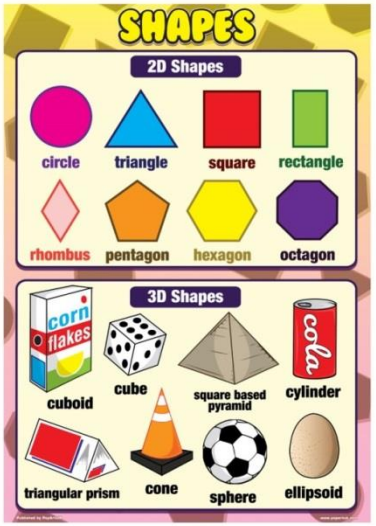
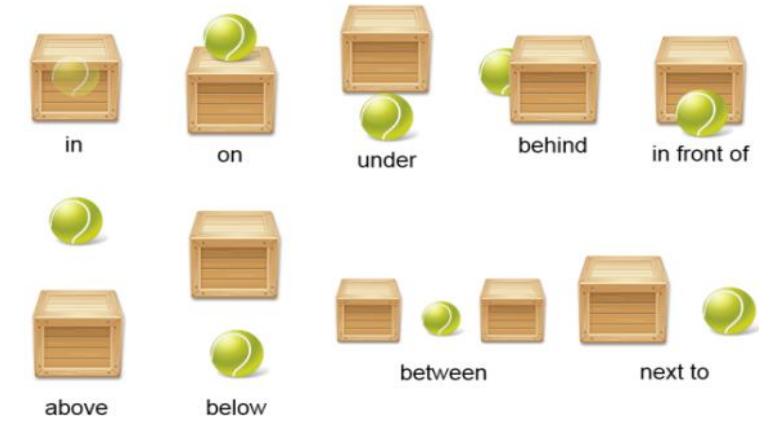
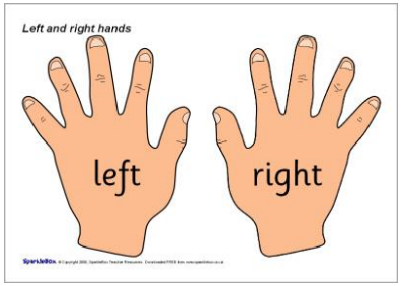
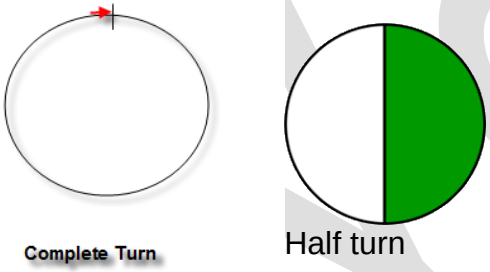
All Saints C of E Primary School Year 1 -

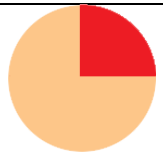
By the end of Year One, children have been taught to:

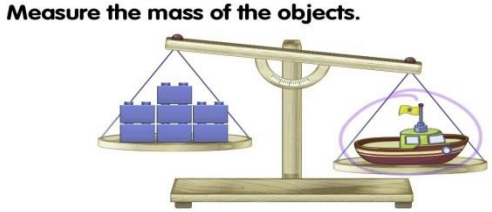
Objective	Why is it important? Things to watch out for!	Ways to support a Year 1 child
Recognise and name common 2-D and 3-D shapes	 2D shapes are shapes that only have two dimensions such as width and height, such as a rectangle, circle and triangle. 2D shapes are flat! 3D shapes are shapes that have three dimensions, such as width, height and depth, as in a cube, cuboid and pyramid. 3D shapes are solid! **Common errors:** • If we hold a triangle upside down and ask a child if it is still a triangle the child sometimes says no! If it has three sides it is a triangle no matter which way round we hold it. • If we hold a square at an angle, some children say it is a diamond! There is no mathematical shape called a diamond (one wears diamonds on one's finger!). A square is a square no matter which way round we hold it. Vocabulary: 2d - curved, flat, round, straight, corner, point, line 3d – face, edge, solid, hollow	Go on a shape hunt around the house or when out on a walk. Shapes are everywhere!

