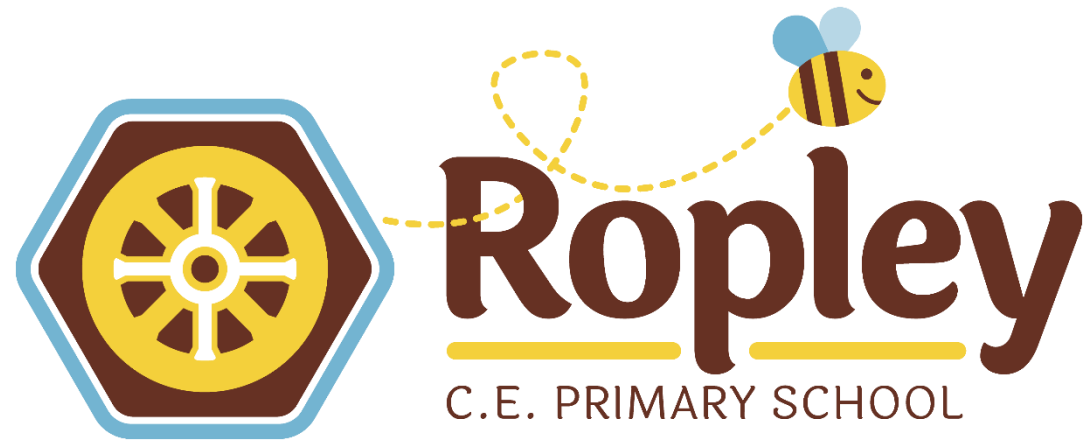




Year 1 Mathematics Overview

2026-2027



Year 1

Autumn



Place Value

- count to and across 100, forwards and backwards from any number
- identify 1 more or 1 less than a number
- identify and represent numbers using objects, pictures and on a number line
- begin to use a number line to order whole numbers
- use the language: more than, less than, equal to, most and least
- read and write numbers from 1-20 in numerals and words
- count in steps of 2 from 0 and in tens from any number, forwards and backwards
- recognise the place value of each digit in a 2-digit number
- identify, represent and estimate numbers using different representations, including the number line

Addition and Subtraction

- read, write and interpret statements using +, -, and = symbols
- add and subtract 1-digit numbers
- solve 1-step problems that involve addition and subtraction using concrete objects and pictorial representations, including missing number problems
- add and subtract with one digit numbers
- know or derive number bonds to 20 using patterning and concrete objects.

Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- know that halving is partitioning into two equal parts.

Multiplication and Division

- use a number line to count in twos
- use counting objects to double and half amounts to 20
- share objects equally by counting how many in each group

Measurement/Geometry

- compare, describe and solve practical problems for: time (quicker, slower, earlier or later), lengths and heights (long/short, tall/short, double/half)
- measure and begin to record lengths, heights and time in hours
- recognise different coins and notes
- sequence events in time order using before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- recognise language relating to dates (days of the week, months and years)
- tell the time to the hour
- recognise common 2D shapes including circles and squares

Year 1 Spring



Place Value

- count in multiples of 2 and 10
- count to and across 100 from any given number (forwards and backwards)
- identify one more and one less from any whole number and ten more, ten less (using a number line and hundred square)
- use a number line to order whole numbers
- read and write whole numbers from 1 to 20 in numbers and words
- use a number line to count on and back with whole numbers in equal steps.
- begin to read and write whole numbers to 100 in numerals.

Addition and Subtraction

- represent and use number bonds and related subtraction facts within 20
- add and subtract 2-digit numbers to 20, including 0
- solve one step problems using addition and subtraction, including missing number problems, using concrete objects and pictorial representations

Fractions

- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Multiplication and Division

- solve one step problems involving multiplication, by using concrete objects, pictorial representations and arrays with support from an adult
- begin to construct arrays for multiplication using concrete objects and pictorial representations. Use arrays to show commutativity ($5 \times 2 = 2 \times 5$)

Measurement/Geometry

- compare, describe and solve practical problems for: mass or weight (heavy/light, heavier than, lighter than)
- measure and begin to record minutes
- tell the time to half past and draw the hands on a clock face to show these times
- recognise and name common 2D and 3D shapes including rectangles, squares, circles and triangles
- sequence events in chronological order (times in a day to the hour/yesterday/today)
- recognise and name common 3-D shapes such as cubes and cuboids
- describe position, directions and movements as half, quarter and three quarter turns
- measure and record lengths and heights using nonstandard units
- Compare and describe time on hours, minutes and seconds.

Statistics

- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity



Year 1 Summer

Place Value

- count read and write numbers to 100 in numerals
- count in multiples of 5
- use the number line and comparative language to order whole numbers (more than/less than)
- identify one more and one less (ten more and ten less) from any given whole number
- independently read, write and say numbers from 1 to 20 (to 100, with support) in numerals and words
- construct models and images to show an emerging understanding of the multiples of 2s,5s and 10s (e.g. arrays)

Addition and Subtraction

- represent and use number bonds and related subtraction facts with 20, exploring patterning and systems to support a developing sense of number and the embedding of number facts
- solve 'empty box' problems
- add and subtract one and two digit numbers to 20, including zero. Be able to represent the calculations using manipulatives including Diennes , Numicon and Cuisenaire; pictorially using a supported structured number line and their own jottings and pictures; as an abstract 'number sentence'.

Fractions

- use a range of representations, including such things as a bar made from multi-link, to double, half and quarter quantities. Use comparative language such as half as long, twice as long.
- begin to explore representations for one, two, three and four quarters (objects and shapes with lines of symmetry)

Multiplication and Division

- solve one step multiplication and division problems in context, calculating the answer using concrete, pictorial representations and supported arrays

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer questions about totalling and comparing categorical data

Measurement/Geometry

- explore common 3-D shapes and their properties, using knowledge of 2-D shapes to describe the faces. Include cuboids, pyramids and spheres
- compare, describe and record lengths and heights. Extend this beyond the classroom to very long/short and very tall/ short (steps around the playground, multi-link towers to find heights or the length of the giant's footprint)
- describe position, direction and movements for $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ turns ~ use a clock to link this with time and a compass to begin to describe direction. Link this to maps using a Beebot.
- compare, describe and record mass/ weight; capacity and volume.