

YEAR 1

CURRICULUM MAP 24 / 25





YEAR 1 CURRICULUM MAP 24/25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	Paddington Bear's Adventures	At the Toy Museum	Once Upon a Time	Superheroes	Amazing Animals	All Around the World
BIG QUESTION	Lima or London?	How have toys changed?	What makes a spectacular story?	What does it mean to be a hero?	Carnivore, Herbivore or Omnivore?	Where would you like to live?
KEY TEXTS	<ul style="list-style-type: none"> • Paddington Bear • What We'll Build, • The Bear and the Piano • Leaf • We're Going on a Bear Hunt • Coming to England 	<ul style="list-style-type: none"> • Lost in the Toy Museum • Toys in Space • Traction Man • The Colour Monster 	<ul style="list-style-type: none"> • Three Little Pigs • Little Red Riding Hood • The Magic Paintbrush • Goldilocks – A Hashtag Cautionary Tale • Goldilocks and the Three Crocodiles 	<ul style="list-style-type: none"> • Supertato • The Superhero Hotel • Superworm • Superhero Like You • Ergo • Lubna and Pebble • Wow! Your Body – A Book of Extraordinary Facts 	<ul style="list-style-type: none"> • Lost and Found • There's a Rang-Tan in My Bedroom • Slime? It's Not Mine! • Clean Up • Hotel Flamingo 	<ul style="list-style-type: none"> • Wombat Goes Walkabout • The Proudest Blue • Non-Fiction books about Geography Continents, Storms, Mountains, Flags, Volcanoes • Bloom
HOOK	Teddy Bear Picnic Marmalade Sandwiches	Exploring different toys from different times	Three Little Pigs Experiment	The Evil Pea	Animal Poo Experiment	Carnival!
WOW (2-year cycle, some events with EYFS & Y2)	Teddy Bear Picnic Great Fire of London outdoor fire	Victorian Artefacts Victorian Day	Fairytale Ball Castle Trip	Superhero Day Museum Trip	Zoolab – Animals in school Farm/ Zoo Trip	Hawaii Week – Lilo & Stitch, Mocktails, Ukuleles, Hula Dancing Summer Festival
EVENTS		Nativity Children in Need Christmas @ MLPS	Safer Internet Day	World Book Day		



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GEOGRAPHY / HISTORY (BLOCKED)	<p>Geography This term will mainly be Geography based. We will be using world maps, globes and atlases to locate Peru and London. As part of our topic, we will look at the similarities and differences of Peru to London. We will also name the capital cities for each part of the UK.</p> <p>History Learning about the significant individual – Floella Benjamin.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<p>History This term will mainly be history based. We will be learning key vocabulary: old, new, past, present, future, different, similar, artefact. Children will be comparing toys from the past to toys we have now. We will also be looking at the Victorian era and describing Victorian toys.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Geography This term will mainly be Geography based. Y1 will be exploring different vocabulary linked to Geography such as forest, mountain, village, farm and river. We will also be creating fairy-tale maps, looking at aerial photographs of castles and exploring real maps, atlases and globes.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>History This term will mainly be History based. Y1 will be discussing real life superheroes and the characteristics of a hero. We will also be looking at real-life hero Ada Lovelace and how she helped revolutionise the computing industry.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>History This term will mainly be History based. Y1 will be comparing then and now. We will be looking at our baby photos and discussing how we have changed. We will also be creating timelines and learning about extinct and endangered animals with the help of Sir David Attenborough.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Geography This half term, Y1 will be travelling to: Rio de Janeiro, Africa, Oman, Australia & Hawaii! Children will learn about different continents, oceans, languages, cuisines and weather and begin to compare to where they live.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage



