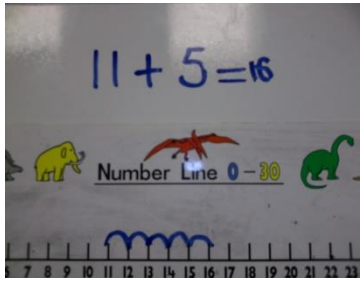
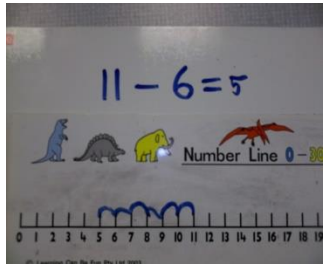
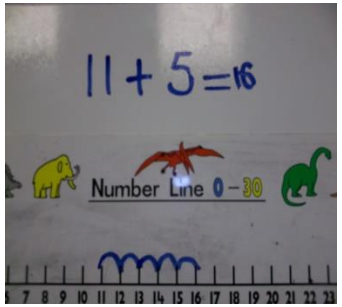
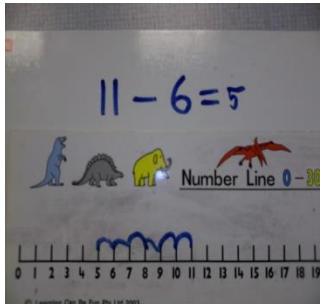
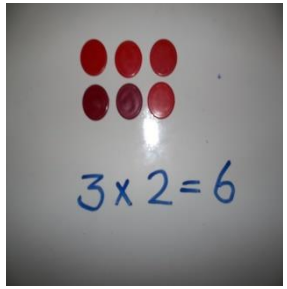
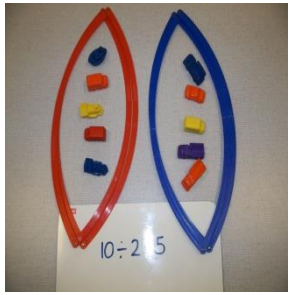
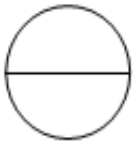
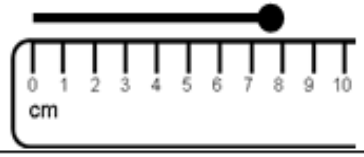
MELLING PRIMARY SCHOOL

	Year 1 Mathematics Learning Objectives
PLACE VALUE	1. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.
	2. Count in multiples of twos, fives and tens.
	3. Given a number, identify one more and one less.
	4. 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.
	5. Read and write numbers from 1 to 20 in numerals and words.
ADDITION AND SUBTRACTION	6. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
	7. Represent and use number bonds and related subtraction facts within 20.
	8. Add and subtract one-digit and two-digit numbers to 20, including zero.
	9. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9.
MULTIPLICATION	10. 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.
FRACTIONS	11. Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
	12. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
MEASURE	13. Compare, describe & solve practical problems for: lengths/heights (short/tall, half/ double); mass/weight (heavier/lighter); capacity/volume (full/empty, more/less); time (quicker/slower/later)
	14. Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).
	15. Recognise and know the value of different denominations of coins and notes.
	16. Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
	17. Recognise and use language relating to dates, including days of the week, weeks, months and years.
	18. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
GEOMETRY	19. Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
	20. Describe position, directions and movements, including whole, half, quarter and three-quarter turns.

Calculation Methods to be taught to Y1 children during the year

Year 1 (emerging)			
Addition	**Subtraction**	**Multiplication**	**Division**
Add a single digit to a 2-digit number up to 20 with a number line 	Subtract a single digit from a 2-digit number up to 20 with a number line 		
Year 1 (expected)			
Addition	**Subtraction**	**Multiplication**	**Division**
Add a single digit to a 2-digit number up to 20 with a numberline 	Subtract a single digit from a 2-digit number up to 20 with a numberline 	Using arrays up to 20 	Using concrete objects to divide up to 20 

Example of Weekly Maths Skills covered in Year 1

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1. What is the missing number? 43 42 41 40 ☐	1:1	11. Shade **half** (½) of the shape. 	1:11	16. You have breakfast in the a. morning b. afternoon c. evening. 	1:16
2. What is the missing number? 2 4 ☐ 8 10	1:2				
3. What number is one **less** than 24?	1:3	12. What fraction of sweets is circled? 	1:12	17. What month comes **after** March? a. February b. May c. April	1:17
4. What number is labelled? 	1:4				
5. Write this number in words: 10	1:5	13. Circle the **tallest** arrow. 	1:13	18. What time does this clock show? 	1:18
6. What symbol is missing? 7 ☐ 3 = 4	1:6				
7. What is the missing number? 10 - 7 = ☐	1:7	14. How long is the matchstick? 	1:14	19. What is this shape? a. cuboid b. pyramid c. sphere 	1:19
8. 12 - 6 =	1:8				
9. Tom has 3 apples. Kim has 6 apples. How many apples altogether?	1:9	15. How much altogether? 	1:15	20. The teddy bear is: a. on the chair. b. under the chair. c. next to the chair. 	1:20
10. 12 pens are shared by 3 children. How many pens do they get each?	1:10				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)	Y (8-15)	G (16-20)	

Example of a number bond test used in Y1

Name:_____

1) 6 + 3 =

2) 5 + 2 =

3) 7 + 1 =

4) 5 + 4 =

5) 1 + 6 =

6) 7 + 5 =

7) 4 + 7 =

8) 8 + 3 =

9) 4 + 6 =

10) 2 + 9 =

Score:_____

If children are going to become confident with all forms of maths, it is important that they develop an instant recall of number bonds. This means being able to answer random questions within a few seconds such as knowing that 6 added to 4 makes 10 without the need to do any counting.

It will help children to practice these types of questions frequently at home to build up their instant recall of these facts.

Y1 Number Bonds Testing

In school, Y1 children are tested at least twice a week on their number bonds. They are expected to get all 10 questions correct in two minutes on three separate occasions before moving onto their next level . They then progress onto their other multiplication tables in the following order:

Number bonds which add to 10

Number bonds of multiples of 10 which add to 100

Doubles of single digit numbers

Random Number bonds which add to totals including more than 10

Useful website for Maths

The school subscribes to the following interactive maths program. Children have their own login details so they are able to access this website at home as well as in school.

Mathletics https://login.mathletics.com/