

Numeracy Objectives – Year 1

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count in multiples of twos, fives and tens Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words <i>Begin to recognise the place value of numbers beyond 20 (tens and ones)</i> Identify and represent numbers using objects and pictorial representations including the number line Use the language of: equal to, more than, less than (fewer), most, least Given a number, identify one more and one less Identify odd and even numbers linked to counting in twos from 0 and 1 Solve problems and practical problems involving all of the above 	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs establish that – means subtract (take away is method) <ul style="list-style-type: none"> use inverses to establish link between addition and subtraction. Understand concept of difference Represent and use number bonds and related subtraction facts within 20 e.g. $9+7=16$, $16-7=9$, $7=16-9$ <ul style="list-style-type: none"> Understand the effect of adding or subtracting zero. Methods used for addition and subtraction – link to VCP (U+U, U-U within 20, Teens + U, Teens subtract U) Add and subtract one-digit and two-digit numbers to 20, including zero (<i>using concrete objects and pictorial representations</i>) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ Use practical contexts and associated terms (put together; add; altogether; total; difference between; distance between; more than; less than...) 	<ul style="list-style-type: none"> Recall and use doubles of all numbers to 10 and corresponding halves Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Including operation signs \times, \div and $=$ (in readiness for number sentences in Y2) <ul style="list-style-type: none"> Doubling and halving numbers 1-10 Practical application of grouping and sharing to find simple fractions of objects, numbers and quantities e.g. $\frac{1}{2}$ and $\frac{1}{4}$ Make connections between arrays, number patterns, and counting in twos, fives and tens
<p>Number – fractions</p> <ul style="list-style-type: none"> Understand that a fraction can describe part of a whole Understand that a unit fraction represents one equal part of a whole Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure) Equivalent $\frac{1}{2} = \frac{2}{4}$ Counting in halves to 10. Add $\frac{1}{2}$ to $\frac{1}{2}$ 	<p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres Pupils demonstrate different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other. <p>Geometry – position and direction</p> <ul style="list-style-type: none"> Describe movement, including whole, half, quarter and three-quarter turns Recognise and create repeating patterns with objects and shapes Describe position and direction 	<p>Measurement</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) mass/weight (for example, heavy/light, heavier than, lighter than) capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) time (for example, quicker, slower, earlier, later) Recognise and use language relating to dates, including days of the week, weeks, months and years Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times, time (hours/minutes/seconds) Recognise and know the value of different denominations of coins and notes

- Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
- Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.

Statistics

- Sort objects, numbers and shapes to a given criterion and their own
- Present and interpret data in block diagrams using practical equipment
- Ask and answer simple questions by counting the number of objects in each category
- Ask and answer questions by comparing categorical data

Algebra

- Counting in constant step sizes with different start numbers, forwards and backwards, with 100 sq and bead string
- Missing number sentences, balancing either side of the equals sign
- Simple sequences: Make this pattern 2 blue and 1 red. Continue it. –Ratio and proportion