

# **FORMAT FOR ILPs, REPORTS AND ANNUAL REVIEWS**

## **YEAR 1 LEVEL**

### **NUMBERS AND THE NUMBER SYSTEM**

#### **COUNTING, PROPERTIES OF NUMBERS & NUMBER SEQUENCES**

Know the number names and recite them in order, from and back to zero.

Join in rhymes like Ten Green Bottles...

Recognise zero and none in stories and other contexts, including the counting sequence.

Say the sequence ten, twenty, thirty,..... one hundred.

Respond to questions such as What number comes before / after a particular number?

**Count reliably at least 20 objects.**

Understand and use in practical contexts: *count, how many?*

Count reliably at least 20 objects, recognising that the size of the set is given by the last number in the count.

Count objects in a variety of arrangements and understand that the number of objects is still the same.

Count objects without touching them.

**Describe and extend number one sequences counting on or back in steps of ones.**

Counting in ones.

Start at any small number count on in ones to 30 or more, then back in ones to zero.

Count on or back a set number from a given number e.g. count on 4 from 3.

Count on or back from a given number to another one and say how many has been counted eg count from 7 – 10, counted 3.

**Describe and extend number sequences count on or back in steps of 10 or 100 from any number.**

Using a number square, count on in tens, from zero, from any number.

Using a number square, count back in tens from 100, from any number.

Using a number square, count in tens from zero until told to stop. Say the number of tens counted.

Using a number square, count on or back several tens, starting from a given number.

Describe and continue a pattern e.g. 80, 70, 60, 50, ....

**Describe and extend number sequences eg count on or back in steps of 100 from any number.**

Count in twos to 20 or more and back again.

Count in twos from one and back again.

Join in rhymes that involve counting in twos.

Recognise odd and even numbers to about 20 as 'every other number'.

Count on in steps of 5 from zero to 20 or more.

Count back in steps of 5 from 20 or more.

Begin to count on in steps of three from zero.

Understand and use in practical contexts: *odd, even, every other*

## **PLACE VALUE AND ORDERING**

**Read and write numerals from 0 to at least 20 in a range of contexts.**

Write in words numerals to 20.

Know what each digit represents in numbers from 10 – 20.

Begin to partition larger numbers into a multiple of ten and ones (TU)

Represent a number on an abacus.

Understand and use in practical contexts: *units or ones, tens, digit...*

Solve problems such as 'make 6 into 16' or 'make 14 into 4'.

What number needs to go in each box?  $14 = \square + 4$ ,  $12 = 10 + \square$

Exchange up to 20 pennies for 10p and 1p coins.

**Understand and use the vocabulary of comparing and ordering numbers**, including ordinal numbers to at least 20 and: *how many, as many as, the same number as, equal to, more than, less than, fewer than, greater than, smaller than, larger than, most, least, smallest, largest, order, first, last, before, after, next, between, half way between.*

Use the = sign to represent equality.

Compare two familiar numbers, say which is more or less, and give a number which lies between them.

**Within the range 0 to 30, say the number that is one or ten less than any given number.**

Order numbers in real contexts in other curriculum areas.

Order numbers to at least 20 and position them on a number track.

## **ESTIMATION**

Understand and use in practical contexts: *guess how many, estimate, roughly, nearly, about the same as, close to, too many, too few, enough, not enough.*

Give a sensible estimate of a number of objects that can be checked by counting( e.g. up to about 30 objects)

## **CALCULATIONS**

### **UNDERSTANDING ADDITION AND SUBTRACTION**

**Understand the operation of addition and use the related vocabulary.**

Understand and use in practical contexts: *more, add, sum, total, altogether, equals, sign.*

Read and write the plus(+) and equals (=) sign.

Understand addition as combining sets to make a total, steps along a number track (counting on).

Begin to understand that adding zero leaves a number unchanged.

Respond rapidly to oral questions phrased in a variety of ways eg 3 add 1, add 2 to 4, 6 plus 3, what is the sum / total of 2 and 8, how many are 3 and 5 altogether, which 2 / 3 numbers could make 9 altogether, what must I add to 4 to make 10.....

Record simple mental additions in a number sentence , using the + and = signs.

Recognise the use of symbols to stand for unknown numbers.

Complete additions with rapid recall, based on number facts to 5.

Complete additions using counters on a number line or 10p and 1p coins, then mental strategies, explaining method to 20 and beyond.

