



Curriculum Information

Year One - Maths



WESTFIELD PRIMARY

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



In Year 1, pupils will learn the following:

Number and Place Value

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 2, 5 and 10.
Identify one more and one less than a given number.
Identify and represent numbers using objects and pictorial representations, e.g. the number line.
Use the language of equal to, more than, less than, fewer, most and least.
Read and write numbers from 1 to 20 in numerals and words.
Pupils will begin to recognise patterns in the number system and make comparisons, developing fluency in number through solving simple concrete problems and building up to increasingly complex problems.

Addition and Subtraction

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 1-digit and 2-digit numbers to 20, including 0.
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
Pupils will memorise and reason with number bonds to 10 and 20 in different forms, realising the effect of adding or subtracting zero. They will discuss and solve problems in familiar practical contexts.



Multiplication and Division

Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays, supported by the teacher.

Through grouping and sharing, pupils will begin to understand doubling, halving and fractions, making connections between arrays, number patterns and counting in 2s, 5s and 10s.

Fractions

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.

Pupils will solve simple fraction problems and make connections to grouping and sharing in multiplication and division.

Measurement

Compare, describe and solve practical problems for lengths and heights, mass and weight, capacity and volume and time.

Measure and begin to record lengths and heights, mass/weight, capacity and volume and time (hours, minutes, seconds).

Use language appropriate to each measure: e.g. long/short/tall, heavier/lighter, full/empty, more/less, quicker/slower, earlier/later.

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using appropriate language.

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 hands on a clock face to show these times.

Pupils will move from using non-standard units of measure to using manageable common standard units and begin to use measuring tools.



Geometry

Recognise and name common 2D and 3D shapes.

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

Pupils will use appropriate language and will make connections to clockwise turns on a clock face.