

Tower Hill Primary Mathematics Progression Framework – Year 1

Y1	Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	
						Properties of Shape	Position and Direction
Problem Solving		solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = ? - 9$	solve one step problems involving multiplication and division by calculating the answer using concrete objects and pictorial representations and arrays with support of the teacher		compare, describe and solve practical problems for: length, mass, weight, capacity, volume and time		
Year 1, Phase 1 – Sept – Nov	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *Read, write and interpret mathematical statements involving addition, subtraction and equals signs. *Add and subtract one digit. 	<p>Pupils should be taught to:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *Recognise, find and name half as one of two equal parts of an object, shape or quantity. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *Compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights eg: long/short, longer/shorter, tall/short, double/half - time eg: quicker, slower, earlier, later *Measure and begin to record the following: <ul style="list-style-type: none"> - lengths and heights -time (hours) *Recognise and know the value of different denominations of coins and notes. *Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. *Recognise and use language relating to dates, including days of the week, months and years *Tell the time to the hour 	<p>Pupils should be taught to:</p>	<p>Pupils should be taught to:</p>

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Year 1. Phase 2 – Nov – Feb	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *Read, write and interpret mathematical statements involving addition, subtraction and equals signs. *Represent and use number bonds and relates subtraction facts within 20 *Add and subtract one digit, and two digit numbers to 20, including zero. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * solve one step problems involving multiplication by calculating the answer using concrete objects and pictorial representations and arrays with support of the teacher 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *Recognise, find and name 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *Compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights eg: long/short, longer/shorter, tall/short, double/half -mass or weight eg: heavy/light, heavier than, lighter than - time eg: quicker, slower, earlier, later *Measure and begin to record the following: <ul style="list-style-type: none"> - lengths and heights -mass/weight -time hours, minutes *Recognise and know the value of different denominations of coins and notes. *Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. *Recognise and use language relating to dates, including days of the week, 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *Recognise and name common 2D and 3D shapes including rectangles, squares, circles and triangles 	<p>Pupils should be taught to:</p>

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Year 1, Phase 3 – Feb – Apr	Pupils should be taught to: *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *Count, read and write numbers up 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. *Read and write numbers from 1 to 20 in numerals and words.	Pupils should be taught to: *Read, write and interpret mathematical statements involving addition, subtraction and equals signs. *Represent and use number bonds and relates subtraction facts within 20 *Add and subtract one digit, and two digit numbers to 20, including zero.	Pupils should be taught to: * solve one step problems involving multiplication and division by calculating the answer using concrete objects and pictorial representations and arrays with support of the teacher	Pupils should be taught to: *Recognise, find and name 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	Pupils should be taught to: *Compare, describe and solve practical problems for: - lengths and heights eg: long/short, longer/shorter, tall/short, double/half -mass or weight eg: heavy/light, heavier than, lighter than -capacity/volume eg: full/empty, more than, less than, quarter - time eg: quicker, slower, earlier, later *Measure and begin to record the following: - lengths and heights -mass/weight -capacity and volume -time hours, minutes, seconds *Recognise and know the value of different denominations of coins and notes. *Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. *Recognise and use language relating to dates, including days of the week, 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.	Pupils should be taught to: *Recognise and name common 2D shapes including rectangles, squares, circles and triangles *3D shapes eg: cuboids, pyramids and spheres	Pupils should be taught to: *Describe position, directions and movements, including half, quarter and three quarter turns.