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SCIENCE	<p>We will be researching different species of bears. We will also be observing and discussing the seasonal changes from Summer to Autumn.</p> <p>National Curriculum Seasons:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies <p>Animals:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 	<p>We will be identifying what materials objects are made from. We will also be identifying a variety of everyday materials and describe the simple physical properties.</p> <p>National Curriculum Everyday Materials:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>We will continue to identify what materials objects are made from and describe their simple properties. We will also be working scientifically to plan and conduct an experiment to see which material is strongest to build a house (link to The Three Little Pigs).</p> <p>National Curriculum Everyday Materials:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>We will be labelling different parts of the body with correct terminology. We will also be learning about the senses and matching each sense to the correct body part. We will then be completing an experiment using our senses.</p> <p>National Curriculum Animals, including humans:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Conduct an experiment describing the different senses 	<p>We will be learning facts about animals and identifying herbivores, omnivores, and carnivores. We will also be looking at life cycles and matching animals to their young. We will be completing an animal poo experiment.</p> <p>National Curriculum Animals, including humans:</p> <ul style="list-style-type: none"> identify the life cycles of different animals. To classify, describe and compare the structure of common animals. To distinguish between carnivores, herbivores and omnivores 	<p>This half term we will be exploring different plants and identifying and naming wild and garden plants. We will also be looking at deciduous and evergreen trees. We will also continue to look at changes in the season as we move from Spring to Summer.</p> <p>National Curriculum Plants:</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ART KAPOW SCHEME	In Art we are learning about drawing lines using different media. We will learn about the work of Bridget Riley and Zaria Forman. We will produce observational drawings linked to our toy topic.	In Art, Y1 will be learning about mixing colours, painting skills, exploring colour through printing, experimenting with colour mixing and learning about famous artists.		In Art, Y1 will be using paper to make 3D sculptures. We will work collaboratively to plan and create a sculpture.	In Art, Y1 will be learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.	In Art we will observing different plants and landscapes and creating them using different artistic techniques learnt across the year.
	National Curriculum <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					
MUSIC CHARANGA SCHEME	In Music, Y1 will be learning and performing the Paddington Bear song! We will also be learning about pitch using the music programme 'Charanga'.	In Music, Y1 will be learning and performing Nativity songs along with Reception and Year 2 classes.	In Music, Y1 will be learning a new song following our 'Charanga' scheme of work. We will be practicing vocal warmups and singing the song 'In The Groove' in different styles.	In Music, Y1 will be learning a new song following our 'Charanga' scheme of work. We will be learning the Latin song 'Round and Round' and improving our singing and performing using instruments.	In Music, Y1 will be learning a new song following our 'Charanga' scheme of work. We will be learning the song 'Your Imagination' and improving our singing and performing using instruments.	In Music, Y1 will be exploring different music and instruments from around the world. Children will be practicing on the ukulele.
	National Curriculum <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 					



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
DESIGN & TECHNOLOGY		Christmas crafts	Three Little Pigs Experiment Kapow - windmills	Easter Crafts	Kapow – moving story books	Hawaii Crafts
	<p>National Curriculum Design:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make:</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria <p>Technical knowledge:</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable 					
COMPUTING PURPLE MASH SCHEME	<p>In Computing we are learning to login safely to Purple Mash. We are going to create an avatar. We are going to create and save work. We are going to logout and understand the importance of doing so. We are going to explore technology outside of school.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>In Computing we are going to create e-books and learn how to make them come alive with movements and sounds.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>In Computing we are going to learn about different uses of technology including Pictograms, what they are and how to use them for different things.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>In Computing we are going to learn about algorithms and how to apply this knowledge to create a maze.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs - use logical reasoning to predict the behaviour of simple programs 	<p>In Computing we are going to continue to use our knowledge of algorithms to complete different coding activities and learn how to debug when something goes wrong.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs - use logical reasoning to predict the behaviour of simple programs 	



