



## 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"><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><i>Begin to recognise the place value of numbers beyond 20 (tens and ones).</i></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><i>Recognise and create repeating patterns with numbers, objects and shapes.</i></li><li><i>Identify odd and even numbers linked to counting in twos from 0 and 1.</i></li><li><i>Solve problems and practical problems involving all of the above.</i></li></ul>	<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 (<i>using concrete objects and pictorial representations</i>).</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>	<ul style="list-style-type: none"><li><i>Recall and use doubles of all numbers to 10 and corresponding halves.</i></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>



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Number – fractions	Geometry – properties of shapes	Measurement
<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>	<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>	<ul style="list-style-type: none"> <li>▪ Measure and begin to record:               <ul style="list-style-type: none"> <li>- lengths and heights, <i>using non-standard and then manageable standard units (m/cm)</i></li> <li>- mass/weight, <i>using non-standard and then manageable standard units (kg/g)</i></li> <li>- capacity and volume <i>using non-standard and then manageable standard units (litres/ml)</i></li> <li>- time (hours/minutes/seconds) <i>within children’s range of counting competence.</i></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 evening).</li> <li>▪ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>▪ Recognise and know the value of different denominations of coins and notes.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<b>Geometry – position and direction</b>	<ul style="list-style-type: none"> <li>•</li> </ul>



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<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>▪ Describe movement, including whole, half, quarter and three-quarter turns.</li><li>▪ <i>Recognise and create repeating patterns with objects and shapes.</i></li><li>▪ Describe position and direction.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
		<p><b>Statistics</b></p> <ul style="list-style-type: none"><li>▪ <i>Sort objects, numbers and shapes to a given criterion and their own.</i></li><li>▪ <i>Present and interpret data in block diagrams using practical equipment.</i></li><li>▪ <i>Ask and answer simple questions by counting the number of objects in each category.</i></li><li>▪ <i>Ask and answer questions by comparing categorical data.</i></li></ul>