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| **LEWIS STREET LOGO NO LINE** | **Year 1****Mathematics Skills Sheet** | **NEW CHRIST CHURCH LOGO NO LINE** |
| **Number and Place Value** |
| 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. |
| **1NPV-1 - *Count within 100, forwards and backwards, starting with any number.*** |
| **1NPV-2 - *Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = .*** |
| **Addition and Subtraction** |
| 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 = ? − 9 |
| **1NF-1 - *Develop fluency in addition and subtraction facts within 10.*** |
| **1AS-1 - *Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.*** |
| **1AS-2 - *Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.*** |
| **Multiplication and Division** |
| 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. |
| **1NF-2 - *Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.*** |
| **Fractions** |
| 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. |
| **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]
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| 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. |
| **Properties of Shape** |
| 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]
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| **1G-1 - *Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.*** |
| **1G-2 - *Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.*** |
| **Position and direction** |
| Describe position, direction and movement, including whole, half, quarter and three-quarter turns. |