



## Key Learning in Mathematics – Year 1

<p><b>Number – number and place value</b></p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count in multiples of twos, fives and tens</li> <li>Read and write numbers to 100 in numerals</li> <li>Read and write numbers from 1 to 20 in numerals and words</li> <li>Begin to recognise the place value of numbers beyond 20 (tens and ones)</li> <li>Identify and represent numbers using objects and pictorial representations including the number line</li> <li>Use the language of: equal to, more than, less than (fewer), most, least</li> <li>Given a number, identify one more and one less</li> <li>Recognise and create repeating patterns with numbers, objects and shapes</li> <li>Identify odd and even numbers linked to counting in twos from 0 and 1</li> <li>Solve problems and practical problems involving all of the above</li> </ul>	<p><b>Number – addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations)</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	<p><b>Number – multiplication and division</b></p> <ul style="list-style-type: none"> <li>Recall and use doubles of all numbers to 10 and corresponding halves</li> <li>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</li> </ul>
<p><b>Number – fractions</b></p> <ul style="list-style-type: none"> <li>Understand that a fraction can describe part of a whole</li> <li>Understand that a unit fraction represents one equal part of a whole</li> <li>Recognise, find and name a half as one of two equal parts of an object shape or quantity (<i>including measure</i>)</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (<i>including measure</i>)</li> </ul>	<p><b>Geometry – properties of shapes</b></p> <ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles</li> <li>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres</li> </ul> <p><b>Geometry – position and direction</b></p> <ul style="list-style-type: none"> <li>Describe movement, including whole, half, quarter and three-quarter turns</li> <li>Recognise and create repeating patterns with objects and shapes</li> <li>Describe position and direction</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Measure and begin to record: <ul style="list-style-type: none"> <li>lengths and heights, using non-standard and then manageable standard units (m/cm)</li> <li>mass/weight, using non-standard and then manageable standard units (kg/g)</li> <li>capacity and volume using non-standard and then manageable standard units (litres/ml)</li> <li>time (hours/minutes/seconds) within children’s range of counting competence</li> </ul> </li> <li>Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li> <li>mass/weight (for example, heavy/light, heavier than, lighter than)</li> <li>capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)</li> <li>time (for example, quicker, slower, earlier, later)</li> </ul> </li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and</li> </ul>

## Statistics

- Sort objects, numbers and shapes to a given criterion and their own
- Present and interpret data in block diagrams using practical equipment
- Ask and answer simple questions by counting the number of objects in each category
- Ask and answer questions by comparing categorical data

evening

- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and know the value of different denominations of coins and notes