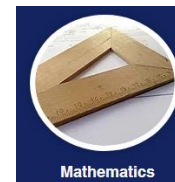


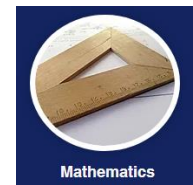
Maths			Year 1		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Place value LI: To count forwards in 1s from 0 to 20. LI: To count backwards in 1s from 0 to 20. LI: To read and write numerals from 0-20. LI: To count reliably at least 20 objects. LI: To compare and identify which two sets contains more/less or has the same amount by counting the number in each set. LI: To compare and order numbers by counting. LI: To compare and order numbers by counting. LI: To read numerals to 20. LI: To estimate and recognise a small number of objects without counting. LI: To estimate how many there are in a larger set of objects (up to 30) and check by counting. LI: To compare numbers using more and less. LI: To count reliably at least 20 objects.</p> <p>Addition LI: To know by heart addition facts up to 5. LI: To know 1 more than a given number to 20 or more. LI: To consolidate understanding of addition as combining sets. LI: To use the vocabulary and sign of addition. LI: To add a single digit to a single digit without crossing 10. LI: To understand that adding a 0 leaves a number unchanged.</p>	<p>Place value LI: To count on and back in tens from/to zero using equipment to develop conceptual understanding. LI: To recognise the difference between 'ty' and 'teen' numbers. LI: To compare numbers saying which is more and which is less. LI: To count forwards and backwards in ones from any given number to 50 and beyond.</p> <p>Addition LI: To understand and use ordinal numbers in contexts. LI: To count reliably at least to 20. LI: To find two and three more than a given up to at least 50. LI: To add two single digit numbers. LI: To recognise that addition can be done in any order. LI: To use practical apparatus to model or represent a problem. LI: To explore patterns of similar calculations, finding fact families. LI: To find 2 or 3 more than a given number. LI: To know pairs of numbers with a total of 10, using fingers. LI: To make up a story to describe a given number sentence. LI: To solve missing number problems using objects to help. LI: To add two single digit numbers.</p> <p>Subtraction LI: To count reliably at least to 20.</p>	<p>Geometry LI: To recognise and name common 2D shapes. LI: To describe the features of a 2D shape using everyday language and mathematical terms. LI: To name the faces of 3D shapes using 2D shape names. LI: To describe the features of 3D shapes using mathematical vocabulary.</p> <p>Place value LI: To read and write numbers from 1 to 20 in words. LI: To find 10 more and less than a multiple of 10. LI: To understand place value in two-digit numbers. (Money, straws etc). LI: To relate place value to how we read and write two digit numbers. LI: To compare and order numbers using place value.</p> <p>Addition and subtraction LI: To count back, using a number line, to find a number that is less. (single digits). LI: To associate finding less with subtraction and counting back. LI: To subtract a single digit from a teens number using a number line. LI: To subtract by counting back, using a number line for support if necessary. LI: To make up a story to describe a given number sentence.</p>	<p>Measures - time LI: To know and order the days of the week. LI: To know and order the months of the year. LI: To sequence day-to-day events using appropriate vocabulary. LI: To know key times of the day. LI: To read and write the time to the hour on an analogue clock. LI: To record o'clock times by drawing hands on a clock face. LI: To solve time problems in a range of contexts.</p> <p>Measures – money LI: To sort coins and count by making piles of 10p using 1p, 2p and 5p. LI: To exchange coins up to 10p for an equivalent value in smaller coins. E.g. 5p for five 1p coins. LI: To make amounts using just 10p coins linked to counting. LI: To explore prices that can be bought using one value of coin. LI: To begin to count up how much altogether. LI: To know that adding is easier when the bigger number is put first. LI: To solve money problems using addition and subtraction.</p> <p>Geometry LI: To name 2D shapes and describe their features. LI: To make and describe a picture and pattern and say</p>	<p>Number and place value LI: To extend number sequences. LI: To describe and extend number sequences. LI: To create number patterns with a given constraint. LI: To use the vocabulary and begin to understand the idea of odd and even numbers. LI: To know the number that is 1 more or 1 less than a 2-digit number. LI: To know the number that is 10 more and 10 less than a multiple number. LI: To make a two-digit using place value equipment. LI: To order a set of numbers within 100, explaining decisions referring to a number line or 100 sq.