

Jarrow Cross CE Primary School Numeracy Coverage – Year 1
(Notes & guidance; non-statutory)

NUMBER & PLACE VALUE	E	D	S
count to and across 100 forwards beginning with 0 or 1 or any given number			
count to and across 100 backwards beginning with 0 or 1 or any given number			
given any number, identify one more & one less, including bridging			
read & write numbers from 1 – 20 in numbers and words			
count, read and write numbers to 100 in numerals			
count in multiples of 2s, 5s and 10s			
use the language of: equal to, more than, less than (fewer), most, least to compare number to 100 supported by objects and pictorial representations			
identify and represent numbers using objects and pictorial representations, including the number line			
recognise the place value of each digit in numbers beyond 20			
recognise odd and even numbers			
recognize and create repeating patterns using objects and shapes			
NUMBER : ADDITION & SUBTRACTION			
read, write and interpret mathematical statements involving +, - and = signs			
represent and use number bonds and related subtraction facts within 20			
add one-digit and two-digit numbers to 20, including zero			
subtract one-digit and two-digit-numbers to 20, including zero			
solve simple one-step problems using concrete objects and pictorial representations			
solve missing number problems such as $7 = ? - 9$			
add a multiple of 10 to a one-digit number			
add near doubles			
reason with number bonds to 10 and 20 to establish related operations, $9+7=16$, $16-7=9$ $7=19-9$			
know the effect of adding and subtracting zero			
discuss and solve problems in familiar practical contexts, including using quantities, using the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly			
NUMBER: MULTIPLICATION & 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			
know all doubles to at least 10			
use grouping and sharing small quantities to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities			
make connections between arrays, number patterns, and counting in twos, fives and tens			
FRACTIONS			
recognise, find and name a half as one of two equal parts of an object and shape			
recognise, find and name a half as one of two equal parts of a quantity e.g. half of a length			
recognise, find and name a quarter as one of four equal parts of an object and shape			
recognise, find and name a quarter as one of four equal parts of a quantity e.g. half of a length			
connect halves and quarters to the equal sharing and grouping of sets of objects and measures			
recognise and combine halves and quarters as parts of a whole			
MEASURES			
compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths & height (long/short, longer/shorter, tall/short, double/half) mass/weight (heavy/light, heavier than/lighter than) capacity & volume (full/empty, more than/less than, half, half full, quarter) time (quicker/slower, earlier/later) 			
measure and begin to record lengths & height, mass/weight, capacity & volume, time (mins, hr, sec)			
recognise and know the value of different denominations of coins and notes			
sequence events in chronological order using language: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening			
recognise and use language relating to dates: days of the week, weeks, months and years			
tell the time to the hour & half past			
draw the hands on a clock face to show time to the hour and half past			
move from using non-standard units to manageable common standard units using a ruler, weighing scales and containers			
use the language of time throughout the day, first using o'clock then moving on to half past			
GEOMETRY: PROPERTIES OF SHAPE			
recognise and name common 2-D shapes including rectangles (including squares), circles and triangles			
recognise and name common 3-D shapes including cuboids (including cubes), spheres and pyramids			
handle common 2-D and 3-D shapes, naming these and related everyday objects fluently			
recognise shapes in different orientations and sizes and know that rectangles, triangles, cuboids and pyramids are not always similar to each other			
GEOMETRY: POSITION & DIRECTION			
describe position, direction and movement (left/right, top/middle/ bottom, on top of, in front of, above, between, around, near, close/far, up/down, forwards/backwards, inside/outside)			
make whole, half, quarter and three-quarter turns in both directions			
connect turning clockwise with movement on a clock face			