All Saints C.E (VC) Primary School & Nursery, Ranton

Expectations in Mathematics

Year One

Number and Place Value

What does my child need to be able to do?

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.

What does this mean?

Your child can count up to 100 and beyond, starting on any number.
Your child can count back from any given number, up to 100.
Your child can find missing numbers on a one hundred square.

What does this look like in context?

Look at the table below. Can you fill in the missing numbers?

1	2	3	4	5	6	7	8	9	10
11	12	13	14		16	17	18	19	20
21	22	23	24	25	26	27		29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Number and Place Value

What does my child need to be able to do?
Count in multiples of twos, fives and tens.

What does this mean?
Your child can confidently count up and back in jumps of twos, fives and tens.
Your child can continue sequences which increase or decrease by twos, fives and tens.

What does this look like in context?

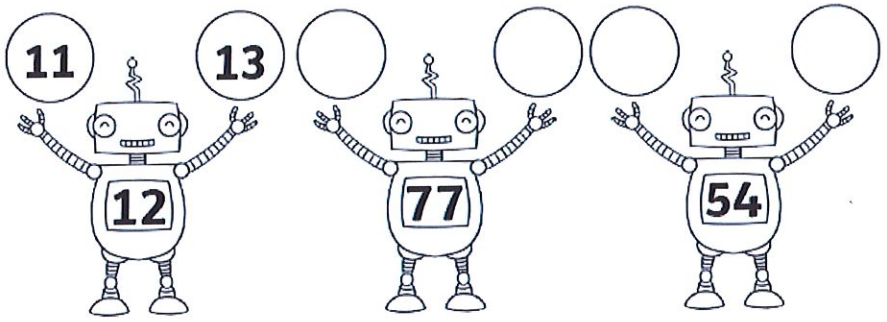
Yes or no:
If I count forwards in 2s from 4, I will say 19. Yes or No?
If I count backwards in 5s from 27, I will say 12. Yes or No?
If I count forwards in 10s from 62, I will say 91. Yes or No?
If I count backwards in 5s from 47, I will say 13. Yes or No?

Number and Place Value

What does my child need to be able to do?
Given a number, identify one more and one less.

What does this mean?
Your child can say and write what one more or one less than any is given number (up to 100).

What does this look like in context?



Number and Place Value

What does my child need to be able to do?

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.

What does this mean?

Your child can count out amounts of objects.
Your child can use key language to describe an amount.

What does this look like in context?

Five girls took part in a dance competition. Maria scored 18 out of 20; Helen scored 15; Jade 19; Aysha 12 and Ellen 10. Who scored the most?	In a race, Ellie finished after Henry; Henry finished before Seth and Rhaisa. Seth finished before Rhaisa. Ellie was last. Who finished first?
Who had the lowest score?	Who finished second?

Number and Place Value

What does my child need to be able to do?
Read and write numbers from 1 to 20 in numerals and words.

What does this mean?
Your child can read and write numerals up to twenty.

What does this look like in context?

Write the numbers.

three _____
six _____
four _____
nine _____
seven _____

one _____
ten _____
two _____
five _____
eight _____

Addition and Subtraction

What does my child need to be able to do?

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

What does this mean?

Your child can read and write an addition or subtraction calculation.
You child can read and form + - and = symbols accurately.

What does this look like in context?

Put a circle around all the calculations that have an answer of 8.				
5 + 3	15 – 7	23 + 3	12 - 5	12 – 4
12 + 3	5 + 1 + 3	4 + 2 + 2	19 – 11	17 - 9

