



Maths in year 1 at The Hermitage Infant school

Number

**Shape, space
& measures**



End of year expectations

Number



Pupils should be taught to:

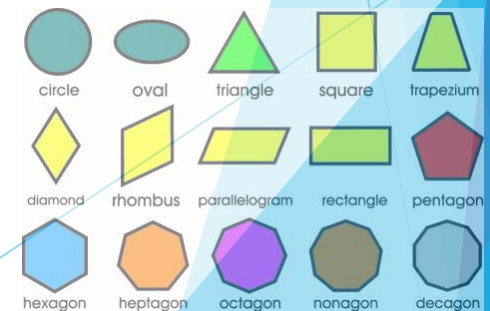
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Given a number, identify 1 more and 1 less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including 0
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? + 5$
- 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



End of year expectations

Shape and Space

- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns





End of year expectations

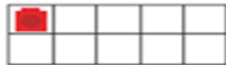
Measurement

- Compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - 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]
 - time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
 - recognise and know the 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 days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times



What is teaching for depth and mastery maths?

Mastery maths is a concept which teaches children to apply their learning and knowledge to a range of scenarios and situations, therefore deepening knowledge and developing understanding. Mastery Maths follows the 'key three'.

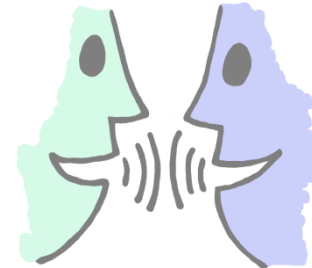
Concrete,	Pictorial,	Abstract
		1
		2
		3
		4





The Key Three

- Fluency - number facts and quick calculation.
- Reasoning - being able to explain working and show good conceptual understanding.
- Problem Solving - applying mathematical skills and knowledge to unfamiliar situations.





Mastering Number Programme



Early Years Number Sense

Builds a deep understanding of quantity and of numbers to 10, supports the EYFS framework

For Reception

Number Facts Fluency

Builds fluency in addition & subtraction facts, and confidence and flexibility with number

For KS1 and beyond

Times Tables Fluency

Builds fluency in multiplication & division facts, and understanding of multiplicative relationships

For KS2 and beyond



Handy Hints and Resources

- **Purposeful maths at home**, this can include counting out correct cutlery, crockery etc for dinners, sharing out sweets, cooking, reading numbers on scales, cookers etc. telling the time, knowing the days and months. Spy maths all around, draw attention to in in our environments.
- **Spellings** - numbers, days of the week and months of the year.
- **Counting** - both physically but also by rote, counting in 1s forwards and backwards especially bridging the 10s. Counting in 2s, 5s and 10s too!
- Using mathematical language: digits, numerals, subtraction, addition, equals total. Shape language
- Use shape language for 2d and 3d shapes: sides, corners, edges, faces, square, rectangle, circle, triangle, pentagon, hexagon, octagon, cube, cuboid, sphere, triangle-base pyramid, square-base pyramid, prism.