

# New National Curriculum 2014 Year 1 Coverage

Autumn T1&2

Spring T3&4

Summer T5&6

Class:

## Year 1 programme of study

## Year 1 problem solving references

<b>Number – number and place value</b> Pupils should be taught to:	T1	T2	T3	T4	T5	T6
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 concrete 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						

<b>Number – addition and subtraction</b> Pupils should be taught to:	T1	T2	T3	T4	T5	T6
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						
<b>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</b>						

<b>Number – multiplication and division</b> Pupils should be taught to:	T1	T2	T3	T4	T5	T6
<b>solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</b>						

<b>Number – fractions (including decimals)</b> Pupils should be taught to:	T1	T2	T3	T4	T5	T6
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						

<b>Measurement</b> Pupils should be taught to:	T1	T2	T3	T4	T5	T6
<b>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)</b>						
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						
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						

<b>Geometry – properties of shapes</b> Pupils should be taught to:	T1	T2	T3	T4	T5	T6
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).						

<b>Geometry – position and direction</b> Pupils should be taught to:	T1	T2	T3	T4	T5	T6
describe position, direction and movement, including whole, half, quarter and three quarter turns						