



for Mrs Pearce's Maths Group
January 2024

The Year One Curriculum

- **number**

place value within 100

addition and subtraction with 20

multiplication and division

fractions

- **geometry**

2D and 3D shape

position and direction

- **measurement**

length and height

weight and volume

money

time

reasoning and applying
problem solving

Key Performance Indicators

Group: Year 1					
Number and Place Value					
Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number.	I can count forwards in ones from 0, 1 or any given number; including crossing over 100.				
	I can count backwards in ones from any given number; including crossing over 100.				
	I can count to 100				
	I can read numbers to 100.				
	I can write numbers to 100.				
Build progressively throughout the year to 10, 20, 50 then 100					
Counts in multiples of twos, fives and tens	I can count in steps of 2 starting from 0.				
	I can count in steps of 5 starting from 0.				
	I can count in steps of 10 starting from 0.				
Given a number, identifies one more and one less.	I can give one more than a number.				
	I can give one less than a number.				
Addition and Subtraction					
Represents and uses number bonds and related subtraction facts within 20.	I know and use my number bonds within 10.				
	I know and use the related subtraction facts within 10.				
	I know my number bonds within 20.				
	I know and use the related subtraction facts within 20.				
Autumn Term within 10 Spring Term within 20					
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$.	I can solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$				

Most common barrier to progress.



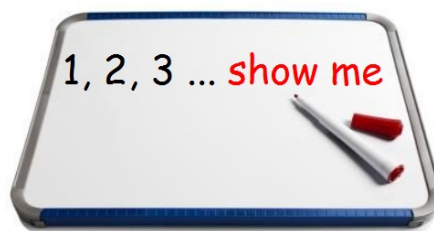
Key Performance Indicators

Fractions					
Recognises, finds, and names a half as one of two equal parts, and a quarter as one of four equal parts of an object, shape or quantity.	I can recognise, find and name a half and a quarter when working with objects.				
	I can recognise, find and name a half and a quarter when working with shapes.				
	I can recognise, find and name a half and a quarter when working with numbers.				
Measurement					
Compares, describes and solves practical problems for length and heights	I can describe and compare lengths and heights using language such as long, longer, short, shorter, taller etc.				
Compares, describes and solves practical problems for mass/weight	I can describe and compare the weight of objects using language such as heavy/light, heavier than/lighter than.				
Compares, describes and solves practical problems for capacity/volume	I can describe and compare the capacity of a container using language such as full/empty, more than/less than, half, half full and quarter full				
Recognise and know the value of different denominations of coins and notes	I can recognise the value of different coins and notes.				
Geometry: properties of shape					
Recognises and names common 2-D and 3-D shapes, including: - 2-D shapes eg rectangles (including squares), circles and	I can recognise and name 2D shapes such as rectangles, squares, circles and triangles.				
Recognises and names common 2-D and 3-D shapes,	I can recognise and name 3D shapes such as cuboids, cubes, pyramids and spheres.				

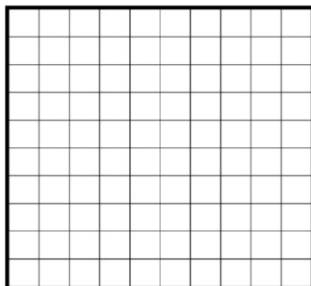
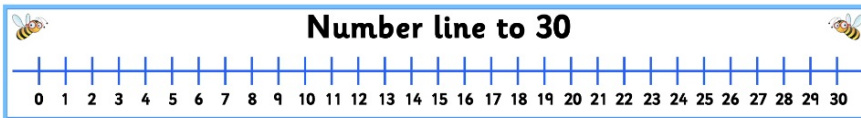


Ideas to support: **Number and Place Value**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



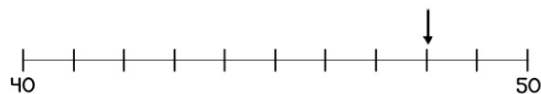
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Counts in multiples of twos, fives and tens.	I can count in steps of 2 starting from 0. I can count in steps of 5 starting from 0. I can count in steps of 10 starting from 0.
Given a number, identifies one more and one less.	I can give one more than a number. I can give one less than a number.



