



SCHOOL CURRICULUM: ANNUAL PLANNER FOR MATHEMATICS – Y1

PNC PROGRAMME OF STUDY			SCHOOL PROGRESSION		SCHOOL UNITS				
AOL	REF	STATEMENTS The children will be taught to	LEARNING OBJECTIVES To be able		1	2	3	4	★
Number - number & place value	4	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	to count at least 10 objects to count at least 20 objects to count at least 50 objects to identify numbers 0-10 on a number line/hundred square to identify numbers 0-20 on a number line/hundred square to identify numbers 0-50 on a number line/hundred square to represent a number using objects/pictures up to 10 to represent a number using objects/pictures up to 20 to represent a number using objects/pictures up to 50 to compare sets of objects up to 10, using the language of: equal to, more than, less than (fewer), most, least to compare sets of objects up to 20, using the language of: equal to, more than, less than (fewer), most, least to compare sets of objects up to 50, using the language of: equal to, more than, less than (fewer), most, least	✓	✓	✓	✓		
	5	read and write numbers from 1 to 20 in numerals and words.	to read and write numerals to 10 to read numbers as words to 10 and match to numerals to write numbers as words to 10 to read numerals to 20 to write numerals to 20 to read numbers as words to 20 and match to numerals to write numbers as words to 20	✓	✓			✓	✓



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Number - addition and subtraction	6	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	to know that + means add	to know that - means subtract	to know that = means equals	to write the + sign	to write the - sign	to write the = sign	to demonstrate an understanding of a number sentence using the + and = signs	to demonstrate an understanding of a number sentence using the - and = signs	✓	✓			
	7	represent and use number bonds and related subtraction facts within 20	to use objects/base 10 to represent number bonds to 10	to use objects/base 10 to represent number bonds and related subtraction facts to 10	to use pictures/base 10 icons to represent number bonds to 20	to use pictures/base 10 icons to represent number bonds and related subtraction facts to 20	to know that when adding or subtracting zero the answer remains the same	✓	✓			✓	✓		

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 Y1 Unit progression 1-2-17-13-5-15 3-4-16-9-10-7 4-18-8-11-16-12



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addition and subtraction	8	add and subtract one-digit and two-digit numbers to 20, including zero	to add two one-digit numbers, including zero, using objects/base-10	✓	✓							
			to add two one-digit numbers, including zero, using pictures/base-10 icons	✓	✓							
			to add two one-digit numbers, including zero, in my head with number line support	✓	✓					✓		
			to subtract two one-digit numbers, including zero, using objects/base-10	✓	✓							
			to subtract two one-digit numbers, including zero, using pictures/base-10 icons	✓	✓							
			to subtract two one-digit numbers, including zero, in my head with number line support	✓	✓						✓	
			to add a two-digit number and a one-digit number, including zero, using objects/base-10							✓	✓	
			to add a two-digit number and a one-digit number, including zero, using pictures/base-10 icons							✓	✓	
			to add a two-digit number and a one-digit number, including zero, in my head with number line support							✓	✓	✓
			to subtract a one-digit number, including zero, from a two-digit number using objects/base-10							✓	✓	
			to subtract a one-digit number, including zero, from a two-digit number using pictures/base-10 icons							✓	✓	
			to subtract a one-digit number, including zero, from a two-digit number in my head with number line support							✓	✓	✓
			to add a two-digit number, and a one-digit number, including zero, in my head							✓	✓	✓
to subtract a one-digit number, including zero, from a two-digit number in my head							✓	✓	✓			



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AOL	REF	STATEMENTS The children will be taught to	LEARNING OBJECTIVES To be able				5	6	7	8	★		
Number - + and -	9	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	to solve one-step addition problems using objects/base-10	to solve one-step addition problems using pictures/base-10 icons	to solve one-step subtraction problems using objects/base-10	to solve one-step subtraction problems using pictures/base-10 icons	to solve missing number problems using objects/base-10	to solve missing number problems using pictures/base-10 icons					

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AOL	REF	STATEMENTS The children will be taught to	LEARNING OBJECTIVES To be able			9	10	11	12	★		
multiplication and division Number -	10	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.	to arrange objects into equal groups to aid counting	to count in multiples of 2, 5 and 10 using grouped objects to relate to multiplication (stage 1)	to count in multiples using fingers to relate to multiplication (stage 2)	✓				✓		
			to count in multiples using representations alongside number lines to relate to multiplication (stage 2)	to relate multiplication to repeated addition and demonstrate in relation to visual representations or an array (stage 2)	to share objects equally between a small numbers of groups/people (stage 1)	✓					✓	
			to share objects between 2 in order to find a half (stage 1)	to group objects with an emphasis on equal groupings (stage 1)	to count back in multiples of 2, 5 and 10 using representations alongside a number line to relate to repeated subtraction (stage 2)		✓					
			to organise groups into arrays (stage 2)						✓			

