

Curriculum mapping grid

The following grid shows what children should be taught during Year 1, as laid out in the 2014 National Curriculum Programme of Study for Mathematics and how these are covered within the *Rising Stars Mathematics* Year 1 units.

Domain	Sub-domain	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	
NUMBER	Number and place value	count to and across 100, forwards and backwards, beginning with zero or one, or from any given number	a, c														
		count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	a, b, c, d			a	a	b, c	a, b				b				
		given a number, identify one more and one less	a			a		b					b				
		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	b			a		c						a, b			
		read and write numbers from one to 20 in numerals and words							a, b, c					b			
	Addition and subtraction	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs		a								a?					
		represent and use number bonds and related subtraction facts within 20		a			a, b, c										
		add and subtract single-digit and 2-digit numbers to 20, including zero					b, c					a?					
		solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$		a					a	a, b		a			a, b		
	Multiplication and division	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						a	b	a, b						a, c	
	Fractions	recognise, find and name a half as one of two equal parts of an object, shape or quantity														a	
		recognise, find and name a quarter as one of four equal parts of an object, shape or quantity														b	a
	MEASUREMENT	Measurement	compare, describe and solve practical problems for:														
			lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]	c		b						a					
mass/weight [e.g. heavy/light, heavier than, lighter than]						c					b						
capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]						c					c						
time [e.g. quicker, slower, earlier, later]																	
measure and begin to record the following:																	
lengths and heights			c								a						
mass/weight											b						
capacity and volume											c						
time (hours, minutes, seconds)						b								c			
recognise and know the value of different denominations of coins and notes									a, b, c	a, b				b			
sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]			d	b									b		a?		
recognise and use language relating to dates, including days of the week, weeks, months and years			d														
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times						b							b		c		
GEOMETRY	Properties of shapes	recognise and name common 2-D and 3-D shapes, including:															
		2-D shapes [e.g. rectangles (including squares), circles and triangles]			b								a, b	d			
		3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]			a									a, b			
	Position and direction	describe position, direction and movement, including whole, half, quarter and three-quarter turns			c								b	d?		a, b	