48	47	46	
30		32	
38			41

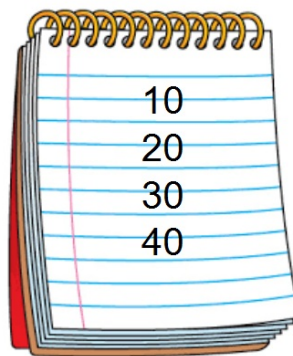
24 is 1 less than

reasoning and applying
problem solving

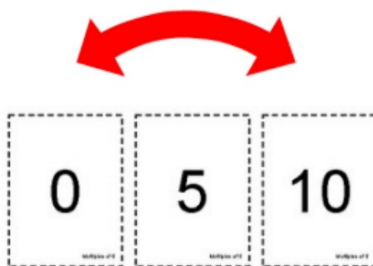


What number is the arrow pointing to?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

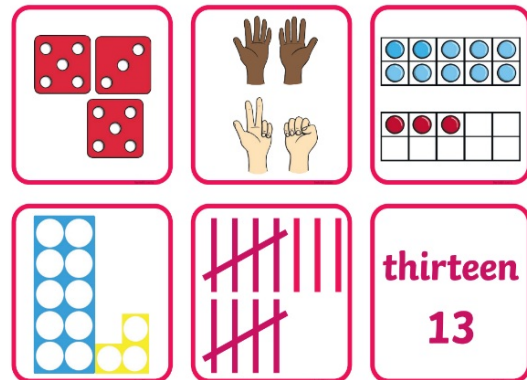
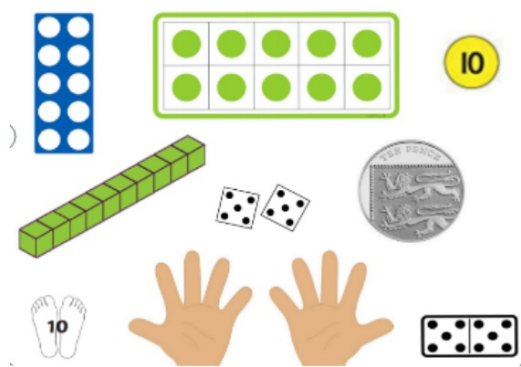


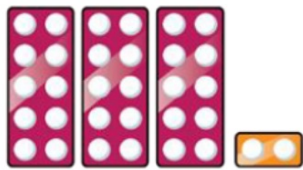
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Counts in multiples of twos, fives and tens.	I can count in steps of 2 starting from 0. I can count in steps of 5 starting from 0. I can count in steps of 10 starting from 0.
Given a number, identifies one more and one less.	I can give one more than a number. I can give one less than a number.



Once a child has grasped a mathematical concept, it is important that they are exposed to **varied fluency** activities and concrete apparatus which will develop and embed their understanding.

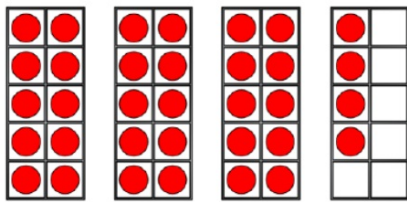
Being able to subitise is an important part of this.





What number has Sam made?

How many counters are there?

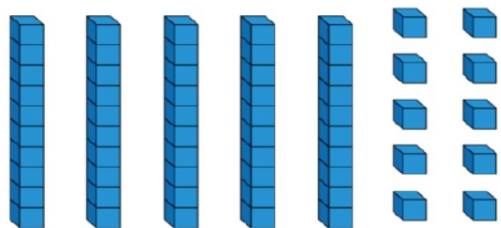


How much?

