Curriculum map

Year 1 Autumn Term

	Week 1-4 Block 1	Week 5-8 Block 2	Week 9-11 Block 3	Week 12 Block 4
	Place value (within 10)	Addition and subtraction with in ten	Place Value within 20	Geometry
Small Steps	• Sort objects. • Count objects. • Represent objects. • Count, read and write forwards from any number 0 to 10. • Count, read and writing backwards from any number 0 to 10. • Count one more. • Count one less. • One to one correspondence to start to compare groups. • Compare groups using language such as equal, more/greater, less/fewer. • Introduce = , > and < symbols. • Compare numbers. • Order groups of objects. • Order numbers. • Ordinal numbers (1st, 2nd, 3rd ….). • The number line	• Part whole model. • Addition symbol.. • Fact families – Addition facts. • Find number bonds for numbers within 10. • Systematic methods for number bonds within 10. • Number bonds to 10. • Compare number bonds. • Addition: Adding together. • Addition: Adding more. • Finding a part. • Subtraction: Taking away, how many left? Crossing out. • Subtraction: Taking away, how many left? Introducing the subtraction symbol. • Subtraction: Finding a part, breaking apart. • Fact families – The 8 facts. • Subtraction: Counting back. • Subtraction: Finding the difference. • Comparing addition and subtraction statements a + b > c. • Comparing addition and subtraction statements a + b > c + d.	• Count forwards and backwards and write numbers to 20 in numerals and words. • Numbers from 11 to 20. • Tens and ones. • Count one more and one less. • Compare groups of objects. • Compare numbers. • Order groups of objects. • Order numbers.	Recognise and name 3D shapes. • Sort 3D shapes. • Recognise and name 2D shapes. • Sort 2D shapes. • Patterns with 3D and 2D shapes
National curriculum links	• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or 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.	• Represent and use number bonds and related subtraction facts within 10. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • 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.	• Count to twenty, 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 one more or 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.	• Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). • Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres)

Curriculum map

Year 1 Spring Term

	Week 1-4 Block 1	Week 5-7 Block 2	Week 8-9 Block 3	Week 10-11 Block 4
	Addition and Subtraction	Number: Place Value (within 5) (including multiples of 2, 5 and 10)	Measurement: Length and Height	Measurement: Weight and Volume
Small Steps	• Add by counting on. • Find and make number bonds. • Add by making 10. • Subtraction – Not crossing 10. • Subtraction – Crossing 10 (1). • Subtraction – Crossing 10 (2). • Related Facts. • Compare Number Sentences.	• Numbers to 50. • Tens and ones. • Represent numbers to 50. • One more one less. • Compare objects within 50. • Compare numbers within 50. • Order numbers within 50. • Count in 2s. • Count in 5s.	• Compare lengths and heights. • Measure length (1). • Measure length (2).	• Introduce weight and mass. • Measure mass. • Compare mass. • Introduce capacity. • Measure capacity. • Compare capacity
National curriculum links	• Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • 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= ☐ –9.	• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or 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. • Count in multiples of twos, fives and tens	• Measurement: Length and Height Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter	• Measurement: Weight and Volume 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].

Curriculum map

Year 1 Summer Term

	Week 1-3 Block 1	Week 4-5 Block 2	Week 6 Block 3	Week 7-8 Block 4	Week 9 Block 5	Week 10-11 Week 6
	Number: Multiplication (including multiples of 2, 5 and 10)	Number: Fraction	Geometry: Position and Direction	Number: Place Value (within 100)	Measurement: Money	Measurement: Time
Small Steps	• Count in 10s. • Make equal groups. • Add equal groups. • Make arrays. • Make doubles. • Make equal groups – grouping. • Make equal groups – sharing.	• Halving shapes or objects. • Halving a quantity. • Find a quarter of a shape or object. • Find a quarter of a quantity.	• Describe turns. • Describe Position (1) . • Describe Position (2)	• Counting to 100. • Partitioning numbers. • Comparing numbers (1). • Comparing numbers (2). • Ordering numbers. • One more, one less	• Recognising coins. • Recognising notes. • Counting in coins.	• Before and after. • Dates. • Time to the hour. • Time to the half hour. • Writing time. • Comparing time.
National curriculum links	• 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.	• 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. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) • 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].	• Describe position, direction and movement, including whole, half, quarter and three quarter turns	• 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. • 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, most, least.	• 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 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)