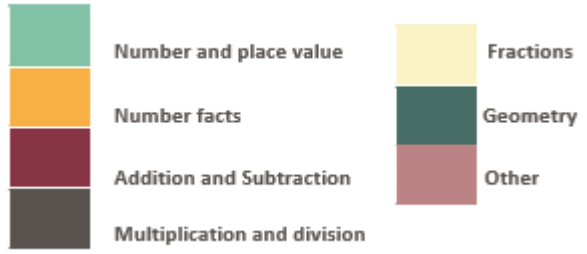
MATHSHUBS
YORKSHIRE RIDINGS

Year 1 Maths Curriculum



Unit	Year 1	NC Objectives which feature in this unit
1	**Previous Reception experiences and counting within 100** **• 1NPV–1 Count within 100, forwards and backwards, starting with any number.** • 1.9 Composition of numbers: 20–100	**Number and Place Value** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Read and write numbers to 100 in numerals; **Non Statutory Notes** NAS - Pupils combine and increase numbers, counting forwards and backwards.
2	**Comparison of quantities and part–whole relationships** • **1NPV–1 Count within 100, forwards and backwards, starting with any number.** • **1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.** • 1.1 Comparison of quantities and measures • 1.2 Introducing 'whole' and 'parts': part–part–whole	
3	**Numbers 0 to 5** • **1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.** • **1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.** • 1.3 Composition of numbers: 0–5	**Number and Place Value** • count, read and write numbers to 20 in numerals; count, • 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 **Non Statutory Notes** NPV - Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. NAS - Pupils memorise and reason with number bonds to 10 ~~and 20~~ in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.

4	**Recognise, compose, decompose and manipulate 2D and 3D shapes** • **1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.** • **1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.**	**Geometry** • 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].* **Non Statutory Notes** NPV - They recognise and create repeating patterns with objects and with shapes. G - Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.
5	**Numbers 0 to 10** • **1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.** • **1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.** • **1.4 Composition of numbers: 6–10**	**Number and Place Value** • Count, read and write numbers to 20 in numerals; count, • 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 **Non Statutory Notes** NPV - Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. NAS - Pupils memorise and reason with number bonds to 10 ~~and 20~~ in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.
6	**Additive structures** • **1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.** • **1.5 Additive structures: introduction to aggregation and partitioning** • **1.6 Additive structures: introduction to augmentation and reduction**	**Number – addition and subtraction** • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. (NC Y2) **Non Statutory Notes** NAS - They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.
7	**Addition and subtraction facts within 10** • **1NF–1 Develop fluency in addition and subtraction facts within 10.** • **1.7 Addition and subtraction: strategies within 10**	**Number – addition and subtraction** • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. **Non Statutory Notes** NAS - They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.
8	**Numbers 0 to 20** • **1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.** • **1.10 Composition of numbers: 11–19**	**Number and Place Value** • count, read and write numbers to 20 in numerals; count, • 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 **Measurement** • compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • measure and begin to record the following: lengths and heights

		Non Statutory Notes NPV - Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. NAS - Pupils memorise and reason with number bonds to 10 ~~and 20~~ in several forms (for example, 9 + 7 =16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations M - Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units.
10	**Position and direction** **• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.**	**Geometry – Position and Direction** ● describe position, direction and movement, including whole, half, quarter and three quarter turns **Non Statutory Notes** GPD - Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. GPD - Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.
9	**Unitising and coin recognition** **• 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.** **• 2.1 Counting, unitising and coins**	**Number and Place Value** ● count in multiples of twos, fives and tens ● recognise and know the value of different denominations of coins and notes **Non Statutory Notes** NPV - They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions. NMD - They make connections between arrays, number patterns, and counting in twos, fives and tens.
11	**Time** **• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.**	**Measurement** ● compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] ● measure and begin to record the following: time (hours, minutes, seconds) ● 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. **Non Statutory Notes** M - Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. M - Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past
Year 2 Unit 1	**Numbers 10 to 100** • **2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.** • **1.8 Composition of numbers: multiples of 10 up to 100** • **1.9 Composition of numbers: 20–100**	**Number and Place Value** • recognise the place value of each digit in a two-digit number (tens, ones) • read and write numbers to at least 100 in numerals and in words • read and write numbers to 100 in numerals; (NC Y1 NCETM Y2)

12	**Introduction to Fractions** • 3.0 Guidance on the teaching of fractions in Key Stage 1	**Number - Fractions** • 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. **Non Statutory Notes** NF - Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.
13	**Introduction to Sense of measure – capacity, volume, mass** **• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials as a standalone unit.**	**Measure** • compare, describe and solve practical problems for: • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] **Non Statutory Notes** M - The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. M - Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.

	1	2	3	4	5	6	7	8	9	10	11	12	13
C1	**Unit 1** Previous Reception experiences and counting within 100			**Unit 2** Comparison of quantities and part–whole relationships			**Unit 3** Numbers 0 to 5		**Unit 4** Recognise, compose, decompose and manipulate 2D and 3D shapes			**Unit 5** Numbers 0 to 10	
FF		**Mastering Number weeks 1-5**						**Mastering Number weeks 6-10**					
C2	**Unit 5** Numbers 0 to 10	**Unit 6** Additive structures				**Unit 7** Addition and subtraction facts within 10			**Unit 8** Numbers 0 to 20				**Unit 10** Position and direction
FF		**Mastering Number weeks 11 - 15**						**Mastering Number weeks 16 - 20**					
C3	**Unit 9** Unitising and coin recognition					**Unit 11** Time		***Year 2 Unit 1*** Numbers 10 to 100		***Unit 12*** Fractions		***Unit 13*** Measure	
FF	**Mastering Number weeks 21 - 25**						**Mastering Number weeks 26 - 31**						

Ready to progress Criteria Year 1 with examples and assessment questions - page 16 onwards

Year 1 Assessments:

Assess all throughout Summer Term and formatively assess during the year at following points:

RTP	Last Taught in	Assess at End of Cycle
• 1NPV–1 Count within 100, forwards and backwards, starting with any number.	**unit 2**	**1**
• 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.	**unit 8**	**3**
• 1NF–1 Develop fluency in addition and subtraction facts within 10.	**unit 7**	**2**
• 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	**unit 9**	**3**
• 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	**unit 5**	**2**
• 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	**unit 6**	**2**
• 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	**unit 4**	**3**
• 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	**unit 4**	**3**
Foundational Fluency Facts (Additive Facts within 1NF -1 and 1AS - 1 and 1AS - 2)		
1. Adding 1 (e.g. 7 + 1 and 1 + 7)	**unit 8**	**3**
2. Doubles of numbers to 5 (e.g. 4 + 4)	**unit 8**	**3**
3. Adding 2 (e.g. 4 + 2 and 2 + 4)	**unit 8**	**3**
4. Number bonds to 10 (e.g. 8 + 2 and 2 + 8)	**unit 8**	**3**
5. Adding 0 to a number (e.g. 3 + 0 and 0 + 3)	**unit 8**	**3**

Ready-to-progress criteria strands	Code
Number and place value	**NPV**
Number facts	**NF**
Addition and subtraction	**AS**
Multiplication and division	**MD**
Fractions	**F**
Geometry	**G**