



Thurston CE
Primary Academy

Mathematics in Year 1

A guide for parents

‘Without mathematics, there's nothing
you can do.

Everything around you is mathematics.

Everything around you is numbers.’

Shakuntala Devi

You will never have this day again so, with the guidance of God, make it count!



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The purpose of this short booklet is to make you aware of the National Curriculum end of year expectations for the teaching of Maths for your child's specific year group.

With the latest National Curriculum (2014) the mathematical knowledge and understanding that children in KS1 require has become more demanding than any previous curriculum. We hope this booklet will make you aware of the standards required and enable you to support your child in their learning.

Best Wishes

Key Stage 1 Team

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Number – number and place value

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 twos, fives and tens
- given a number, identify one more 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 (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Number – addition and subtraction

Pupils should be taught to:

- 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 zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Number – multiplication and division

Pupils should be taught to:

- 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.

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Number – fractions

Pupils should be taught to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

Pupils should be taught to:

- 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.

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Geometry – properties of shape

Pupils should be taught to:

- 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].

Geometry – position and direction

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.



How to help your child:

Spend at least 30 minutes a week completing activities on Mathematics as well as completing mathematics Home Learning tasks.

Each day use appropriate language linking to time, discuss what the time is when you have a meal, meet with friends, go to bed etc..... Closely look at clock faces and discuss where the hands are pointing when o'clock and half past.

Name different shapes when walking to the shops or going to the park. Can you see any patterns in the fencing panels? What shapes can you see in road signs? Discuss the properties of known shapes, how do you know it's a rectangle?

Regularly talk about days of the week and months of the year putting them in chronological order.

What day is it today? What day is it tomorrow? What day is it in 2 days' time?

Help your child read and write numbers to 20 encouraging accurate pronunciation and spelling.

Spend two minutes every so often counting on and back from different starting points in 1's, 2's, 5's and 10's crossing 100.

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