

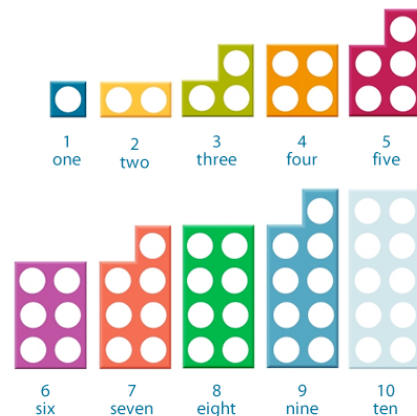
Mathematics in Year 1

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 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 604 is a really important step.



Numicon

Fractions

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

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

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

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

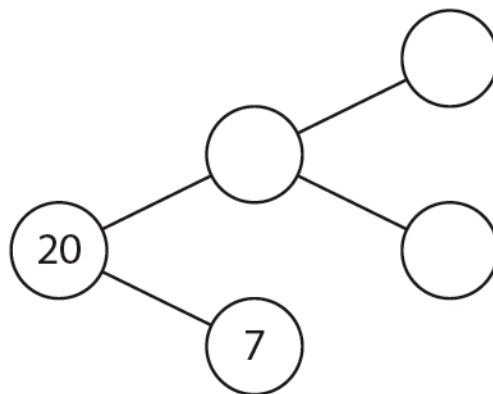
What do children have to demonstrate in order to achieve the expectations?

To show that children are able to....

- 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

they 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 Shut the Box. You can also begin to explore using money and clocks.

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 Ropley we use the 'Letters and Sounds' 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'

Key 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.

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8
the	he	went	and	you	said	come	of
to	she	can	on	they	have	were	what
I	we	for	at	us	like	there	want
no	me	yes	is	are	so	little	here
go	be	get	this	my	do	with	saw
into	was	in	going	her	some	when	down

Set 9	Set 10	Set 11	Set 12	Set 13	Set 14	Set 15	Set 16
about	by	because	above	take	more	first	don't
from	why	house	love	half	before	our	last
name	now	next	should	came	after	new	sister
pull	how	off	buy	just	which	school	time
them	old	push	walk	make	put	than	took
will	over	that	talk	then	made	took	all

Set 17	Set 18	Set 19	Set 20	Set 21	Set 22	Set 23	Set 24
their	does	who	water	goes	one	eight	fifteen
people	tall	again	your	can't	two	nine	sixteen
look	small	brother	very	always	three	ten	seventeen
call	any	other	these	also	four	eleven	eighteen
could	many	mother	every	another	five	twelve	nineteen
would	where	father	once	only	six	thirteen	twenty
			give	asked	seven	fourteen	thirty

Set 25	Set 26	Set 27	Set 28
forty	Monday	January	July
fifty	Tuesday	February	August
sixty	Wednesday	March	September
seventy	Thursday	April	October
eighty	Friday	May	November
ninety	Saturday	June	December
one hundred	Sunday		

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 grammatical terminology

- 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

There are some great activities for the children to use on BBC Starship such as the 'Story Plant'.

(www.bbc.co.uk/schools/starship/english). 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 "What did that character do?" "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 in a story is also a key skill that can be practised at home.

Supporting learning

As well as sharing books with your children, encouraging them to write has a big impact on both their enjoyment and skills. The writing could be about anything which they are interested in, whether it's a favourite toy, an achievement of theirs from a club they attend, their latest favourite film or a story about absolutely anything!