

'Mathematics for academic year – Class 1'

Years R and 1

	Reception Children (Foundation Stage)	Year 1 children (National Curriculum Programme of Study)
Number – number and place value	<p>Children will:</p> <p>count reliably with numbers from one to 20</p> <p>place numbers to 20 in order and say which number is one more or one less than a given number.</p> <p>Children exceeding expectations will also:</p> <p>estimate a number of objects and check quantities by counting up to 20.</p>	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <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>read and write numbers from 1 to 20 in numerals and words.</p>
Number – addition and subtraction	<p>Children will:</p> <p>using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Children exceeding expectations will also:</p> <p>solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>	<p>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p>
Number – multiplication and division	<p>Children will:</p> <p>solve problems including doubling, halving and sharing.</p> <p>Children exceeding expectations will also:</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>solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>	
<p>Number – Fractions</p>	<p>Children will:</p> <p>solve problems including halving and sharing.</p>	<p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
<p>Measurement</p>	<p>Children will:</p> <p>use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Children exceeding expectations will also:</p> <p>estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>	<p>compare, describe and solve practical problems for:</p> <p>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>time [for example, quicker, slower, earlier, later]</p> <p>measure and begin to record the following:</p> <p>lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)</p> <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p>

		tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Geometry – Properties of Shapes	Children will: recognise, create and describe patterns explore characteristics of everyday objects and shapes and use mathematical language to describe them.	recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
Geometry – Position and Direction	Children exceeding expectations will also: compare and order objects and talk about properties and position.	describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Statistics		