

Progression of Knowledge, Skills and Vocabulary

Year 1

| | Number | Addition and subtraction | Multiplication and Division | Fractions | Measurement | Geometry: Position and Direction | Geometry: Shape |
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| I know... | <p>numbers to 100</p> <p>numbers can be written in numerals and words and how to read them.</p> <p>that we can count in different ways in equal sequences. 1, 2, 5 and 10.</p> <p>that a number line can be used to count on or backwards.</p> | <p>that symbols represent mathematical commands add (+), subtract (-) and equals (=) signs</p> <p>concrete objects and pictorial representations can help solve problems.</p> <p>how to mentally add and subtract numbers up to 20.</p> | <p>concrete objects, pictorial representations and arrays can be shared and grouped into equal groups.</p> | <p>objects can be shared into two equal groups and this is $\frac{1}{2}$.</p> <p>objects can be shared into four equal groups and this is $\frac{1}{4}$.</p> | <p>length and height are measured the same way and what objects would be measured this way.</p> <p>mass is weight and the equipment I would select to measure it. I know: the value of coins and notes</p> <p>there are seven days in a week, twelve months in a year and 24 hours in a day.</p> <p>time is measured in hours and minutes.</p> <p>that there are 60 minutes in an hour and half an hour is 30 minutes.</p> | <p>direction means which way an object is moving.</p> <p>position is where an object is.</p> <p>we can use fractions to describe, turns and movement. I.e. half way, a quarter turn.</p> | <p>each 2d shape has a set of features which define it.</p> <p>the difference between squares, rectangles, circles and triangles are 2D shapes.</p> <p>each 3d shape has a set of features which define it. Including the number of sides and corners and faces.</p> <p>the difference between cubes, cuboids, spheres (3D Shapes)</p> |

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| <p>So I can...</p> | <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>identify one more and one less</p> <p>Identify and represent numbers using objects and pictures including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> | <p>Read, write and interpret mathematical statements</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction</p> | <p>Solve one-step problems involving multiplication and division.</p> | <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> | <p>Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time</p> <p>Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Sequence events in chronological order using language</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> | <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> | <p>Recognise and name common 2-D and 3-D shapes</p> |
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| Vocabulary I will use... | <p>numbers to 100 and beyond units, ones, tens</p> <p>digit</p> <p>'teens' number exchange fewer</p> <p>most least</p> <p>first...second...eleventh...twentieth</p> <p>half-way between</p> <p>count on in twos...fives...tens</p> <p>odd, even</p> <p>forwards, backwards repeating pattern number line</p> <p>number square number track</p> | <p>add plus total</p> <p>take away subtract minus difference between</p> <p>How much less is...? equal to</p> <p>sign, operation number bond, put together</p> <p>more than/ less than number sentence</p> | <p>equal to multiple share, sharing group grouping array</p> | <p>whole, equal parts, four equal parts,</p> <p>one half, two halves,</p> <p>a quarter, two quarters</p> | <p>names of coins roughly</p> <p>length, width, height</p> <p>mass/weight (used interchangeably)</p> <p>capacity/volume (used interchangeably) line</p> <p>metre</p> <p>ruler, metre stick</p> <p>weighing scale, container</p> <p>spring, summer, autumn, winter month, year, weekend, midnight</p> <p>fast, faster, fastest</p> <p>half past</p> <p>How long ago...?</p> <p>How long will it be to...?</p> <p>How long will it take to...? How often...?</p> <p>always, never, sometimes, usually</p> <p>once, twice</p> <p>Days of the week</p> | <p>underneath</p> <p>centre journey turn</p> <p>whole turn</p> <p>half-turn</p> <p>quarter-turn, three-quarter turn</p> <p>clockwise, anti-clockwise position</p> | <p>Point, pointed cuboid, cylinder</p> <p>sort</p> <p>set</p> |
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