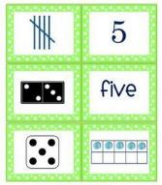
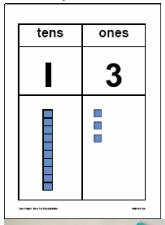
# All Saints C of E Primary School Year 1 - Number and place value

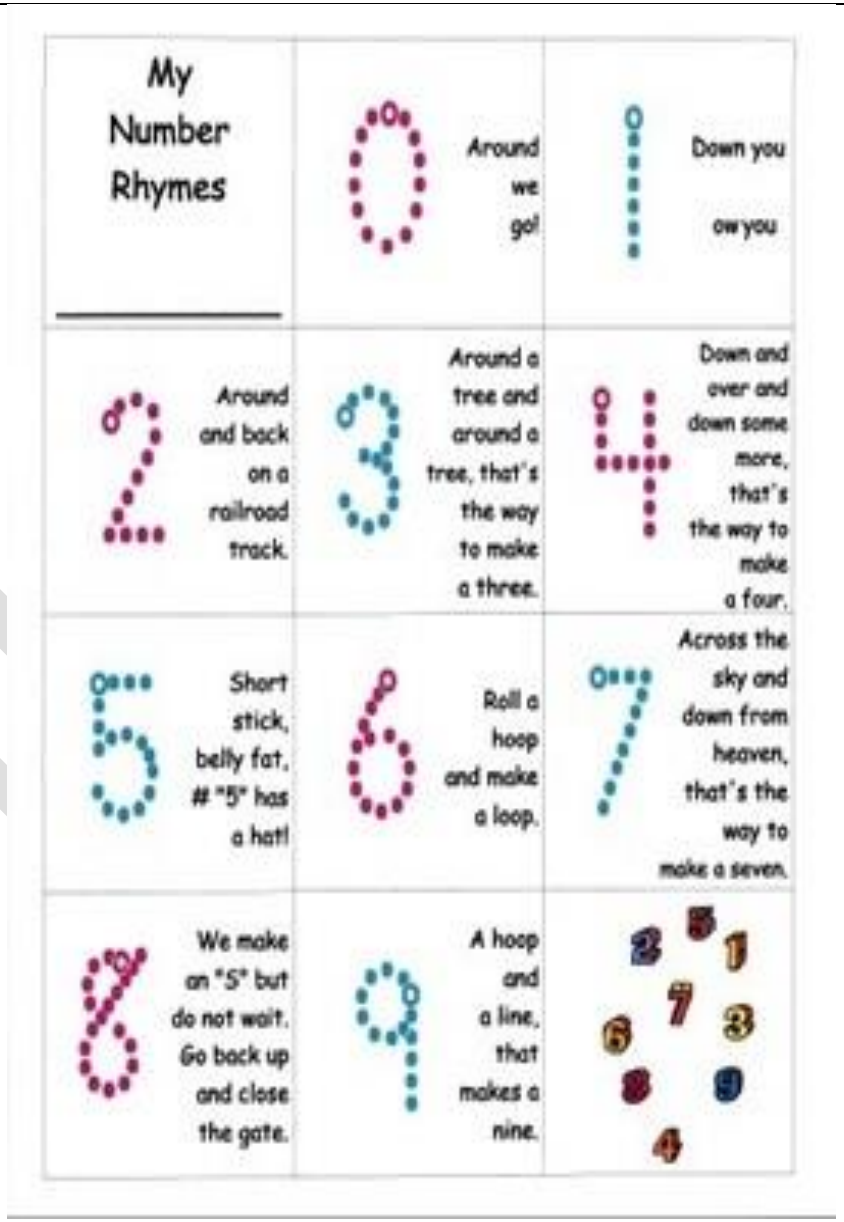
By the end of Year One, children have been taught to:

| Objective | Why is it important? Things to watch out for! | Ways to support a Year 1 child |
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| Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | Counting is where it all begins! Children have to count to be numerate, they have to be able to count with meaning. This means children need to be able to count with a purpose for example counting steps, fish fingers, toes, money and sweets. This is more beneficial than just reeling off a list of numbers which could be meaningless and without understanding and a context. A child with no understanding of number saying 1,2,3,4 is the same as a child saying frogs, jelly, raindrops, cushions – pointless! | Make counting fun! Lots of family board games are really useful to help children look at the sequence and patterns of number, whilst playing a game.<br>Counting steps, peas on a plate, sweets in a packet, shopping in your trolley, pennies in a jar are all purposeful counting activities which support mathematical development in a way that can be deemed to be 'helping mummy/daddy'. |
| | Children typically find teens numbers tricky to say – tending to say 30, 40, 50 etc rather than saying 13, 14, 15 etc.<br>Likewise crossing the tens and hundreds boundary can prove challenging. Seventy nine, seventy ten, seventy one, seventy two is sometimes heard instead of saying 79, 80, 81, 82. | The main way to support a child with pronouncing numbers properly is to firstly really listen, then say and exaggerate the teens part of the number. Quite often, if we use a different voice it can make it humorous and more memorable for a child – say teens numbers like the queen, like Elvis, in a squeaky voice. Another way to do this is by comparing the written versions 13 and 30 and then compare the difference between having 13 sweets and 30 sweets. |
| | Counting backwards does not necessarily feel natural, however it is an essential aspect of number and place value which supports developing the concept of more than/less than and subtraction.<br><br>The reason why the objective states children should be able to count to 100 from any number is to develop children's fluency, pattern recognition and flexibility with number, in addition to laying the foundations for addition. For example, a child who is secure with this objective being asked to count to 100 from 56 would start: 56, 57, 58, 59, 60, 61……..<br>Whereas a child who was not secure may start 1, 2, 3, 4, 5 OR 56, 59, 62, 65, 84. This demonstrates that the child would either start from where he/she is familiar or would just randomly pluck numbers from his/her head which sound in the right area. | Walking backwards at the same time as counting backwards is a useful way of securing the concept about the direction of the number sequence. Likewise playing games, such as rocket countdown/blast off etc.<br>Joining in the counting when a child is about to go over the tens number is always useful because this is where some children may have difficulty. |