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AOL	REF	STATEMENTS The children will be taught to	LEARNING OBJECTIVES To be able			9	10	11	12	★		
Number – fractions	11	recognise, find and name a half as one of two equal parts of an object, shape or quantity	to recognise and name half of an object, length or shape	to recognise and name half of a set of objects	to find half of an object, length or shape	to find half of a set of up to 10 objects by sharing them into two equal groups	to find half of a set of up to 20 objects by sharing them into two equal groups	✓	✓			
	12	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	to recognise and name a quarter of an object, length or shape	to recognise and name a quarter of a set of objects	to find a quarter of an object, length or shape	to find a quarter of a set of up to 10 objects by sharing them into four equal groups	to find a quarter of a set of up to 20 objects by sharing them into four equal groups			✓	✓	
			to recognise when one half and two quarters combine to make a whole	to combine one half and two quarters to make a whole				✓	✓			

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AOL	REF	STATEMENTS The children will be taught to	LEARNING OBJECTIVES To be able	13	14	15	16	★
Measurement	13	compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	to compare and describe the length of at least two objects using language such as long/short, longer/shorter, tall/short, taller/shorter, double/half. to arrange objects in order according to their length to solve practical problems involving lengths and heights	✓ ✓ ✓			✓	
	14	compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]	to compare and describe the mass/weight of at least two objects using language such as heavy/light, heavier than, lighter than to arrange objects in order according to their mass/weight to solve practical problems involving mass/weight		✓ ✓ ✓		✓	
	15	compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	to compare and describe the volume of two amounts of liquid using language such as full/empty, more than, less than, half, half full, quarter to arrange containers in order according to their capacity to solve practical problems involving capacity/volume			✓ ✓ ✓	✓	
	16	compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]	to compare and describe time using language such as quicker, slower, earlier, later to describe events that occur in the morning, afternoon and night to solve practical problems involving time	✓ ✓ ✓				✓
	17	measure and begin to record lengths and heights	to use uniform non-standard units to measure the length/height of an object to measure the length/height of an object in centimetres/metres to record lengths and heights using pictures, drawing and numerals to begin to record lengths and heights using a simple table	✓ ✓ ✓ ✓				
	18	measure and begin to record mass/weight	to use uniform non-standard units to measure the mass/weight of an object using a balance scale to measure the mass/weight of an object in grams to record mass/weight using pictures, drawing and numerals to begin to record mass/weight using a simple table		✓ ✓ ✓ ✓			



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Measurement	19	measure and begin to record capacity and volume	to use uniform non-standard units to measure the volume of a liquid to measure the capacity/volume of an object in millilitres to record capacity/volume using pictures, drawing and numerals to begin to record capacity/volume using a simple table				✓		
	20	measure and begin to record time (hours, minutes, seconds)	to use an analogue clock to record the length of time an activity takes in hours/minutes/seconds to record time using pictures, drawing and numerals to begin to record time using a simple table				✓	✓	
	21	recognise and know the value of different denominations of coins and notes	to recognise and name coins up to 10 pence to know the value of coins up to 10 pence to recognise and name coins up to £2 to know the value of coins up to £2 to recognise and name £5, £10, £20 and £50 notes to know the value of £5, £10, £20 and £50 notes		✓				✓
					✓	✓	✓	✓	✓
						✓	✓	✓	✓
	22	sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	to sequence familiar events in chronological order using language such as - before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening to name and order the days of the week to name and order the months of the year		✓				
					✓				✓
					✓				✓
	23	recognise and use language relating to dates, including days of the week, weeks, months and years	to read today's date in long format e.g 19 th May 2014 to read today's date in short format e.g 19.5.2014 or 19.5.14 to write today's date in long format e.g 19 th May 2014 to write today's date in short format e.g 19.5.2014 or 19.5.14		✓				✓
					✓				✓
					✓				✓
					✓				✓

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Measurement	24	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	to recognise and name the hands on a clock – hour hand, minute hand, second hand to tell the time to the hour to draw the hands on a clock face to show the times to the hour to tell the time to half past the hour to draw the hands on a clock face to show the times to half past the hour		✓			✓
					✓	✓		✓
					✓	✓	✓	✓
						✓	✓	✓

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AOL	REF	STATEMENTS The children will be taught to	LEARNING OBJECTIVES To be able	17	18	★
Geometry – properties of shape	25	recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles	to use common 2-D shapes – rectangles, squares, circles, triangles and stars to create pictures to recognise common 2-D shapes to know the names of common 2-D shapes to recognise and name common 2-D shapes found in the environment	✓ ✓ ✓ ✓		✓ ✓
	26	recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres	to use common 3-D shapes – cuboids, cubes, pyramids, spheres, cones and cylinders to create pictures and models to recognise common 3-D shapes to know the names of common 3-D shapes to recognise and name common 3-D shapes found in the environment		✓ ✓ ✓	✓ ✓
Geometry – Position and direction	27	describe position, direction and movement, including whole, half, quarter and three-quarter turns	to respond correctly to a positional command such as - left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, inside and outside, next to, beside, behind to describe the position of an object using language such as; left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, inside and outside, next to, beside, behind to respond correctly to a directional command such as - left and right, up and down, forwards and backwards to describe direction and movement using language such as left and right, up and down, forwards and backwards to recognise and make whole and half turns in both directions to recognise and make quarter and three-quarter turns in both directions to know that the direction of the movement on a clock face is clockwise	✓ ✓	✓ ✓ ✓ ✓	✓ ✓