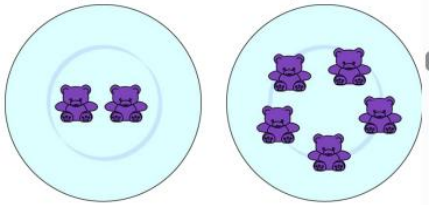
Year 1 mathematics. *What you need to know.*

Number and Place Value

Subitise: Children should be able to quickly, accurately and confidently recognise a group of numbers without counting.

How many bears are there on each plate?



Given a number, identify one more and one less.

☐ is 1 less than ☐

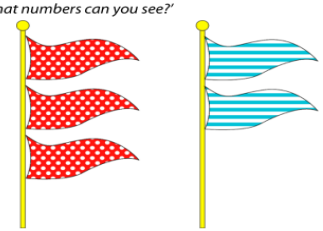
☐ is 1 more than ☐

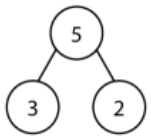
Use the language of: equal to, more than, less than (fewer), most, least.

Counting: Read and write numbers from 1 to 20 in **numerals** and **words**.
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; count in multiples of twos, fives and tens.
Partitioning. Fluency in number bonds to 5 and 10 – committing number facts to memory

Partitioning into two parts:
'What numbers can you see?'

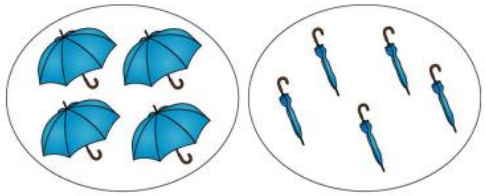




'I can see five flags. Three are spotty and two are stripy.'

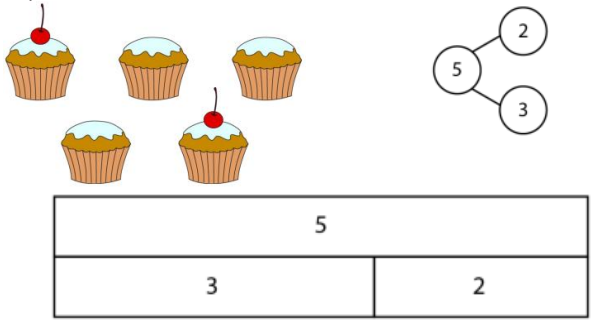
Addition and Subtraction

Addition is commutative
3+7=7+3
Use number bonds and related subtraction facts.
What are number facts?
Add and subtract one digit and two-digit numbers to 20, including zero.



4 + 5

How many umbrellas are there altogether?
We practice applying our maths using a variety of representations.



5 = 3 +2
2 + 3 = 5
3 + 2=5
Solve one-step problems that involve addition or subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = * - 9
One more and one less to any given number within 20 and complete missing number sequences

12		14	15			18

Measurement

Compare, describe and solve practical problems for:
*lengths and heights
*mass/weight
*capacity and volume
*time (hours, minutes, seconds)

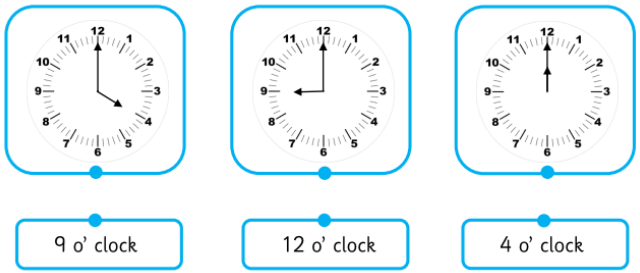
Which piece of string is longer? Explain your answer.

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

How much money is here altogether?

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

Draw a line to match the clocks to the times.

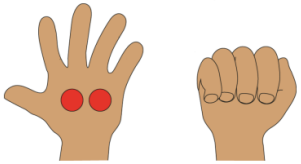


Recognise and use language relating to dates, including days of the week, weeks, months and year.

Mathematical thinking:

Concrete:

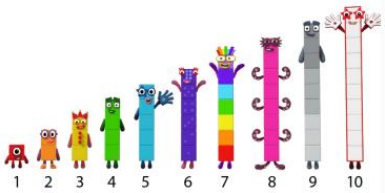
'I have five counters. There are two counters in my open hand. How many counters are there in my closed hand?'



How can you help?

• At home you could help your child by chanting, signing number-based rhymes. Numberblocks have lots of wonderful songs that you can share with your child.

Numberblock (1-10):

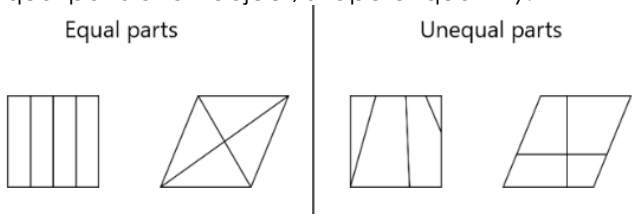


• Practice counting from any number, forwards and backwards. • Count objects and ask questions such as, how many if I have one more/less or ten more/less. • Point out numbers when you see them and help your child read them.

Fractions

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.



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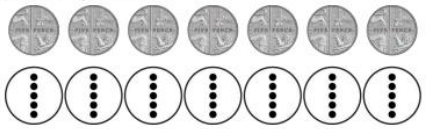
Multiplication and Division

Count in multiples of twos, fives and tens

Counting on groups of to solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays

- *'How many shoes are there? Count in groups of two.'*

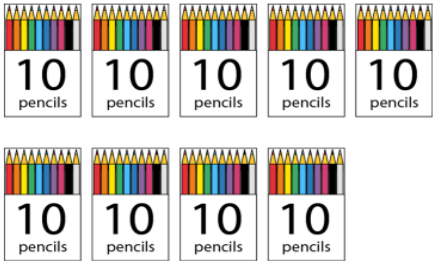
Finding the value of a set of 5 p coins – coins and pre-money tokens:



- *'One five-pennies, two five-pennies, three five-pennies…'*
- *'Five p, ten p, fifteen p…'*

Objects grouped into tens:

'How many pencils are there? Count in groups of ten.'



Geometry

Shape

Recognise and name common 2- D and 3-D shapes, including:

*2-D shapes [e.g. rectangles (including squares), circles and triangles]

*3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].

Which group does a cube belong in? How do you know?

Position and Direction

Describe position, direction and movement,

Mastering Number

Newington Green is working with the Maths Hub to provide a mastering number programme. It aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

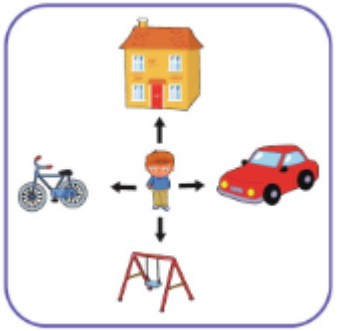
Ways to help your child at home

- Learn all the doubles to 20 + 20 and the related halves (half of 40 is 20).
- Help them to have rapid recall of the two, three, five and ten times tables.

Practise the number bonds to 10 and 100 and the related subtraction facts.

including half, quarter and three-quarter turns

Tom is facing the swing. He takes a quarter turn to the left, what is he facing now?



How can you help?

• Discuss directions home, which way are you turning, how many turns (right, left, clockwise and anti-clockwise). • Look out for shapes everywhere you go. What shapes can you see? Can you guess the shape being described? • Play games with objects, get your child to describe its position.