



# Y1

## Planning overview

Statutory Requirement	Aut	Spr	Sum
<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, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	✓	✓	✓
given a number, identify one more and 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	✓	✓	✓
read and write numbers from 1 to 20 in numerals and words.	✓	✓	✓
<b>Number: addition and subtraction</b>			
read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	✓	✓	✓
represent and use number bonds and related subtraction facts within 20	✓	✓	✓
add and subtract one-digit and two-digit numbers to 20, including zero	✓	✓	✓
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ .	✓	✓	✓
<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.		✓	✓
<b>Number: fractions</b>			
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.		✓	✓



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<b>Measurement</b>			
compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	✓		✓
compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]		✓	✓
compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]			✓
compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]			✓
measure and begin to record the following: lengths and heights	✓		✓
measure and begin to record the following: mass/weight		✓	✓
measure and begin to record the following: capacity and volume			✓
measure and begin to record the following: time (hours, minutes, seconds)			✓
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 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.	✓	✓	



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<b>Geometry : properties of shape</b>			
recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]		✓	✓
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.	✓	✓	