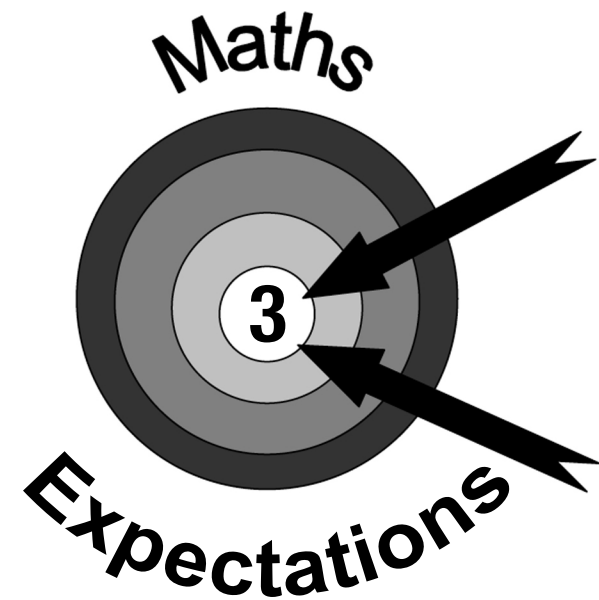


# Expectations for pupils in Year 1



**A booklet for parents**

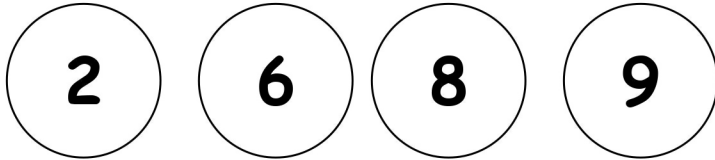
Help your child with mathematics

# Expectations - Year 1

## Adding circles

For this game, you need a dice and pencil and paper.

- ◆ Each of you should draw four circles on your piece of paper. Write a different number between 2 and 12 in each circle.



- ◆ Roll the dice twice. Add the two numbers.
- ◆ If the total is one of the numbers in your circles then you may cross it out.
- ◆ The first person to cross out all four circles wins.

## Dicey coins

For this game you need a dice and about twenty 10p coins.

- ◆ Take turns to roll the dice and take that number of 10p coins.
- ◆ Guess how much money this is. Then count aloud in tens to check, e.g. *saying ten, twenty, thirty, forty...*
- ◆ If you do this correctly you keep one of the 10p pieces.
- ◆ First person to collect £1 wins.
- ◆ Don't forget to give the coins back!

## Out and about

On the way to school, see how many cuboids, spheres and cylinders you can spot. Which did you see most of?



**By the end of Year 1, most children should be able to...**

- ◆ 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.
- ◆ 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.
- ◆ 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 zero.
- ◆ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as  $7 = ? - 9$ .
- ◆ 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.
- ◆ 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.

# Expectations - Year 1

**By the end of Year 1, most children should be able to...**

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

## About the expectations

The statements show what is expected of pupils at the end of Year 1.

Some statements are harder than they seem, e.g. children who can count up to 100 may still have trouble saying which number comes after 47. They may have to start at 1 and count from there.

## Fun activities to do at home

### Car number bingo

- ◆ Each person chooses a target number, e.g. 10. Think about which pairs of numbers add to make your target.
- ◆ You have to see a car that has two numbers that add up to your target number.

**K456 XWL**

- ◆ Say:  $4 + 6 = 10$ , bingo!
- ◆ Change the target number each week.

You can extend this activity by looking for three numbers which add up to your target number.