Roe Farm Primary School Year 1					
Autumn 1ˢᵗ Half Term	**Autumn 2ⁿᵈ Half Term**	**Spring 1ˢᵗ Half Term**	**Spring 2ⁿᵈ Half Term**	**Summer 1ˢᵗ Half Term**	**Summer 2ⁿᵈ Half Term**
Number and place value **Chapter 1- Numbers to 10** To be able to count numbers to 10 accurately – forward and backward. To be able to count similar objects up to 10 with accuracy and fluency. To be able to write all numbers to 10 with numerals and in words; to count only objects of the same name in a group. To be able to understand what zero represents and use it when counting.	**Geometry – Position and Direction: Positions** **Chapter 5- Positions** To learn the appropriate positional language (ordinal numbers) for up to 10 positions. To be able to name the positions in a queue. To be able to name positions, including left and right. **Number and Place Value** **Chapter 6- Numbers to 20** To count numbers up to 20. The key strategy	**Addition and Subtraction** **Chapter 7 – Addition and Subtraction within 20** To learn how to subtract by subtracting from only the ones column. To subtract a certain amount of ones from 10 rather than from the ones, as there are not enough ones. To go through number facts derived from addition and subtraction sentences. **Geometry – Properties of Shapes: Shapes and Patters**	**Number and Place Value** **Chapter 10 – Numbers to 40** To use the making 10 strategy to count numbers above 10; to represent numbers on a number line To use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to encourage multiple ways of counting, including counting by 2, 5 and 10. To understand that digits represent tens and ones; to represent numbers using Base 10	**Multiplication** **Chapter 12 – Multiplication** To solve word problems using equal groupings as the basis for multiplication. **Division** **Chapter 13 – Division** To understand how to divide even numbers into equal groups using concrete materials; to determine how many groups will be created from sharing equally. To understand how to divide even numbers equally into groups; to	**Measurement: Volume and Capacity** **Chapter 18 – Volume and Capacity** To compare volume and capacity using the terms 'more than' and 'less than', 'full' and 'empty'. To find the volume and capacity of a container using non-standard ones. To describe volume using the terms 'half' and 'quarter'. **Measurement: Mass** **Chapter 19 – Mass** To compare the mass of objects using the

To be able to compare different sets of objects and say which one has fewer, more or is equal. To be able to order numbers to 10 and know which number is greater or is lesser in value. To compare numbers using the terms '1 more' and '1 less'. **Addition and Subtraction** **Chapter 2- Number bonds** To understand that a number is made up of other numbers; to find as many ways possible to construct a number. To use number bonds for storytelling. **Chapter 3- Addition within 10**	is to begin by making 10. To recognise, read and write numbers up to 20 in words and numerals. To use the terms 'greater than' or 'less than' to compare numbers within 20 To be able to arrange numbers up to 20 in ascending and descending order. To look for patterns with numbers up to 20, focusing on one more and one less than a number. **Addition and Subtraction** **Chapter 7 – Addition and Subtraction within 20** To learn to add by counting on from the largest number.	**Chapter 8 – Shapes and Patterns** To recognise four basic 3-D solid shapes: spheres, cubes, cuboids and pyramids. To recognise 2-D shapes in the everyday environment. To be able to group shapes using different criteria. To make patterns using common 2-D shapes. **Measurement: Length and Height** To compare height and length by using key terminology. To be able to measure objects using other items, such as pencils or books.	materials and numbers. To use place value to compare two or three numbers and determine which number is bigger/smaller; to arrange three numbers in order of size. To compare numbers using number bonds, 100-squares and number lines to determine how much more/less. To observe and use number patterns; to see number lines in conjunction with number squares in order to create visual proportionality. **Addition and Subtraction Word Problems**	determine how many objects will be included in each group in order to share equally. **Fractions** **Chapter 14 – Fractions** To split an object (shape) into two equal parts; to identify shapes that have been split into two equal parts. To split an object (shape) into four equal parts; to identify shapes that have been split into four equal parts. To share and group objects into halves and quarters; to determine half of a number and a quarter of a number. **Number and Place Value**	terms 'heavy' and 'light', 'heavier than', 'lighter than' and 'as heavy as'. To find the mass of an object using non-standard ones; to use visualisation skills to estimate the number of ones. **Geometry – Position and Direction: Space** **Chapter 20 – Space** To describe the position of objects in relation to one another using varied vocabulary. To describe movements of objects using varied language. To understand how to make turns using mathematical language and connect this knowledge to time.

To be able to add two different numbers within 10. Pupils will become familiar with the different vocabulary associated with addition. To add by counting on. To complete number sentences and gain an understanding of inverse operations. To be able to make addition stories using correct vocabulary. To be able to solve addition problems through pictures. **Chapter 4 – Subtraction within 10** **Autumn 2ⁿᵈ Half** To understand that subtraction can be done by crossing out or taking away. To be able to subtract using number bonds.	To add to numbers by first making 10 and then adding on the remainder. To add by separating the ones and ten. This enables pupils to add the sum of the ones to the ten. To learn how to subtract by counting back from the largest number.	To be able to measure items using other things - parts of the body in particular. To introduce the concept of using rulers for measuring.	**Chapter 11 – Addition and Subtraction Word Problems** To decide whether addition or subtraction is the most appropriate operation; to use and apply number bonds and visual representations to solve word problems. To use and apply concepts of how many more and how many fewer/less; to apply number bonds and the guess-and-check method to solve word problems. To develop number sentences based on word problems; to improve the use of number bonds and one-to-one bar model representations to suit the question.	**Chapter 15 – Numbers to 100** To count in sequences of 10 followed by counting ones; to increase confidence with number lines and Base 10 materials in order to count numbers to 100. To understand the value of the tens and ones digits in a number; to use multiple methods of representing and constructing a number To review and extend skills and strategies related to number comparison; to place numbers in order from smallest to greatest and vice versa. To see patterns of numbers when increasing or decreasing by 1, 2 or 5; to use a number line, a	

To be able to solve a subtraction equation by counting back, using a number line as support. To be able to make subtraction sentences. To be able to solve picture problems involving subtraction To solve problems in the context of addition and subtraction and to find the corresponding number families.			To use pictorial representations to help solve word problems; to choose the correct operation to solve a word problem. To use visual representations and patterns to solve word problems; to develop precision in model drawing to recognise similarities and differences. To apply addition and subtraction to multi-step word problems; to use number bonds to make 10 when adding. **Multiplication** **Chapter 12 – Multiplication** To identify equal groupings as the first step in multiplying; to reinforce the idea that	100-chart and Base 10 materials to represent numbers. **Measurement: Time** **Chapter 16 – Time** To develop familiarity with the analogue clock, including the minute and hour hands; to tell time to the hour on an analogue clock. To improve familiarity with the analogue clock; to tell time to the half hour using the term 'half past.' To sequence events in order of time; to use the terms 'next', 'before' and 'after' to describe the order of events. To estimate an amount of time using seconds, minutes and hours	

			the arrangement of objects does not impact on the number of objects. To understand we can count groups of the same quantity more efficiently; to find multiple ways of counting groups of the same quantity. To organise objects into equal rows in order to begin counting equal numbers efficiently. To understand that doubling is creating an identical number to the one you started with; to understand that doubling is the same as saying two groups of the same amount.	To use the terms 'quicker', 'slower', 'earlier' and 'later' when comparing time. To learn the days of the week and the months of the year and to be able to put them in the correct order. **Measurement: Money** **Chapter 17 – Money** To recognise coins and determine their value using size, colour, markings and shape. To recognise notes and determine their value using colour and markings.	