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| **Year 1 - Building and assessing the conceptual understanding and learning – Number and Place Value** |
| **End of Year Expectations:*** 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 form 1 – 20 in numerals and works
 | **Non-statutory guidance:**Pupils practise counting (1, 2, 3), ordering (e.g. first, second, third), or to indicate a quantity (e.g. 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (e.g. odd and even numbers), including varied and frequent practice through increasingly complex questions. They recognise and create repeating patterns with objects and with shapes. |
| **Autumn** | **Spring** | **Summer** |
| * Continue and extend counting skills – counting in ones, forwards and backwards to at least 30, then 50.
* Count, read and write numbers to 20 in numerals, then extending to 30 / 50.
* Understand what each digit represents in numbers to 20, and represent these numbers with structured resources.
* Begin to recognize the significance of “ten” in the number system.
* Begin to recognize multiples of ten and count in tens.
* Represent and order numbers to 20, knowing “one more” and “one less” than any number to 20.
* Begin to write some numbers to 20 in words.
 | * Continue and extend counting skills – counting in ones, forwards and backwards to at least 50, then 100.
* Count, read and write numbers to 50 in numerals, then extending to 100.
* Understand what each digit represents in two –digit numbers and represent these numbers with structured resources.
* Recognize the significance of “ten” in the number system.
* Recognize multiples of ten and count in tens, forwards and backwards.
* Count in multiples of 5.
* Count in multiples of 2. (odd and even numbers)
* Represent and order numbers to 50, knowing “one more” and “one less” than any number to 50. Begin to extend this to 100.
* Write some numbers to 20 in words.
* Know the number that is ten more / ten less than any two digit number and explain which digit changes and why.
 | * Continue and extend counting skills – counting in ones, forwards and backwards to 100 and beyond (to or from any given number).
* Count, read and write numbers to 100 in numerals..
* Understand what each digit represents in two –digit numbers and represent these numbers with structured resources.
* Recognize the significance of “ten” in the number system.
* Recognize multiples of ten and count in tens, forwards and backwards.
* Count in multiples of 5.
* Count in multiples of 2.
* Represent, compare and order numbers to 100, knowing “one more” and “one less” than any number to 100.
* Compare numbers and quantities, using the language of equal to, more than, less than (fewer), most, least
* Read and write some numbers to 20 in words
* Know the number that is ten more/ten less than any two digit number and explain which digit changes and why.
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| **Key questions:*** **Can I confidently count forwards and backwards in ones to at least 30, to and from different starting points?**
* **Can I read numbers to at least 50 (in numerals)?**
* **Can I write numbers to at least 50 in numerals?**
* **Can I make and represent numbers to at least 20, using different resources and explaining how they are partitioned into ten and “x” more?**
* **Am I beginning to show some understanding of how important “ten” is in the number system?**
* **Can I recognize multiples of ten, and count in tens from zero?**
* **(Can I write some numbers to 20 in words?)**

**See NCETM “Teaching for Mastery” Year 1 book –number and place value.**https://www.ncetm.org.uk/public/files/23305594/Mastery\_Assessment\_Y1\_Low\_Res.pdf | **Key questions:*** **Can I confidently count forwards and backwards in ones to at least 50, to and from different starting points?**
* **Can I read numbers to 50 (in numerals), and most to 100?**
* **Can I write most numbers to 100 in numerals?**
* **Can I make and represent some two-digit numbers (beyond 20), using different resources, explaining and showing how many tens and units (ones) they are partitioned into?**
* **Can I recognize and generalize about multiples of ten, and count in tens forwards and backwards to 100?**
* **Can I count in 5’s and talk about the pattern of the digits?**
* **Can I count in 2’s from different starting points and talk about the pattern / sequence of the digits?**
* **Can I work out and use the concept of “one more” and “one less” for two digit numbers?**
* **Can I compare and order some sets of two digit numbers and explain how I know whether they represent a greater or a smaller quantity in comparison to other numbers?**
 | **Key questions:*** **Can I confidently count forwards and backwards in ones to 100, to and from different starting points?**
* **Can I confidently read numbers to 100 (in numerals)?**
* **Can I confidently write most numbers to 100 in numerals?**
* **Can I make and represent numbers to 100, using different resources, explaining and showing how many tens and units (ones) they are partitioned into?**
* **Can I demonstrate through my explanations and reasoning that I understand place value in two digit numbers?**
* **Can I recognize and generalize about multiples of ten, and count in tens forwards and backwards to 100?**
* **Can I count forwards and backwards in tens, starting from different numbers?**
* **Can I add ten to any number, and explain which digit has changed and why?**
* **Can I count in 5’s to 100 and talk about the pattern of the digits?**
* **Can I count in 2’s from different starting points and talk about the pattern / sequence of the digits?**
* **Can I recognize odd and even numbers, explaining and demonstrating what makes them odd or even?**
* **Can I work out and use the concept of “one more” and “one less” for two digit numbers?**
* **Can I compare and order sets of two digit numbers and explain how I know whether they represent a greater or a smaller quantity in comparison to other numbers?**
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