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RE	<p>Derbyshire Agreed Syllabus for RE RE teaching and learning should enable pupils to...</p> <p>A. Know about and understand a range of religions and worldviews. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>					
PSHE	<ul style="list-style-type: none"> Being Responsible (DCC PSHE Matters) 	<ul style="list-style-type: none"> Exploring Emotions (DCC PSHE Matters) 	<ul style="list-style-type: none"> Bullying Matters (DCC PSHE Matters) 	<ul style="list-style-type: none"> Being Healthy (DCC PSHE Matters) 	<ul style="list-style-type: none"> Relationships (DCC PSHE Matters) 	<ul style="list-style-type: none"> Diversity (DCC PSHE Matters)
PE	<p>This half term we will be completing the 'FUNDamentals' of PE. This includes running, balancing, throwing, catching and agility.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>This half term, alongside practicing for The Nativity, we will be practicing different skills in Dance.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> perform dances using simple movement patterns. 	<p>This half term, we will be practicing Gymnastics. Year 1 will be learning new vocabulary for different skills, performing basic shapes, movements and balances.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. 	<p>This half term, we will be practicing attacking and defending. Year 1 will be learning new skills in Basketball including a chest pass, bounce pass and overhead pass.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<p>This half term, we will be practicing athletics and recapping key skills we have learnt so far.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>This half term we will be preparing for Sports Day! We will continue to practice our basic movements including running, jumping, throwing and catching.</p> <p>National Curriculum</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities



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LITERACY	<p>Writing Postcards:</p> <ul style="list-style-type: none"> Children will learn about Paddington Bear and how he moved from Peru to London. Label and describe a picture of Paddington. - List items in Paddington's suitcase. Write a postcard to a friend. Write a postcard to Paddington (BIG WRITE). <p>Instructions:</p> <ul style="list-style-type: none"> Children will write instructions for how to make a marmalade sandwich. 	<p>Story Writing:</p> <p>Children will read and learn the story 'Lost at the Toy Museum'</p> <ul style="list-style-type: none"> learn the story and re-enact through actions. Create a story map, sequence the story, learn the vocabulary used. Share ideas for the model write retelling the story, retell the story. BIG WRITE: rewrite the story. 	<p>Story Writing:</p> <p>Children will read and learn different fairytales/ traditional tales.</p> <ul style="list-style-type: none"> learn the story and re-enact through actions, drama & puppets. create a story map, sequence the story, learn the vocabulary used. share ideas for the model write retelling the story, retell the story. plan own version of story. BIG WRITE: rewrite the story using plan. 	<p>Story Writing:</p> <p>Children will read and learn 'Supertato'</p> <ul style="list-style-type: none"> learn the story and re-enact through actions, drama & puppets. create a story map, sequence the story, learn the vocabulary used. share ideas for the model write retelling the story, retell the story. plan own version of story. BIG WRITE: rewrite the story using plan. 	<p>Poetry Animal Poems Verbs & Adjectives</p> <p>Non-Fiction Animal Fact Files Persuasive poster focusing on the story 'Clean Up'</p> <p>Story Writing: Lost and Found Learn story, story map, sequencing, vocabulary, model write, plan story, BIG WRITE</p>	<p>Non- Fiction</p> <p>Features of a Travel Brochure Language: Persuasive Language</p> <p>Suffixes: ing, ed, er, est Plurals: 'volcanoes'</p> <p>BIG WRITE: Travel Brochures</p>
SPAG	<p>Spelling:</p> <ul style="list-style-type: none"> Phase 2 & 3 tricky words. Using Phase 2 & 3 Phonics knowledge to spell. <p>Punctuation:</p> <ul style="list-style-type: none"> Capital letters, finger spaces, full stops. 	<p>Spelling:</p> <ul style="list-style-type: none"> Using the spelling rule for adding -s or -es Using the prefix un- <p>Punctuation:</p> <ul style="list-style-type: none"> Capital letters, finger spaces, full stops. <p>Grammar:</p> <ul style="list-style-type: none"> Conjunctions: 'and' Nouns, Adjectives, Verbs, Adverbs, Expanded Noun Phrases Time Conjunctions <p>Composition:</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. 	<p>Spelling:</p> <ul style="list-style-type: none"> Phase 4 tricky words. Using Phase 4 Phonics knowledge to spell. Name the different letter names (alphabet). <p>Punctuation:</p> <ul style="list-style-type: none"> Capital letters, finger spaces, full stops <p>Grammar:</p> <ul style="list-style-type: none"> Conjunctions: 'because' <p>Verbs Composition:</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. 	