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| **YEAR 1 OVERVIEW** | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **Number & Place Value** | 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 twos, fives and tens  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 (fewer), most, least  read and write numbers from 1 to 20 in numerals and words | 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 twos, fives and tens  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 (fewer), most, least  read and write numbers from 1 to 20 in numerals and words | 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 twos, fives and tens  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 (fewer), most, least  read and write numbers from 1 to 20 in numerals and words |
| **Number – addition and subtraction** | * 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 zero | * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =  ?  – 9. | * 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 zero | * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =  ?  – 9. | * 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 zero | * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =  ?  – 9. |
| **Number – 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. | 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. | 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. | 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. | 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. | 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 | recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | 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. |
| **Measurement** | measure and begin to record the following:   * *lengths and heights* * *mass/weight* * *capacity and volume* * *time (hours, minutes, seconds)*   recognise and know the value of different denominations of coins and notes | compare, describe and solve practical problems for:   * *lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)* * *mass or weight (e.g. heavy/light, heavier than, lighter than)* * *capacity/volume (full/empty, more than, less than, quarter)* * *time (quicker, slower, earlier, later)* | sequence events in chronological order using language such as: 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. | measure and begin to record the following:   * *lengths and heights* * *mass/weight* * *capacity and volume* * *time (hours, minutes, seconds)*   recognise and know the value of different denominations of coins and notes | compare, describe and solve practical problems for:   * *lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)* * *mass or weight (e.g. heavy/light, heavier than, lighter than)* * *capacity/volume (full/empty, more than, less than, quarter)* * *time (quicker, slower, earlier, later)* | sequence events in chronological order using language such as: 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** | recognise and name common 2-D and 3-D shapes | recognise and name common 2-D and 3-D shapes, including:  2-D shapes (e.g. rectangles (including squares), circles and triangles) | recognise and name common 2-D and 3-D shapes, including:  2-D shapes (e.g. rectangles (including squares), circles and triangles)  3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). | recognise and name common 2-D and 3-D shapes, including:  2-D shapes (e.g. rectangles (including squares), circles and triangles)  3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). | recognise and name common 2-D and 3-D shapes, including:  2-D shapes (e.g. rectangles (including squares), circles and triangles)  3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). | recognise and name common 2-D and 3-D shapes, including:  2-D shapes (e.g. rectangles (including squares), circles and triangles)  3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). |
| **Position & Direction** | describe position, directions and movements, including half, quarter | describe position, directions and movements, including half, quarter | describe position, directions and movements, including half, quarter and three-quarter turns. | describe position, directions and movements, including half, quarter and three-quarter turns. | describe position, directions and movements, including half, quarter and three-quarter turns. | describe position, directions and movements, including half, quarter and three-quarter turns. |
| **Using & Applying** | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. |