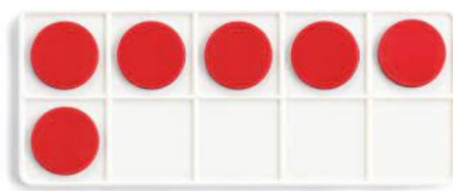

Number	Tens and Ones	Ten Frame	Base 10 xx	Words
26 ✓	2 tens 6 ones ✓			Twenty-six ✓
	___ tens ___ ones		✓	Thirty ✓
	___ tens ___ ones			

reasoning and applying problem solving

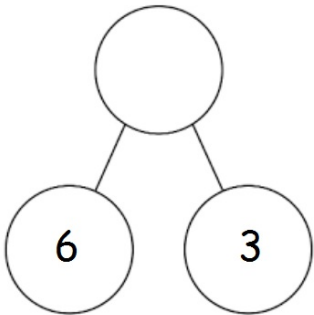
Circle 35



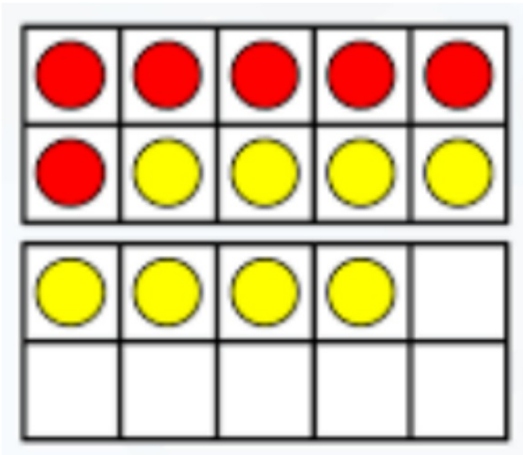
Addition and Subtraction: the ultimate aim is for the mental and rapid recall of all bonds to and of 10 and then 20.

$6 + 3 = \underline{\hspace{2cm}}$



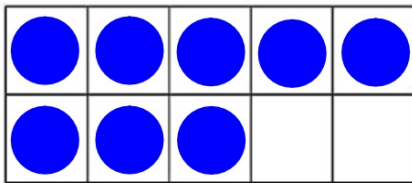
Varied Fluency in: Addition



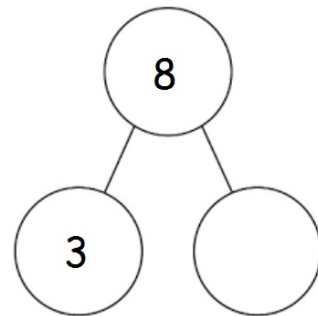
8	6

$\underline{\hspace{2cm}} = 6 + 8$

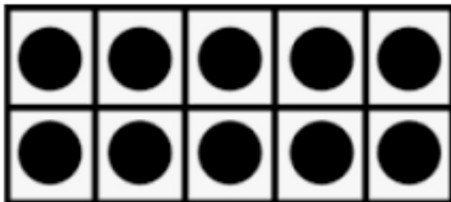
Represents and uses number bonds and related subtraction facts within 20.	I know and use my number bonds within 10.
	I know and use the related subtraction facts within 10.
	I know my number bonds within 20.
	I know and use the related subtraction facts within 20.
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$.	I can solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$.



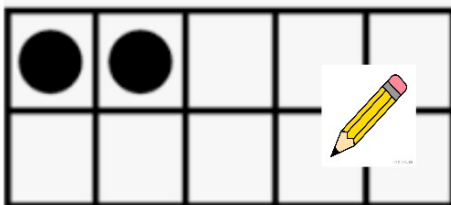
$$8 - 3 = \underline{\quad}$$



Varied Fluency in: **Subtraction**



12	
	5



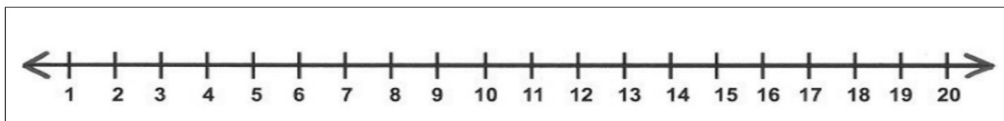
$$12 - 5 = \underline{\quad}$$

Represents and uses number bonds and related subtraction facts within 20.	I know and use my number bonds within 10.
	I know and use the related subtraction facts within 10.
	I know my number bonds within 20.
	I know and use the related subtraction facts within 20.
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$.	I can solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = 2 + \square$.

