Numeracy Curriculum Map – Year 1

Area of Numeracy	Objective	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Number Sense	count to and across 100, forwards and backwards, beginning with 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, read and write numbers to 100 in numerals; count in multiples of twos and tens		√	√			
	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	√	√	√	√	√	
	compare, describe and solve practical problems for: ➢ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ➢ mass or weight [for example, heavy/light, heavier than, lighter than] ➢ capacity/volume [for example, full/empty, more than, less than, half, half full, quarter]	√	√	√		√	
	recognise and use language relating to dates, including days of the week, weeks, months and years	√	√				
	recognise and know the value of different denominations of coins and notes		√	√	√	√	
	measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume						
	read and write numbers from 1 to 20 in numerals and words				√	√	
	sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]				√	√	

Area of Numeracy	Objective	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Additive Reasoning	given a number, identify one more and one less	√	√		√	√	
	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 = − 9	√	√		√	√	
	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	√			√		
	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number		√		√	√	

Category	Statement						
	read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs				√	√	
Multiplicative Reasoning	count, read and write numbers to 100 in numerals, count in multiples of twos and tens			√			
	count, read and write numbers to 100 in numerals, 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 and know the value of different denominations of coins and notes			√		√	√
	recognise, find and name a half as one of two equal parts of an object, shape or quantity					√	√
	organise, find and name a quarter as one of four equal parts of an object, shape or quantity					√	√
Geometric Reasoning	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]	√			√		√
	describe position, direction and movement	√			√		
	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						√
	describe position, direction and movement, including whole, half, quarter and three-quarter turns						√