



# Ightham Primary School Mathematics

## Year 1 Terms 1 & 2

Calculation		
Number and place value		
<p><i>Pupils should be taught to:</i></p> <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, read and write numbers to 100 in numerals</li> <li>▪ count in multiples of twos, fives and tens</li> <li>▪ given a number, identify one more and one less</li> <li>▪ identify and represent numbers using objects and</li> <li>▪ identify and represent numbers using pictorial representations including the number line</li> <li>▪ use the language of: equal to, more than, less than (fewer), most, least</li> <li>▪ read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<p><i>Pupils should be taught to:</i></p> <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</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>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects,</li> <li>▪ solve one-step problems involving multiplication and division using pictorial representations and arrays with the support of the teacher.</li> </ul>
Statistics		
<p><i>No Key Objectives</i></p> <p style="text-align: center;">However pupils should continue to build on visual representations of information experienced in Early Years.</p>		
Fractions and Decimals	Measures	Geometry
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ recognise, find and name a half as one of two equal parts of an object, shape</li> <li>▪ recognise, find and name a half of a quantity</li> <li>▪ recognise, find and name a quarter as one of four equal parts of an object, shape</li> <li>▪ recognise, find and name a quarter of a quantity.</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <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>▪ measure and begin to record the following:               <ul style="list-style-type: none"> <li>○ lengths and heights</li> <li>○ mass/weight</li> <li>○ capacity and volume</li> <li>○ time (hours, minutes, seconds)</li> </ul> </li> <li>▪ recognise and know the value of different denominations of coins and notes</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>▪ recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>▪ tell the time to the hour and half past the hour</li> <li>▪ draw the hands on a clock face to show these times. [hour and half past the hour]</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ recognise and name common 2-D and 3-D shapes, including:               <ul style="list-style-type: none"> <li>○ 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>○ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> </li> </ul> <p><i>Pupils should be taught to:</i></p> <p>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>

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