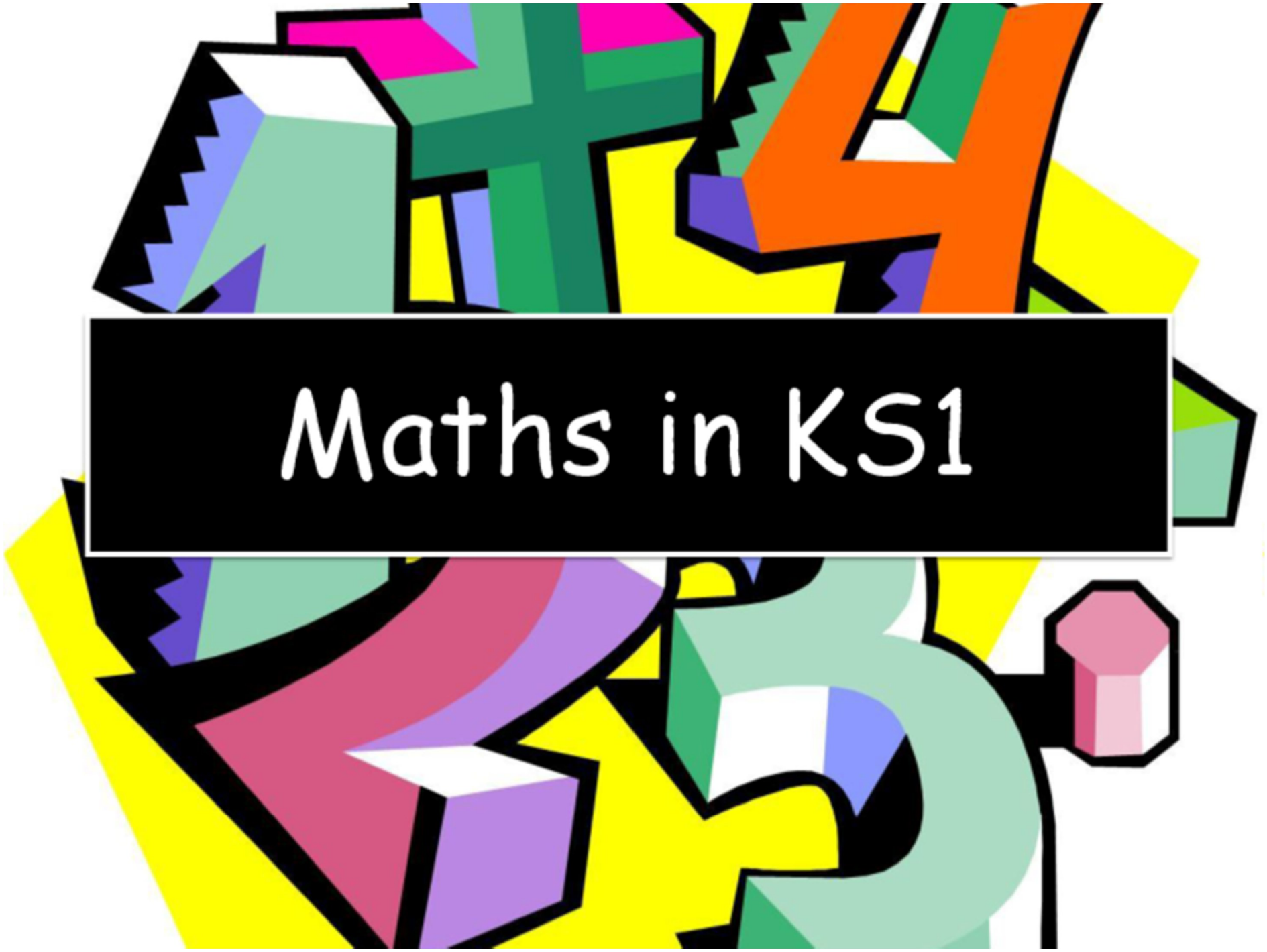
Maths in KS1

Mathematics in Year 1

- As children begin Year 1, we will work to build on the learning that took place in the Reception year. Here are some of the main things your child is to be taught during their time in Year 1.

Number and Place Value

- Place value is central to mathematics. Recognising that the digit ‘5’ in the number 54 has a different value from the number 5 or that the ‘5’ in 504 is in that place because it signifies how many hundreds there are in a 3 digit number is an important step in mathematical understanding.

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’

Calculations

- Use the +, – and = symbols to write and understand simple number calculations
- Add and subtract one and two digit numbers, up to 20
- Solve missing number problems, such as 10 – ? = 6
- Begin to use simple multiplication and division by organising and counting objects

Fractions

- • Understand 1/4 and 1/2 to explain parts of an object or number of 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 2D shapes, such as squares, rectangles and triangles
- Recognise and name some common 3D shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns

High Achievers!

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

Maths at home

- There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about.

Year 1 – “Maths Input”

In Year 1 our daily focus is number, place value and calculations. We will not teach time, shape, space and measure as we have done before.

No ability grouping!

- There is no feeling worse than knowing you've been 'grouped' because you work at a slower pace or take longer to solve problems etc.
- In year 1 ALL children access the same challenges and tasks but are supported in different ways.
- The "Free flow" aproach allows for unique and quality support for those who need it. Nobody is left behind!

No Worksheets!

- In Year 1 each child has a maths book and each week we aim to include **at least** one maths activity or challenge linked to the weeks objectives that demonstrates and highlights their understanding, involvement and approach to the task.
- They will have time to talk through their problem solving with the teacher and be given all the **scaffolding** they need to access and understand the challenge .

Maths Challenges

- Children are given many open ended challenges over the year.

- When they complete a challenge they receive a “challenge stick” to go in their pot.

Fluent Learners…

We want all our children to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately

Reasoning…

We want all our children to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

Problem Solvers!

We want all our children to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Teaching for Mastery

Questions, tasks and activities which outline the key mathematical skills and concepts within each yearly programme with questions, tasks and practical classroom activities which support teaching, learning and assessment. The activities offered are not intended to address each and every programme of study statement in the National curriculum. Rather, they aim to highlight the key themes and big ideas for each year.

What is Mastery?

- https://www.ncetm.org.uk/public/files/23305594/Mastery_Assessment_Y1_Low_Res.pdf