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Mathematics</td><td><u>Project:</u></td><td><u>Year Group: 1</u></td></tr>
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'Mathsbot' ½ termly arithmetic assessments
End of Block assessments</td><td><u>Helpful Resources:</u>
Hamilton Trust</td></tr>
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<tr><td colspan="2">Number - number and place value

Pupils should be taught to:

A. count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
B. count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
C. given a number, identify 1 more and 1 less
D. 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
E. read and write numbers from 1 to 20 in numerals and words</td><td></td></tr>
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Number - addition and subtraction Pupils should be taught to: A. read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs B. represent and use number bonds and related subtraction facts within 20 C. add and subtract one-digit and two-digit numbers to 20, including 0 D. solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9	
Number - multiplication and division Pupils should be taught to: A. 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 Pupils should be taught to: B. recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity C. recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	

Measurement

Pupils should be taught to:

A. compare, describe and solve practical problems for:
    a. lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
    b. mass/weight [for example, heavy/light, heavier than, lighter than]
    c. capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
    d. time [for example, quicker, slower, earlier, later]
B. measure and begin to record the following:
    a. lengths and heights
    b. mass/weight
    c. capacity and volume
    d. time (hours, minutes, seconds)
    e. recognise and know the value of different denominations of coins and notes
    f. sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
C. recognise and use language relating to dates, including days of the week, weeks, months and years
D. 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 Pupils should be taught to: A. 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 Pupils should be taught to: A. describe position, direction and movement, including whole, half, quarter and three-quarter turns	

Key Knowledge and Skills:	The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with **whole numbers, counting and place value**. This should involve working with numerals, words and the four operations, including with practical resources (for example, concrete objects and measuring tools).
Suggested activities (optional)	
Key vocabulary	**Number and Place Value:** Ten more/less, digit, numeral, figure(s), compare, (in) order/a different order, size, value, between, halfway between, above, below, tens, ones **Addition and subtraction:** Number bonds, number line, add, more, plus, make, sum, total, altogether, inverse, double, near double, equals, is the same as (including equals sign), difference between, subtract, take away, minus How many more to make …?, How many more is … than ... ?, How much more is ... ?, How many fewer is … than … ?, How much less is … ? **Multiplication and division:**Once, twice, three, five times, multiple of times Multiply, multiply by, repeated addition, array, row, column, double, halve, share, share equally, group in pairs, threes, etc., equal groups of, divide, divided by, left over **Measure**: Time, days of the week, seasons, day, week, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow Before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly , fast, faster, fastest, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest Takes longer, takes less time, hour, o'clock, half past, clock, watch, hands, how long ago?, How long will it be to … ?, How long will it take to … ?, How often?, always, never, often, sometimes, usually, once, twice, first, second, third, etc., estimate, close to, about the same as, just over, just under, too many, too few, not enough, enough Length, width, height, depth, long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest, Low, wide, narrow, deep, shallow, thick, thin, far, near, close, metre, ruler, metre stick How much?, How many?, money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as, total **Geometry (position and direction):** Before, after, beside, next to, opposite, apart, between, middle, edge, centre, corner, direction, journey, left, right, up, down, forwards, backwards, sideways, across, close, far, near, along, through, to, from, towards, away from, movement, slide, roll, turn, whole turn, half turn, stretch, bend **Geometry (properties of shape):** Corner (point, pointed), face, side, edge, make, build, draw Fractions Whole, equal parts, four equal parts, one half, two halves, a quarter, two quarters **Problem solving**: Change, change over, split, separate, carry on, continue, repeat, what comes next?, find, choose, collect, use, make, build Tell me, describe, pick out, talk about, explain, show me, read, write, record, trace, copy, complete, finish, end, fill in, shade, colour, tick, cross, draw, draw a line between, join (up), ring, arrow Cost, count, work out, answer, check same number(s)/different number(s)/missing number(s) Number facts, number line, number track, number square, number cards, abacus, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg board Same way, different way, best way, another way, in order, in a different order, not all, every, each.