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| count in multiples of twos, fives and tens | Counting in multiples of 2, 5s and 10s is laying the foundations for several things, such as recognising patterns and sequences, times tables and odd and even numbers. | To support a child counting in multiples can be done in a very purposeful way. At the same time it can increase the familiarity a child has with money. When counting in multiples of *2s* – count *2p* coins, when counting in multiples – count with *5p* coins etc. There are lots of other multiplies we can count with such as:<br>*2s – pairs of feet/eyes/hands/socks*<br>*5s – hands (5 fingers), feet*<br>*10s – toes/fingers*<br>A fun way to practise can be by doing clapping games. |
| read and write numbers to 100 in numerals | Reading numerals is vital for children's mathematical development. Reading numbers is equivalent to reading letters and words in their English learning. Letters build words and give meaning, this is exactly the same for numbers. Children need to see numbers all around and be made aware of numbers in their environment. Reading numbers requires practice, just like reading letters and words to enable children to remember the shape of the number and what it means.<br><br>Writing numbers requires a child to remember what the specific number looked like in the first place, which is why reading numbers and looking at them is vital. If you were to ask you child to write the number fourteen – a proportion of children would write 41. This is mainly due to the fact that when you say fourteen you say the number 4 first, hence the child writes 4 first.<br>201 is sometimes seen rather than 21 when children are getting to grips with writing numbers, due to the fact children remember what 20 looks like and they remember what 1 looks like, so they just put them together.<br><br>Reversing numbers is quite common at this stage of mathematical development - the ones which cause most difficulty are 2, 3, 5 and 7. | Looking at examples of numbers when shopping, on number plates, on houses and newspapers are a few examples of good ways to immerse a child in a number rich environment.<br>When discussing number reversals with a child, a good way to approach it is by saying, "you wrote your number like that, I write the number like this".<br><br>Dot to dot books as well as 'painting by numbers' books are all good ways to reinforce number recognition in a way that makes learning fun.<br><br>A good way of helping a child to practice writing numbers the correct way is rainbow writing. Write the number you want to practise on a piece of paper and challenge a child to go over the number with as many different coloured felt tips as possible in order to turn the number into a number rainbow. |

Year 1

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<td>given a number, identify one more and one less</td>
<td>This objective is taught to build on the pattern of counting and to reinforce the relative value and position of number. The concept of more and less is crucial at this point of mathematical development!<br>Adult: Tell me what is one more than 7?<br>Child: 4<br>This child does not have any concept of the term one more and therefore guesses, knowing that the adult is waiting for a numerical answer.<br>Adult: What is one less than 9?<br>Child: One less than 9 is 8 because it comes before 9 and it is a smaller amount.</td>
<td colspan="2">Supporting a child with this concept needs to be built into everyday conversations, such as, “Pass your brother one more sausage please”. To secure this vital concept the best approach is to do it practically to help a child build visual images in the brain, allowing him/her to make sense of it and to apply it to other situations.</td>
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<td>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</td>
<td>This objective is essential in ensuring your child is exposed to numbers in many forms.<br>If a child only knows 4 as being 4 cars they will only ever see cars as being 4. They will not see 4 teddy bears as being 4. The term 4 can represent any number of 4 objects. It may seem simple to us as adults, however numbers can be a tricky business!<br><br><br><br><br><br><br><br><br>The terms ‘most’ and ‘least’ build on the concept of ‘more than’ and ‘less than’ in the previous objective.<br>‘Equal to’ and ‘equals’ is something children get mixed up because they only see = as equals. The equals sign refers to it being the ’same as’ and ‘equal to’ , for example:<br>35 + 9 = 43 This number sentence is like a see saw balance, on one side is 35+9 and on the other side is 43. When the number sentence is complete the number sentence balances because both sides are equal, 35+9 is the same as 43 ; it is just represented in different ways.</td>
<td>At meal times ask questions like:<br>Who has the most potatoes on their plate?<br>Who has the least amount of peas on their plate?<br>On your plate what do you have the most of?<br>Who has eaten the most…How do you know?<br>Show me?</td>
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| read and write numbers from 1 to 20 in numerals and words. | |  |



Year