



Year 1 programme of study

Class:

Name:

Number- number and place value Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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; count in multiples of 2s, 5s and 10sc						
given a number, identify 1 more and 1 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						
read and write numbers from 1 to 20 in numerals and words						

Addition and subtraction Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs						
represent and use number bonds and related subtraction facts within 20						
add and subtract one-digit and two-digit numbers to 20, including 0						
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$						

Multiplication and Division Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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						



Number – fractions Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity						
recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity						

Measurement Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
compare, describe and solve practical problems for: <ul style="list-style-type: none"> - 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] - time [for example, quicker, slower, earlier, later] 						
measure and begin to record the following: <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • recognise and know the value of different denominations of coins and notes • time (hours, minutes, seconds) • 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						

Geometry: Properties of shape Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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]						

Geometry : Position and direction Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
describe position, direction and movement, including whole, half, quarter and three-quarter turns						



