Leintwardine Primary School - *Letting our Light Shine*

Mathematics
Key Learning Indicators of Performance: Year 1

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
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.* *Count, read and write numbers to 100 in numerals.* *Read and write numbers from 1 to 20 in numerals and words.* - Begin to recognise the place value of numbers beyond 20 (tens and ones). *Identify and represent numbers using objects and pictorial representations including the number line* (numbers to at least 30). *Use the language of: equal to, more than, less than (fewer), most, least.* *Given a number, identify one more and one less.* - Recognise and create repeating patterns with numbers, objects and shapes. - Identify odd and even numbers linked to counting in twos from 0 and 1. - Solve problems and practical problems involving all of the above.	*Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.* *Represent and use number bonds and related subtraction facts within 20.* *Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).* *Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9.*	- 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.*

Number – fractions	Geometry – properties of shapes	Measurement
- 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).*	*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.*	*Measure and begin to record:* - *lengths and heights,* using non-standard and then manageable standard units (m/cm) - *mass/weight*, using non-standard and then manageable standard units (kg/g) - *capacity and volume* using non-standard and then manageable standard units (litres/ml) - *time (hours/minutes/seconds)* within children's range of counting competence. *Compare, describe and solve practical problems for:* - *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.* *Recognise and know the value of different denominations of coins and notes.*

Statistics	Geometry – position and direction	
- 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.	*Describe movement, including whole, half, quarter and three-quarter turns.* - Recognise and create repeating patterns with objects and shapes. *Describe position and direction.*	