# Maths Curriculum Map

| Year 1 Autumn | |
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| Number & Place Value | • Count to at least 50 forwards, beginning with 1 and backwards from 10<br>• Count in 10s to 50.<br>• Given a number, identify one more and one less by counting out objects and augmenting or reducing the group by one.<br>• Identify and represent numbers using objects, mathematical manipulatives, and pictorial representations.<br>• Use the language of one more than 6 is 7; one less that 7 is 6.<br>• Read numbers from 1 to 20 in numerals<br>• Use a context to solve problems involving one more and one less<br>• Introduce the number-line with practical objects to develop understanding of how numbers relate to one another and to support ordering. Make collections of 10, 20 and 30 objects.<br>• Order numbers up to 30 starting from any number between 1 and 10.<br>• Sequence events in chronological order using language such as before and after, next and first (M) |
| Addition and Subtraction | Recognise and know the value of different denominations of coins e.g.1p and 10p coins. Include £10 notes for counting in 10s.<br>• Sort coins into different types. Note what is the same and what is different.<br>• Put pennies on a number-line and step-count as in Unit 1.1<br>• Compare and describe lengths and heights using non-standard units. Use comparative language long/short; longer/shorter; tall/short; double/half.<br>• Solve problems in a practical context |
| Measurement | • Recognise and know the value of different denominations of coins e.g.1p and 10p coins. Include £10 notes for counting in 10s.<br>• Sort coins into different types. Note what is the same and what is different.<br>• Put pennies on a number-line and step-count as in Unit 1.1<br>• Compare and describe lengths and heights using non-standard units. Use comparative language long/short; longer/shorter; tall/short; double/half.<br>• Solve problems in a practical context |
| Addition and subtraction | Partition 5,6 and 7 into two parts in different ways using concrete objects (e.g.2-coloured counters or 2-coloured multi-link bars). Record pictorially. Note double 3 is 6.<br>• Use a context to problem-solve with number bonds to 5,6 and 7<br>• Record partitions using part-whole diagrams alongside number sentences.<br>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs |
| Multiplication and division | Count reliably in 2s.<br>• Link counting in 2s to grouping objects and to the pattern of numbers on a number-line. |

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| | • Solve problems involving pairs of objects, groups of 2 using pictorial recording. |
| | • Rehearse together the language of 'How many groups of 2 are there?' ~ 'There are 3 groups of 2' |
| | • Share objects equally by counting how many in each group |
| | • Recognise and name a half as one of two equal parts of a quantity |
| Fractions with Geometry | Recognise and name common 2D shapes including squares and circles |
| | • Recognise and name a half as one of two equal parts of a shape |
| Number and PV | Count to at least 50 forwards, beginning with 1 and backwards from 30 |
| | • Count in 2s to 20, modelling on a number-line |
| | • Count in 10s to 100, modelling on a number-line |
| | • Read numbers from 20 to 50 |
| | • Order numbers up to 50 starting from any number between 1 and 10. |
| | • Count back from any given number between 11-20 to ze |
| Addition and Subtraction | • Use partitions of 5,6 and7to derive associated subtraction facts. |
| | • Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 10. |
| | • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations. |
| Year 1 Spring | |
| Addition and Subtraction | Derive the partitions for 8,9 and 10 |
| | • Use partitions of 5,6,7,8,9 and 10 to derive associated subtraction facts. |
| | • Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 20 ~ focus on teen numbers and the language of 'ten and some more' (teen numbers) |
| | • Use tens frames to develop understanding and the recall of the set of calculations showing 'ten plus some ones' |
| | • Solve one-step problems that involve addition, using concrete objects and pictorial representations and the language of 'ten and some more' (teen numbers) |
| Measurement • Time • Mass | • Tell the time to the hour and half past the hour. Begin to draw the hands on a clock-face. |
| | • Know how many minutes there are in an hour and half an hour |
| | • Solve practical problems involving mass or weight using the language of heavy/light; heavier than/ lighter than. Pictorial recording. |
| Fractions / Geometry | Recognise and name common 2D shapes including squares and circles, rectangles, and triangles |
| | • Recognise and name a half as one of two equal parts of a shape |
| | • Recognise, find, and name a quarter as one of four equal parts of a shape |
| Multiplication and division | Count reliably in 2s and 10s. |
| | • Link counting in 10s to grouping objects and to the pattern of numbers on a number-line. |
| | • Solve one-step problems involving multiplication, focussing on groups of 2 and 10, using concrete objects, pictorial representations and arrays with the support of the teacher. |
| | • Rehearse together the language of 'How many groups of 2 (10) are there?' ~ 'There are 3 groups of 2' |
| | • Share objects equally by counting how many in each group and record pictorially |

