NUMERACY	Framework 2015 - 2016	Year 1
Autumn Term	Spring Term	Summer Term
Mental Maths • Count forwards and backwards 0 -20 • Read and write numbers 0 -20 • Find pairs of numbers to make 10 • **Count in 2s from 0 – 20 (KPI)** • Adding together two numbers • **Giving one more and less than a given number (KPI)** Geometry • **Identify properties and name 2D shapes (KPI)** • Make a repeating pattern using 2D shapes • **Learning the names of 3D shapes (KPI)** • Identifying 3D shapes in the classroom Number • To identify the numbers 0 -30 • To make groups of numbers • To add one more to a number • Counting sets of objects • Read and write numbers 0 - 20 Adding together two values (1 digit + 1 digit and 2 digit + 1 digit) • Recognise and know the value of different denominations of coins and notes • Add together two amounts of money	Mental Maths • **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (KPI)** • **Represent and use number bonds and related subtraction facts within 20 (KPI)** • **Count in multiples of 2, 5 and 10 (KPI)** Geometry • **Recognise and name common 2-D shapes (e.g. Square, circle, triangle) (KPI)** • **Recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres) (KPI)** Number • Read and write numbers from 1 to 20 in numerals and words • **Count, read and write numbers to 100 in numerals (KPI)** • 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 = * – 9.	Mental Maths • **Represent and use number bonds and related subtraction facts within 20 (KPI)** • **Count in multiples of 2, 5 and 10 (KPI)** Geometry • **Recognise and name common 2-D shapes (e.g. Square, circle, triangle) (KPI)** • **Recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres) (KPI)** Number • 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 • Add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with

• Estimate groups of numbers and check by counting • Order numbers • Identify odd and even numbers Statistics • Pictograms / Tally Charts – Linked to Topic lesson (Traffic Survey) Measures • **Compare, measure and begin to record length/height, weight/mass, capacity/volume & time and solve practical problems (KPI)** • recognise and know the value of different denominations of coins and notes • Recognise and use language relating to dates, including days of the week, weeks, months and years	Statistics • Pictograms / Tally Charts – Linked to Topic lesson Measures • **Compare, measure and begin to record length/height, weight/mass, capacity/volume & time and solve practical problems (KPI)** • **Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (KPI)** • 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	the support of the teacher. • **Recognise, find and name a half as one of two equal parts of an object, shape or quantity (KPI)** • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Statistics • Bar charts / Tally Charts – Linked to Topic lesson Measures • **Compare, measure and begin to record length/height, weight/mass, capacity/volume & time and solve practical problems (KPI)** • **Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (KPI)** • recognise and know the value of different denominations of coins and notes

KPIs **KPIs are identified in the term in which they will be a primary focus (as they feature in the curriculum plan) and must be assessed (on the Arbor Curriculum tracker) for every child. However all KPIs for the year group can be assessed and updated at any point in the academic year.**

By the end of the summer term, in preparation for a summative assessment, teachers will need to revisit KPIs from the autumn and spring terms to revise and update judgements.