# Year 1: Summer

| Multiplication and division | National Curriculum Links |
|---|---|
| • Count in 2s<br>• Count in 10s<br>• Count in 5s<br>• Recognise equal groups<br>• Add equal groups<br>• Make arrays<br>• Make doubles<br>• Make equal groups – grouping<br>• Make equal groups - sharing | Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s<br><br>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 |

| Fractions | National Curriculum Links |
|---|---|
| • Recognise a half of an object or a shape<br>• Find a half of an object or a shape<br>• Recognise a half of a quantity<br>• Find a half of a quantity<br>• Recognise a quarter of an object or a shape<br>• Find a quarter of an object or a shape<br>• Recognise a quarter of a quantity<br>• Find a quarter of a quantity | Recognise, find and name a half as one of two equal parts of an object, shape or quantity<br><br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity |

| Position and direction | National Curriculum Links |
|---|---|
| • Describe turns<br>• Describe position - left and right<br>• Describe position - forwards and backwards<br>• Describe position - above and below<br>• Ordinal numbers | Describe position, direction and movement, including whole, half, quarter and three-quarter turns<br><br>se the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance)<br><br>Practise counting (1, 2, 3…), ordering (for example, 1st, 2nd, 3rd …) (non-statutory guidance) |

# Year 1: Summer

| Place value (within 100) | National Curriculum Links |
|---|---|
| • Count from 50 to 100<br>• Tens to 100<br>• Partition into tens and ones<br>• The number line to 100<br>• 1 more, 1 less<br>• Compare numbers with the same number of tens<br>• Compare any two numbers | Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number<br><br>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s<br><br>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 |

| Money | National Curriculum Links |
|---|---|
| • Unitising<br>• Recognise coins<br>• Recognise notes<br>• Count in coins | Recognise and know the value of different denominations of coins and notes<br><br>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s |

| Time | National Curriculum Links |
|---|---|
| • Before and after<br>• Days of the week<br>• Months of the year<br>• Hours, minutes and seconds<br>• Tell the time to the hour<br>• Tell the time to the half hour | Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)<br><br>Recognise and use language relating to dates, including days of the week, weeks, months and years<br><br>Compare, describe and solve practical problems for time<br><br>Measure and begin to record time (hours, minutes, seconds)<br><br>Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times |