

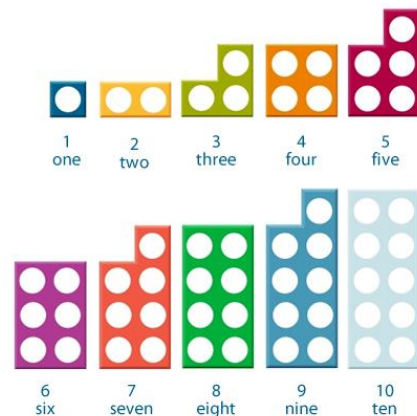
Mathematics in Year 1

By the end of year 1, children are expected to be able to do all of the following:

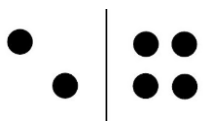
Number and Place Value

- count, both forwards **and backwards**, from any number, including past 100
- read and write numbers up to 100 as digits
- count in 2s, 5s and 10s
- find 'one more' or 'one less' than a number
- use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'
- read and write numbers to 20 in digits and words
- identify and represent numbers using pictures and objects, e.g. number lines, Numicon, counters, Deines blocks.

The concept of place value is central to understanding mathematics. Recognising that the digit '6' in the number 64 has a different value from the number 6 or the '6' in 26 is a really important step.



Numicon



Subitising is vital! Children subitise when they recognise number instantly, e.g. on a dice or domino.

Fractions

- understand $\frac{1}{4}$ and $\frac{1}{2}$ to explain parts of a whole object or number of objects

Measurements

- use practical apparatus to explore different lengths, weights and volumes
- use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- recognise the different coins and notes of British currency
- use language of time, such as 'yesterday', 'before', days of the week and months of the year
- tell the time to the hour and half-hour, including drawing clock faces.

Calculations

- use the +, - and = symbols to write and understand simple calculations
- represent and use number bonds and related subtraction facts within 20
- add and subtract one- and two-digit numbers, up to 20 including 0
- solve missing number problems, such as $10 - ? = 6$
- begin to use simple multiplication by organising and counting objects

Shape

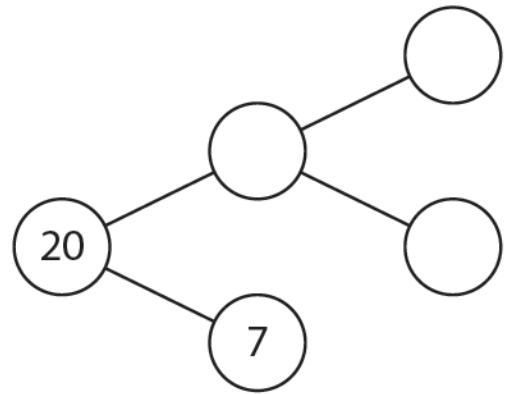
- recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- describe movements in quarter turns

What do children have to demonstrate in order to achieve the expectations?

- represent and use number bonds and related subtraction facts within 20 and
- add and subtract 1-digit and 2-digit numbers to 20, including 0

Children would need to be able to tackle questions such as the examples given opposite and below

Complete:



Now create a similar diagram.
Can you extend your diagram?

Can you see these number sentences in the picture below?

$$3 + 2 = 5$$

$$2 + 3 = 5$$

$$5 - 3 = 2$$

$$5 - 2 = 3$$



Now write the four number sentences for the picture below:



Missing symbols.....

Write the missing symbols (+ - =) in these number sentences:

$$17 \square 3 \square 20$$

$$18 \square 20 \square 2$$

Supporting Learning

Once children know some of their number bonds to 10 or 20 (e.g. $1+9=10$, $2+8=10$, $3+7=10$, $10-6=4$) or other number facts within 20 (e.g. $3+5=8$, $2+6=8$, $14+3=17$) try making them into games.

A great game to play is 'ping pong' where you say a number and the child quickly says the number that goes with it to make a given total (any total to 10, then to 20 as they become more confident). These games are helpful at practising quick recall which will in turn really help their maths **fluency**.

Supporting Learning

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as counting forwards and backwards, playing dominoes, Snakes & Ladders or other simple board games. Children can also begin to explore using money and clocks. **A great app for children in year 1 is 'One Minute maths' by White Rose.**

English in Year 1

By the end of year 1, children are expected to be able to do all of the following:

Much of the focus during year 1 is to develop confident readers, mainly using the phonics approach. At Weeke we use the Little Wandle programme. Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Reading Skills

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read common 'exception words' (key words)
- read words containing -s, -es, -ing, -ed, -er and -est endings
- read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately when reading books that contain familiar letter sound patterns; re-read these books to build up fluency
- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Learn about popular fairy tales and folk stories, and retell the stories
- learn to recite some rhymes and poems by heart
- discuss meanings of words
- check that the words and sentences they are reading make sense to them as they read
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses may include:

- listen and respond to adults and other children
- ask questions to extend their understanding
- learn new vocabulary related to topics or daily life

Writing Skills

- sit correctly at a table, holding a pencil comfortably and correctly
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the common exception words (key words)
- Spell the days of the week
- Learn to write words with common end-ings, such as -ed, -ing, -er and -est and use the spelling rule for adding -s or -es to show a plural or verb ending
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words
- Begin to use full stops, capital letters, question marks and punctuation marks for sentences
- Combine some sentences to make short descriptions or stories
- re-read what they have written to check that it makes sense
- discuss what they have written with the teacher or other children
- read aloud their writing clearly enough to be heard by their peers and the teacher
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Common Exception words for reading and spelling

Key words are words which children see and use frequently. Many of these words do not follow the phonetic patterns children will be learning so need to be learnt separately. Children will begin to learn these words in year R and continue learning to read and spell them throughout year 1 and 2.

What do children need to be able to do, explain and understand to achieve the year 1 expectations in grammar?

To show that a child is able to....

- Learn to write words with common end-ings, such as -ed, -ing, -er and -est and use the spelling rule for adding -s or -es to show a plural or verb ending

....he/she would need to be able to tackle questions such as the example given below.....

Year 1 grammar

- Letter
- capital letter
- word
- singular
- plural
- sentence
- punctuation
- full stop
- question mark
- exclamation mark

Can you write the correct ending onto these words to make them into a plural?

fish
brush
cat
wish
frog
fox
mice



Can you see any patterns?
Do all of the words fit into the pattern?

Supporting learning

The Phonics Play website or app is also very useful for helping learn sounds and spelling (www.phonicsplay.co.uk).

Supporting learning

Asking questions when reading with your child will help to develop their comprehension and understanding. Questions such as 'Why do you think that happened?' 'What do you think the character is like?' will help children to think carefully about what is happening. Predicting what will happen next is also a key skill that can be practised at home.

Supporting learning

Read, talk, read, talk! Reading books with your child helps them to learn about the world, develop their imagination, vocabulary and curiosity.

Talking helps develop children's vocabulary. Early spoken language skills are the most significant predictor of literacy skills at age 11. *One in four children who struggle with language at age five do not reach the expected standard in English at the end of primary school, compared with just 1 in 25 (4%) children who had good language skills at age five.* (Literacy Trust).



Useful website:
[Reading | Oxford Owl](#)