Y1 Curriculum Summary

Number and Place Value

- 1. Count, read and write numbers to 100 in numerals
- 2. Read and write numbers to 100 in words
- 3. Partition two digit numbers into tens and ones developing conceptual understanding of place value (link to counting in 10, 1)
- 4. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- 5. Given a number, identify one more and one less
- 6. Count in steps of 2, 5 and 10 from 0 up to the tenth multiples.
- 7. Use the language of: equal to, more than, less than (fewer), most, least and use <> =
- 8. Recognise odd and even numbers as numbers that are multiples of 2 or not

Addition and Subtraction

- 1. Understand number bonds to 10 securely
- 2. Solve problems with addition and subtraction using concrete objects and a number line, including: a twodigit number and ones, adding three one-digit numbers
- 3. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- 4. Children must understand that = means the same on both sides and not where the answer goes e.g. 2 + 2
 = 4 because two and two are the same as four
- 5. Add one-digit and two-digit numbers to 20, including zero introducing the concept of commutativity for addition e.g. 7 + 3 = 10 so 3 + 7 = 10
- 6. Subtract one-digit and two-digit numbers to 20, including zero on a number line
- 7. Solve one-step missing number problems that involve addition and subtraction, using concrete objects and pictorial representations, such as 7 = ? 9

Multiplication and Division

1. 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

- 1. Understand the concept of a whole.
- 2. Understand the concept of fractions being equal parts of one whole.
- 3. Understand (using unit fractions and visual representation) that:
- Halves are two equal parts of one whole and two halves are equivalent to one whole $\binom{2}{2} = 1$
- Quarters are four equal parts of one whole and four quarters are equivalent to one whole $(^{4}/_{4} = 1)$
- 4. Recognise, find, name and write fractions 1/2, $\frac{1}{2}$, \frac

Measurement

- 1. Recognise and know the value of different denominations of coins and notes
- 2. Compare, describe and solve practical problems for: lengths and heights [long/short, longer/shorter, tall/short, double/half], mass or weight [heavy/light, heavier than, lighter than], time [quicker, slower, earlier, later]
- 3. Measure and begin to record the following: lengths and heights, mass/weight, capacity and time
- 4. Expose children to language of units of measure: cm and m, g and kg, ml and l
- 5. Recognise and use language relating to dates, including days of the week, weeks, months and years
- 6. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Properties of Shapes

- 1. Recognise and name common 2-D shapes, including: squares and rectangles (quadrilaterals), circles and triangles
- 2. Recognise and name common 3d shapes, including: cuboids (including cubes), pyramids and spheres

Position and Direction

1. Describe position, direction and movement, including whole, half, quarter and three-quarter turn