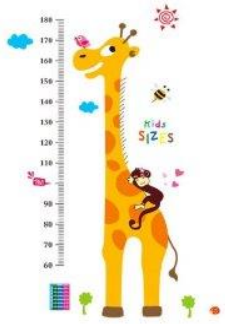
Year 1

Describe position, directions and movement, including whole, half, quarter and three-quarter turns	  . 	Position vocabulary is a crucial part in mathematical understanding, which transfers into shape work, as well as number and calculating. In the Early Years, time is taken to develop children's conceptual understanding of position in daily activities, such as; lining up, taking turns on the bikes, washing hands, collecting lunch boxes and other play situations. Children need to be able to use position words to be able to respond to questions, such as: What is the number after 56? What values are between 79 and 82? Top tip :  Make an L with fingers on the left hand making sure the L is the correct way round Teaching children about direction and movement within mathematics lays the foundations for telling the time, as well as rotation and symmetry in shape. Turns can be described with many different examples, such as: a whole hour – the minute hand travels around the whole clock a whole turn – turn to the right and keep going until you are facing the place that you started half turn – half way around the clock from o'clock to half past OR a turn where you are facing the opposite way.

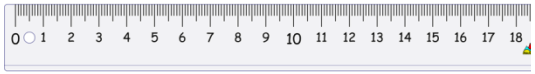
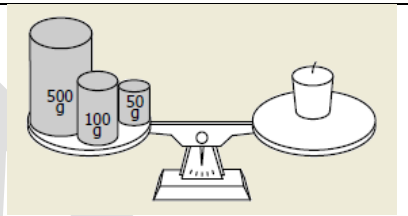
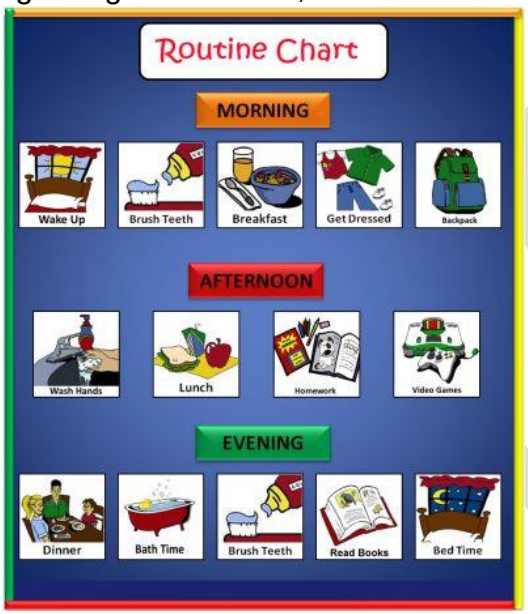
Year 1

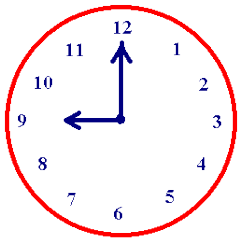
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<tr><td></td><td> </td><td></td></tr>
<tr><td>Measure and begin to record the following: length, height, capacity and volume.</td><td>In Year 1, we build on the children’s ability to use the correct mathematical vocabulary related to length, capacity and weight such as:
tall, taller, tallest, high, higher, highest, short, shorter, shortest
full, empty, half full, half empty, nearly full, nearly empty, contains
heavy, heavier, heaviest, light, lighter, lightest
Initially, children measure using what we call non- standard units. For example, a pencil may be 7 cubes long or a car may be four counters long. The main reason that this is taught is to reinforce that whatever we measure in, the unit of measure has to be the same size

The tissue box is 12 cubes long.

Activities that we could try to help develop an understanding of measure (giggling may be involved).
Encourage the child to make an estimate before we start. :
How many footballs can you fit in a sleeping bag?
How many apples can you fit in your swimsuit?
How many cereal boxes are as tall as mummy?

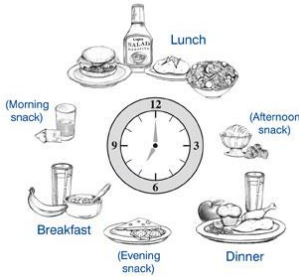
As the year progresses, the children are introduced to standard units of measure, such as: centimetres, millilitres and grams. They are also taught how to use the appropriate measuring tool/object.</td><td>
Having a height chart at home is a great way to support discussions about height. Noting down a child’s height on a wall chart over time helps develop conversations about how much a child has grown and his/her height.</td></tr>
</table>

Year 1

	  	
Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	We may think some of these words are obvious. However, if children are never taught that, for example, the period of time between eating your lunch and eating your dinner is called the afternoon, how are they meant to know? Sometimes adults take children's knowledge and understanding of time for granted, which is why we spend time modelling how to use the vocabulary, explaining the meaning and encouraging children to describe periods of time. Creating a daily visual timetable is a quite useful way of developing vocabulary on a daily basis. We use a visual timetable in class regarding break times, lunchtimes and the lessons children are going to be having.   	

