

Key Learning in Mathematics at Allesley Primary School – Year 1

<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count in multiples of twos, fives and tens Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Begin to recognise the place value of numbers beyond 20 (tens and ones) Identify and represent numbers using objects and pictorial representations including the number line & Numicon Use the language of: equal to, more than, less than (fewer), most, least Given a number, identify one more and one less Recognise and create repeating patterns with numbers, objects and shapes Identify odd and even numbers linked to counting in twos from 0 and 1 Solve problems and practical problems involving all of the above 	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations) 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"> Recall and use doubles of all numbers to 10 and corresponding halves 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
<ul style="list-style-type: none"> Understand that a fraction can describe part of a whole Understand that a unit fraction represents one equal part of a whole Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure) 	<ul style="list-style-type: none"> Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres <ul style="list-style-type: none"> Describe movement, including whole, half, quarter and three-quarter turns Recognise and create repeating patterns with objects and shapes Describe position and direction <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Measure and begin to record: <ul style="list-style-type: none"> lengths and heights, using non-standard and then manageable standard units (m/cm) mass/weight, using non-standard and then manageable standard units (kg/g) capacity and volume using non-standard and then manageable standard units (litres/ml) time (hours/minutes/seconds) within children's range of counting competence 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) Recognise and use language relating to dates, including days of the week, weeks, months and years Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times – ref to time daily across curriculum/throughout day Recognise and know the value of different denominations of coins and notes