| Number and PV | Count to at least 100 forwards, beginning with 0 or 1, or from any given number |
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| | • Count in 2s to 20, modelling on a number-line |
| | • Count in 10s to 100, modelling on a number-line |
| | • Read numbers from 0 to 100. Write numbers from 1 to 20 |
| | • Order numbers up to 100 starting from any number crossing the tens boundaries. |
| | • Count back from any given number up to 50. |
| | • Given a number, identify one more and one less |
| | • Add 10 to a number using concrete resources and a number-line |
| Subtraction and Addition | Revise and use partitions of all numbers up to 10, recalling and deriving associated subtraction facts to solve problems. |
| | • Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 10 when solving problems. |
| | • Develop children's fluency with using known or derived number facts , moving on from counting in ones (on fingers). |
| | • Solve one-step problems that involve addition and subtraction to 20, using concrete objects and pictorial representations. |
| | • Deepen understanding of the relationship between the concrete and ordinal for numbers up to 20. E.g. '11 is ten and one' (using concrete objects) and also '11 is one more than 10' (position on a number-line) |
| Addition and Subtraction with Measurement • Money | Recognise and know the value of different denominations of coins and notes. |
| | • Count to at least 100 forwards, beginning with 0 or 1, or from any given number. Make links with counting in pennies |
| | • Count in 2ps to 20p, modelling on a number-line |
| | • Count in 10ps to 100p, modelling on a number-line. Develop understanding that 100p = £1 |
| | • Read numbers from 0 to 100. Write numbers from 1 to 20 |
| | • Order amounts of any money up to 100p using 1p and 10p coins. Link to a number-line marked with pence. |
| | • Count back in pennies from any amount up to 50p |
| | • Given a total, identify one penny more and one penny less. Use coins to model the amount and record on a number-line to explore patterns |
| | • Add and subtract 10p to and fr |
| Addition and Subtraction with Measurement • Mass | Solve practical problems involving mass or weight using comparative language such as heavy/light; heavier than/ lighter than. Pictorial recording. |
| | • Measure and begin to record mass and weight using non-standard units to compare the mass of two or three objects. |
| | • Combine the mass of two objects (measured using non-standard units such as 'cubes') to find the total and the difference between the number of cubes. |
| | • Read, write and interpret mathematical statements involving addition (+) , subtraction (-) and equals (=) signs. |
| | • Solve simple one-step word problems in the context of mass that involve addition and subtraction to 20, using concrete objects and pictorial representations |

| Year 1 Summer | |
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| Multiplication and Division | • Count reliably in 2s and 10s.<br>• Introduce counting in 5s.<br>• Link counting in 5s to grouping objects and to the pattern of numbers on a number-line.<br>• Solve problems involving groups of 5 objects using pictorial recording.<br>• Rehearse together the language of 'How many groups of 5 are there?' ~ 'There are 3 groups of 5'<br>• Solve one-step problems involving multiplication, focussing on groups of 5, using concrete objects, pictorial representations, and arrays with the support of the teacher.<br>• Solve one-step problems involving multiplication and division, focussing on groups of 2 and 10, using concrete objects, pictorial representations, and arrays with the support of the teacher.<br>• Recognise that 5 is half of 10 and show using concrete resources and diagrams.<br>• Recognise , find and name a half as one of two equal parts of a quantity (division by 2) |
| Geometry | Recognise and name 3-D shapes including cuboids, pyramids, and spheres<br>• Describe position, directions and movements, including half, quarter and three-quarter turns. |
| Number and Place Value<br>Addition and subtraction | • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number<br>• Count, read and write numbers to 100 in numerals.<br>• Given a number, identify one more and one less<br>• 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.<br>• Read and write numbers from 1 to 20 in numerals and words.<br>• Read, write and interpret mathematical statements involving addition (+) , subtraction (-) and equals (=) signs.<br>• Represent and use number bonds and related subtraction facts within 20.<br>• Add and subtract one-digit and two-digit numbers to 20, including zero.<br>• Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as $7 = \Delta - 9$ |
| Fractions<br>Multiplication and division | • Count in multiples of 2s, 5s and 10s.<br>• 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.<br>• Recognise find and name a half as one of two equal parts of an object, shape, or quantity.<br>• Recognise find and name a quarter as one of four equal parts of an object, shape, or quantity |
| Measurement<br>• Volume<br>• Capacity<br>• Time | Compare, describe, and solve practical problems for capacity / volume (full/empty, more than/less than, half , quarter)<br>• Measure and begin to record capacity and volume.<br>• Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening.<br>• 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 |
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| Geometry | Recognise and name common 2-D shapes, including squares, circles, rectangles, and triangles<br>• Recognise and name 3-D shapes, including cuboids, pyramids and spheres.<br>• Describe position, directions and movements including **1/2** , **1/4** , **3/4** turns |