

NCETM Year 1 Exemplification

Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

Year 1 Number and Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

- count forwards from 0 to 100
- count forwards from 80 to 105
- count backwards from 105

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

- Make a label to show how many things were in your collection
- Count groups of 10 each of 2p, 5p and 10p coins

Given a number, identify one more and one less

There are twenty nine beads in this pot. I am putting one more bead in the pot. How many are in there now? How did you know? How can you check?

This time there are forty beads in the pot. I take out one bead. How many beads are left in the pot? How did you know? How can you check?

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

I'm giving each of you a strip of card with some numbers on [five numbers at random from 0 to 30].

Point to the number which is worth most. Now point to the number which is worth least.

Make these numbers using lego and other objects around the house and put them in order.

Why have you put this number there?

Read and write numbers from 1 to 20 in numerals and words

Make some labels for collections using numbers and words.

Year 1 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

- I'm thinking of a number. I've subtracted 6 and the answer is 8. What number was I thinking of? Explain how you know.
- I'm thinking of a number. I've added 7 and the answer is 18. What number was I thinking of? Explain how you know.
- I know that 6 and 4 is 10. How can I find $7 + 4$? How could you work it out?

Add and subtract one-digit and two-digit numbers to 20, including zero

- What is 37 subtract 10? How did you work that out? How could you show that using cubes/a number line/a 100-square? What would 37 subtract 20 be?
- Make up some difference questions with the answer 5. Can you show how to solve them using counters? Can you show how to find the answer on a number line?

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

- Make up some additions with the answer 15. Try to put them in different ways, like this: $10 + 5 = 15$. The total of 10 and 5 is 15. 10 and 5 more makes 15.
- How many ways can you show me that 9 subtract 3 is 6?
- Make up some subtractions with the answer 5. Try to put them in different ways, like this: $11 - 6 = 5$. The difference between 6 and 11 is 5.

Year 1 Multiplication and Division

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of a teacher

Children should be able to:

- Use practical apparatus, arrays and images to help solve multiplication and division problems such as:

Ben had 5 football stickers. His friend Tom gave him 5 more, how many does he have altogether?

Share 12 sweets between two children. How many do they each have?

- Find half of and double a number or quantity:

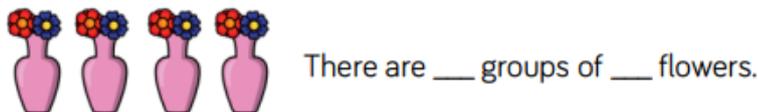
16 children went to the park at the weekend. Half that number went swimming. How many children went swimming?

I think of a number and halve it. I end up with 9, what was my original number?

 Are the groups equal or unequal? Write a label for each.



 Complete the sentences



 Josh is drawing equal groups of 3



Complete his drawing.



NCETM Year 1 Exemplification

Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

Year 1 Fractions

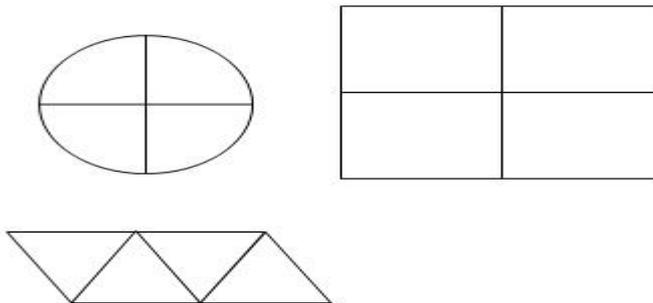
Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Here is a set of 12 pencils



How many is half the set?

Shade one quarter of each shape



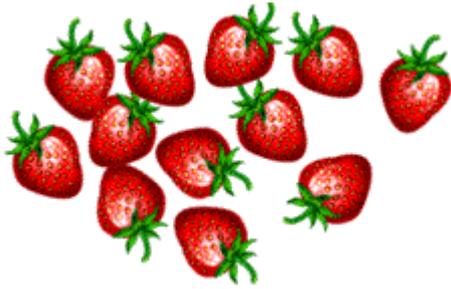
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Four Children share 12 strawberries into equal parts.

How many strawberries will each child have?

NCETM Year 1 Exemplification

Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement



Year 1 Properties of Shapes

Recognise and name common 2-D and 3-D shapes, including [for example] rectangles (including squares), circles, triangles, cuboids (including cubes), pyramids and spheres.

Give each child this shape

Child A



Child B

Child C



Child D



Find these shapes around the house. Write the objects next to the shape.

Child A:cylinder

Child B:triangular prism

Child C:cone

Child D:cube

Look at the shape I have given you. Tell me one thing about the shape.

(Give each child two different shapes.)

NCETM Year 1 Exemplification

Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

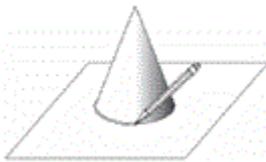
Tell me something that is the same about the two shapes.

Now tell me something that is different about the two shapes.

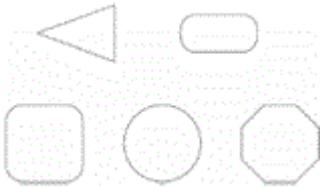
One shape has 2 long sides and 2 short sides.

Tick (✓) it.

Fred draws round the bottom of a cone.



