



Year 1 - Inspire Maths National Curriculum Correlation Chart

Year 1 programme of study Statutory requirements	Inspire Maths Pupil Textbooks 1A and 1B	Notes
Number – number and place value		
Pupils should be taught to:		
<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 	PB1A Unit 1: Numbers to 10, 6–21 PB1A Unit 3: Addition within 10, 28–31 PB1A Unit 4: Subtraction within 10, 39–43 PB1A Unit 6: Ordinal Numbers, 67–79 PB1A Unit 7: Numbers to 20, 79–97 PB1B Unit 12: Numbers to 40, 26–62 PB1B Unit 17: Numbers to 100, 91–120 PB2A Unit 1: Numbers to 1000, 6	Counting across 100 is included in <i>Inspire Maths 2</i> .
<ul style="list-style-type: none"> count, read and write numbers to 100 in numerals 	PB1A Unit 1: Numbers to 10, 6–12, 15–21 PB1A Unit 2: Number Bonds, 22–27 PB1A Unit 3: Addition within 10, 28–38 PB1A Unit 4: Subtraction within 10, 39–53 PB1A Unit 7: Numbers to 20, 79–97 PB1B Unit 12: Numbers to 40, 26–62 PB1B Unit 17: Numbers to 100, 91–120	
<ul style="list-style-type: none"> count in multiples of twos, fives and tens 	PB1A Unit 7: Numbers to 20, 95, 97 PB1B Unit 12: Numbers to 40, 36 PB1B Unit 17: Numbers to 100, 91–93	<i>Inspire Maths 1</i> introduces number patterns. 'Skip-counting' for twos, fives and tens is introduced in <i>Inspire Maths 2</i> .
<ul style="list-style-type: none"> given a number, identify one more and one less 	PB1A Unit 1: Numbers to 10, 17–20 PB1A Unit 7: Numbers to 20, 94–96 PB1B Unit 12: Numbers to 40, 36	
<ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations including the number line 	PB1A Unit 1: Numbers to 10, 6–21 PB1A Unit 2: Number Bonds, 22–27 PB1A Unit 3: Addition within 10, 28–30, 32–37 PB1A Unit 4: Subtraction within 10, 39–51 PB1A Unit 7: Numbers to 20, 79–97 PB1B Unit 12: Numbers to 40, 26–61 PB1B Unit 17: Numbers to 100, 91–100, 102–117	<i>Inspire Maths</i> uses number tracks frequently. Use number lines as an alternative image alongside number tracks, for example in PB1A Unit 1: Numbers to 10, page 12 and PB1A Unit 7: Numbers to 20, page 82.



<ul style="list-style-type: none"> use the language of: equal to, more than, less than (fewer), most, least 	PB1A Unit 1: Numbers to 10, 13–16 PB1A Unit 3: Addition within 10, 30, 38 PB1A Unit 4: Subtraction within 10, 40 PB1A Unit 7: Numbers to 20, 88–97 PB1B Unit 12: Numbers to 40, 31–36 PB1B Unit 17: Numbers to 100, 95–101	Include 'equal to' when comparing. For example, in PB1A, page 13, question 1: 'The number of children is equal to the number of apples.' Include the vocabulary of 'most' and 'fewest' when comparing. For example, in PB1A, page 15, question 5: 'Which train has the most? Which train has the least?'
<ul style="list-style-type: none"> read and write numbers from 1 to 20 in numerals and words. 	PB1A Unit 1: Numbers to 10, 6–12 PB1A Unit 7: Numbers to 20, 84	
Number – addition and subtraction		
Pupils should be taught to:		
<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 	PB1A Unit 3 Addition within 10, 28–30, 32–38 PB1A Unit 4: Subtraction within 10, 39–41, 43–53 PB1A Unit 7: Numbers to 20, 83, 85 PB1A Unit 8: Addition and Subtraction within 20, 98–104, 106–109 PB1B Unit 12: Numbers to 40, 28–29, 36–62 PB1B Unit 13: Mental Calculations, 63, 65–67, 69 PB1B Unit 14: Multiplication, 70–78 PB1B Unit 17: Numbers to 100, 93, 102–117, 120 PB1B Unit 19: Money (2), 132–133, 136–143	To introduce 'not equal to', expand the teaching sequence in TG1A, page 48, question 1, to include more guidance on what the equals symbol means, and why it couldn't be used between, e.g. $6 + 2$ and 6 : because these are <i>not</i> equal.
<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 	PB1A Unit 2: Number Bonds, 22–27 PB1A Unit 3: Addition within 10, 32–38 PB1A Unit 4: Subtraction within 10, 44–51 PB1A Unit 7: Numbers to 20, 83 PB1A Unit 8: Addition and Subtraction within 20, 98–105 PB1B Unit 12: Numbers to 40, 37–62 PB1B Unit 13: Mental Calculations, 63–69 PB1B Unit 17: Numbers to 100, 102–120 PB1B Unit 19: Money (2), 132–143	



