

An overview of our Maths throughout the year



Year 1

- count, read and write numerals to 100
- 1 more or less than a given number to 100
- begin to know place value in numbers beyond 20

- number bonds within 20
- add and subtract one-digit and two-digit numbers to 20
- adding and subtracting zero
- use the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than to develop the concept of addition and subtraction

- counting in twos, fives and tens
- multiplication and division problems using concrete objects and arrays (grouping and sharing)
- finding halves and quarters of objects, numbers and quantities

- move from measuring using non-standard units to common standard units
- recognise and know value of coins and notes
- tell the time to the hour and half past the hour

- recognise and name common 2-D and 3-D shapes, e.g. rectangles (including squares), circles and triangles, cuboids (including cubes), pyramids and spheres
- describe position, directions and movements - *make whole, half, quarter and three-quarter turns*

- **solve number problems and practical problems involving these ideas**

This term we will be learning:

Number

- **Count forwards** and **backwards** in ones **from 0 or 1 to 20** and beyond in different contexts
- **Compare** and **order** numbers by counting *e.g. Find missing numbers on a track/line to 20 or more*
- **Read** and **write** numerals from 0 to 10, then to 20 *e.g. Understand that, for example, the number 18 is written with two digits*
- **Estimate** and **recognise** a small number of objects without counting

Addition

- **Know** one **more/less** than a given number to 20 or more
- **Count** on and back in twos
- Compare and identify which of two sets contains more / less or has the same amount, by counting the number in each set. Consolidate by touching or moving each object in turn, recognising that the number of objects does not change if the set is rearranged
- **Count** on, using a **number track or line**, to find a number that is more *e.g. one more than 6, 3 more than 5*
- Know our **addition facts** up to 5

Subtraction

- Consolidate understanding of **subtraction as taking away** from a set
- **Subtract a single digit** from a single digit
- **Count** back, using a number track or line, to find a number that is *less e.g. one less than 6, 3 less than 5*

Measures - time

- Develop the concept of **time passing** and **sequence** events in familiar stories or **day-to-day** routines *e.g. The Very Hungry Caterpillar*
- Know that **days, weeks and months** are measurements of time
- Know and **order the 7 days in a week**

Measures – length and height

- Make **direct comparison** of the length and heights of two objects by placing objects together, using appropriate language *e.g. Long/short, longer/shorter*
- **Compare** and **order** more than two objects by length or height, using direct comparison *e.g. Put the pencils in order from shortest to longest, group of children in height order*

Geometry

- **Identify** what's the **same and different** between 2-shapes *e.g. They both have straight sides but that shape has got 4 sides and that one's got 3*
- **Describe** the **features** of **2-D** and **3-D** shapes using everyday **language** and mathematical terms *e.g. Round, curved, corner, straight, edge, face*

This is how you can help:

- Count with your child as often as possible.
- Practice recognising and writing numbers.
- Reinforce mathematical vocabulary.
- Help your child at home with their homework as this will be linked to what we have been learning throughout the week.

If you need any further support then please do not hesitate to arrange an appointment with your child's class teacher.