</p> <p>Addition and subtraction LI: To add a single digit number to a teen, crossing the 10 and 20 boundaries. LI: To solve missing number addition questions using known facts. LI: To subtract a single digit number from a teen, crossing the 10 and 20 boundary. LI: To solve missing number subtraction questions using known facts. LI: To know that the answer can be written either side of the equals sign. LI: To use knowledge of number bonds to 10 to subtract a single digit from 10 and 20. LI: To find the difference on a number line by counting on from the smaller number.</p>	<p>Fractions LI: To know that when folding squares, rectangles and circles into half and then half again, gives four quarter. LI: To recognise or show a quarter of a shape. LI: To secure understanding that sharing a set of objects between two is the same as find one half of the original set. LI: To link doubling and halving, derive corresponding halves to known doubles. LI: To understand that when sharing into four equal groups is the same as finding a quarter. LI: To consolidate understanding of find half and a quarter of an object, shape or quantity.</p> <p>Measures LI: To use and suggest uniform non-standard units to measure length and height. LI: To record measurements. LI: To begin to measure, describe and record length using standards units. LI: To solve problems using calculation skills involving length. LI: To use and suggest uniform non-standard units to measure capacity/volume. LI: To record measurements. LI: To begin to measure, describe and record capacity and volume using standards units. LI: To compare mass using a balance, identifying which is heavier/lighter. LI: To order objects from the lightest to the heaviest.</p>



<p>LI: To associate more with addition and counting on. LI: To count on, using a number track or line, to find a number that is more.</p> <p>Subtraction LI: To know that subtracting 0 leaves a number unchanged. LI: To know 1 less than a given number to 20 or more. LI: To consolidate understanding of subtraction as taking away from a set. LI: To use the vocabulary and sign of subtraction. LI: To subtract a single digit from a single digit. LI: To associate less with subtraction and counting back. LI: To count back, using a number track or line, to find a number that is less.</p> <p>Fractions LI: To count back, using a number track or line, to find a number that is less. LI: To identify wholes and halves. LI: To find half by folding. LI: To recognise half of shapes. LI: To know that folding or cutting into two different sizes is not halving. LI: To reinforce halving groups of objects in practical contexts.</p> <p>Money LI: To identify different coins (starting points). LI: To distinguish coins by sorting them and start to understand their value. LI: To use the vocabulary of money. LI: To recognise that some coins have a greater value than others and will buy more.</p>	<p>LI: To find 2 and 3 less than a given number up to at least 50. LI: To subtract two single digit numbers. LI: To recognise that subtraction cannot be done in any order. LI: To make up a story to describe a given number sentence. LI: To solve missing number problems using objects to help.</p> <p>Time LI: To develop the concept of time passing and sequence events in familiar stories. LI: To know that days, weeks and months are measurements of time. LI: To know that there are 7 days in a week. LI: To order the days of the week and know that Saturday and Sunday are weekend days. LI: To begin to know the months of the year. LI: To compare and describe time events. LI: To discuss when events happen using appropriate vocabulary. LI: To become familiar with minutes and seconds.</p> <p>Money LI: To distinguish coins by sorting them and start to understand their value. LI: To read and write prices such as 18p or £4. LI: To pay for items using counting skills. LI: To read and write prices. LI: To make amounts using just 2p or £2 coins linking to counting in 2s. LI: To compare prices. LI: To find totals of two or three coins with values up to 10p by counting on. LI: To solve problems using addition skills.