

**Year 1 Programme of Study - 'Term per page overview' 2016-2017 FINAL**

<b>Term</b>	<b>National Curriculum requirements</b>	
<b>Autumn</b>	<b>1. Numbers to 10</b>  <b>(3 weeks)</b>	<ul style="list-style-type: none"> <li>count to ten, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 10 in numerals and words</li> <li>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</li> <li>given a number, identify one more and one less</li> <li>count in multiples of twos</li> <li>double and halve numbers within 10</li> </ul>
	<b>2. Addition and subtraction within 10</b>  <b>(3 weeks)</b>	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts [within 10]</li> <li>add and subtract one-digit ... numbers [to 10], including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul>
	<b>3. Shapes and patterns</b>  <b>(2 weeks)</b>	<ul style="list-style-type: none"> <li>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 [for example, cuboids (including cubes), pyramids and spheres]</li> <li>describe position, direction and movement, including whole and half turns</li> </ul>
	<b>4. Numbers to 20</b>  <b>(1 week)</b>	<ul style="list-style-type: none"> <li>count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers from 1 to 20 in numerals and words</li> <li>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</li> <li>count in multiples of twos and fives</li> <li>double and halve numbers within 20</li> </ul>
	<b>5. Addition and subtraction within 20</b>  <b>(2 weeks)</b>	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>

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<b>Spring</b>	<b>6. Time (2 weeks)</b>	<ul style="list-style-type: none"> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face</li> </ul>
	<b>7. Exploring calculation strategies within 20 (1 week)</b>	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>
	<b>8. Numbers to 50 (2 weeks)</b>	<ul style="list-style-type: none"> <li>count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in twos, fives and tens.</li> <li>count, read and write numbers from 1 to 50 in numerals and words</li> <li>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</li> <li>given a number, identify one more and one less</li> <li>recognise the place value of each digit in a two-digit number (tens, ones) (Y2)</li> </ul>
	<b>9. Adding and subtracting within 50 (2 weeks)</b>	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 50, including zero</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2)</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>
	<b>10. Fractions (1 week)</b>	<ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>
	<b>11. Measures (1): Length and weight (2 weeks)</b>	<ul style="list-style-type: none"> <li>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]</li> <li>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> </ul>

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<b>Summer</b>	<b>12. Numbers 50 to 100 and beyond</b>  <b>(2 weeks)</b>	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in twos fives and tens.</li> <li>count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals and in words (Y2)</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>recognise the place value of each digit in a two-digit number (tens, ones) (Y2)</li> <li>identify, represent and estimate numbers to 100 using different representations (Y2)</li> </ul>
	<b>13. Adding and subtracting within 100</b>  <b>(2 weeks)</b>	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 100, including zero</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2)</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>
	<b>14. Money</b>  <b>(2 weeks)</b>	<ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>
	<b>15. Multiplication and division</b>  <b>(2 weeks)</b>	<ul style="list-style-type: none"> <li>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</li> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>
	<b>16. Measures (2): Capacity and volume</b>  <b>(2 weeks)</b>	<ul style="list-style-type: none"> <li>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]</li> <li>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> </ul>