominations of coins and notes.					
Geometry – Shape, Position and Direction					
			1G-1 Recognise and name 2D shapes e.g. rectangles, squares, circles and triangles.	Recognise and name common 3D shapes e.g. cuboid, cube, pyramids and spheres.	

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Understand and use key vocabulary					
Use 'equal to, more than, less than, most, least'	Language of addition and subtraction – Get some more, plus, add, more, altogether, get rid of some, less, subtract, minus, left.	Language of multiplication and division – Same thing lots of times, repeat, times, groups of, equal groups of, grouping / ÷, group, groups of, share, divide	Use 'fewer'	Use chronological language such as: before, after, next, first, today, yesterday, tomorrow.	