

Year 1 Maths Curriculum — Parent-Friendly Guide

What Maths Looks Like in Year 1

In Year 1, children build strong foundations in number, early calculation, shape, measurement and mathematical thinking. The focus is on:

- **Fluency:** knowing number facts and using them quickly
- **Reasoning:** explaining their thinking using mathematical language
- **Problem solving:** applying maths to real-life situations

We use practical resources, pictures, patterns, number lines and stories to help children understand ideas deeply — not just memorise them.

Key Skills Your Child Will Develop in Year 1

Rapid Recall

By the end of Year 1, children work towards knowing:

- Number pairs that make 10 (e.g., $3 + 7$)
- Addition and subtraction facts within 10
- Doubles to $10 + 10$
- Halves of even numbers up to 20
- 1 more / 1 less to 100
- 10 more / 10 less for multiples of 10

These facts help them solve bigger problems with confidence.

Mathematical Thinking (Reasoning & Problem Solving)

Throughout the year, children learn to:

- Spot patterns
- Explain what they notice
- Use diagrams, drawings and objects to solve problems

- Choose efficient methods
- Try different approaches when something is tricky

We use prompts like:

What's the same? What's different? What do you notice? Say what you see.



AUTUMN TERM – Year 1

1. Place Value (within 10 and 20)

Children learn to:

- Count forwards and backwards
- Count objects accurately
- Write numbers in numerals and words
- Understand zero
- Compare: more, fewer, equal
- Order numbers
- Understand 1 more / 1 less
- Spot patterns
- Represent numbers using dots, pictures and objects
- Make and continue repeating patterns

2. Addition & Subtraction (within 10 and 20)

Children practise:

- Finding different ways to make a number
- Adding by counting on
- Understanding subtraction as taking away
- Solving addition and subtraction stories
- Using number bonds to help them
- Using number lines to count back
- Finding families of related facts (e.g. $7 + 3 = 10$, $10 - 7 = 3$)

3. Early Multiplication (2x table)

Children explore:

- Equal groups
- Doubling
- Counting in 2s
- Making simple arrays (equal rows)

4. Geometry – Position & Direction

Children learn:

- Ordinal numbers (1st, 2nd...)
- Left/right
- Describing position
- Describing movement and turns
- Predicting paths and solving simple spatial problems

5. Measurement

Children explore:

- Comparing lengths and heights
 - Measuring with objects (not rulers yet)
 - Recognising coins and notes
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SPRING TERM – Year 1

1. Times Tables (2s & 5s)

Children continue to:

- Make equal groups
- Count in 2s and 5s
- Understand doubling as 2 equal groups

2. Place Value (to 40, then to 100)

Children learn:

- Use ten frames, number lines and base-10 blocks
- Partition numbers into tens and ones
- Compare and order numbers
- Spot number patterns
- Count in tens and ones

3. Addition & Subtraction (within 20)

Children work on:

- Adding by counting on from the biggest number
- Making 10 to help add
- Subtracting without crossing 10
- Solving one-step and two-step word problems

4. Geometry – 2D & 3D Shapes

Children learn:

- Names of common 3D shapes
- Grouping shapes by properties
- Making patterns with shapes
- Visualising how shapes look from different viewpoints
- Building simple models and following maps

5. Measurement – Mass, Volume & Capacity

Children learn to:

- Compare heavy/light
- Compare full/empty
- Measure using non-standard units
- Use terms half and quarter when talking about volume

6. Statistics (Simple Data Handling)

Children learn to:

- Sort and classify objects
- Make simple pictograms
- Ask and answer questions about data

7. Fractions – Halves

Children learn:

- Half of an object
- Half of a shape
- Half of a quantity



SUMMER TERM – Year 1

1. Multiplication & Division

Children learn:

- What equal groups mean
- Sharing and grouping objects equally
- Using concrete objects to divide

- Counting in 2s, 5s and 10s from any starting point

2. Fractions – Quarters

Children learn:

- Quarter of an object
- Quarter of a shape
- Quarter of a quantity
- Combining halves and quarters

3. Times Tables (2, 5 and 10)

Continued practice with:

- Skip counting
- Arrays
- Doubling and halving

4. Statistics

Children learn to:

- Create human graphs
- Make simple pictograms using 1 or 2 pictures to represent data
- Ask questions and draw simple conclusions

5. Place Value (to 100)

Children:

- Count in tens and ones
- Compare and order numbers to 100
- Spot and correct patterns
- Use number lines and 100 squares confidently

6. Measurement – Time

Children learn to:

- Tell the time to the hour and half past
 - Sequence events
 - Use words like earlier, later, quicker, slower
 - Name days of the week and months of the year
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HOW PARENTS CAN HELP AT HOME

★ Place Value & Counting

- Count everyday objects (stairs, toys, steps, snacks).
- Ask: “What number comes next? What’s 1 more? What’s 1 less?”
- Play number spotting games on doors, buses or signs.
- Make simple number cards and practise ordering them.

★ Addition & Subtraction

- Use fingers, counters, pasta pieces.
- Tell simple number stories: “You have 4 apples, I give you 3 more...”
- Play board games that use dice — great for counting on and back.
- Practise number bonds to 10 using pairs games.

★ Multiplication & Division

- Count pairs of socks (counting in 2s).
- Count fingers (5s).
- Sort objects into equal groups (e.g., “Put these 12 Lego pieces into groups of 3”).
- Share snacks equally: “Can you split these 8 grapes between us?”

★ Fractions

- Cut sandwiches, fruit, playdough into halves and quarters.
- Fold paper shapes and talk about equal parts.

★ Shape

- Spot shapes around the house (windows, tins, boxes).
- Build with blocks or Lego and describe what you see.
- Make repeating patterns with toys, colours or movements.

★ Measurement

- Compare the height of family members or toys.
- Fill and empty cups in the bath — talk about full, empty, half full.
- Weigh fruit or packets when shopping.

★ Time

- Talk about routines: morning, afternoon, evening.
- Use clocks at home and practise saying “o’clock” and “half past.”
- Sequence simple events: “First we eat dinner, then we have a bath...”

