Year 1 Curriculum	Number and place value	Addition and subtraction	Multiplication and Division	Fractions
Autumn term	• Count forwards and backwards to 50 • Count, read and write numbers from 1-50 in numerals • Count forwards and backwards in multiples of 2 and 10 • Find one more and one less within and up to 20 • Identify and represent numbers using objects and apparatus • Identify and represent numbers using pictorial representations such as a number line • Order numbers up to 20 • To use the vocabulary: first, second and third • Count on and back in 2s and 10s	• Record calculations within 20 using + - = • Add one and two digit numbers to 20 using a number line/track or hundred square • Subtract a single digit from a single digit • Write number bonds of addition to 10 • Count on from the larger number within and up to 20 • Understand the terms more and less	• Count on from zero in 2s, 5s and 10s • Fill in missing numbers in sequences for 2s and 10s • Use simple arrays and objects when doubling (show me double 4) • Record doubles in number sentences • Use objects and pictorial presentations to show answers for a multiplication problem	• To recognise halves of shapes • To use halves in contexts such as cutting cakes or play dough for sharing • Use halves in a measures context such as half a bottle or half the length of a ruler/string

Year 1 Curriculum	Number and place value	Addition and subtraction	Multiplication and Division	Fractions
Spring term	• Count forwards and backwards to 100 from any number, crossing tens boundaries • Count forwards and backwards in multiples of 2, 5 and 10 • To extend number sequences backwards and forwards using multiples of 2, 5 and 10 • Find one more and one less within and up to 20 • Identify and represent numbers using objects and apparatus • Read and write numbers from 1-100 in numerals • Identify and represent numbers using pictorial representations such as a number line • Order numbers up to 50 • Use equipment and apparatus to partition 2 digit numbers into tens and Ones	• Record calculations within 20 using + - = • Add and subtract a single digit to or from a single digit or 'teens' number without crossing the tens boundary • Write number bonds of addition to 10 and their related subtraction facts • Understand and apply a range of terms for + - including less and more • Add 3 single digit numbers together (3 + 5 + 2 =) • Solve one step problems of addition and subtraction using objects and pictorial presentations	• Count on from zero in 2s, 5s and 10s • Fill in missing numbers in sequences for 2s, 5s and 10s • Use simple arrays and objects when doubling (show me double 4) • Record doubles in number sentences • Count repeated objects such as 6 pairs of socks (6 x 2) • Use objects and pictorial presentations to show answers for a multiplication problem • Explore arrays in practical contexts such as….How many eggs are there in 5 boxes? • Understand sharing as the same as halving	• To recognise halves of shapes, understanding that they are 2 equal parts • To use halves in contexts such as cutting cakes or play dough for sharing • Use halves in a measures context such as half a bottle or half the length of a ruler/string • To know that sharing into equal groups is the same as halving • To know that 2 unequal groups is not the same as halving • To know that 2 halves make one whole • To link doubling and halving Double 3 = 6 Half of 6 = 3

Year 1 Curriculum	Number and place value	Addition and subtraction	Multiplication and Division	Fractions
Summer term	• Count forwards and backwards to 100 from any number, crossing tens boundaries • Count forwards and backwards in multiples of 2, 5 and 10 • To extend number sequences backwards and forwards using multiples of 2, 5 and 10 • Find one more and one less within and up to 100 • Find ten more and ten less within and up to 100 • Identify and represent numbers using objects and apparatus • Read and write numbers from 1-100 in numerals • Identify and represent numbers using pictorial representations such as a number line • Order numbers up to 100 • Read and write numbers from 1-20 in words • Use a range of mathematical language for + - such as more than, less than, fewer, greater, most, least, minus, subtract, plus, equal to, total • Use equipment and apparatus to partition 2 digit numbers into tens and ones	• Record calculations within 20 using + - = • Add and subtract a single digit to or from a single digit or 'teens' number crossing the 10 and 20 boundary • Write number bonds of addition to 10 and their related subtraction facts • Understand and apply a range of terms for + - including less and more • Add 3 single digit numbers together (3 + 5 + 2 =) • Solve one step problems of addition and subtraction, selecting the correct operation • Find the difference between two numbers • Solve number puzzles (How many wheels are there on 5 cars?) • Solve missing number calculations for addition and subtraction up to 20	• Count on from zero in 2s, 5s and 10s • Fill in missing numbers in sequences for 2s, 5s and 10s • Use simple arrays and objects when doubling (show me double 4) • Record doubles in number sentences • Count repeated objects such as 6 pairs of socks (6 x 2) • Use objects and pictorial presentations to show answers for a multiplication problem • Explore arrays in practical contexts such as….How many eggs are there in 5 boxes? • Understand sharing as the same as halving • Understand division as sharing and solve practical division problems by grouping	• To recognise halves of shapes, understanding that they are 2 equal parts • Use halves in a measures context such as half a bottle or half the length of a ruler/string • To know that sharing into 2 equal groups is the same as halving • To know that 2 unequal groups is not the same as halving • To know that 2 halves make one whole • To recognise half past the hour on an analogue clock • To link doubling and halving • To know that a quarter is 4 equal parts and that they make one whole • To recognise or show a quarter of a shape • To make whole, half and quarter turns