

Skills and Knowledge Progression

Maths Year 1



	Year 1	Working at Greater Depth
Place Value	<ol style="list-style-type: none"> 1. Count to and across 100, forwards and backwards, from 0 or 1, or from any given number. 2. Identify one more and one less than a given number 3. Count in steps of 2 from 0 forward. 4. Count in steps of 5 from 0 forward. 5. Count in steps of 10 from any number forward. 6. Identify and represent numbers using different representations such as: <ul style="list-style-type: none"> • concrete quantities • pictorial quantities • the number line 7. Read and write numbers to at least 100 using numerals 8. Read and write numbers to at least 20 using words 	<p>Demonstrates all elements of ‘Y1 expected’ in a range of contexts and types of problem solving</p> <ol style="list-style-type: none"> 1. Spot the mistake : 5,6,8,9 What is wrong with this sequence of numbers? 2. True or False? I start at 2 and count in twos. I will say 9 what comes next? $10+1= 11$ $11+1= 12$ $12+1=13$ 3. Do, then explain: Look at these objects (in a collection) are there more of one type than another? How can you find out?
Addition and Subtraction	<ol style="list-style-type: none"> 1. Read and interpret mathematical statements involving addition (+), subtraction (-) and equals sign (=). 2. Represent and use number bonds and related subtraction facts within 20 3. Add and subtract one-digit and two-digit numbers to 20 including zero 4. Combine and increase numbers, counting forward and backwards 5. Solve simple one-step problems with addition. 6. Solve simple one-step problems with subtraction. 	<p>Demonstrates all elements of ‘Y1 expected’ in a range of contexts and types of problem solving</p> <ol style="list-style-type: none"> 1. Continue the pattern: $10+8= 18$ $11+7=18$. Can you make up a similar pattern for the number 17? How would this pattern look if it included subtraction? 2. Missing numbers: $9+_ = 10$, $10 - _ = 9$ what numbers go in the missing box? 3. Working backwards: Through practical games on number tracks and lines ask questions such as what

		<p>number would you need to throw to land on other given numbers?</p> <ol style="list-style-type: none"> 4. What do you notice: $11-1=10$ $11-10=1$ can you make up some other number sentences like this involving 3 different numbers? 5. Fact families: Which four number sentences link these numbers? 12, 15, 3 6. What else do you know? If you know this; $12-9=3$; what other facts do you know? 7. Missing symbols: write the missing symbols (+,-,=) in these number sentences: 17_3_20 and 18_20_2 8. Convince me: in my head I have two odd numbers with a difference of 2. What could they be? Convince me 9. Missing numbers: fill in the missing numbers $12+_ =19$, $20 - _ =3$ 10. Making estimate: pick (from a selection of number sentences) the ones where the answer is 9 or 9. 11. Is it true that?: is it true that $3+4=4+3$?
<p>Multiplication and Division</p>	<ol style="list-style-type: none"> 1. Solve one step problems using \times and \div using materials in context 2. Solve one step problems using \times and \div using arrays in context 	<p>Demonstrates all elements of 'Y1 expected' in a range of contexts and types of problem solving</p> <ol style="list-style-type: none"> 1. Making links: if one teddy has two apples, how many apples will three teddies have? Here are 10 Lego people, if two people fit into the train carriage, how many carriages do we need? 2. Practical: if we put two pencils in each pencil pot how many pencils we will need? 3. Spot the mistake: use a puppet to count but make deliberate mistakes e.g. 2 4 5 6 10 9 8 6

<p>Fractions</p>	<ol style="list-style-type: none"> 1. Recognise, find and name a half as one of two equal parts of an object, shape or quantity 2. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>Demonstrates all elements of ‘Y1 expected’ in a range of contexts and types of problem solving</p> <ol style="list-style-type: none"> 1. What do you notice? When can you do this and when can’t you? What do you notice? 2. True or False? Sharing 8 apples between 4 children means each child has one apple
<p>Geometry</p>	<ol style="list-style-type: none"> 1. Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> • Rectangles (including squares), circles and triangles • Cuboids (including cubes), pyramids and spheres 2. Use mathematical vocabulary to describe position, direction and movement: <ul style="list-style-type: none"> • Whole, half, quarter and three-quarter turns • Clockwise and anti-clockwise 	<p>Demonstrates all elements of ‘Y1 expected’ in a range of contexts and types of problem solving</p> <ol style="list-style-type: none"> 1. What’s the same, what’s different? Find a rectangle and a triangle in this set of shapes. Tell me one thing that’s the same and one thing that is different about them 2. Visualising: put some shapes in a bag find me a shape that has more than 3 edges 3. True or False: All 2-D shapes have at least 4 sides 4. Other possibilities: can you find shapes that can go with the set with this label?
<p>Measurement</p>	<ol style="list-style-type: none"> 1. Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • length/height in any direction (for example, long/short, longer/shorter, tall/short, double/half) • mass (for example, heavy/light, heavier than, lighter than) • capacity (for example, full/empty, more than, less than, half, half full, quarter) • time (for example, quicker, slower, earlier, later) 2. Measure and begin to record: <ul style="list-style-type: none"> • Length 	<p>Demonstrates all elements of ‘Y1 expected’ in a range of contexts and types of problem solving</p> <ol style="list-style-type: none"> 1. Top Tips: how do you know that this object is heavier / longer / taller than this one? Explain how you know 2. Possibilities: Ella has two silver coins. How much money might she have?

	<ul style="list-style-type: none">• Mass• Volume/capacity• Time <ol style="list-style-type: none">3. Recognise and use symbols for pounds (£)4. Recognise and use symbols for pence (p)5. Recognise and know the value of different coins and notes6. Sequence events in chronological order using mathematical language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.7. Recognise and use language relating to dates, including days of the week, weeks, months and years.8. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
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