Addition and Subtraction

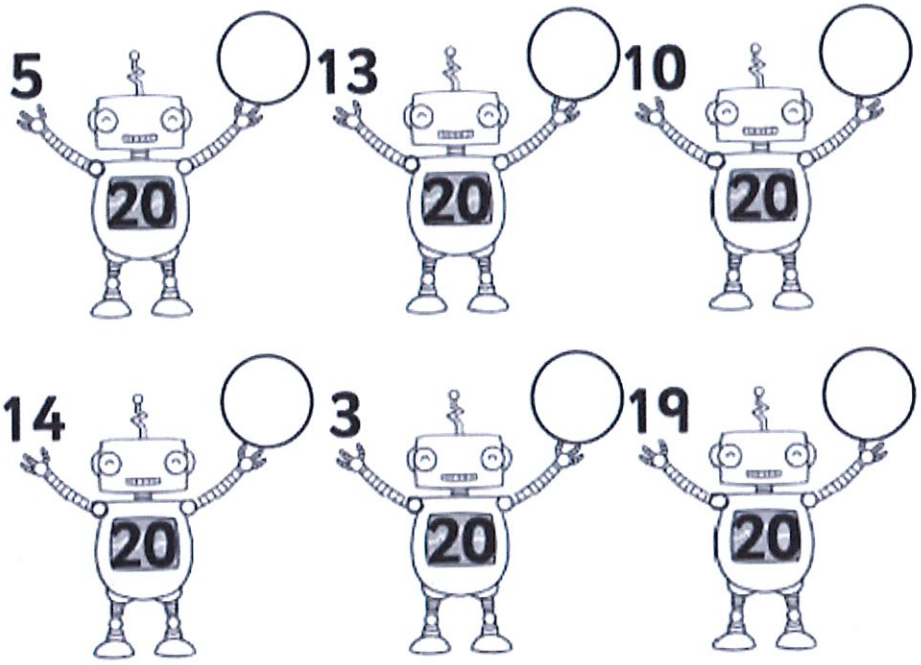
What does my child need to be able to do?

Represent and use number bonds and related subtraction facts within 20.

What does this mean?

Your child can work logically to find all number bonds to 20.
Your child can recall what number needs to be added to any given number up to 20.
Your child can inverse and addition operation to show the calculation as a subtraction.

What does this look like in context?



Addition and Subtraction

What does my child need to be able to do?

Add and subtract one-digit and two-digit numbers to 20, including zero.

What does this mean?

Your child can read addition and subtraction questions involving 1 and 2-digit numbers.

Your child can solve addition and subtraction questions involving 1 and 2-digit numbers, with some help from support resources such as number lines or hundred squares.

What does this look like in context?

Helen went to play with Cybel. Helen had 10 stickers and she gave Cybel 4 of them. Cybel already had 4 stickers. Which of the two girls had most stickers to play with?	Take 10 away from 18, and then add 3 to your answer. How many have you now?

Addition and Subtraction

What does my child need to be able to do?

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.

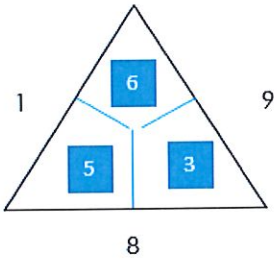
What does this mean?

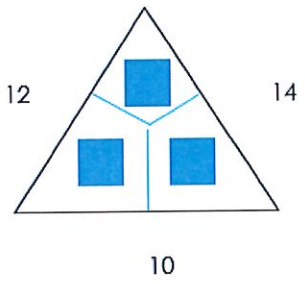
Your child can read addition and subtraction word problems involving 1 and 2-digit numbers.
Your child can recognise key words which tell them whether they need to add or subtract e.g. altogether, total, less than and take away.

What does this look like in context?

Triangular Problems

Look at the triangle on the left hand side. What numbers are missing from the triangle on the right hand side?





Multiplication and Division

What does my child need to be able to do?

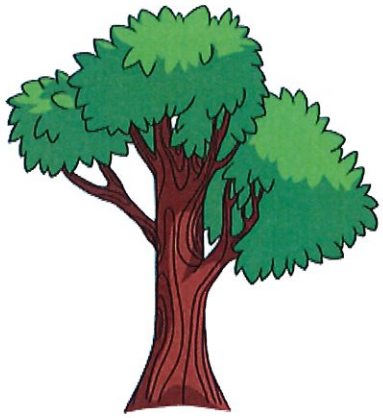
Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

What does this mean?

Your child can count up in multiples of 2s, 5s and 10s.

What does this look like in context?

There are a number of trees in the school grounds. Each tree drops 5 leaves each day. How many trees are there if we find 25 leaves on the ground each day?



Fractions

What does my child need to be able to do?

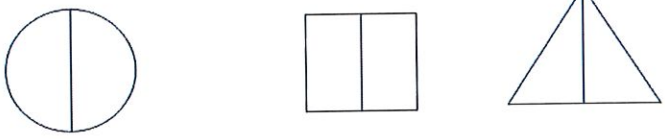
Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

What does this mean?

