Hampton Infant School and Nursery Termly Knowledge and Skills for Maths – Year 1

Autumn Term					
		Block 1 Number: Place Value (within 10)	Block 2 Number: Addition and Subtraction	Block 3 Geometry: Shape	Block 4 Number: Place Value (within 20)
Knowledge and Skills		• Sort objects. • Count objects. • Represent objects. • Count, read and write forwards from any number 0 to 10. • Count, read and writing backwards from any number 0 to 10. • Count one more. • Count one less. • One to one correspondence to start to compare groups. • Compare groups using language such as equal, more/greater, less/fewer. • Introduce = , > and < symbols. • Compare numbers. • Order groups of objects. • Order numbers. • Ordinal numbers (1st, 2nd, 3rd ….). • The number line.	• Part whole model. • Addition symbol. • Fact families – Addition facts. • Find number bonds for numbers within 10. • Systematic methods for number bonds within 10. • Number bonds to 10. • Compare number bonds. • Addition: Adding together. • Addition: Adding more. • Finding a part. • Subtraction: Taking away, how many left? Crossing out. • Subtraction: Taking away, how many left? Introducing the subtraction symbol. • Subtraction: Finding a part, breaking apart. • Fact families – The 8 facts. • Subtraction: Counting back. • Subtraction: Finding the difference. • Comparing addition and subtraction statements a + b > c. • Comparing addition and subtraction statements a + b > c + d.	• Recognise and name 3D shapes. • Sort 3D shapes. • Recognise and name 2D shapes. • Sort 2D shapes. • Patterns with 3D and 2D shapes.	• Count forwards and backwards and write numbers to 20 in numerals and words. • Numbers from 11 to 20. • Tens and ones. • Count one more and one less. • Compare groups of objects. • Compare numbers. • Order groups of objects. • Order numbers.
National Curriculum Links		• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or one less. 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.	• Represent and use number bonds and related subtractionfacts within 10. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one digit numbers to 10, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	• Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). • Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or one less. • 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.
TAF Statements	WTS	• Read and write numbers in numerals (to 10).	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.	• Read and write numbers in numerals (to 20). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.
	EXS	• Read scales in divisions (of ones).	• Recall all the number bonds to and within 10, and use these to reason with.	• Name and describe properties of 2D and 3D shapes.	• Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
	GDS	• Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Describe the similarities and differences of 2D and 3D shapes, using their properties.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involve more than one step.

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Spring Term					
		Block 1 Number: Addition and Subtraction	Block 2 Number: Place Value (within 50) (including multiples of 2, 5 and 10)	Block 3 Measurement: Length and Height	Block 4 Measurement: Weight and Volume
Knowledge and Skills		• Add by counting on. • Find and make number bonds. • Add by making 10. • Subtraction – Not crossing 10. • Subtraction – Crossing 10 (1). • Subtraction – Crossing 10 (2). • Related Facts. • Compare Number Sentences.	• Numbers to 50. • Tens and ones. • Represent numbers to 50. • One more one less. • Compare objects within 50. • Compare numbers within 50. • Order numbers within 50. • Count in 2s. • Count in 5s.	• Compare lengths and heights. • Measure length (1). • Measure length (2).	• Introduce weight and mass. • Measure mass. • Compare mass. • Introduce capacity. • Measure capacity. • Compare capacity.
National Curriculum Links		• Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= □ –9.	• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or one less. • 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. • Count in multiples of twos, fives and tens.	• Measurement: Length and Height Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).	• Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. • Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].
TAF Statements	WTS	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Read and write numbers in numerals (to 50). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	N/A	N/A
	EXS	• Recall all the number bonds to and within 10. and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	• Read scales in divisions of ones, twos, fives. • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	N/A	N/A
	GDS	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.

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Summer Term

		Block 1 Number: Multiplication and (including multiples of 2, 5 and 10)	Block 2 Number: Fractions	Block 3 Number: Place Value (within100)	Block 4 Measurement:Money	Block 5 Measurement: Time	Block 6 Geometry: Positionand Direction
Knowledge and Skills		• Count in 10s. • Make equal groups. • Add equal groups. • Make arrays. • Make doubles. • Make equal groups – grouping. • Make equal groups – sharing.	• Halving shapes or objects. • Halving a quantity. • Find a quarter of a shape orobject. • Find a quarter of a quantity.	• Counting to 100. • Partitioning numbers. • Comparing numbers (1). • Comparing numbers (2). • Ordering numbers. • One more, one less.	• Recognising coins. • Recognising notes. • Counting in coins.	• Before and after. • Dates. • Time to the hour. • Time to the half hour. • Writing time. • Comparing time.	• Describe turns. • Describe Position (1). • Describe Position (2).
National Curriculum Links		• Count in multiples of twos, fives and tens. • 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.	• Recognise, find and name a halfas one of two equal parts of an object, shape or quantity. • Recognise, find and name aquarter as one of four equal parts of an object, shape or quantity. • Compare, describe and solve practical problems for: lengthsand heights (for example, long/short, longer/shorter, tall/short, double/half) • Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighterthan]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or fromany given number. • Count, read and write numbers to 100 in numerals. • Given a number, identify onemore and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.	• Recognise and knowthe value of different denominations of coins and notes.	• Sequence events in chronological order using language [for example,before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including daysof the week, weeks, months andyears. • Tell the time to the hour and half past the hour and draw the handson a clock face to show these times. • Compare, describe and solve practical problems for time [forexample, quicker, slower, earlier, later]. • Measure and begin to record time (hours, minutes, seconds).	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
TAF Statements	WTS	• Count in 2s, 5s and 10s from 0 and use this to solve problems.	N/A	• Read and write numbers innumerals (to 50). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value,though they may use structured resources to support them.	• Know the value ofdifferent coins.	• Read the time on a clock.	N/A
	EXS	• Recall multiplication and division facts for 2 and 10 and use them to solve simple problems, demonstrating and understanding of the commutativity as necessary.	• Identify ¼ of a number or shape and know that all theparts must be equal parts ofthe whole.	• Read scales in divisions of ones,twos, fives. • Partition two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	• Use different coins to make the same amount.	• Read the time on a clock (to half anhour)	N/A
	GDS	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbersand relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves morethan one step.	• Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solvemore complex problems and explaintheir thinking.	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problemsand explain their thinking.	• Solve unfamiliar word problems that involves morethan one step. • Use reasoning about numbers and relationshipsto solve more complex problems and explain theirthinking.	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explaintheir thinking.

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