



YEAR 1 COVERAGE

Expectations

- Teachers should plan to cover all objectives in a year
- Some objectives may need longer than others based on teacher assessment of children's understanding
- Teachers should plan to teach objectives so children acquire the knowledge needed to be successful, but all children should also be developing their problem-solving skills across the different areas of Maths
- Activities should be context driven – money, measures, real life – where possible

At the end of each half term (minimum) please highlight objectives which have been taught. This will help you monitor your coverage throughout the year. If you are returning to an objective, highlight over it in a different colour or add an asterisk. Note: this is not an assessment document.

REASONING AND PROBLEM SOLVING

Developed Throughout Key Stage One

- Represent work with objects, pictures and labels
- Discuss work using appropriate mathematical vocabulary
- Select the mathematics used in classroom activities
- Apply knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers
- Be able to recall and apply knowledge rapidly and accurately
- Conjecture relationships and generalisations
- Explain why an answer is correct
- Apply mathematics to routine and non-routine problems
- Persevere in seeking solutions
- Follow a line of enquiry
- Collate, organise and compare information
- Read and spell mathematical vocabulary accurately
- Begin to organise work, check results and explain thinking

NUMBER

YEAR	NUMBER & PLACE VALUE	ADDITION & SUBTRACTION	MULTIPLICATION & DIVISION	MONEY	FRACTIONS
1	1NV1 Count to and across 100, forwards/backwards, beginning with 0 or 1	1AS1 Read/write/interpret mathematical statements involving addition/subtraction/equals signs	1MD1 Double and halve numbers and quantities	1MY1 Recognise and know the value of different denominations of coins and notes	1FP1 Recognise, find and name a half as one of two equal parts of an object or shape
	1NV2 Count to and across 100, forwards/backwards, beginning from any given number	1AS2 Use vocabulary "put together", "add", "take away" "more than", "less than"	1MD2 Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects		1FP2 Recognise, find and name a half as one of two equal parts of a quantity
	1NV3 Count numbers to 100 in numerals	1AS3 Represent/use number bonds and related subtraction facts within 20	1MD3 Solve one-step problems involving multiplication and division, by calculating the answer using pictorial representations		1FP3 Recognise, find and name a quarter as one of four equal parts of an object or shape
	1NV4 Recognise the value of each digit to 100				
	1NV5 Read and write numbers from 1 to 20 in numerals	1AS4 Use vocabulary "altogether", "total"	1MD4 Solve one-step problems involving multiplication and division, by calculating the answer using arrays		1FP4 Recognise, find and name a quarter as one of four equal parts of a quantity.
	1NV6 Count in multiples of twos	1AS5 Add and subtract one-digit and two-digit numbers to 20, including zero	1MD5 Make connections between arrays, number patterns, and counting in twos, fives and tens.		1FP5 Connect halves and quarters to the equal sharing and grouping of sets of objects
	1NV7 Count in multiples of fives	1AS6 Solve one-step problems that involve addition and subtraction, using concrete objects			
	1NV8 Count in multiples of tens	1AS7 Solve one-step problems that involve addition and subtraction, using pictorial representations			
	1NV9 Given a number, identify one more	1AS8 Solve one-step problems that involve addition and subtraction, using missing numbers [e.g. $7 = \square - 9$]			
	1NV10 Given a number, identify one less				
	1NV11 Identify and represent numbers using objects including the number line				
	1NV12 Identify and represent numbers using pictorial representations including the number line				
	1NV13 Use the language of: equal to				
	1NV14 Use the language of: more than, less than [fewer], how many more/less				
	1NV15 Use the language of: most, least				
	1NV16 Read and write numbers to 100 in numerals				
	1NV17 Read and write numbers from 1 to 20 in words				
	1NV18 Use ordinal numbers [first, second, third...]				

MEASUREMENT					GEOMETRY	
YEAR	LENGTH	MASS	CAPACITY/VOLUME	TIME	SHAPE	POSITION
1	1LG1 Measure lengths/height using non-standard units	1MS1 Measure mass [weight] using non-standard units	1CV1 Measure capacity/volume using non-standard units	1TM1 Compare, describe and solve practical problems for time [quicker, slower, earlier, later]	1SH1 Handle common 2D shapes and relate to everyday objects	1PS1 Describe position, using the language of position and direction including: left/right, top/middle/bottom, on top of, in front of, above, between, around, near, close/far
	1LG2 Measure and begin to record lengths and heights using manageable common standard units	1MS2 Measure and begin to record mass/weight using manageable common standard units	1CV2 Measure and begin to record capacity and volume using manageable common standard units	1TM2 Measure and begin to record time [hours, minutes, seconds]	1SH2 Handle common 3D shapes and relate to everyday objects	1PS2 Use the language of motion, including: up/down, forwards/backwards, inside/outside
	1LG3 Compare, describe and solve practical problems for lengths and heights [long/short, longer/shorter, tall/short, double/half]	1MS3 Compare, describe and solve practical problems for mass/weight [heavy/light]	1CV3 Compare, describe and solve practical problems for capacity and volume [full/empty, more than, less than]	1TM3 Sequence events in chronological order using language [before/after, next, first]	1SH3 Recognise and name common 2-D shapes [rectangles (including squares), circles, triangles] in different orientations and sizes	1PS3 Describe direction and movement, including whole and half turns
	1LG4 Begin to use a ruler	1MS4 Compare, describe and solve practical problems for mass/weight [heavier than, lighter than]	1CV4 Compare, describe and solve practical problems for capacity and volume [half, half full, quarter]	1TM4 Sequence events in chronological order using language [today/yesterday/tomorrow, morning/afternoon/evening]	1SH4 Recognise and name common 3-D shapes [cuboids (including cubes), pyramids, spheres] in different orientations and sizes	1PS4 Describe direction and movement, including quarter and three-quarter turns
	1LG5 Use vocabulary "distance between"	1MS5 Begin to use weighing scales	1CV5 Begin to use graduated containers	1TM5 Recognise and use language relating to dates, including days of the week, months of the year	1SH5 Know that rectangles, triangles, cuboids and pyramids are not always similar to each other	1PS5 Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face
	1LG6 Connect halves and quarters to the equal sharing and grouping of sets of measures	1MS6 Connect halves and quarters to the equal sharing and grouping of sets of measures	1CV6 Connect halves and quarters to the equal sharing and grouping of sets of measures	1TM6 Recognise and use language relating to dates, including, weeks, months and years	1SH6 Recognise/create repeating patterns with objects and with shapes	
				1TM7 Tell the time to the hour using language of o'clock. Draw the hands on a clock face to show times. 1TM8 Tell the time to half past the hour using language of half past. Draw the hands on a clock face to show these times.		