



<b>Subject</b>	Maths
<b>Year Group</b>	Year 1
<b>Knowledge</b> <b>Essential facts (Directly correlating to NC document)</b> <b>Key vocabulary / technical terms</b>	
<p><b><u>Children will know:</u></b></p> <p><b><u>Number and place value</u></b></p> <ul style="list-style-type: none"> <li>• How to count forwards and backwards up to 100 starting at any number</li> <li>• How to recognise and write numbers to 100 in numerals</li> <li>• How to identify and represent numbers using objects and pictorial representations</li> <li>• How to use the language equal to, more than, less than (fewer), most, least</li> <li>• How to identify 1 more/less than any number to 100</li> <li>• Odd and even numbers to 20</li> </ul> <p><b><u>Calculations</u></b></p> <p><b><u>Addition</u></b></p> <ul style="list-style-type: none"> <li>• How to read, write and interpret the mathematical symbol for addition (+)</li> <li>• How to represent number bonds to 10</li> <li>• How to use an efficient method to add a 1-digit and 2-digit number together, including crossing the tens.</li> <li>• How to use concrete objects and pictorial representations to solve one-step problems involving addition</li> <li>• How to stand and be able to solve missing number problems (<math>12 = 7 + ?</math>)</li> </ul> <p><b><u>Subtraction</u></b></p> <ul style="list-style-type: none"> <li>- How to read, write and interpret the mathematical symbol for subtraction (-)</li> <li>- Subtraction facts for number bonds to 20</li> <li>- How to use an efficient method to subtract a 1-digit number from a 2-digit number, including crossing the tens.</li> <li>- How to use concrete objects and pictorial representations to solve one-step problems involving subtraction.</li> <li>- How to solve missing number problems (<math>7 = ? - 9</math>)</li> </ul> <p><b><u>Multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>- How to use concrete objects, pictorial representations and arrays with the support of the teacher to solve one-step problems involving multiplication and division (through investigation of grouping and sharing small quantities, children should begin to develop their understanding, of doubling, halving, multiplication and division)</li> <li>• How to read, write and interpret the mathematical symbol for equals (=) and understand this means 'the same'.</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>• A half as 1 of 2 equal parts with objects, shapes and quantities.</li> <li>• A quarter as 1 of 4 equal parts with objects, shapes and quantities.</li> <li>• Halves and quarters are parts of a whole.</li> </ul>	



### **Geometry**

- The names of common 2D and 3D shapes (including rectangles, squares, circles, triangles, cubes, cuboids, pyramids and spheres).
- How many sides and corners common 2D shapes have.
- How to use the language 'faces', 'curved' and 'flat' when describing 3D shapes.

### **Space**

- How to use vocabulary such as; left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside, outside to describe position, direction and movement.
- How to make whole, half and quarter turns in both directions.

### **Measures**

- The months of the year.
- How to tell the time to o'clock and half past as well as being able to draw hands on a clock face.
- How to measure and begin to record lengths and heights, mass/weight, capacity and volume, time.
- How to choose the right equipment for measuring.
- How to use non-standard units to measure.
- The value of different denominations of coins and notes.
- How to sequence events in chronological order using the language; before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- The language and vocabulary relating to measures;
  - o Length and height – long/short/tall, double/half
  - o Mass and weight – heavy/light, heavier than/lighter than
  - o Capacity and volume – full/empty, more than/less than, half, half-full, quarter
  - o Time – quicker/slower, earlier/later