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Maths

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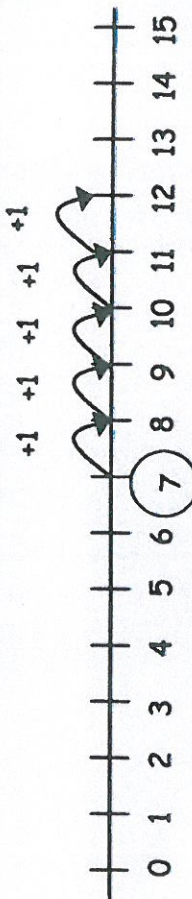


## A guide to Year 1 expectations in maths

Following the changes in the National Curriculum, we are providing some information to support you with your child's learning.

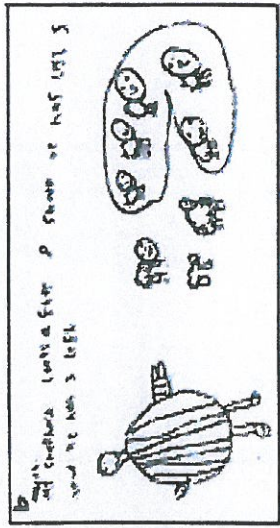

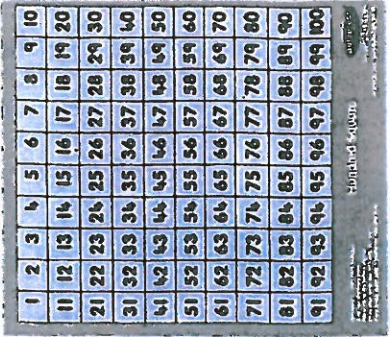
Please use this guide to support your child with their maths homework throughout the course of the year.

The following calculation methods have been approved by the government. Your child will be expected to confidently and independently use and apply the majority of these skills by the end of the school year.

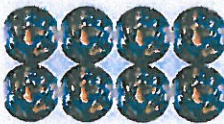

Crompton Buckstones Primary School - Written Calculations Policy 2014-2016

Year Group	Steps	How the method should look
Year 1	<p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>NB. Not bridging tens beyond 30</p>	<p style="text-align: center;"><b>Addition</b></p> <p><math>7 + 5 = 12</math> Use of number lines to add single-digit numbers</p> <div style="text-align: center;">  <p style="margin-left: 100px;">+1 +1 +1 +1</p> </div> <p style="text-align: center;">Pictorial representations such as</p> <div style="text-align: center;">  <p><math>10 + 3 = 13</math></p> </div> <p style="text-align: center;">Use of hundred squares to add multiples of ten (eg. <math>23 + 10 = 33</math>), as well as 'near tens' such as <math>+ 9</math> and <math>+ 11</math></p> <div style="text-align: right;">  </div>



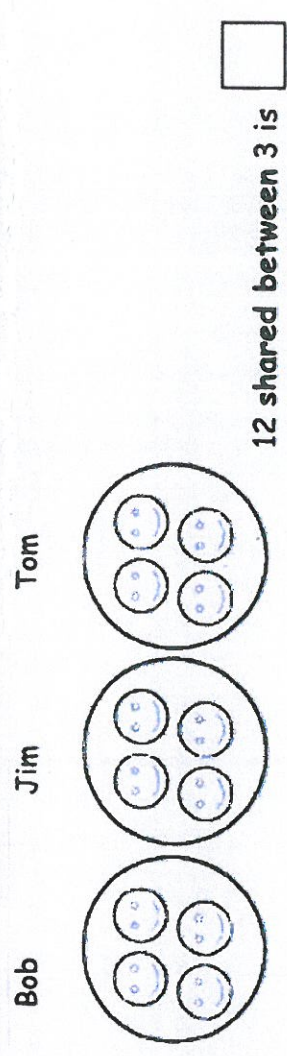
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Year 1	<p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><b>NB. Not bridging tens beyond 30</b></p>	<p style="text-align: center;"><b>Subtraction</b></p> <p style="text-align: center;">How the method should look</p> <p><b>Pictorial representations such as</b></p>  <p><b>13 - 5 = 9 Use of number lines to subtract single-digit numbers</b></p> <p style="text-align: center;">-1 -1 -1 -1 -1</p>  <p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</p> <p><b>Use of hundred squares to subtract multiples of ten (eg. 33 - 10 = 23), as well as 'near tens' such as - 9 and - 11</b></p> 

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Multiplication	
Year Group	Steps
Year 1	<p>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.</p> <p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.</p> <p>They make connections between arrays, number patterns, and counting in twos, fives and tens.</p>
	<p>How the method should look</p>
	<p>Counting in 2s, 5s, 10s .... lots of work done orally before any recording.</p> <p>NB. No use of <math>\times</math> symbol in Year 1; instead, use 'lots of' and 'groups of'. Use also pictorial representations:</p> <p>eg.    4 lots of 2                      3 groups of 5</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>



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Division	
Year Group	How the method should look
<p>Year 1</p>	<p style="text-align: center;"><b>Steps</b></p> <p>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.</p> <p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions* of objects, numbers and quantities.</p> <p style="text-align: right;">* halves and quarters</p>
	<div style="text-align: center;">  <p>Bob                      Jim                      Tom</p> <p>12 shared between 3 is <input style="width: 30px; height: 20px;" type="text"/></p> </div> <p>Use pictorial representations and make real-life links to support concept of sharing.</p>

# Year 1 End-of-year Expectations

## Number and Place Value

Read and write numbers from 1 to 20 in numerals

Count forwards reliably to and across 100, beginning with a 0 or 1, or from any given number

Count reliably backwards from 100, or from any given number

Count, read and write numbers to 100 in numerals

Count in multiples of twos, fives and tens

Given a number, identify one more and one less

Read and write numbers from 1 to 20 in words

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

## Addition and Subtraction

Add and subtract numbers mentally, including

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=)

Add and subtract one-digit and two-digit numbers to 20, including zero

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \underline{\quad} - 9$

Represent and use number bonds and related subtraction facts to 20



## Multiplication & Division

Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

## Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Geometry

Recognise and name common 2d shapes eg. rectangles (including squares), circles and triangles e.g pentagon, hexagon, octagon

Recognise and name common 3d shapes eg. cuboids (including cubes), pyramids and spheres, cylinder, cone

Describe position, directions and movements, including half

Describe position, directions and movements, including quarter and three-quarter turns

## Measurement

Compare, describe and solve practical problems for lengths and heights (eg. long/short, longer/shorter, tall/short, double/half)

Compare, describe and solve practical problems for mass and weight (eg. heavy/light, heavier than/lighter than) Compare, describe and solve practical problems for capacity and volume (eg. full/empty, more/less than, quarter)

Compare, describe and solve practical problems for time (eg. quicker/slower, earlier/later)

Measure and begin to write lengths and heights e.g in cms up to 30cm

Measure and begin to write mass/weight e.g in non standard units

Measure and begin to write capacity and volume e.g to more/less than 1 litre

Measure and begin to write time (hours, minutes, seconds) eg how many jumps can you do in a minute?

Recognise and know the value of different denominations of coins and notes

Sequence events in chronological order using language such as before/after, next, first, today, yesterday, tomorrow, morning afternoon and evening

Recognise and use language relating to dates, including days of the week, weeks, months and years

Tell the time to the hour and half past the hour

Draw the hands on a clock face to show the time to the hour and half past the hour