Y1 Long Term Curriculum Map			
Week	Topic	Objectives	Vocabulary
1 2	Number - Place Value to 20	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;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	number zero, one, two, three… to twenty and beyond zero, ten, twenty… how many…? count, count (up) to count on (from, to) count back (from, to) more, less, many,
3	Measurement - Time	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. Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]	seasons: spring, summer, autumn, winter
4	Measurement - Height & Length	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.	length, width, height, depth long, short, tall high, low wide, narrow deep, shallow thick, thin longer, shorter, taller, higher… and so on longest, shortest, tallest, highest… and so on far, near, close metre ruler, metre stick
5 6 7	Number - Addition & Subtraction to 20	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20;Add and subtract one-digit	, add, more plus make, sum, total altogether score double, near double one more, two more… ten more how many more to make…? how many more is… than…? how much more is…? – subtract, take (away), minus
8		Consolidation	
9	Geometry 2D shape	Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	circle triangle square rectangle star
10 11	Number - Place Value to 50	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;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	units, ones tens digit 'teens' number the same number as, as many as equal to.
12	Measurement - Money	Recognise and know the value of different denominations of coins and notes	money coin penny, pence, pound price cost buy sell spend, spent pay chang
13 14	Number - Multilples of 2s, 5s, 10s	Count in multiples of 2s, 5s and 10s	count in ones, twos… tens… more, less, many, few odd, eve
15		Consolidation	
16	Geometry - 3D shape	Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	cube cuboid pyramid sphere cone cylinder
17 18	Number - Place Value to 100	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;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	units, ones tens exchange digit 'teens' number the same number as, as many as equal to Of two objects/amounts: greater, more, larger, bigger less, fewer, smaller
19	Measurement - Mass/Weight	Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] Measure and begin to record the following:mass/weight	weigh, weighs, balances heavy/light, heavier/lighter, heaviest/lightest balance, scales, weight
20	Number - Doubles/Halves	Double and halve numbers to 20.	double, half,equal to
21		Consolidation	
22	Geometry - Position & Direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns	left, right up, down forwards, backwards, sideways
23 24	Number - Addition & Subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including 0. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.	add, more plus make, sum, total altogether score double, near double one more, two more… ten more how many more to make…? how many more is… than…? how much more is…? – subtract, take (away), minus leave how many are left/left over? how many have gone? one less, two less, ten less… how many fewer is… than…? how much less is…? difference between half, halve = equals, sign, is the same as
25 26	Number - Multiplication	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.	repeated addition array row, column,
27	Geometry - Position & Direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns	left, right up, down forwards, backwards, sideways
28	Measurement - Capacity/Volume	Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. Measure and begin to record the following: capacity and volume.	full half full empty holds container
29 30	Number - Division	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.	, share equally one each, two each, three each… group in pairs, threes… tens equal groups of ÷, divide, divided by, divided into
31	Measurement - Time	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Measure and begin to record the following: time (hours, minutes, seconds)	
32	Consolidation		
33 34	Number - Fractions	Recognise, find and name a half as 1 of 2 equal parts or an object, shape or quantity; Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.	part, equal parts fraction one whole one half, two halves one quarter

35	Number - Addition & Subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including 0. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9	, add, more plus make, sum, total altogether score double, near double one more, two more… ten more how many more to make…? how many more is… than…? how much more is…? − subtract, take (away), minus leave how many are left/left over? how many have gone? one less, two less, ten less… how many fewer is… than…? how much less is…? difference between half, halve = equals, sign, is the same as
36	Number - Fractions	Recognise, find and name a half as 1 of 2 equal parts or an object, shape or quantity; Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.	part, equal parts fraction one whole one half, two halves one quarter
37	Number - Addition & Subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including 0. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9	, add, more plus make, sum, total altogether score double, near double one more, two more… ten more how many more to make…? how many more is… than…? how much more is…? − subtract, take (away), minus leave how many are left/left over? how many have gone? one less, two less, ten less… how many fewer is… than…? how much less is…? difference between half, halve = equals, sign, is the same as
38	Consolidation		
39	Transition		