

YEAR 1	
Sequence 1	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1 count, read and write numbers to 100 in numerals 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 compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass or weight [for example, heavy/light, heavier than, lighter than] capacity/volume [for example, full/empty, more than, less than, half, half full, quarter] recognise and use language relating to dates, including days of the week, weeks, months and years
Sequence 2	<ul style="list-style-type: none"> given a number, identify one more and one less represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 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
Sequence 3	<ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 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
Sequence 4	<ul style="list-style-type: none"> 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 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 compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass or weight [for example, heavy/light, heavier than, lighter than] capacity/volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] recognise and use language relating to dates, including days of the week, weeks, months and years
Sequence 5	<ul style="list-style-type: none"> 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 represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Sequence 6	<ul style="list-style-type: none"> 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 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 recognise and know the value of different denominations of coins and notes

Sequence 7	<ul style="list-style-type: none"> count, read and write numbers to 100 in numerals, count in multiples of twos and tens 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 recognise and know the value of different denominations of coins and notes 	
Sequence 8	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume recognise and know the value of different denominations of coins and notes
Sequence 9	<ul style="list-style-type: none"> 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 read, write and interpret mathematical statements involving addition (+), subtraction (−) 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 $7 = \square - 9$ 	<ul style="list-style-type: none"> 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
Sequence 10	<ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 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 	
Sequence 11	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> measure and begin to record the following: <ul style="list-style-type: none"> 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]
Sequence 12	<ul style="list-style-type: none"> 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 read, write and interpret mathematical statements involving addition (+), subtraction (−) 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 $7 = \square - 9$ 	

Sequence
13

- count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens
- 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
- 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
- recognise and know the value of different denominations of coins and notes
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Sequence
14

- 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
- 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