

Queens' Federation Termly Progression in Maths – Year 1

Objective	Autumn	Spring	Summer
<b>Number – number and place value</b>			
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Count to 30, forwards and backwards, beginning from 0 or 1	Count to 50, forwards and backwards, beginning from 0 or 1	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	count, read and write numbers to 30 in numerals count in multiples of twos, fives and tens to 30	count, read and write numbers to 50 in numerals count in multiples of twos, fives and tens to 50	count, read and write numbers to 100 in numerals count in multiples of twos, fives and tens to 100
given a number, identify one more and one less	up to 30	up to 50	up to 100
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	number lines counters bead strings number fans numicon equal to, more than, less than (fewer), most, least	100 square dienes  equal to, more than, less than (fewer), most, least	arrow cards  equal to, more than, less than (fewer), most, least
read and write numbers from 1 to 20 in numerals and words	read and write numerals	read and write words	match numerals and words
<b>Number – addition and subtraction</b>			
read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	up to 30 emphasis on interpretation	up to 50 emphasis on reading and writing	up to 100
represent and use number bonds and related subtraction facts within 20	number bonds to 10 & subtraction	number bonds to 20 & subtraction	number bonds to 20 & subtraction (link to problem solving)
add and subtract one-digit and two-digit numbers to 20, including zero	+/- one-digit numbers to 20	+/- two-digit numbers to 20	+/- two-digit numbers to 20
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \cdot - 9$	concrete objects	pictorial representations	missing number problems
<b>Number – multiplication and division</b>			
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	doubling & halving		arrays, linked to 2s, 5s, 10s
<b>Number – fractions</b>			

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recognise, find and name a half as one of two equal parts of an object, shape or quantity		recognise, find and name a half as one of two equal parts of an object, shape or quantity	
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.			recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
<b>Measurement</b>			
compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	length/height		
compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]		mass/weight	
compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]			capacity/volume
compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]	compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]		
measure and begin to record lengths and heights	record length/height (non-standard units)		
measure and begin to record mass/weight		record mass/weight (non-standard units)	
measure and begin to record capacity and volume			record capacity/volume (non-standard units)
measure and begin to record time (hours, minutes, seconds)			measure and begin to record time (hours, minutes, seconds) (PE lessons)
recognise and know the value of different denominations of coins and notes	recognise coins	recognise and know value difference of coins	notes
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

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recognise and use language relating to dates, including days of the week, weeks, months and years	recognise and use language relating to dates, including days of the week, weeks, months and years	recognise and use language relating to dates, including days of the week, weeks, months and years	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	tell the time to the hour	tell the time to the hour and half past	draw hands on clock to show time to the hour and half past
<b>Geometry – properties of shapes</b>			
recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]		sort 2D and 3D shapes
recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]		recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	
<b>Geometry – position and direction</b>			
describe position, direction and movement, including whole, half, quarter and three-quarter turns			describe position, direction and movement, including whole, half, quarter and three-quarter turns relate to clock face