



HVPA Maths Sequence of Learning Progression – Year 1

This overview breaks down each of the Programmes of Study and domains covered by Year 1 and shows the approximate amount of weeks expected in the teaching of each area. Time is built in for consolidation and extension (based on the security of pupils' understanding & readiness to move on, challenge through problem solving and reasoning) and assessment within each term.

Autumn Term	Domain	National Curriculum Programmes of Study	Specific Teaching Areas
Number: approx. 2 ½ weeks	Number and place value: Numbers to 10	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.	<ul style="list-style-type: none">Sorting objects
		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.	<ul style="list-style-type: none">Counting objects to 10
		Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	
		Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	<ul style="list-style-type: none">Counting and writing numbers to 10
		Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	<ul style="list-style-type: none">Counting backwards from 10 to 0
		Read and write numbers from 1 to 20 in numerals and words.	
		Given a number, identify one more and one less	<ul style="list-style-type: none">Counting one moreCounting one lessComparing groupsComparing numbers of objectsComparing numbersOrdering objects and numbersFirst, second, third...The number line
Number: approx. 4 ½ weeks	Addition and subtraction: Part-whole within 10	Represent and use number bonds and related subtraction facts within 20.	<ul style="list-style-type: none">The part-whole modeRelated facts – number bondsFinding number bondsComparing number bonds
		Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	
	Addition and subtraction within 10	Represent and use number bonds and related subtraction facts within 20.	<ul style="list-style-type: none">Finding the whole – adding togetherFinding the whole – adding moreFinding a partFinding and making number bondsFinding addition factsSolving word problems – addition
		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 $7 = \diamond - 9$.	
		Represent and use number bonds and related subtraction facts within 20.	<ul style="list-style-type: none">Subtraction – how many are left?
		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial	<ul style="list-style-type: none">Subtraction – breaking apart

		<p>representations, and missing number problems such as $7 = \diamond - 9$.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \diamond - 9$.</p>	<ul style="list-style-type: none"> Related facts – addition and subtraction Subtraction – counting back Subtraction – finding the difference Solving word problems – subtraction Comparing additions and subtractions Solving word problems – addition and subtraction
Geometry: approx. 1 week	Properties of shape: 2D and 3D shapes	Recognise and name common 2D and 3D shapes, including: - 2D shapes (for example, rectangles (including squares), circles and triangles) - 3D shapes (for example, cuboids (including cubes), pyramids and spheres).	<ul style="list-style-type: none"> Naming 3D shapes Naming 2D shapes Making patterns with shapes
Number: approx. 2 weeks	Number and place value: Numbers to 20	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>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.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p>	<ul style="list-style-type: none"> Counting and writing numbers to 20 Tens and ones
	Number and place value Addition and subtraction	<p>Given a number, identify one more and one less.</p> <p>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.</p>	<ul style="list-style-type: none"> Counting one more, one less Comparing numbers of objects Comparing numbers

Spring Term	Domain	National Curriculum Programmes of Study	Specific Teaching Areas
Number: approx. 3 weeks	Addition and subtraction	Add and subtract one-digit and two-digit numbers to 20, including zero	<ul style="list-style-type: none"> • Add by counting on
		Add and subtract one-digit and two-digit numbers to 20, including zero	<ul style="list-style-type: none"> • Adding ones • Finding number bonds • Add by making 10
		Represent and use number bonds and related subtraction facts within 20	<ul style="list-style-type: none"> • Solving word problems – addition
		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \diamond - 9$.	
	Subtraction within 20	Represent and use number bonds and related subtraction facts within 20.	<ul style="list-style-type: none"> • Subtracting ones • Subtracting tens and ones • Subtraction – crossing the 10
		Add and subtract one-digit and two-digit numbers to 20, including zero.	
		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \diamond - 9$.	<ul style="list-style-type: none"> • Solving word and picture problems – subtraction • Addition and subtraction facts to 20
		Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	<ul style="list-style-type: none"> • Comparing additions and subtractions
		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \diamond - 9$.	<ul style="list-style-type: none"> • Solving word and picture problems – addition and subtraction
Number: approx. 2 ½ weeks	Number and place value Numbers to 50	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	<ul style="list-style-type: none"> • Counting to 50 • Tens and ones • Representing numbers to 50 • Comparing numbers of objects • Comparing numbers • Ordering objects and numbers
		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, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (twos).	<ul style="list-style-type: none"> • Counting in 2s • Counting in 5s
		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \diamond - 9$.	<ul style="list-style-type: none"> • Solving word problems – addition and subtraction
Measurement: approx. 2 weeks	Introducing length and height	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) - time (for example, quicker, slower, earlier, later)	<ul style="list-style-type: none"> • Comparing lengths and heights
		Measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds)	<ul style="list-style-type: none"> • Non-standard units of measure • Measuring length using a ruler

	<p>Number – addition and subtraction</p> <p>Measurement</p>	<p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \diamond - 9$.</p>	<ul style="list-style-type: none"> • Solving word problems – length
approx. 1 ½ weeks	<p>Introducing weight and volume</p>	<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> - 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) - time (for example, quicker, slower, earlier, later) <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) 	<ul style="list-style-type: none"> • Comparing weight • Measuring weight • Comparing weight using measuring • Comparing capacity • Measuring capacity • Comparing capacity using measuring • Solving word problems – weight and capacity

Summer Term	Domain	National Curriculum Programmes of Study	Specific Teaching Areas
Number: approx. 3 ½ weeks	Number and place value Multiplication	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (multiples of twos, fives and tens).	<ul style="list-style-type: none"> Counting in 10s, 5s and 2s
		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	<ul style="list-style-type: none"> Making equal groups Adding equal groups Making simple arrays Making doubles Solving word problems – 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	<ul style="list-style-type: none"> Making equal groups Sharing equally Solving word problems – division
		Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	<ul style="list-style-type: none"> Finding halves Finding quarters Solving word problems – halves and quarters
	Fractions Halves and quarters	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
Geometry: approx. 1 week	Position and direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	<ul style="list-style-type: none"> Describing turns Describing positions
Number: approx. 2 weeks	Number and place value	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; count in multiples of twos, fives and tens.	
		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.	<ul style="list-style-type: none"> Counting to 100 Exploring number patterns Partitioning numbers Comparing numbers Ordering numbers
	Addition and subtraction	Represent and use number bonds and related subtraction facts within 20.	<ul style="list-style-type: none"> Bonds to 100
Measurement: approx. 2 ½ weeks	Time	Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).	<ul style="list-style-type: none"> Using before and after
		Recognise and use language relating to dates, including days of the week, weeks, months and years.	<ul style="list-style-type: none"> Using a calendar
		Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	<ul style="list-style-type: none"> Telling time to the half hour
		Measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds)	<ul style="list-style-type: none"> Writing time
		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) - time (for example, quicker, slower, earlier, later)	<ul style="list-style-type: none"> Comparing time
		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial	Solving word problems – time

		<p>representations, and missing number problems such as $7 = \diamond - 9$.</p> <p>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) - time (for example, quicker, slower, earlier, later)</p>	
	Money	<p>Recognise and know the value of different denominations of coins and notes.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p>	<ul style="list-style-type: none"> • Recognising coins • Recognising notes • Counting with coins