

Year 1 Primary Mathematics Planning Framework

Autumn 1 Domain Focus	Wks	Learning Objectives (Remember these are end of year expectations..... Work towards them) use small steps as guidance towards it... However, not all children will be on the same small step.....
Number, Place Value Focus (within 10 / 20 depending on the needs of the children, some might be within 100)	1-3	➤ 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 ➤ 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 ➤ given a number, identify one more and one less
Addition and Subtraction white Rose within 10/20 depending on the needs of the children)	4-5	➤ represent and use number bonds and related subtraction facts within 20 ➤ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as such as $7 = \square - 9$
Measurement (Time)	6-7	➤ recognise and use language relating to dates, including days of the week, weeks, months and years. ➤ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
Autumn 2 Domain Focus	Wks	Learning Objectives (Remember these are end of year expectations..... Work towards them) use small steps as guidance towards it... However, not all children will be on the same small step.....
Number, Place Value focus (within 10/20 depending on the needs of the children)	8-9	➤ 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 ➤ 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 ➤ given a number, identify one more and one less
Addition and Subtraction white Rose within 10/20 depending on the needs of the children – from where the children were last time.	10	➤ represent and use number bonds and related subtraction facts within 20 ➤ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
Measurement (Length)	11	➤ compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/ shorter, tall/short, double/half]
Geometry (Shape)	12	➤ recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

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Spring 1 Domain Focus	Wks	Learning Objectives (Remember these are end of year expectations..... Work towards them) use small steps as guidance towards it... However, not all children will be on the same small step.....
Number, Place Value (within 50/100 depending on the needs of the children up to 100)	13-15	➤ 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
Multiplication and Division	16-17	➤ 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
Measurement (Money)	18	➤ recognise and know the value of different denominations of coins and notes.
Spring 2 Domain Focus	Wks	Learning Objectives (Remember these are end of year expectations..... Work towards them) use small steps as guidance towards it... However, not all children will be on the same small step.....
Number, Place Value Focus (within 50/100 depending on the needs of the children up to 100)	19	➤ 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 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
Addition and Subtraction	20-21	➤ 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 $7 = \square - 9$
Fractions	22-23	➤ 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
Measurement (Capacity and Volume)	24	➤ measure and begin to record capacity and volume ➤ compare, describe and solve practical problems for capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]
Geometry (Position and Direction)	25	➤ describe position, directions and movement, including whole, half, quarter and three-quarter turns

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Summer 1 Domain Focus	Wks	Learning Objectives (Remember these are end of year expectations..... Work towards them) use small steps as guidance towards it... However, not all children will be on the same small step.....
Number, Place Value (within 50/100 depending on the needs of the children up to 100)	26-27	➤ 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
Addition and Subtraction	28-29	➤ 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 $7 = \square - 9$
Measurement (Weight)	30-31	➤ measure and begin to record mass/weight
Summer 2 Domain Focus	Wks	Learning Objectives (Remember these are end of year expectations..... Work towards them) use small steps as guidance towards it... However, not all children will be on the same small step.....
Number, Place Value (within 50/100 depending on the needs of the children up to 100)	32	➤ count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens
Multiplication and division	33	➤ 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
Fractions	34	➤ 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
Measurement (time)	35	➤ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Geometry (Properties of Shapes)	36	➤ recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]