<ul style="list-style-type: none"> add and subtract one-digit and two-digit numbers to 20, including zero 	PB1A Unit 3: Addition within 10, 28–38 PB1A Unit 4: Subtraction within 10, 39–53 PB1A Unit 7: Numbers to 20, 83, 85, 94–96 PB1A Unit 8: Addition and Subtraction within 20, 98–109 PB1B Unit 12: Numbers to 40, 37–62 PB1B Unit 13: Mental Calculations, 63–69 PB1B Unit 14: Multiplication, 70–75 PB1B Unit 17: Numbers to 100, 102–120 PB1B Unit 19: Money (2), 132–143	
<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	PB1A Unit 3: Addition within 10, 34–38 PB1A Unit 4: Subtraction within 10, 46–49, 52–53 PB1A Unit 7: Numbers to 20, 93–97 PB1A Unit 8: Addition and Subtraction within 20, 106–109 PB1B Unit 12: Numbers to 40, 39–62 PB1B Unit 19: Money (2), 132–143	
Number – multiplication and division		
Pupils should be taught to:		
<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. 	PB1B Unit 14: Multiplication, 70–78 PB1B Unit 15: Division, 79–83	
Number – fractions		
Pupils should be taught to:		
<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity 	PB2B Unit 12: Fractions, 32–42	<i>Inspire Maths 2</i> introduces half of an object or shape as part of coverage of small-denominator fractions.
<ul style="list-style-type: none"> recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	PB2B Unit 12: Fractions, 32–42	<i>Inspire Maths 2</i> introduces a quarter of an object or shape as part of coverage of small-denominator fractions.



Measurement		
Pupils should be taught to:		
<ul style="list-style-type: none"> 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/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] 	PB1A Unit 9: Length, 110–126 PB1B Unit 10: Mass, 6–17 PB2B Unit 14: Volume, 79–84 PB2B Unit 13: Time, 69–73, 78	Discuss times of day, including ‘earlier’, ‘later’ in TG1B, Unit 16, page 158. Find opportunities throughout the school day to discuss length of time, including ‘quicker’, ‘slower’.
<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) 	PB1A Unit 9: Length, 119–126 PB1B Unit 10: Mass, 11–17 PB2B Unit 14: Volume, 83–84 PB1B Unit 16: Time, 84–90 PB2B Unit 13: Time, 74–77	Telling the time is covered in <i>Inspire Maths 1</i> . Time in the sense of time taken, or elapsed time, is introduced in <i>Inspire Maths 2</i> .
<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes 	PB1B Unit 18: Money (1), 121–131	
<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] 	PB1B Unit 16: Time, 85–89 PB2B Unit 13: Time, 69–73	Extend teaching sequences for TG1B, page 159, question 3; page 161, questions 2–4; page 162, question 5 to introduce the language of sequencing.
<ul style="list-style-type: none"> recognise and use language relating to dates, including days of the week, weeks, months and years 		Find opportunities throughout the school day to introduce this vocabulary.
<ul style="list-style-type: none"> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	PB1B Unit 16: Time, 84–90	As an additional activity to PrB1B, page 26, question 3 and page 28, question 2 ask pupils to ‘draw on the hands’ to clocks.



Geometry – properties of shapes		
Pupils should be taught to:		
<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] 	PB1A Unit 5: Shapes and Patterns, 54–61 PB2B Unit 17: Shapes and Patterns, 120–125	
<ul style="list-style-type: none"> 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	PB2B Unit 17: Shapes and Patterns, 129–131	3-D shapes are introduced in <i>Inspire Maths 2</i> . Extend PB2B, Unit 17 to include spheres and pyramids.
Geometry – position and direction		
Pupils should be taught to:		
<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	PB1A Unit 6 Ordinal Numbers, 67–78 <i>Inspire Maths 2</i> National Curriculum Correlation Chart	Left and right covered on PB1A, Unit 6 pages 67–78. <i>Inspire Maths 2</i> National Curriculum Chart further details coverage.



Inspire Maths Pupil Textbooks 1A and 1B additionally cover:

<ul style="list-style-type: none"> • reading and writing numbers to 100 in numerals and in words 	PB1B Unit 12: Numbers to 40, 26–27 PB1B Unit 17: Numbers to 100, 91–93
<ul style="list-style-type: none"> • using ordinal numbers 	PB1A Unit 6: Ordinal Numbers, 67–78
<ul style="list-style-type: none"> • understanding place value 	PB1A Unit 7: Numbers to 20, 86–93 PB1B Unit 12: Numbers to 40, 29–30 PB1B Unit 17: Numbers to 100, 94
<ul style="list-style-type: none"> • adding and subtracting numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 	PB1B Unit 12: Numbers to 40, 37–62, 118–119 PB1B Unit 17: Numbers to 100, 102–117, 120
<ul style="list-style-type: none"> • adding and subtracting whole numbers with up to two digits, using formal written methods of columnar addition and subtraction 	PB1B Unit 12: Numbers to 40, 37–56 PB1B Unit 17: Numbers to 100, 102–120
<ul style="list-style-type: none"> • reading, writing and interpreting mathematical statements involving multiplication (\times) and equals (=) signs 	PB1B Unit 14: Multiplication, 73–78
<ul style="list-style-type: none"> • recognising and using symbols for pounds (£) and pence (p); combining amounts to make a particular value 	PB1B Unit 18: Money (1), 121–131 PB1B Unit 19: Money (2), 132–143
<ul style="list-style-type: none"> • finding different combinations of coins that equal the same amounts of money 	PB1B Unit 19: Money (2), 142
<ul style="list-style-type: none"> • solving simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	PB1B Unit 19: Money (2), 132–143
<ul style="list-style-type: none"> • ordering and arranging combinations of mathematical objects in patterns and sequences 	PB1A Unit 5: Shapes and Patterns, 62–66
<ul style="list-style-type: none"> • interpreting simple pictograms 	PB1B Unit 11: Picture Graphs, 18–25