


Year 1 Maths Knowledge Organisers Summer



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
4 Operation revision Place value Addition and subtraction	Measurement	Time			Fractions	4 Operation revision Place value Addition and subtraction		4 Operation revision Place value Addition and subtraction	Shape	Time	Assessment/ Consolidation		Investigations	



Click on a maths area 



Vocabulary

- Ones
- Tens
- Greater than
- Less than
- Equal
- Counting
- Fewer
- More than

Counting in 2s, 5s and 10s

2s

https://youtu.be/HtxNe5yAF_E

5s

<https://youtu.be/SFaBDaOmly>

10s

<https://youtu.be/W8CEOIAOGa>

s

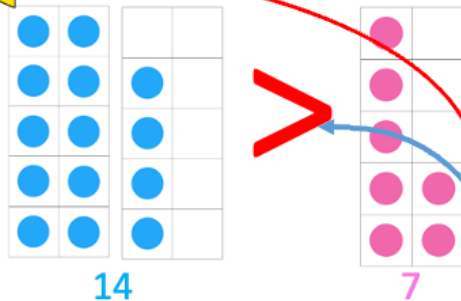
Counting forwards and backwards across 100

1. Practice chanting the numbers forwards and backwards
2. Spot the link with counting up to 10 and backwards.
3. Children go to the next line counting forwards (the last line counting back)

E.g. counting from 27 to 32, move to 31 after 30.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Comparing numbers to 20



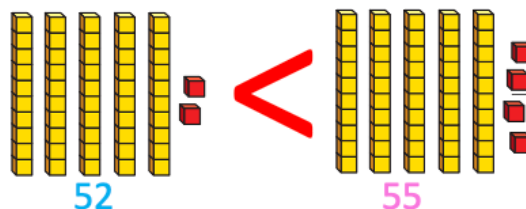
1. Use egg boxes/ten frames to represent the numbers (organised accordingly).
2. Become familiar with $>$ $<$ and $=$ (Think of the hungry crocodile that wants to eat the larger value – see above).

Place Value

Y1/2



Comparing numbers to 100

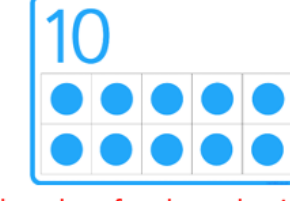
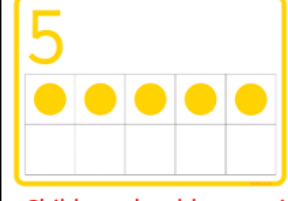
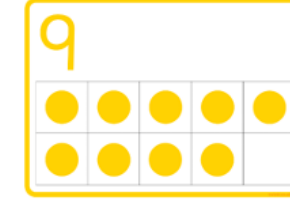
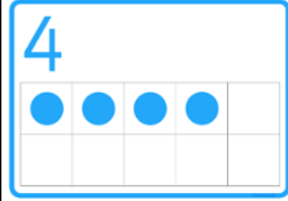
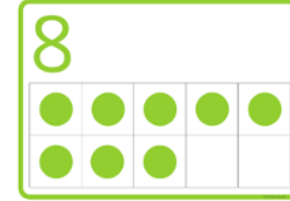
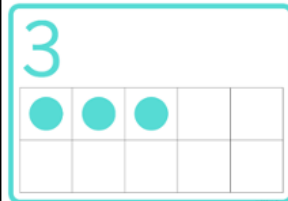
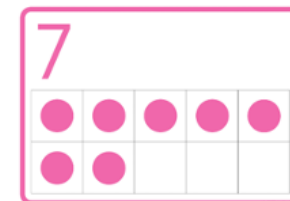
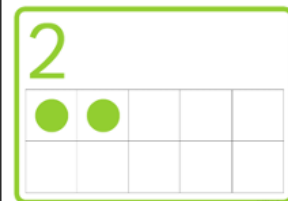
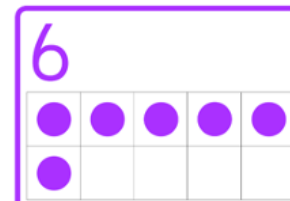
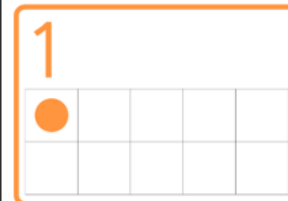


Children introduced to base 10 and organise the numbers the same way (in fives).

