



Maths Curriculum - Year 1 - Key Skills Areas

Number and Place Value:

	Counting	Writing Numbers	Representing Numbers	Place Value	Comparing and Ordering	Rounding	Problems
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 numbercount, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	<ul style="list-style-type: none">read and write numbers from 1 to 20 in numerals and words.	<ul style="list-style-type: none">identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	<ul style="list-style-type: none">identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	<ul style="list-style-type: none">given a number, identify one more and one less		



Addition and Subtraction:

	Number Statements	Mental Recall	Addition	Subtraction	Relationships	Problems
Year 1	<ul style="list-style-type: none">read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	<ul style="list-style-type: none">represent and use number bonds and related subtraction facts within 20	<ul style="list-style-type: none">add and subtract one-digit and two-digit numbers to 20, including zero	<ul style="list-style-type: none">add and subtract one-digit and two-digit numbers to 20, including zero		<ul style="list-style-type: none">solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.

Examples:

Written Methods:

Children should use numbered number lines to add small numbers to 20, counting on from the larger number.

$7 + 6 = 13$

Written Methods:

Children consolidate their understanding of subtraction practically, showing subtraction on bead strings, using cubes, Numicon etc. and in familiar contexts. They are also introduced to more formal recording using number lines as shown below.

$9 - 4 = 5$


Multiplication and Division:

	Number Statements	Mental Recall	Written Calculations	Relationships	Numbers	Problems
Year 1	<ul style="list-style-type: none"> Solve simple one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 		<ul style="list-style-type: none"> Solve simple one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 			<ul style="list-style-type: none"> Solve simple one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Examples:

Written Methods:

Much of children's work on multiplication at the start of Year 1 will be practical and recorded as photographs in books rather than written recorded work. They should be given lots of opportunities to count in 2s, 5s and 10s and solve simple problems using these numbers.

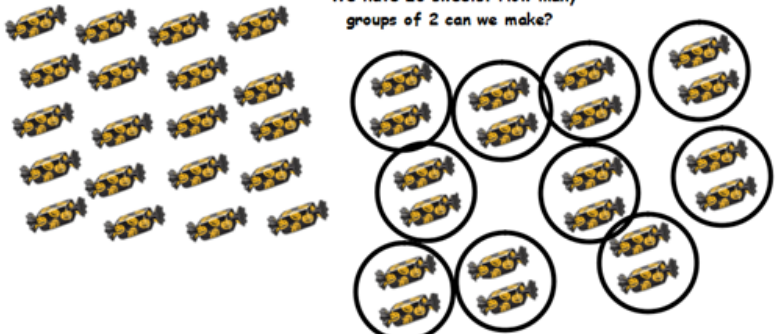


Five pairs of socks. How many socks altogether?

Written Methods:

Children use the language of **grouping and sharing** for division. They should gain lots of practical experience, using counters and different objects to demonstrate sharing and grouping.

We have 20 sweets. How many groups of 2 can we make?





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Fractions:

	Recognising Fractions	Decimals	Finding FDP	Links to Place Value	Comparing and Ordering FDP	Operations	Problems
Year 1	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>		<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>				



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Non Key Skills Areas:

Geometry:

	2D Shapes	3D Shapes	Symmetry	Angles	Coordinates	Translations	Problems
Year 1	Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 	Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres) 					

Measures:

	Measuring	Units	Money	Area	Perimeter	Capacity	Time	Problems
Year 1	Measure and begin to record the following: Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds) Recognise and use the language relating to dates, including days of the week, weeks, months and years	Measure and begin to record the following: Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds)	Recognise and know the value of different denominations of coins and notes				Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use the language relating to dates, including days of the week, weeks, months and years	Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) Mass or weight (e.g. heavy/light, heavier than, lighter than) Capacity/volume (full/empty, more than/less than, quarter) Time (quicker, slower, earlier, later)