Year 1

The vision for Mathematics at Brixworth Primary School

We, at Brixworth Primary School, envisage that every learner who leaves our school will have the three Maths concepts embedded in them as a learner:

Number Facts and knowledge

This concept involves having a clear understanding of a range of number facts including counting, number bonds, place value, times table and division facts and understanding shape and position.

Working with Number

This concept involves being able to manipulate numbers, comparing, measuring, using data and being able to carry out calculations.

Problem solving and Reasoning

This concept involves children understanding how to use their mathematical knowledge to solve problems and to be able to justify their answer.

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YEAR 1	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Number and Place Value	I can identify and count on up to 10 and 20 I can compare and order numbers I know 1 more or 1 less than within numbers to 10 and 20 I can count on in 10s Use language to compare equal to, more than and less than	I know 1 more than and 1 less than within numbers to 50 I can identify, order and count on up to 50 I can write, in numerals and words, numbers to 20 I can identify and represent numbers using objects and pictorial representations	I know the place value of digits up to 50 I can count, read and write numbers to 50 in numerals I can count on in 2s (using repeated addition and arrays) I can use language to compare equal to, most, least and fewer.	I understand the place value of numbers up to 100 I can count in multiples of 2, 5 and 10 I can identify 1 more and 1 less from any given number on a 100 grid I can count, read and write numbers to 100 in numerals	I can count to and across 100, forwards and backwards I can count on in multiples of 10 up to 100 I can count on in multiples of 5 I can compare and order numbers to 100	I can count on in multiples of 2, 5 and 10 I can identify 10 more from any given number on a 100 grid

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Addition and Subtraction	I can read, write and interpret + , - and = symbols within a number sentence I know number bonds to 10 I can + and – numbers to 10 using different models (part-whole, counting on, place value models)	I can + and – one digit numbers to 10 using pictorial, concrete and abstract methods I know number bonds to 10 and use them to support problem solving	I can + one and two digit numbers to 20 using a range of calculation methods I know number bonds to 20 I can add two numbers together mentally	I can – one and two digit numbers up to 20 using a range of calculation methods I know number bonds to 20 and the related facts and use them to support problem solving	I can use written methods for addition and subtraction.	I can choose an appropriate method to solve one step + and – problems
Multiplication and Division	I can count in 10s	I can count in 10s	I can count in 2s and 5s	I can count in multiples of 2, 5 and 10	I have a secure knowledge of the 2 and 10 times tables	I can share a set amount into equal groups I can share amounts that leave a remainder

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					I can make and add equal groups and share I can use repeated addition	I am developing my knowledge of the 5 times tables
Fractions			I can identify ½ of an object or shape	I can identify ½ and ¼ of an object or shape	I can compare a ½ and a ¼ of a set of objects I can find ½ and a ¼ of a quantity	I can solve simple problems using ½ and ¼
Measurement	I can use simple language to compare and describe lengths- long, short, longer, shorter, tall, short I can use simple language and measure length using non-unit measurements		I can use simple language to compare and measure weight and height I am starting to use CMs to measure length and height	I can measure and compare time(hours, minutes, seconds) and capacity/volume I can sequence events in chronological order	I can read and record time as o'clock and ½ past I can count using coins and I can use the language relating to dates- days of the	I can record measures of length, height, capacity and time independently

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	I can recognise and use language relating to dates- before, after, today, tomorrow, morning, afternoon, evening.			I can recognise coins and notes and know the value	week, weeks, months and years.	
Geometry	I can identify 2D (rectangles, squares, circles and triangles) and 3D (cuboids, cubes, pyramids and spheres) shapes	I can describe the properties of 2D and 3D shapes	I can identify and describe the properties of 3D shapes	I can identify a range of 2D and 3D shapes I can recognise shapes in different orientations and sizes	I can use positional language to explore direction	I can describe movement as a half, ¼ or ¾ turn to identify the position of an object