Y2 – they can recognise the digit in each number. E.g. 52 has 5 tens and 2 ones. They will prove this with resources.
Y2 – they would also order more than 2 numbers.

Representing numbers using ten frame/egg boxes (reinforce from Reception then move onto representing numbers to 20)

Always place the objects in a line until you reach the number 5! Children identify one more and less.



Children should recognise the value of each number in this formation instantly. They should recognise 5 and see 8 as 3 more and compare these numbers.

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Vocabulary

- Add
- Subtract
- Take away
- Difference between
- Partition (split a number)
- Number bonds
- Bar model
- Ten frame/egg box

Number bond songs to support **instant recall**

9s –

<https://www.loom.com/share/a17d1126171c426bae4debb3f7bb9c24b>

8s –

<https://www.loom.com/share/0260942d28ef4181a084422eea337d0b>

7s –

<https://www.loom.com/share/8559d767dc5542ec911784d5e8289853>

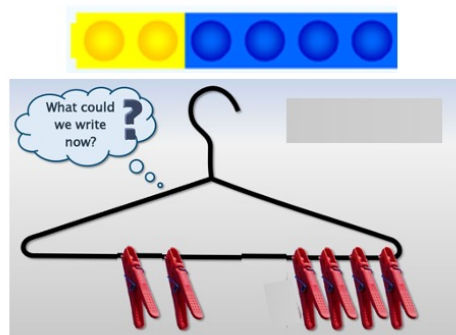
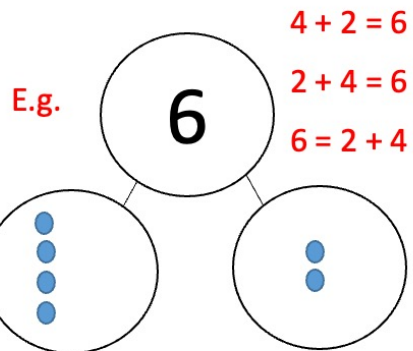
6s –

<https://www.loom.com/share/d18b2b05f37f4b72ad8e70a357788426>

Number bonds – knowing what they are.

Number bonds are simply different ways to make a number.

1. Use objects and the part-whole to partition (split) a number in different ways.



Application of number bonds to 10 for bonds to 20

If I know number bonds for 7, I can use them for 17.

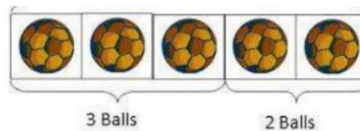
$$1 + 6 \longrightarrow 1 + 16$$

$$2 + 5 \longrightarrow 2 + 15$$

$$3 + 4 \longrightarrow 3 + 14$$

$$4 + 3 \longrightarrow 4 + 13$$

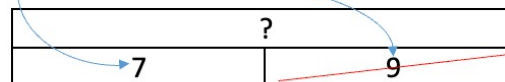
Add and subtract using bar models



Use pictures to add two numbers together as a group or in a bar.



$$7 = _ - 9$$



Add back to 7 (use resources to help)

Addition & Subtraction

Y1/2



Application of number bonds to 10 for 100

If I know number bonds for 7, I can use them for 70.

$$1 + 6 \longrightarrow 10 + 60$$

$$2 + 5 \longrightarrow 20 + 50$$

$$3 + 4 \longrightarrow 30 + 40$$

$$4 + 3 \longrightarrow 40 + 30$$

Number bonds for 100

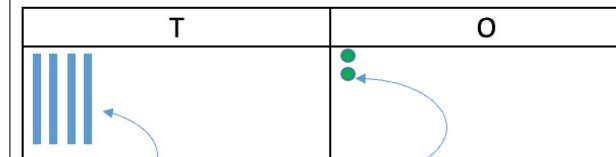
Use an abacus to demonstrate link.

