

Year 1 programme of study

| Number and place value | Addition and subtraction | Multiplication and division | Fractions | Measurement | Geometry: properties of shapes | Geometry: position and direction |
|--|--|--|---|--|---|--|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ▪ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ▪ given a number, identify one more and one less ▪ 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 ▪ read and write numbers from 1 to 20 in numerals and words | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs ▪ represent and use number bonds and related subtraction facts within 20 ▪ add and subtract one-digit and two-digit numbers to 20, including zero ▪ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ compare, describe and solve practical problems for: <ul style="list-style-type: none"> - 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 (full/empty, more than, less than, half, half full, quarter) - time (quicker, slower, earlier, later) ▪ measure and begin to record the following: <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, secs) ▪ recognise and know the value of different denominations of coins and notes ▪ 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 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ describe position, direction and movement, including whole, half, quarter and three-quarter turns |