Recognise that addition can be done in any order, but not subtraction.

Begin to recognise that more than two numbers can be added together.

With the aid of apparatus, add three numbers, explore three hops on numberline etc....

Mentally add mentally three small numbers within the range 1 to about 12.

Respond to oral questions explaining the strategy used; e.g. what different totals can you make from the set 1 to 5?

Record simple mental additions in a number sentence using + and = signs.

Understand the operation of subtraction and related vocabulary.

Understand and use in practical contexts: *take away, subtract, how many are left, how much less is.. than .. difference between, how much more is ... than ... how many more to make...*

Read and write the minus sign.

Understand subtraction as taking away, finding the difference between, 'how many more to make...' (complementary addition.)

Begin to understand that subtracting zero leaves a number unchanged.

Respond rapidly to oral questions phrased in a variety of ways such as: 4 take away 2, take 2 from 7, 7 subtract 3, what number must I take from 14 to leave 10?, how many more than 3 is 9? 6 taken from a number leaves 3, what is the number? find pairs of numbers with a difference of 2.

Record simple mental subtractions in a number sentence using the – and = signs.

Recognise the use of symbols to stand for numbers and complete with rapid mental recall, examples based on facts to 5.

Complete examples to 20 and beyond using rods, counters, numberline , 10p and 1p coins,

Then mental strategies, explaining method.

## **RAPID RECALL OF ADDITION AND SUBTRACTION FACTS**

**Know by heart all addition and subtraction facts for all numbers up to/ including 5.**

Understand and use in practical contexts: double, half, halve.

Know by heart all **addition doubles** from  $1+ 1$  to at least  $5+ 5$ .

Begin to know doubles from  $6+6$  to  $10 +10$ .

Respond rapidly to oral questions such as: double 4, half of 6, two fives, How many socks in two pairs?

Know by heart all **pairs of numbers that total 10.**

## **MENTAL CALCULATION STRATEGIES (+ AND -)**

Use knowledge that addition can be done in any order to do mental calculations efficiently eg put the larger number first and count on in ones, including beyond 10 (e.g.  $7 + 5$ ).

Begin to partition and recombine by breaking units of 6, 7, 8, 9, into '5 and a bit' eg work out mentally that  $5+8 = 5$  plus  $(5+3) = 10+3 =13$

Identify near doubles, using doubles already known (e.g.  $6+5$ ).

Add 9 to single digit numbers by adding 10 then subtracting 1.

Use patterns of similar calculations (e.g.  $10 - 0 = 10$ ,  $10 - 1 = 9$ ,  $10 - 8 = 2 \dots$ )

Use known number facts and place value to add a pair of numbers mentally.

Use known number facts and place value to subtract a pair of numbers mentally.

Add a single digit to a single digit without crossing 10.

Subtract a single digit from a single digit without crossing 10.

Add a single digit to a 'teens' number without crossing 20 or 10.

Subtract a single digit from a 'teens' number without crossing 20 or 10.

Begin to add a 'teens' number to a 'teens' number without crossing the tens boundary e.g. 14 add 11.

Add 10 to a single digit number.

Subtract 10 from a 'teens' number.

Begin to add a pair of single digit numbers, crossing 10.

Use two steps and cross 10 as a middle stage. eg  $6 + 7 = 13 = 6 + 4 + 3 = 10 + 3 = 13$ .

Begin to add a single digit to a 'teens' number crossing 20 as a middle stage.

Use and apply these skills in a variety of contexts and curriculum areas.

## **SOLVING PROBLEMS**

### **MAKING DECISIONS**

Understand and use in practical contexts: *operation, sign, number sentence*.

Choose and use appropriate number operations and mental strategies to solve problems in a wide variety of contexts.

Decide whether the calculation can be done mentally or needs the use of apparatus.

Explain and record how the problem was solved.

### **REASONING ABOUT SHAPES OR NUMBERS**

Solve simple mathematical problems or puzzles; recognise and predict from simple patterns and relationships.

Suggest extensions by asking 'What if...?' Or 'What could I try next?'

Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it.

Explain methods and reasoning orally.

### **PROBLEMS INVOLVING 'REAL LIFE', MONEY OR MEASURES**

**Use mental strategies to solve simple problems-** use own mental strategies to solve 'story' problems about numbers in real life, choosing an appropriate operation (counting, addition, subtraction, halving or doubling)

Explain methods and reasoning orally and record way in which the problem was solved using a number sentence and signs (+ - =) where appropriate.