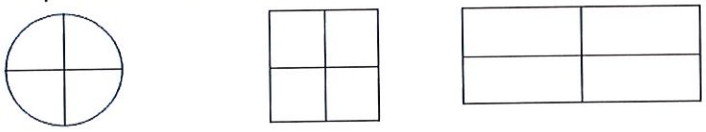
Your child can shade in one half and one quarter of a shape.
Your child can recognise which shapes have one half or one quarter shaded.
You child can find one half or one quarter of an amount using concrete objects to help them.

What does this look like in context?

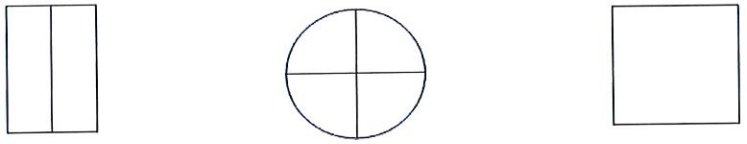
Colour 1 half of these shapes.



Colour 1 quarter of these shapes.



Label the shapes **whole**, **half** or **quarters**.



_____ _____ _____

Harry went to play with Ahmed. Ahmed had 10 cars and he gave Harry half of them. Harry already had 2 cars. How many cars did Harry have to play with?

Measurement

What does my child need to be able to do?

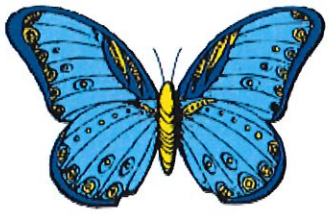
Compare, describe & solve practical problems for: lengths/heights (short/tall, half/ double); mass/weight (heavier/lighter); capacity/volume (full/empty, more/less); time (quicker/slower/later).

What does this mean?

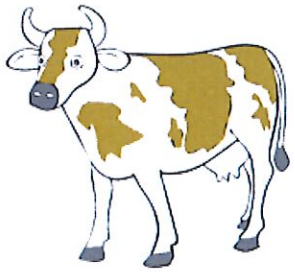
Your child understands key words linked to length, height, weight, capacity and time.
Your child can measure using the most suitable form of measurement for a given task.
Your child can solve problems involving length, height, weight, capacity and time.

What does this look like in context?

Which of these two weighs the most? Explain your answer.



Butterfly



Cow

Measurement

What does my child need to be able to do?

Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, and seconds).

What does this mean?

Your child can accurately measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, and seconds).

Your child can use a ruler, tape measure, measuring cylinder and stop watch accurately.

What does this look like in context?

Using a ruler, measure the lines and write down the measurement.

1. _____ .....cm

2. _____ .....cm

3. _____ .....cm

Measurement

What does my child need to be able to do?

Recognise and know the value of different denominations of coins and notes.

What does this mean?

Your child can recognise and name coins and notes.
Your child can make amounts of money using coins and notes.
You child can make the same amount using different coins and notes.

What does this look like in context?

Paying bills	
Show me two ways of paying £1.50.	

Measurement

What does my child need to be able to do?

Sequence events in chronological order using language such as: 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.

What does this mean?

Your child can order events in their day-to-day lives using key vocabulary.
Your child can recite the days of the week and names of the months in order.

What does this look like in context?

Write these in the order you would do them during the day.
• **Get up** in the morning • **Go to bed** at night • Have **lunch** • Go to **school** (Only use the words in bold)
1. _____ **2.** _____ **3.** _____ **4.** _____

Measurement

What does my child need to be able to do?

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

What does this mean?

Your child can recognise times on a clock face shown by the hands.
Your child can show a time on a clock face by adding minute and hour hands.

What does this look like in context?

Put the correct times on these clock faces.	
	
I go to bed at	I have lunch at

Geometry

What does my child need to be able to do?

Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
Describe position, directions and movements, including whole, half, quarter and three-quarter turns.

What does this mean?

Your child can name and recognise properties of 2-D and 3-D shapes.
Your child can describe position, directions and movements, including whole, half, quarter and three-quarter turns.

What does this look like in context?

What are the next 2 shapes in this sequence?


Make a robot using at least 1 circle, 1 square, 1 triangle and 1 rectangle.