$$20 + 80 = 100$$



Y2 Adding tens and ones (progressing onto mentally)

$$42 + 25$$



$$40 + 20 = 60$$



$$2 + 5 = 7$$

Draw links with column addition/subtraction

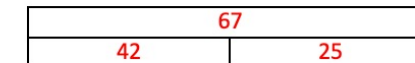
T O

4 2

+ 2 5

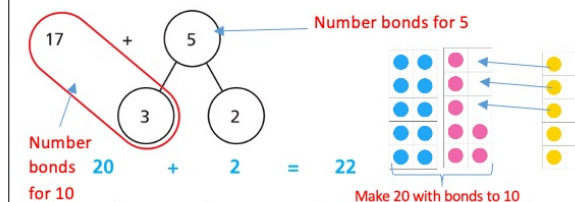
6 7

Children should also draw base ten and show calculations as a bar model.

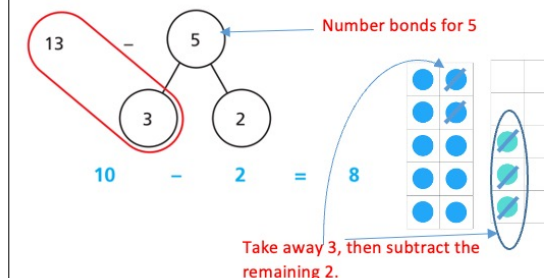


Apply number bonds in addition & subtraction

Addition – get to the next 10 using number bonds to 10 (7+3) and then add the rest. Imagine an egg box to help



Subtraction – subtract to the last ten then subtract the rest.

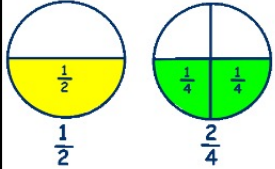


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Vocabulary

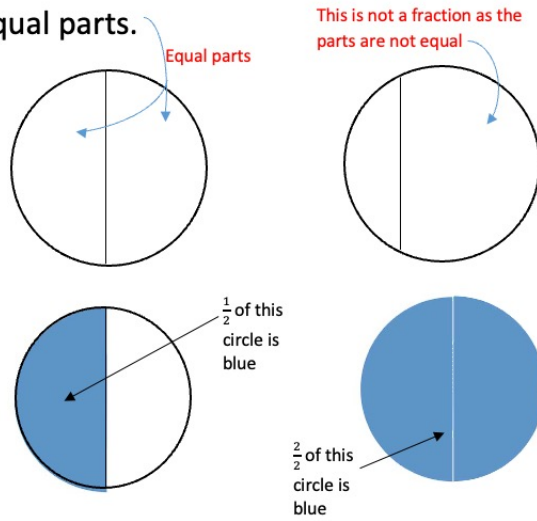
- Fractions
- Half |
- Quarter
- Bar model
- Shape
- Divide
- Equal

Equivalent – Y2



What is a fraction?

A fraction is when something is split into equal parts.



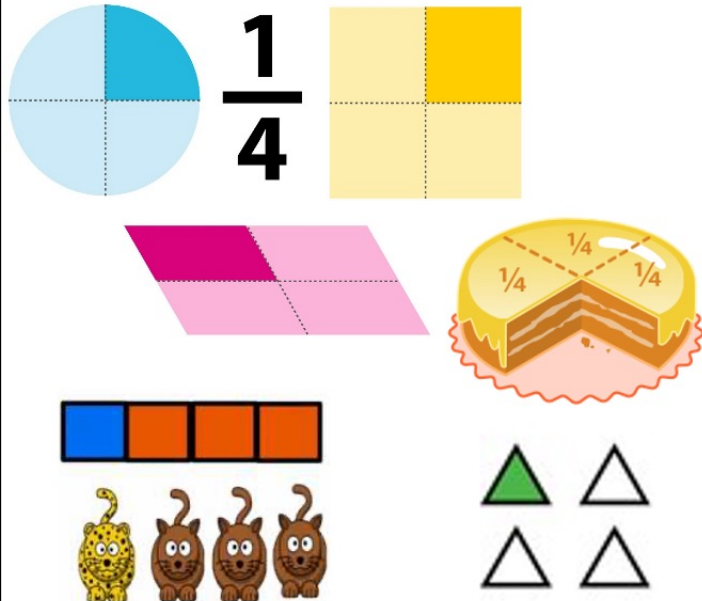
Halves

A half is when something is split into 2 equal groups.



