

2014 Maths Curriculum Guide — Year 1

Statutory Requirements from the Programme of Study. "Pupils should be taught to:"		CGP Translation		Page Numbers
Number – number and place value	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Section One – Number and Place Value	"I can read and write numbers to 100. I can count to 100 forwards and backwards."	10 - 11
	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.		"I can show numbers using tens and ones."	8 - 9
	Given a number, identify one more and one less.		"I can count in twos, fives and tens."	14 - 15
	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.		"I can find and use numbers on a number line. I can find one more and one less than a number."	16 - 17
	Read and write numbers from 1 to 20 in numerals and words.		"I can count to compare numbers of objects."	12 - 13
			"I can find and use numbers on a number line. I can find one more and one less than a number."	16 - 17
Number – addition and subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	Section Two – Addition and Subtraction	"I can read and write numbers up to 20."	6 - 7
	Represent and use number bonds and related subtraction facts within 20.		"I can write statements using addition (+), subtraction (–) and equals (=) signs."	24 - 25
	Add and subtract one-digit and two-digit numbers to 20, including zero.		"I can use number bonds up to 10."	20 - 21
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.		"I can use number bonds up to 20."	22 - 23
			"I can add 1-digit and 2-digit numbers up to 20."	26 - 27
	"I can subtract 1-digit and 2-digit numbers up to 20."	28 - 29		
Number – multiplication and 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.	Section Three – Multiplication and Division	"I can solve number problems by adding and subtracting."	30-31
			"I can count in equal groups."	32 - 33
			"I can share a number into groups."	34 - 35

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Number – fractions	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Section Four – Fractions	"I can find one half of objects, shapes and quantities."	36 - 37
	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.		"I can find one quarter of objects, shapes and quantities."	38 - 39
Measurement	Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].	Section Five – Measurement	"I can compare lengths and heights."	40 - 41
	Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than].		"I can compare how heavy objects are."	44 - 45
	Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].		"I can compare how full containers are."	48 - 49
	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].		"I can compare times. I know how to record time in hours, minutes and seconds."	60 - 61
	Measure and begin to record lengths and heights.		"I can measure lengths and heights."	42 - 43
	Measure and begin to record mass/weight.		"I can measure how heavy something is."	46 - 47
	Measure and begin to record capacity and volume.		"I can measure how full a container is and how much it can hold."	50 - 51
	Measure and begin to record time (hours, minutes, seconds).		"I can compare times. I know how to record time in hours, minutes and seconds."	60 - 61
	Recognise and know the value of different denominations of coins and notes.		"I know the value of different coins and notes."	52 - 53
	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].		"I can describe when events happen."	56 - 57
	Recognise and use language relating to dates, including days of the week, weeks, months and years.		"I know the days of the week, and how days are arranged into months and years."	54 - 55
	Tell the time to the nearest hour and half past the hour and draw the hands on a clock face to show these times.		"I can tell the time and draw hands on a clock face to show the time."	58 - 59

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Geometry – properties of shapes	Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles].	Section Six – Geometry	"I can name and describe 2D shapes."	62 - 63
	Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].		"I can name and describe 3D shapes."	64 - 65
Geometry – position and direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.		"I can describe where things are and how they are moving."	66 - 67
			"I can describe a position using whole, half and three-quarter turns."	68 - 69