Mill Lane - Maths Progression Grid - Class 1

Term	Topic	Objectives
Autumn 1	Number and Place Value	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 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.
	Addition and Subtraction	read, write and interpret mathematical statements involving **addi**tion (+), subtraction (**take-away**)(−) and **equals** (=) signs represent and use number bonds and related subtraction facts within 20.
	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
Autumn 2	Fractions	recognise, find and name a **half** as one of two equal parts of an object, shape or quantity.
	Measurement	Compare 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]
	Geometry (property of shape and position and direction)	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].
Spring 1	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.
	Addition and Subtraction	read, write and interpret mathematical statements involving **addi**tion (+), subtraction (**take-away**) (−) 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 zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = − 9

	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.
Spring 2	Fractions	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
	Measurement	time [for example, quicker, slower, earlier, later 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] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	Geometry	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 whole, half, quarter and three-quarter turns.
Summer 1	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. 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. read and write numbers from 1 to 20 in numerals and words.
	Addition and Subtraction	read, write and interpret mathematical statements involving **add**ition (+), subtraction (**take-away**) (−) 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 zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.
	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.
Summer 2	Fractions	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.
	Measurement	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] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes 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 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	Geometry	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]. 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].	

Notes:
All children have an individual target which must be from the number or place value or calculation strands.
At the start of each lesson children will recap the previous week's learning – this will form what is often known as the oral and mental starter.
Objectives highlighted in yellow denote learning which is expected of the vast majority of children by the end of the year. Many children will exceed this.