**Federation of Golden Flatts and Lynnfield Primary Schools**

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| **Year 1 - Autumn** | **Year 1 -Spring** | **Year 1 - Summer** |
| **Expected Standard** | | |
| **Number: Place Value (within 20)** | **Number: Place Value (within 50)** | **Number: Place Value (within 100)** |
| * Count to 20 forwards and backwards, beginning with 0 or 1 from any given number. * Count, read and write numbers to 20 in numerals and words. * Given a number identify 1 more or 1 less within 20 * 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 within 20. * Count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens | * Count to 50 forwards and backwards, beginning with 0 or 1 from any given number * 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 within 50. * Given a number identify 1 more or 1 less within 50. * Count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens | * Count to 100 forwards and backwards, beginning with 0 or 1 from any given number. * Count, read and write numbers to 100 in numerals and words. * Given a number identify 1 more or 1 less within 100. * 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 within 100. |
| **Number: Addition and Subtraction (within 10)** | **Number: Addition and Subtraction ( within 50)** | **Number: Fractions** |
| * Represent and use number bonds and related subtraction facts within 10. * Read, write and interpret mathematical statements involving addition, subtraction and equals signs within 10. * Add and subtract one-digit numbers to 10, including zero. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems within 10 | * Represent and use number bonds and related subtraction facts within 20. * Read, write and interpret mathematical statements involving addition, subtraction and equals signs within 50. * Add and subtract one-digit numbers to 50, including zero. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ꙱ – 9 within 50. | * Recognise, find and name a half as one of two equal parts of an object, shape or quantity. * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
| **Geometry: Shape** | **Measures: Length and Height** | **Geometry: Position and Direction** |
| * Recognise and name common 2-D shapes, including: [for example, rectangles (including squares), circles and triangles]. * Recognise and name common 3-D shapes, including: [for example, cuboids (including cubes), pyramids and spheres]. * Recognise and create repeating patterns with objects and with shapes. | * Measure and begin to record lengths and heights. * Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. | * Describe position, direction and movement, including whole, half, quarter and three quarter turns. |
| **Measurement: Weight and Volume** | **Number: Multiplication and Division** |
| * Measure and begin to record mass/weight, capacity and volume. * Compare, describe and solve practical problems for 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]. | * Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens * 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. |
| **Measures: Money** |
| * Recognise and know the value of different denominations of coins and notes. |
| **Measures: Time** |
| * 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. * Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. * Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. * Measure and begin to record time (hours, minutes, seconds). |
| **Greater Depth** | | |
| * Reasoning and explain using age appropriate mathematical vocabulary precisely (eg, if I am counting in even numbers, I will not say 13 because 3 is not an even number). * Begin to use a systematic approach to problem solving. * Solve problems of greater complexity. * Explain their thinking to others. * Represent answers clearly. * Recall key fluency facts with speed and accuracy and use them to calculate and work out unknown facts. * Eg, ‘Gemma thought of a number. Ten more than her number is 19. What was her number?’ | * Reasoning and explain using age appropriate mathematical vocabulary precisely (eg, if I am counting in even numbers, I will not say 13 because 3 is not an even number). * Begin to use a systematic approach to problem solving. * Solve problems of greater complexity. * Explain their thinking to others. * Represent answers clearly. * Recall key fluency facts with speed and accuracy and use them to calculate and work out unknown facts. * Eg, ‘Write the numbers 1 to 5 in the squares so that each row and column adds up to the same number, called the magic number. What is the magic number?’ | * Reasoning and explain using age appropriate mathematical vocabulary precisely (eg, if I am counting in even numbers, I will not say 13 because 3 is not an even number). * Begin to use a systematic approach to problem solving. * Solve problems of greater complexity. * Explain their thinking to others. * Represent answers clearly. * Recall key fluency facts with speed and accuracy and use them to calculate and work out unknown facts. * Eg, ‘Here are some clocks where the minute hand has broken off. Use the hour hand to work out what time it is.’ |