Year 1 Curriculum Reception ELG in red

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Reasoning about Number System and Measure

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
Children count on and back.
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

- 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 *(could be using number lines, tally charts, pictograms)*
- 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
- recognise and know the value of different denominations of coins and notes
- Compare and describe :
  - 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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Reasoning about Addition and Subtraction

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20 (e.g. 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9)
- mental calculation – 1 more, 1 less
- 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

$7 = \square - 9.$

Problem solving can be in the context of measures and statistics

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Reasoning about Multiplication and Division

Children solve problems, including doubling, halving and sharing.

- count in multiples of twos, fives and tens
- 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. (2x,5x, x10)

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Reasoning about Fractions

Children solve problems, including doubling, halving and sharing.
Children use everyday language of position to compare.

- 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.

Geometry – position and direction

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

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Reasoning about Measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

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)
- 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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Reasoning about Geometry – properties of shape

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

- 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]. (different orientations and sizes

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