Tick (✓) the shape that Fred draws.

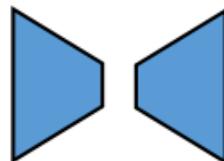


 Draw what each shape will look like once it has turned a:

- quarter turn
- half turn
- three-quarter turn
- full turn



 Complete the sentence to describe the turns these shapes have made.



The shape has turned a _____ turn.

NCETM Year 1 Exemplification

Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

Year 1 Position and Direction

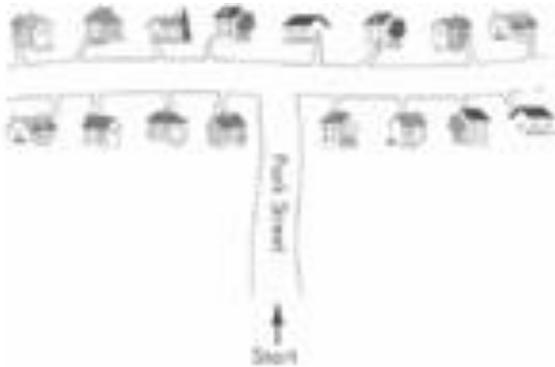
Pupils describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Look at the map. Go to start.

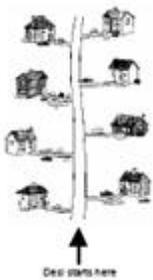
Follow this route from there.

Go to the fourth house on the right.

Draw a ring around it.



Look at this map



Desi's house is the 2nd on the left. Tick (✓) it.

Year 1 Measurement

Compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)

NCETM Year 1 Exemplification

Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

- time (quicker, slower, earlier, later)

- Is the table taller or shorter than a metre?
- Is this doll taller or shorter than one of the class rulers?
- Does this bottle hold more or less than the litre jug?
- Which of these things do you think will weigh less than a kilogram?

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

They use coins to help them to respond to questions such as:

- Michael had £5. He spent £3. How much did he have left?
- Rosie had a 10p coin. She spent 3p. How much change did she get?
- How much altogether is 1p and 2p and 5p?
- Sunita spent 5p and 6p on toffees. What did she pay altogether?
- Chews cost 2p each. How much do three chews cost?
- An apple costs 12p. Which two coins would pay for it? What combinations of 3 coins would pay for it?

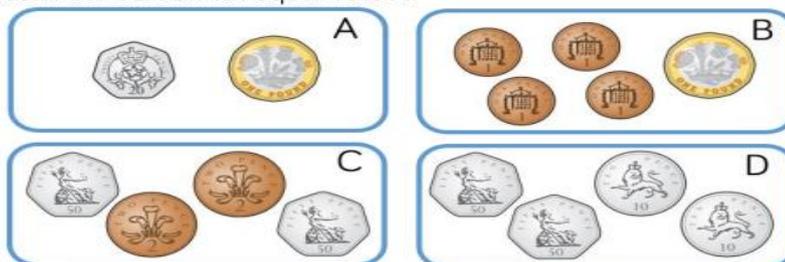
 Organise the coins on your table into pence and pounds.
Can you name each coin?



 Write down the value of each coin.



 Match the cards with equal values.



• 3

Recognise and use language relating to dates, including days of the week, weeks, months and years

- order the months of the year and make a 12-page calander, such as Divali, Pancake Day or Midsummer's Day, or the dates of their birthdays.

NCETM Year 1 Exemplification

Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

Dora is describing her day.



Dora

First, I went to the park.
After lunch, I went to the cinema.
Before the cinema, I went to a café for lunch.

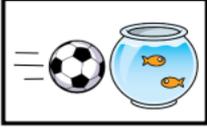
Can you draw and label pictures to order Dora's day?

First
Next
Then

Children draw a picture so the 'First' box shows the park, the 'Next' box shows lunch and the 'Then' box shows cinema.

Draw pictures to show what could have happened before and after.

Before



After

Children draw pictures to show what could have happened. They might show someone kicking the ball in the 'Before' box and the goldfish bowl smashing in the 'After' box.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

- Read time to the hour and half hour on a clock with hands and recognise half past the hour in day-to-day routines. They use time lines or clocks to help them to respond to questions such as:

 Match the times to the clocks.



9 o'clock



Two o'clock



5 o'clock

 Complete the times.



The time is ___ o'clock



The time is ___ o'clock

 Draw the hour hand and minute hand on clock faces to show the times:

Eight o'clock

1 o'clock

Twelve o'clock

NCETM Year 1 Exemplification

Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

-  Teddy, Mo and Whitney are running a race. Here are their times.

 Teddy - 52 seconds  Mo - 58 seconds  Whitney - 48 seconds

Use **faster** or **slower** to complete each sentence.

Teddy is _____ than Mo.

Teddy is _____ than Whitney.

Whitney is _____ than Mo.

Can you write any more sentences to describe the race using the words slower and faster?

-  Three planes are flying to Paris in the morning.
Here are the times they arrive.



Use **earlier** and **later** to complete the sentences.

Plane A is _____ than Plane B.

Plane B is _____ than Plane C.

Plane C is _____ than Plane A.

-  Complete the sentences using $<$, $>$ or $=$

1 minute 1 hour 30 seconds 3 hours

2 seconds 1 minute