<p>Spelling:</p> <ul style="list-style-type: none"> Phase 4 tricky words. Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. <p>Punctuation:</p> <ul style="list-style-type: none"> Capital letters, finger spaces, full stops. <p>Grammar:</p> <ul style="list-style-type: none"> Conjunctions: 'because' Verbs <p>Composition:</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. 	<p>Spelling:</p> <ul style="list-style-type: none"> Using Phase 5 Phonics knowledge to spell. Days of the Week <p>Punctuation:</p> <ul style="list-style-type: none"> - Question Marks - Exclamation Marks <p>Grammar:</p> <ul style="list-style-type: none"> - Verbs - Persuasive Language - Suffixes and Prefixes <p>Composition:</p> <ul style="list-style-type: none"> - Sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. - Editing work to correct any errors. 	<p>Spelling:</p> <ul style="list-style-type: none"> Phase 5 tricky words. Using Phase 5 Phonics knowledge to spell. <p>Punctuation:</p> <ul style="list-style-type: none"> - Question Marks - Exclamation Marks <p>Grammar:</p> <ul style="list-style-type: none"> - Verbs - Persuasive Language - Suffixes and Prefixes <p>Composition:</p> <ul style="list-style-type: none"> - Sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. - Editing work to correct any errors.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
READING	1:1 Reading, whole class discussions, Reading for Pleasure	1:1 Reading, whole class discussions, Reading for Pleasure	Guided Reading, carousel 1:1 Reading Reading for Pleasure	Guided Reading, carousel 1:1 Reading Reading for Pleasure	Guided Reading, carousel 1:1 Reading Reading for Pleasure	Guided Reading, carousel 1:1 Reading Reading for Pleasure
PHONICS PHONICS BUG <ul style="list-style-type: none"> Whole class teaching: Promote 'Keep up' not 'Catch up'. Phonics interventions and 1:1 support 	RECAP: Phase 2 & 3 Sounds TEACH: Phase 4 & 5 sounds (interventions for gaps in knowledge)	RECAP: Phase 3 & 4 Sounds TEACH: Phase 5 sounds (interventions for gaps in knowledge)	RECAP: Phase 3 & 4 Sounds TEACH: Phase 5 sounds (interventions for gaps in knowledge)	RECAP: All sounds TEACH: Phase 5 sounds (interventions for gaps in knowledge)	RECAP: All sounds TEACH: Phase 5 sounds (interventions for gaps in knowledge)	RECAP: All sounds TEACH: Phase 5 sounds (interventions for gaps in knowledge)
HANDWRITING	<ul style="list-style-type: none"> Focusing on writing lower case letters using precursive writing. Which letters are ascender letters and which are descender letters. Which letters belong to each letter family and why. Practise writing capital letters and compare how capital letters differ in size and position to lower case letters. 	<ul style="list-style-type: none"> Focusing on writing lower case letters using precursive writing. Which letters are ascender letters and which are descender letters. Which letters belong to each letter family and why. Practise writing capital letters and compare how capital letters differ in size and position to lower case letters. 	<ul style="list-style-type: none"> Focusing on writing lower case letters using precursive writing. Which letters are ascender letters and which are descender letters. Which letters belong to each letter family and why. Practise writing capital letters and compare how capital letters differ in size and position to lower case letters. 	<ul style="list-style-type: none"> Focusing on writing lower case letters using precursive writing. Which letters are ascender letters and which are descender letters. Which letters belong to each letter family and why. Practise writing capital letters and compare how capital letters differ in size and position to lower case letters. 	<ul style="list-style-type: none"> Prepare for Year 2 by beginning to join letters together 	



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MATHS WHITE ROSE SCHEME	<p>Place Value (within 10)</p> <p>Addition and Subtraction (within 10)</p> <p>National Curriculum Pupils should be taught to:</p> <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. 	<p>Addition and Subtraction (within 10)</p> <p>Shape</p> <p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 $7 = - 9$. recognise and name common 2-D and 3-D shapes 	<p>Place Value (within 20)</p> <p>Addition and Subtraction (within 20)</p> <p>National Curriculum Pupils should be taught to:</p> <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. 	<p>Place Value (within 50)</p> <p>Length & Height</p> <p>Mass & Volume</p> <p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) 	<p>Multiplication & Division</p> <p>Fractions</p> <p>Position & Direction</p> <p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	<p>Place Value (within 50)</p> <p>Money</p> <p>Time</p> <p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> 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.