Recognise and use language relating to dates, including days of the week, weeks, months and years.	This is an example of a routine chart breaking the day into morning, afternoon and evening. We can create our own daily charts with a child by talking about the things he/she is going to do in the day, whilst at the same time using words, such as; before and after.  	In class, the day of the week is discussed as well as displayed on the walls. We often sing days of the week songs as well, in order to help develop the sequence of the days – Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Weekly planners are also extremely useful to teach children the names of the days of the week. Children often find using the terminology: today, tomorrow and yesterday quite tricky to master. Using a weekly planner helps develop the understanding of time visually. Family birthdays and holidays are always a great way to help children develop an awareness of the passing of time, as well as their understanding that the year is broken into months with their own specific name. Likewise, months are divided into seasons, as well as divided into weeks and weeks are divided into days. PHEW! There is a lot for children to have to develop an understanding of.	
Tell the time – o'clock and half past the hour and draw the hands on a clock	o'clock  Half past	Telling the time can be a challenging thing to learn. This is why we focus on teaching times, such as o'clock and half past before discussing any other times. Creating a meal time visual planner for breakfast, lunch and dinner at these key times helps children talk about important times, as well as the ability to tell the time. 'If the large minute hand is pointing to the 12, it means it is telling us that it is o'clock. If the small hour hand is pointing to the 5 and the large hand is pointing to the 12 it is telling us that is 5 o'clock.' Patience is the key with telling the time!	Play 'What's the time Mr Wolf?'

Year 1

<table>
<tr><td>face to show these times</td><td>Common errors:
Children get mixed up between the hour hand and the minute hand.</td><td>
</td></tr>
<tr><td>Measure and begin to record: time-seconds</td><td>Teaching children how to tell the time on an analogue clock is an important aspect of maths, as well as in everyday life. However, it is equally important that children develop an understanding of the passing of time. Recognising that the day is divided into hours, minutes and seconds can be developed by adding times onto visual timetables, calculating how many minutes lunchtime took or how long playtime was or even just watching the second hand tick its way around the clock! These are all part of developing the concept of time.
Counting as the second hand ticks its way around the whole clock can be used to recognise that there are 60 seconds in one minute and how when a minute has passed the minute hand moves very slightly.</td><td>Time how long the child takes to run to the bottom of the garden and back.
Set a one minute timer/60 seconds for how long the child has to brush his teeth.</td></tr>
<tr><td>Recognise and know the value of different denominations of coins and notes.</td><td>Many children will already have experiences of money when out shopping or the tooth fairy. However, in our everyday lives many children only see adults paying for products and services with a credit or debit card.
<table>
<tr><td></td><td>Starting counting with one pence pieces is always the best place to start to support children’s one to one correspondence.</td></tr>
<tr><td></td><td>When presented with a two pence, it is quite common for a child to say that they have 1p. The reason for this is that the child does not recognise that the coin is equivalent to two one pence pieces. This can be a challenging concept for children to grasp.</td></tr>
<tr><td></td><td>Five pence pieces are interesting too, because they are different in colour and they have a larger value than a 2p and a 1p, even though they are smaller than the 2p.</td></tr>
</table></td><td>Empty the contents of a purse or a penny jar and challenge the child to count how much money there is altogether.

Challenge the child to sort the coins in a purse according to the number written on them.
Challenge the child to sort the coins – copper and silver coins.
Do coin rubbings!</td></tr>
</table>

Year 1



The more children use money, the more they become familiar with the understanding of equivalence and that one coin can be worth different amounts.

Common errors

- When presented with a 5p, a 2p and a 1p the child may say he has 3p. The reason for this is that the child is counting the amount of coins and not the value of the coins.
- Also he may be thinking that the largest in size has the largest value.

In class, we use role play shops to help develop children's understanding by paying for items, adding costs and giving change.



Year 1