	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	Number: Place value		Number: Addition and subtraction Geometry: Properties of shapes		Number: Place value Number: Addition and subtraction		Number: Place value Number: Addition and subtraction Measurement		Number: Place value Number: Addition and subtraction Number: Multiplication and division Measurement		Number: Place value Number: Multiplication and division Measurement	
Y1 Mathematics	**Key knowledge** To know numbers to 10 can represent 10 objects. To know numbers to 10 can be placed on a number line. To know a whole is made up of parts. To know < means less than. To know > means greater than. To know = means equal to, the same as or equivalent. To know the symbol + means add/plus. To know numbers get bigger when you count forwards. To know numbers get smaller when you count backwards.	**Key skills** To be able to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. (0–10) To be able to count, read and write numbers to 100 in numerals. (0–10) To be able to identify 1 more and 1 less from a given number. (0–10) To be able to 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. To be able to read and write numbers from 1 to 20 in numerals and words. (0–10) To be able to read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. (+ and =).	**Key knowledge** To know the symbol + means add/plus/increase. To know adding positive integers equals more. To know two numbers can be added together to make 10. To know the symbol – means subtract/minus/take away. To know subtracting positive integers equals less. To know 3D shapes can be picked up. To know 2D shapes cannot be picked up. To know the names of common two-dimensional shapes (circle, rectangle, square and triangle). To know the names of common three-dimensional shapes (cube, cuboid, pyramid and sphere).	**Key skills** To be able to represent and use number bonds and related subtraction facts within 20. (0–10) To be able to add and subtract one-digit and two-digit numbers to 20, including 0. (0–10) To be able to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =? – 9. To be able to recognise and name common 2D and 3D shapes, including: 2D shapes [for example, rectangles (including squares), circles and triangles]; 3D shapes [for example, cuboids (including cubes), pyramids and spheres].	**Key knowledge** To know 10 ones make 1 ten. To know two numbers can be added together to make 20. To know the position of a digit changes its value.	**Key skills** To be able to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. (0–20) To be able to count, read and write numbers to 100 in numerals. (0–20) To be able to identify 1 more and 1 less from given a number. (0–20) To be able to 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. To be able to read and write numbers from 1 to 20 in numerals and words. To be able to read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. (+ and =) To be able to add and subtract one-digit and two-digit numbers to 20, including 0. (0-20)	**Key knowledge** To know the position of a digit changes its value. To know length and height can be measured with nonstandard and standard units.	**Key skills** To be able to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. (0–50) To be able to count, read and write numbers to 100 in numerals. (0–50) To be able to identify 1 more and 1 less from given a number. (0–50) To be able to 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. To be able to count in multiples of 2s, 5s and 10s. To be able to compare, describe and solve practical problems for: - lengths and heights; - mass/weight; - capacity and time. To be able to measure and begin to record the following: - lengths and heights; - mass/weight; - capacity and volume; - time (hours, minutes, seconds).	**Key knowledge** To know a ruler can be used to measure height and length. To know scales can be used to measure weight/mass. To know a measuring jug can be used to measure capacity and volume. To know there are patterns when counting in 2s, 5s and 10s which can help accuracy. To know equal groups have the same number of objects. To know unequal groups have a different number of objects. To know an array represents groups in columns and in rows. To know grouping involves making the same size groups. To know sharing involves sharing equally between a set number of groups.	**Key skills** To be able to compare, describe and solve practical problems for: • lengths and heights; • mass/weight; • capacity and time. To be able to measure and begin to record the following: • lengths and heights; • mass/weight; • capacity and volume; • time (hours, minutes, seconds). To be able to count in multiples of 2s, 5s and 10s. To be able to make equal groups. To be able to add equal groups. To be able to make arrays. To be able to make doubles. To be able to make equal groups from a quantity of objects or number (grouping).	**Key knowledge** To know 10 tens make 1 hundred. To know numbers to 100 can be shown on a 100 square. To know numbers can be split into tens and ones. To know coins have different values. To know a clock can be used to measure time. To know what a full turn is. To know what a half turn is. To know what a quarter turn is. To know what a three-quarter turn is.	**Key skills** To be able to share equally between a given number (sharing). To be able to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To be able to count, read and write numbers to 100 in numerals. To be able to identify 1 more and 1 less from given a number. To be able to 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. To be able to recognise and know the value of different denominations of coins and notes. To be able to sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. To be able to recognise and use language relating to dates, including days of the week, weeks, months and years. To be able to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. To be able to describe position, direction and movement including whole, half, quarter and three-quarter turns.

	Key vocabulary (tier 2)	**Key vocabulary (tier 3)**	**Key vocabulary (tier 2)**	**Key vocabulary (tier 3)**	**Key vocabulary (tier 2)**	**Key vocabulary (tier 3)**	**Key vocabulary (tier 2)**	**Key vocabulary (tier 3)**	**Key vocabulary (tier 2)**	**Key vocabulary (tier 3)**	**Key vocabulary (tier 2)**	**Key vocabulary (tier 3)**
	backwards compare count equal to forwards greater than group less less than more numbers object order part represent sort whole	line number ordinal	add compare difference less minus more pattern plus take away together	2D/3D shapes addition fact families number bonds subtraction	add backwards forwards group less more object ones order take away tens	addition number bonds subtraction	compare less long, longer, longest more ones same as short, shorter, shortest tall, taller, tallest tens	centimetres metres place value	array compare double empty equal full heavy light long measure short tall	capacity and volume height length mass measuring jug ruler scales weight	after before clock compare date earlier equal grouping hundreds later less more ones sharing tens	100 square half hour hour minute partition