# Ursuline Catholic Primary School

# Year 1 Maths Curriculum

| Autumn | Objectives |
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| **Place Value within 10** | • Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 10 in numerals.<br>• Given a number, identify one more and one less<br>• 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 |
| **Addition and Subtraction within 10** | • Represent and use number bonds and related subtraction facts within 10<br>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. |
| **Measure - money** | • Recognise and know the value of different denominations of coins and notes |
| **Place Value including length** | • Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 20 in numerals.<br>• Given a number, identify one more and one less<br>• 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<br>• Measure and begin to record the following:<br>• lengths and heights |
| **Geometry** | • Recognise and name common 2-D and 3-D shapes, including:<br>• 2-D shapes [for example, rectangles (including squares), circles and triangles]<br>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. |

| **Spring** | **Objectives** |
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| **Place value – counting in 2s 5s, 10s** | • Count in multiples of twos, fives and tens |
| **Multiplication and division** | • 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 |
| **Measure - Capacity** | • Compare, describe and solve practical problems for:<br>• capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]<br>• Measure and begin to record the following<br>• capacity and volume<br>• time (hours, minutes) |
| **Shape** | • Recognise and name common 2-D and 3-D shapes, including:<br>• 2-D shapes [for example, rectangles (including squares), circles and triangles]<br>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. |
| **Addition and Subtraction** | • involving addition (+), subtraction (–) and equals (=) signs<br>• Add and subtract one-digit and two-digit numbers to 20, including zero.<br>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number □ problems such as 7 = □ – 9. |
| **Place value** | • Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 50 in numerals.<br>• Given a number, identify one more and one less<br>• 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 |

| **Summer** | **Objectives** |
|---|---|
| **Multiplication and Division** | • 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 |
| **Fractions** | • Recognise, find and name a half as one of two equal parts of an object, shape or quantity<br>• Recognise, find, and name a quarter as one of four equal parts of an object, shape or quantity. |
| **Time** | • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening]<br>• 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]<br>• Measure and begin to record the following:<br>• time (hours, minutes, seconds) |
| **Position and Direction** | • Describe position, direction, and movement, including whole, half, quarter, and three-quarter turns. |
| **Addition and Subtraction** | • Add and subtract one-digit and two-digit numbers to 20, including zero. |
| **Place Value** | • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number •<br>Count, read and write numbers to 100 in numerals. |
| **Measurement - mass** | • Compare, describe, and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]<br>• Measure and begin to record the following:<br>• mass/weight |