

Key Learning in Mathematics – Year 1

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ▪ <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> ▪ Count in multiples of twos, fives and tens. ▪ <u>Read and write numbers to 100 in numerals.</u> ▪ Read and write numbers from 1 to 20 in numerals and words. ▪ <u>Begin to recognise the place value of numbers beyond 20 (tens and ones).</u> ▪ <u>Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30).</u> ▪ <u>Use the language of: equal to, more than, less than (fewer), most, least.</u> ▪ Given a number, identify one more and one less. ▪ <i>Recognise and create repeating patterns with numbers, objects and shapes.</i> ▪ <i>Identify odd and even numbers linked to counting in twos from 0 and 1.</i> ▪ <i>Solve problems and practical problems involving all of the above.</i> 	<ul style="list-style-type: none"> ▪ <u>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</u> ▪ Represent and use number bonds and related subtraction facts within 20. ▪ <u>Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).</u> ▪ 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"> ▪ <u>Recall and use doubles of all numbers to 10 and corresponding halves.</u> ▪ <u>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.</u>

Key Learning in Mathematics – Year 1

Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▪ <u>Understand that a fraction can describe part of a whole.</u> ▪ <u>Understand that a unit fraction represents one equal part of a whole.</u> ▪ <u>Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure).</u> ▪ <u>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure).</u> 	<ul style="list-style-type: none"> ▪ <u>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.</u> ▪ <u>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</u> <div style="background-color: #0056b3; color: white; padding: 2px;">Geometry – position and direction</div> <ul style="list-style-type: none"> ▪ Describe movement, including whole, half, quarter and three-quarter turns. ▪ <i>Recognise and create repeating patterns with objects and shapes.</i> ▪ Describe position and direction. 	<ul style="list-style-type: none"> ▪ Measure and begin to record: <ul style="list-style-type: none"> - lengths and heights, <i>using non-standard and then manageable standard units (m/cm)</i> - mass/weight, <i>using non-standard and then manageable standard units (kg/g)</i> - capacity and volume <i>using non-standard and then manageable standard units (litres/ml)</i> - time (hours/minutes/seconds) <i>within children’s range of counting competence.</i> ▪ <u>Compare, describe and solve practical problems for:</u> <ul style="list-style-type: none"> - <u>lengths and heights (for example, long / short, longer / shorter, tall / short, double / half).</u> - <u>mass/weight (for example, heavy / light, heavier than, lighter than).</u> - <u>capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).</u> - <u>time (for example, quicker, slower, earlier, later).</u> ▪ <u>Recognise and use language relating to dates, including days of the week, weeks, months and years.</u> ▪ Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). ▪ <u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</u> ▪ <u>Recognise and know the value of different denominations of coins and notes.</u>
		<div style="background-color: #0056b3; color: white; padding: 2px;">Statistics</div> <ul style="list-style-type: none"> ▪ <u>Sort objects, numbers and shapes to a given criterion and their own.</u> ▪ <i>Present and interpret data in block diagrams using practical equipment.</i> ▪ <i>Ask and answer simple questions by counting the number of objects in each category.</i> ▪ <i>Ask and answer questions by comparing categorical data.</i>