

Clifton Hill School

Happiness | Curiosity | Confidence
Ambition | Companionship

Year 1

Maths- Number and place value

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| Maths- Number and place value | | Count to and across [10], forwards and backwards, beginning with 0 or 1, or from any given number |
| Maths- Number and place value | Year 1 | Count, read and write numbers [to 10] in numerals and words |
| Maths- Number and place value | Year 1 | 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 |
| Maths- Number and place value | Year 1 | Given a number, identify one more and one less |
| Maths- Number and place value | Year 1 | Represent and use number bonds and related subtraction facts [within 10] |
| Maths- Number and place value | Year 1 | Count in multiples of two (during Do Nows and transitions) |
| Maths- Number and place value | Year 1 | Count to and across [20], forwards and backwards, beginning with 0 or 1, or from any given number |
| Maths- Number and place value | Year 1 | Read and write numbers from 1- 20 in numerals and words |
| Maths- Number and place value | Year 1 | Count to and across fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in multiples of two, five and ten |
| Maths- Number and place value | Year 1 | Read and write numbers from 1 to 20 in numerals and words |
| Maths- Number and place value | Year 1 | Given a number, identify one more and one less |
| Maths- Number and place value | Year 1 | Count in multiples of two, five and ten |
| Maths- Number and place value | Year 1 | Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations (non-statutory guidance) |
| Maths- Number and place value | Year 1 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in two, five and ten |

Maths- Addition and subtraction

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| Maths- Addition and subtraction | Year 1 | Represent and use number bonds and related subtraction facts [within 10] |
| Maths- Addition and subtraction | Year 1 | Add and subtract one-digit numbers [to 10], including zero |
| Maths- Addition and subtraction | Year 1 | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs |
| Maths- Addition and subtraction | Year 1 | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems |
| Maths- Addition and subtraction | Year 1 | Represent and use number bonds and related subtraction facts within 20 |
| Maths- Addition and subtraction | Year 1 | Add and subtract one-digit numbers to 20, including zero |
| Maths- Addition and subtraction | Year 1 | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$ |
| Maths- Addition and subtraction | Year 1 | Represent and use number bonds and related subtraction facts within 20 |
| Maths- Addition and subtraction | Year 1 | Add and subtract one-digit and two-digit numbers to 20, including zero |

Maths- Multiplication and division

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| Maths- Multiplication and division | Year 1 | 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 |
| Maths- Multiplication and division | Year 1 | Count in multiples of twos, fives and tens |
| Maths- Multiplication and division | Year 1 | Recognise, find and name a half as one of two equal parts of a quantity |
| Maths- Multiplication and division | Year 1 | Recognise, find and name a quarter as one of four equal parts of a quantity |

Maths- Time

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| Maths- Time | Year 1 | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times |
| Maths- Time | Year 1 | Recognise and use language relating to dates, including days of the week, weeks, months and years |
| Maths- Time | Year 1 | Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) |
| Maths- Time | Year 1 | Sequence events in chronological order using language [for example, before and after, next, first, today, tomorrow, morning, afternoon and evening] |

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| Maths- Time | Year 1 | Measure and begin to record the following: time |
| Maths- Time | Year 1 | Describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face |

Maths- Fractions and decimals

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| Maths- Fractions and decimals | Year 1 | Recognise, find and name a half as one of two equal parts of an object, shape or quantity |
| Maths- Fractions and decimals | Year 1 | Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity |

Maths- Money

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| Maths- Money | Year 1 | Recognise and know the value of different denominations of coins and notes |
| Maths- Money | Year 1 | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$ |

Maths- Measurement

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| Maths- Measurement | Year 1 | 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] |
| Maths- Measurement | Year 1 | Measure and begin to record the following: lengths and height; mass/weight |
| Maths- Measurement | Year 1 | Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] |
| Maths- Measurement | Year 1 | Measure and begin to record the following: capacity and volume |

Maths- Properties of shape and patterns

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| Maths- Properties of shape and patterns | Year 1 | 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 |
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