</p>	<p>LI: To use practical apparatus to model a problem or represent a problem pictorially. LI: To count on from the larger number, using a number line, to find a number that is more. LI: To add a single digit to a teens number using a number line. LI: To explore patterns of similar calculations, finding fact families. LI: To begin to relate addition and subtraction using the same numbers. LI: To explain how a problem was worked out, record the problem and answer using + - =. LI: To solve missing number problems using objects. LI: To identify whether a one-step problem involves addition or subtraction, including missing number problems.</p> <p>Multiplication and division LI: To explore what numbers will be landed on after a given number of hops from zero on a number line. LI: To double numbers to 10 in practical situations. LI: To explore arrays in practical contexts. LI: To solve simple multiplication problems using objects and models. LI: To know that when sharing equally there will be the same number in each group. LI: To represent answers to sharing problems pictorially.</p> <p>Fractions LI: To understand that sharing into two equal groups is the same as halving. LI: To know when a set of objects has been split into two</p>	<p>which 2D shapes have been used. LI: To know that rectangles, triangles, cuboids and pyramids may look different. LI: To sort shapes in different ways based on their appearance.</p> <p>Measures LI: To compare and order more than two objects by length and height, using direct comparison. LI: To recognise whether or not a standard unit is an appropriate unit to use. LI: To solve problems involving length and height. LI: To compare and order more than two objects by mass/ weight. LI: To compare mass/ weight using a balance identifying which is heavier/ lighter. LI: To compare the capacity of containers by pouring rice, sand or water from one to another, using appropriate language to describe the comparison. LI: To compare capacity using language of more and less. LI: To order capacity. LI: To record and measure capacity in non-standard units. LI: To solve problems linking to measures.</p>	<p>LI: To make up a difference calculation with a given answer (HA). LI: To solve problems that show addition and subtraction as related operations.</p> <p>Measures – Time LI: To read and write the time to the hour on an analogue clock. LI: To record O'clock times on an analogue clock face. LI: To read and write the time to half past the hour on an analogue clock. LI: To record o'clock and half past on an analogue clock face. LI: To solve time problems in different contexts using time lines or clocks.</p>	<p>LI: To begin to measure, describe and record mass or weight using standards units. LI: To solve problems using calculation skills involving mass.</p> <p>Multiplication and Division LI: To solve practical problems involving repeated addition of groups. LI: To use objects, diagrams including arrays to represent and support solving a problem. LI: To know that when solving division problems by 'grouping' groups of the same size are taken from the original set. LI: To represent answers to grouping problems pictorially. LI: To solve practical division problems involving grouping.</p> <p>Money LI: To subtract 10 from any two-digit number using knowledge of counting in 10s. LI: To add 10 to any two-digit number using knowledge of counting in 10s. LI: To make amounts with the same coin using counting skills. LI: To find out 'how much altogether' linking the counting to 2s, 5s or 10s. LI: To find the total amount in a purse (with mixed values). LI: To pay exactly for items costing less than 50p using 10p and 1p coins. LI: To identify items that may be bought using a given amount of money. LI: To compare and order amounts of money. LI: To solve practical money problems involving addition and subtraction.</p>
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Individually Strong, Collectively Stronger!



<p>LI: To understand that a 2p coin has the coin value as two 1p coins. (same with pounds).</p>	<p>LI: To solve problems using subtraction skills.</p> <p>Geometry LI: To name 2D shapes. LI: To identify what is the same and different about shapes. LI: To name 3D shapes. LI: To name the faces of 3D shapes. LI: To describe the features of 2D shapes using mathematical language. LI: To describe the features of 3D shapes using mathematical language.</p>	<p>unequal groups it has not been halved. LI: To begin to link doubling and halving.</p>			<p>Geometry LI: To follow and give instructions to make a whole, half, a quarter and three quarter turns to the clockwise and anti-clockwise. LI: To describe and follow a route through a simple maze or journey using directional language.</p>
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