Autumn Term Year 1	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurements	Properties of Shapes
WRM Small Steps	•Sort objects. •Count objects. •Represent objects. •Count, read and write forwards from any number 0 to 20. •Count, read and writing backwards from any number 0 to 20. •Count one more. •Count one less. •One to one correspondence to start to compare groups. •Compare groups using language such as equal, more/greater, less/fewer. •Introduce = , > and < symbols. •Compare numbers. •Order groups of objects. •Order numbers. •Ordinal numbers (1st, 2nd, 3rd ….). •The number line.	•Part whole model. •Addition symbol. •Fact families –Addition facts. •Find number bonds for numbers within 10. •Systematic methods for number bonds within 10. •Number bonds to 10. •Compare number bonds. •Addition: Adding together. •Addition: Adding more. •Finding a part. •Subtraction: Taking away, how many left? Crossing out. •Subtraction: Taking away, how many left? Introducing the subtraction symbol. •Subtraction: Finding a part, breaking apart. •Fact families –The 8 facts. •Subtraction: Counting back. •Subtraction: Finding the difference. •Comparing addition and subtraction statements a + b > c. •Comparing addition and subtraction statements a + b > c + d.	•Count in 10s. •Make equal groups. •Add equal groups. •Make arrays. •Make doubles.	•Halving shapes or objects. •Halving a quantity.	•Compare lengths and heights. •Measure length (1). •Measure length (2). •Recognising coins. •Recognising notes. •Counting in coins. •Before and after. •Dates.	•Recognise and name 2D shapes. •Sort 2D shapes. •Patterns with 2D shapes.

NC Links	•Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. •Count, read and write numbers to 20 in numerals and words. •Given a number, identify one more or one less. •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.	•Represent and use number bonds and related subtraction facts within 10. •Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. •Add and subtract one digit numbers to 10, including zero. •Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	•Count in multiples of twos, fives and tens. •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.	•Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	•Measurement: Length and Height Measure and begin to record lengths and heights. •Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). •Recognise and know the value of different denominations of coins and notes. •Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	•Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).

					•Recognise and use language relating to dates, including days of the week, weeks, months and years.	
TT Statements	•I can read and write numbers from 1 to 20 in numbers. •I can read and write numbers from 1 to 20 in words. •I can identify one more and one less, given a starting number less than 20.	•I can read and understand number statements using +, - and =. •I can write number statements using +, - and =. •I can remember most of the number bonds for 10 and link the connected facts.	•I can answer multiplication questions using objects, pictures and other equipment.	•I can find and name 1/2 (half) of an object, shape or amount	•I can solve problems for length and height by telling which objects are longer or shorter/ taller or shorter •I can tell how much different coins or notes are worth •I can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening •I can talk about dates using the days of the week,	•I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles

						weeks, months and years	
TAF Statements	WT	•Read and write numbers in numeral (to 10)	•Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. •Recall at least four of the six number bonds for 10 and reason about associated facts.	•Count in 2s, 5s and 10s from 0 and use this to solve problems.		•Know the value of different coins.	•Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.
	EXP	•Read scales in divisions (of ones)	•Recall all the number bonds to and within 10. and use these to reason with.	•Recall multiplication and division facts for 2 and 10 and use them to solve simple problems, demonstrating and understanding of the commutativity as necessary.	•Identify $\frac{1}{4}$ of a number or shape and know that all the parts must be equal parts of the whole	•Use different coins to make the same amount.	•Name and describe properties of 2D and 3D shapes
	GD	•Read scales where not all numbers on the scale are given and estimate points in between. •Solve unfamiliar word problems	•Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. •Solve unfamiliar word problems that involves more than one step.	•Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	•Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	•Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	•Describe the similarities and differences of 2D and 3D shapes, using their properties.

		that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.		•Solve unfamiliar word problems that involves more than one step.	•Solve unfamiliar word problems that involves more than one step.	•Solve unfamiliar word problems that involves more than one step. •Solve unfamiliar word problems that involves more than one step. •Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	