## **MONEY**

Recognise all coins.

Exchange coins up to 10p for an equivalent number in smaller coins.

Extend to 20p.

Understand and use in practical contexts: coin, penny, pence, pound, price, cost, costs more / less, change, total, pay, how much.

Use own mental strategies to solve problems involving money in contexts such as the classroom shop. Explain methods and reasoning orally and record in own way how the problem was solved.

Find totals and give change.

Decide what to buy and how to pay.

## **MEASURES, SHAPE AND SPACE**

### **MEASURES**

Understand and use in practical contexts, the vocabulary related to length, mass and capacity:

Length and distance: *long, short, tall, high, low, wide, narrow, deep, shallow, thick, thin, far, near, close*

Mass: *weight, weighs, heavy, light, balances*

Capacity: *full, empty, holds*

And comparative words such as *longer, longest.*

**Compare two lengths, masses or capacities by direct comparison.**

Extend direct comparisons to more than two.

Measure using uniform non-standard units (e.g. straws, wooden cubes, yogurt pots) and standard units (e.g. metre sticks, kilograms and litre jugs).

Estimate before measuring and discuss results.

**Suggest suitable standard or uniform non – standard units and measuring equipment to estimate, then measure, a length, mass or capacity,** recording estimates and measurements as 'about 3 beakers full' or 'about as heavy as 20 cubes'.

Make simple measuring devices.

Understand and use in practical contexts- *guess, roughly, nearly, close to, about the same as, too many, too few, enough, not enough.*

## TIME

Understand and use in context the vocabulary related to time- *names of days of the week, seasons, hour, day, week, month, year, season, morning, afternoon, evening, night, midnight, weekend, today, yesterday, tomorrow, now, soon, early, late, before, after, first, second, next, quick, fast, slow, how long ago, how long will it be to, how long will it take to, how often, always, never, often, sometimes, usually, once, twice, and comparatives such as faster, slower, takes longer.*

Know that 1 week = 7 days      1 day = 24 hours.

Know in order the days of the week.

Order familiar events in a day, week or story.

Read the time to the hour on an analogue clock.

Read the time to the half hour on an analogue clock.

Make estimates and check using a simple timer in PE, Science etc.

## SHAPE AND SPACE

**Use everyday language to describe features of familiar 3D and 2D shapes-** understand and use in practical contexts: *shape, pattern, flat, hollow, side, edge, face, straight, curved, round, point, pointed, corner, sort, build, make, draw.*

Name, sort and describe some features and properties of familiar 2D and 3D shapes such as: cube, cuboid, sphere, cone, cylinder, circle, triangle, rectangle, square. E.g. number or type of faces, sides, edges, corners.

Talk about the shapes and patterns in curtains, clothes etc.

Make models, shapes and patterns with increasing accuracy and describe their features. Use construction kits, everyday materials and malleable materials e.g. plasticine.

Begin to relate 3D shapes to pictures of them. Use bricks to build models from pictures.

Make pictures and patterns using a range of 2D shapes and describe.

## SYMMETRY

Make halves of paper shapes by folding them.

Make them into symmetrical patterns by cutting out small pieces or by ink blot painting.

## POSITION AND MOVEMENT

**Describe positions and directions-** understand and use in practical contexts: *position, over, under, underneath, above, below, on, in, outside, inside, in front, behind, beside, before, after, next to, opposite, between, close, far apart, middle, centre, edge, corner, top, bottom, side, direction, left, right, up, down, forwards, backwards, sideways, across, along, around, through, to, from, towards, away from, journey.*

Use everyday language to describe and talk about position, direction and movement in a range of contexts.

Understand and use in practical contexts: *slide, roll, turn, whole, half*.

Recognise whole turns and half turns.

Talk about, make and continue repeating patterns using a variety of media, describing what is happening.

## **ORGANISING AND USING DATA**

Solve a given problem by collecting, sorting, and organising information in simple ways such as using objects or pictures. Discuss and explain results.

Solve a given problem by collecting, sorting, and organising information in simple ways such as in a list. Discuss and explain results.

Solve a given problem by collecting, sorting, and organising information in simple ways such as in a simple table. Discuss and explain results.