



CASTLETOWN PRIMARY SCHOOL



Numeracy - Year 1

Children will work towards achieving the following learning outcomes.

NUMBER: NUMBER & PLACE VALUE			
Counting	Comparing Numbers	Reading	Understanding Place Value
1. Count to and across 100 forwards beginning with 0 or 1 from any given number (KPI)	9. Use the language of: equal to, more than, less than (fewer), most, least	11. Read numbers from 1 to 20 (KPI) 12. Read numbers from 1 to 20 in words.	15. Recognise the place value of each digit in numbers to 20.
2. Count to and across 100 backwards beginning with 0 or 1 or from any given number (KPI)	Identifying, representing & estimating	Writing	Problem Solving
3. Count number to 100 in numerals (KPI)			
4. Count in multiples of twos (KPI)	10. Identify and represent numbers using different representations.	13. Write numbers from 1 to 20 in numerals (KPI) 14. Write numbers from 1 to 20 in words	16. Solve simple number problems involving Y1 number criteria.
5. Count in multiples of fives (KPI)			
6. Count in multiples of tens (KPI)			
7. Give a number, identify one more (KPI)			
8. Given a number, identify one less (KPI)			

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NUMBER: ADDITION & SUBTRACTION		NUMBER: MULTIPLICATION & DIVISION	NUMBER: FRACTIONS
Number Bonds & Rapid Recall Skills	Written Calculation	Rapid recall and mental calculation	Recognising Fractions
<ol style="list-style-type: none"> Derive & Recall addition facts for totals up to 10. Represent and use number bonds and related subtraction facts within 20 (KPI). Derive and recall addition doubles for all numbers to at least 10. 	<ol style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. 	<ol style="list-style-type: none"> Derive and recall doubles of all numbers to 10. 	<ol style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object (KPI) Recognise, find and name a half as of two equal parts of a shape (KPI) Recognise, find and name a half as one of two equal parts of a quantity (KPI) Recognise, find and name a quarter as one of four equal parts of an object. Recognise, find and name a quarter as one of four equal parts of a shape. Recognise, find and name a quarter as one of four equal parts of a quantity.
Mental Calculation	Problem Solving	Problem Solving	
<ol style="list-style-type: none"> Add one-digit and two-digit numbers to 20, including zero. Subtract one-digit and two digit numbers to 20, including zero. Add a multiple of 10 to a one digit number. Add near doubles. 	<ol style="list-style-type: none"> Solve one-step problems that involve addition and subtraction. 	<ol style="list-style-type: none"> Solve one-problems involving multiplication and division. 	

MEASUREMENT		GEOMETRY: PROPERTIES OF SHAPES	GEOMETRY: POSITION & DIRECTION
Comparing & Estimating	Measuring & Calculating	Identifying their shapes & Properties	Position, direction & movement
<ol style="list-style-type: none"> Compare, describe and solve practical problems (moving from non-standard to standard units) lengths & heights (KPI) Compare, describe and solve practical problems (moving from non-standard to standard units) mass/weight (KPI) Compare, describe and solve practical problems (moving from non-standard to standard units) capacity & volume (KPI) Compare, describe and solve practical problems (moving from non-standard to standard units) time (KPI) Sequence events in chronological order using language: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. 	<ol style="list-style-type: none"> Measure and begin to record lengths and heights. Measure and begin to record mass and weights. Measure and begin to record capacity and volume. Measure and begin to record time. Recognise and know the value of different denominations of coins and notes 1p 2p 5p 10p 20p 50p £1 £2 £5 £10 £20 £50. <p style="text-align: center;"><u>Telling the time</u></p> <ol style="list-style-type: none"> Tell the time to the hour (KPI) Draw the hands on a clock face to show time to the hour (KPI) Tell the time to the half past the hour (KPI) Draw the hands on a clock face to show time to half past the hour (KPI) Recognise and use the language relating to dates: days of the week, weeks, months and years. 	<ol style="list-style-type: none"> Recognise and name common 2D shapes (KPI) Recognise and name common 3D shapes (KPI) 	<ol style="list-style-type: none"> Describe position, direction and movement (left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside, half, quarter and three-quarter turns make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face).

trial and improvement		pattern spotting	Working systematically	visualising	working backwards	conjecturing	generalising and proving	reasoning: step 1: describing, step 2: explaining, step 3: convincing, step 4: justifying step 5: proving
Stage	Year Group	Problem Solving			Communicating			Reasoning
Stage 1	R into Y1	<ul style="list-style-type: none"> with support engage with mathematical activities <ul style="list-style-type: none"> sorting, counting and measuring by direct comparison use a range of concrete equipment links to be made to the wider curriculum links to be made to real-life i.e. role play use trial and improvement to solve problems <ul style="list-style-type: none"> try something out to give insight into the context use ideas gained from trial to decide what to do next can find some possibilities that match the context <ul style="list-style-type: none"> adult support to be provided to check work or continue looking for possibilities with support begin to pattern spot with support copy and continue a simple pattern of objects, shapes and numbers 			<ul style="list-style-type: none"> represent work with concrete objects <ul style="list-style-type: none"> evidence to be recorded using: <ul style="list-style-type: none"> photographs with notes to show evidence gained from observations and discussions with pupils adult written recording from observations and discussions with pupils etc. represent work with pictorial representations <ul style="list-style-type: none"> evidence to be recorded using: <ul style="list-style-type: none"> actual pictorial representation adult written recording from observations and discussions with pupils etc. with support describe work verbally (REASONING STEP 1) <ul style="list-style-type: none"> respond to questions and ideas from peers and adults refer to the materials they have used and talk about what they have done, patterns they have spotted, etc. evidence to be recording using: <ul style="list-style-type: none"> adult written recording from observations & discussions with pupils etc. 			<ul style="list-style-type: none"> with support describe work with simple conclusions (REASONING STEP 1) <ul style="list-style-type: none"> describe different ways they have sorted objects (what is the same about objects in a set, how sets differ, which set has most, which object is biggest, smallest, tallest, etc) describe numbers and calculations (how many altogether, how many used or hidden, how many left, how many each, etc.) with support discuss how a pattern will develop