



## Year 1 Programme of Study

Mathematics Mastery is fully aligned to the National Curriculum. Our Programmes of Study outline the objectives taught throughout the year in Mathematics Mastery lessons\*.

\*Some National Curriculum objectives are also further embedded during Maths Meetings, see Maths Meeting termly guidance [here](#).

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| <b>Autumn</b> | <b>1. Numbers to 10</b><br><br><b>(2 weeks)</b>   | <ul style="list-style-type: none"> <li>count to and across [10], forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers [to 10] in numerals and words</li> <li>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</li> <li>given a number, identify one more and one less</li> <li>represent and use number bonds and related subtraction facts [within 10]</li> <li>count in multiples of two (<i>during Do Nows and transitions</i>)</li> </ul> |
|               | <b>2. Addition and subtraction within 10 (Combination and partitioning)</b><br><br><b>(2 weeks)</b> | <ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts [within 10]</li> <li>add and subtract one-digit numbers [to 10], including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot (Y2 objective)</li> </ul>       |
|               | <b>3. Shapes and patterns</b><br><br><b>(2 weeks)</b>   | <ul style="list-style-type: none"> <li>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]</li> <li>describe position, direction and movement, including quarter turns</li> </ul>   |
|               | <b>4. Numbers to 20</b><br><br><b>(2 weeks)</b>   | <ul style="list-style-type: none"> <li>count to and across [20], forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>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</li> <li>count in multiples of two and five (<i>during Do Nows and transitions</i>)</li> </ul>  |
|               | <b>5. Addition and subtraction within 20 (Augmentation and reduction)</b><br><br><b>(2 weeks)</b>   | <ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as<br/><math>7 = \square - 9</math></li> </ul>   |



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| <b>Spring</b> | <b>6. Time<br/>(2 weeks)</b>   | <ul style="list-style-type: none"> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>measure and begin to record the following: time</li> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face</li> </ul> |
|               | <b>7. Exploring calculation strategies within 20<br/>(1 week)</b>                          | <ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>   |
|               | <b>8. Numbers to 50<br/>(2 weeks)</b>  | <ul style="list-style-type: none"> <li>count to and across fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in multiples of two, five and ten.</li> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>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</li> <li>given a number, identify one more and one less</li> <li>count in multiples of two, five and ten</li> <li>pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations (non-statutory guidance)</li> </ul>   |
|               | <b>9. Addition and subtraction within 20<br/>(Comparison and difference)<br/>(2 weeks)</b> | <ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>   |
|               | <b>10. Fractions<br/>(1 week)</b>  | <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>  |
|               | <b>11. Measures (1): Length and mass<br/>(2 weeks)</b>                                     | <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>measure and begin to record the following: lengths and heights; mass/weight</li> </ul>   |



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| <b>Summer</b> | <b>12. Numbers 50 to 100 and beyond</b><br><br><b>(2 weeks)</b>  | <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in two, five and ten.</li> <li>read and write numbers from 1 to 20 in numerals and words; <b>read and write numbers to at least 100 in numerals (Y2 objective)</b></li> <li>given a number, identify one more and one less</li> <li>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</li> <li><b>pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations (non-statutory guidance)</b></li> </ul> |
|               | <b>13. Addition and subtraction</b><br><br><b>(Applying strategies and structures)</b><br><br><b>(2 weeks)</b> | <ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers, including zero</li> <li><b>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2 objective)</b></li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as<br/><math>7 = \square - 9</math></li> </ul>                                  |
|               | <b>14. Money</b><br><br><b>(2 weeks)</b>   | <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as<br/><math>7 = \square - 9</math></li> </ul>  |
|               | <b>15. Multiplication and division</b><br><br><b>(2 weeks)</b>   | <ul style="list-style-type: none"> <li>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</li> <li>count in multiples of twos, fives and tens</li> <li>recognise, find and name a half as one of two equal parts of a quantity</li> <li>recognise, find and name a quarter as one of four equal parts of a quantity</li> </ul>  |
|               | <b>16. Measures (2): Capacity and volume</b><br><br><b>(2 weeks)</b>   | <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; 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]</li> <li>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> </ul>  |