



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](#).

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



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Spring	6. Time (2 weeks)	<ul style="list-style-type: none"> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 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] and measure and begin to record time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] measure and begin to record the following: time describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face
	7. Exploring calculation strategies within 20 (1 week)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	8. Numbers to 50 (2 weeks)	<ul style="list-style-type: none"> 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. read and write numbers from 1 to 20 in numerals and words 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 given a number, identify one more and one less count in multiples of two, five and ten 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)
	9. Addition and subtraction within 20 (Comparison and difference) (2 weeks)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	10. Fractions (1 week)	<ul style="list-style-type: none"> recognise, find and name a 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
	11. Measures (1): Length and mass (2 weeks)	<ul style="list-style-type: none"> 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] measure and begin to record the following: lengths and heights; mass/weight



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Summer	12. Numbers 50 to 100 and beyond (2 weeks)	<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 on and back in two, five and ten. read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals (Y2 objective) 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 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)
	13. Addition and subtraction (Applying strategies and structures) (2 weeks)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers, including zero 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) read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	14. Money (2 weeks)	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	15. Multiplication and division (2 weeks)	<ul style="list-style-type: none"> 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 count in multiples of twos, fives and tens recognise, find and name a half as one of two equal parts of a quantity recognise, find and name a quarter as one of four equal parts of a quantity
	16. Measures (2): Capacity and volume (2 weeks)	<ul style="list-style-type: none"> 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] measure and begin to record the following: lengths and heights; mass/weight; capacity and volume