Key Learning in Mathematics – Year 1

Number - number and place value Number - addition and subtraction **Number – multiplication and division** • Count to and across 100, forwards and backwards, beginning with 0 • Read, write and interpret mathematical statements involving • Recall and use doubles of all numbers to 10 and corresponding halves or 1, or from any given number • Solve one-step problems involving multiplication and division, by addition (+), subtraction (-) and equals (=) signs calculating the answer using concrete objects, pictorial • Count in multiples of twos, fives and tens • Represent and use number bonds and related subtraction facts • Read and write numbers to 100 in numerals within 20 representations and arrays with the support of the teacher • Read and write numbers from 1 to 20 in numerals and words • Add and subtract one-digit and two-digit numbers to 20, including • Begin to recognise the place value of numbers beyond 20 (tens and zero (using concrete objects and pictorial representations) Measurement Solve one-step problems that involve addition and subtraction, ones) • Measure and begin to record: • Identify and represent numbers using objects and pictorial using concrete objects and pictorial representations, and missing - lengths and heights, using non-standard and then manageable representations including the number line number problems such as $7 = \square - 9$ standard units (m/cm) • Use the language of: equal to, more than, less than (fewer), most, - mass/weight, using non-standard and then manageable standard least • Given a number, identify one more and one less - capacity and volume using non-standard and then manageable • Recognise and create repeating patterns with numbers, objects and standard units (litres/ml) - time (hours/minutes/seconds) • Identify odd and even numbers linked to counting in twos from 0 within children's range of counting competence • Compare, describe and solve practical problems for: • Solve problems and practical problems involving all of the above - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) **Number – fractions Geometry – properties of shapes** - mass/weight (for example, heavy/light, heavier than, lighter than) • Understand that a fraction can describe part of a whole • Recognise and name common 2-D shapes, including rectangles - capacity and volume (for example, full/empty, more than, less than, • Understand that a unit fraction represents one equal part of a whole (including squares), circles and triangles half, half full, quarter) • Recognise, find and name a half as one of two equal parts of an • Recognise and name common 3-D shapes, including cuboids - time (for example, quicker, slower, earlier, later) object shape or quantity (including measure) (including cubes), pyramids and spheres • Recognise and use language relating to dates, including days of the • Recognise, find and name a quarter as one of four equal parts of an week, weeks, months and years object, shape or quantity (including measure) **Geometry – position and direction** Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, • Describe movement, including whole, half, guarter and three-guarter morning, afternoon and evening • Tell the time to the hour and half past the hour and draw the hands Recognise and create repeating patterns with objects and shapes on a clock face to show these times • Describe position and direction • Recognise and know the value of different denominations of coins and notes **Statistics** • Sort objects, numbers and shapes to a given criterion and their own • Present and interpret data in block diagrams using practical Ask and answer simple questions by counting the number of objects in

Ask and answer questions by comparing categorical data

each category