Other Methods for **Addition** and **Subtraction** Within 20



$13 + 5 = \underline{\quad}$



$17 - 4 = \underline{\quad}$



$\underline{\quad} = 3 + 14$

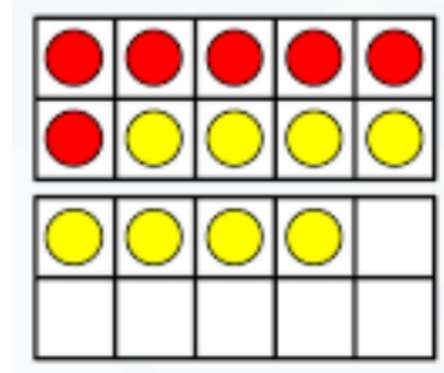


$14 - 3 = \underline{\quad}$

14 → 15, 16, 17

11, 12, 13 ← 14

Related Facts or Fact Families



Represents and uses number bonds and related subtraction facts within 20.	I know and use my number bonds within 10.
	I know and use the related subtraction facts within 10.
	I know my number bonds within 20.
	I know and use the related subtraction facts within 20.
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$.	I can solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$.

$$6 + 8 = 14$$

$$14 - 6 = 8$$

$$8 + 6 = 14$$

$$14 - 8 = 6$$

$$14 = 6 + 8$$

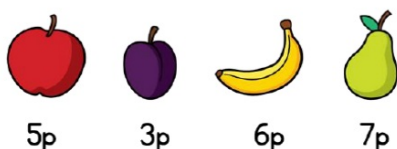
$$8 = 14 - 6$$

$$14 = 8 + 6$$

$$6 = 14 - 8$$

reasoning and applying problem solving

Ted spends 10p.
Circle the 2 items he buys.



Which calculation does not match the domino?



$$6 + 3 = 9$$

$$6 = 3 + 9$$

$$3 + 6 = 9$$

$$9 = 3 + 6$$

Eva has 2 bags of marbles.
She has 20 marbles altogether.
Circle the bags she has.



Represents and uses number bonds and related subtraction facts within 20.	I know and use my number bonds within 10.
	I know and use the related subtraction facts within 10.
	I know my number bonds within 20.
	I know and use the related subtraction facts within 20.
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$.	I can solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$.

- 2 Mo uses paper clips to measure the length of some objects.

Object	Number of paper clips
scissors	2
book	6
pencil	8
rubber	1

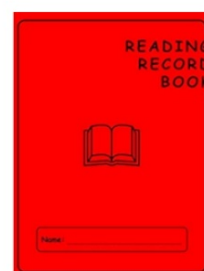
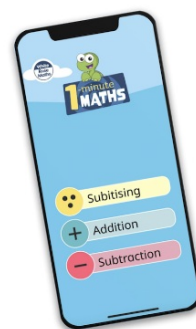
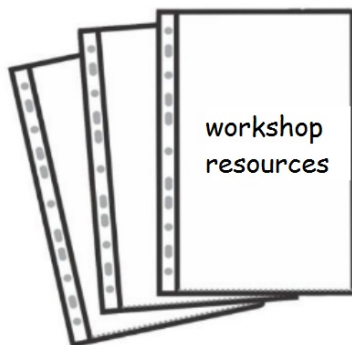
- a) What is the total length of the scissors and the book?
b) What is the total length of the pencil and the rubber?

Which two objects measure 10 paper clips in total?

The things to work on at home that will make the difference are:

- **reading** and **writing** numbers to 100
- **counting** forwards and backwards to and from 100 with a focus on crossing the tens boundaries
- **learning all number facts** for the numbers up to and including 20





We can ALL do maths!

