Year 1 Maths Curriculum Information 2019

Number - Number and Place Value (Tens and Ones)

- Most children in Year 1 will be ready to learn how to count to 100 both forwards and backwards from any given number. They might also begin to learn how to read and write numbers to 100 in digits (e.g. knowing that 34 is thirty four) and count in steps of 2, 5 and 10.
- Pupils will learn to say the number that is one more or less than any number to 100 and will become familiar with vocabulary such as: equal to, more than, less than, fewer, least and most, in order to answer questions containing this type of vocabulary, particularly in mental maths activities.
- Children may also start writing number words to 20 (e.g. eight, thirteen etc.) and order numbers using vocabulary such as first, second, third etc.`

Number - Addition and Subtraction

- In Year 1, most children are taught to recognise the following symbols: +, - and = and number bonds to 10 and 20 (these are both addition and subtraction number pairs which make 10 and 20, e.g 4 + 6 = 10, 10 – 6 = 4, 14 + 6 = 20 and 20 – 6 = 14). Number bonds are a great way of helping calculate quickly.
- Your child may work on adding and subtracting one digit and two digit numbers to 20, including as part of solving simple problems. Your child might be given missing number problems to see if they can apply their knowledge of number bonds, e.g. 20 - ? = 8 or 3 + ? = 10.
- They will most likely be exposed to the following vocabulary often found in word problems: total (+), altogether (+), add, take away, difference between (-), distance between (-), less than (-) and more than (+). This will help your child to become familiar with what a word problem is actually asking them to do in order to find out the answer.

Number - Multiplication and Division

- Children may use arrays to learn about what multiplication actually is. The array below can help us to solve two multiplication calculations: 3 x 2 = 6 (3 lots of 2) or 2 x 3 = 6 (2 lots of 3).

- Most Year 1 children will begin to double small numbers and quantities and look out for number patterns in the 2, 5 and 10 times tables, e.g. all multiples of 2 end in an even number, multiples of 5 end in only 5 or 0.
- To help introduce division, children might practise sharing and grouping small quantities. For example, if trying to solve 15÷3, we could share 15 counters into 3 separate piles and see how many are in each. Alternatively, we could group the 15 counters into piles of 3 and see how many are in each, either method will give the same answer.
- From here, children will begin to solve simple multiplication and division word problems using objects, pictures and arrays to help them.

Number - Fractions

- In Year 1, your child may learn to spot and name one half of objects or numbers, understanding that this is one of two equal parts. This will be extended to a quarter (one of four equal parts) and from here, children might be solving problems involving finding fractions of amounts of things, e.g. what is ½ of 8 sweets?

Measurement

- Your child may have already been exposed to much of the following vocabulary however this is likely to be revised in Year 1 to ensure children are secure: tall/short, double/half, long/short and longer/shorter in order to compare and describe lengths and heights using centimetre or metre rulers.
- Similarly, children will need to be familiar with the following vocabulary related to mass (also known as weight): heavy/light, lighter than, heavier than, using weighing scales to make comparisons and capacity (also known as volume): full/empty, half, half full, quarter full, more than, less than, using a variety of different containers.
- Finally, time – slower, quicker, earlier and later. Once children are familiar with this vocabulary they will begin to learn the standard units of measurements related to each concept and what their abbreviations stand for e.g. mm, cm, m, g, kg, ml, l, second, minute and hour.
- Children should know what the various coins and notes are worth in relation to each other, for example, 50p is worth more than a 2p coin however, a 2p coins is worth more than a 1p coin because this is double that amount.
- Children may also practise correctly sequencing events using vocabulary such as yesterday, tomorrow, morning, afternoon, evening, before, after, next, first and today.
- In addition to this, your child may begin to learn and sequence the days of the week and months of the year.
- Finally, your child will work on time in order to build their confidence with telling the time to the nearest hour and half hour. They may practise this by drawing hands on clocks.

Geometry – Shape, Position and Direction

- Your child may already be familiar with some shape names by the time they enter Year 1 however the teacher may check they are secure in their understand that 2D shapes are flat, whereas 3D shapes are not.
- They may be exposed to all the different 2D and 3D shape names, looking for these in the world around them and labelling them.
- Your child will need to remember that a shape may be a square however, it may be shown in a different orientation such as sitting on its corner rather than on its side. Another similar learning point would be that a cuboid can be taller or shorter than another.
- Does your child understand the following vocabulary: right and left, top, middle and bottom, on top, in front, between, above, near, around, close and far, forwards, backwards, up and down, inside and outside. Hopefully by the end of Year 1, this will be secure and children may have also learned how to make a full, half, quarter turn and three-quarter turn in both directions (linking this with the hands of a clock).