Quarters

A quarter is when something is split into 4 equal groups.



Fractions Y1/2



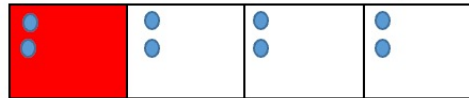
Fractions of an amount

$$\frac{1}{4} \text{ of } 8 = ?$$

1. Draw the fraction.



2. Share 8 items into all of the parts.



3. Count the number in the fraction that is coloured.

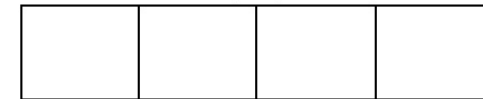
$$\frac{1}{4} \text{ of } 8 = 2$$

Drawing fractions (bar model)

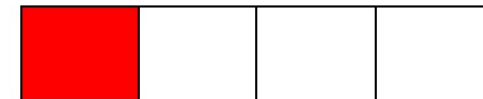
$$\frac{1}{4}$$

1. Look at the denominator to see how many parts there are.

2. Draw that many squares joined together (4)



3. Colour in 1 of the parts as the numerator is 1.



Fractions of an amount #2

$$\frac{3}{4} \text{ of } 8 = ?$$

$$6$$



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Vocabulary

- Money
- Pence/penny
- Pound (£)
- Value
- Time
- Seconds
- Minutes
- Hours
- Day
- Week
- Month
- Year
- January
- February
- March
- April
- May
- June July August
- September
- October
- November
- December

Writing the pound sign £

- 1.
- 2.
- 3.
- 4.

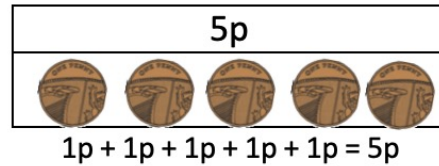
Top tip! Think of a walking stick for the start of the symbol.

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Value of coins



Adding coins



Children physically use coins to add.



Measurement #2

Y1/2



Value of notes



£5
5 pound



£10
10 pound



£20
20 pound



£50
50 pound

Telling the time - o'clock

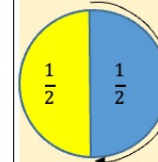
The long hand is the minute hand.



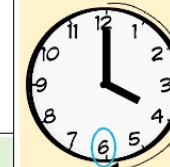
The short hand is the hour hand.

The time is 8 o'clock.

Half past



Half past is when the minute hand is half way around the clock, so it points to the number 6.



4 o'clock



Half past 4

Sequencing

This also occurs through daily discussions.

before

after



first



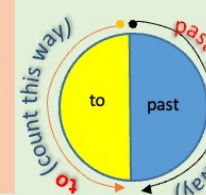
next



finally

Past and to (5 minute intervals)

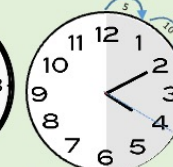
When the minute hour is on this side, you count to see how many minutes it is until the next hour (count this way from 12)



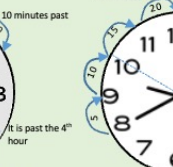
When the minute hour is on this side, you count to see how many minutes it is past the last hour (count in 5s this way from 12)



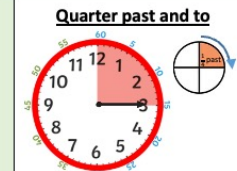
4 o'clock



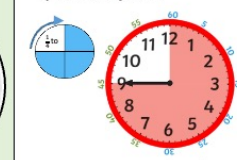
10 minutes past 4 o'clock



20 minutes to 10 o'clock



quarter past

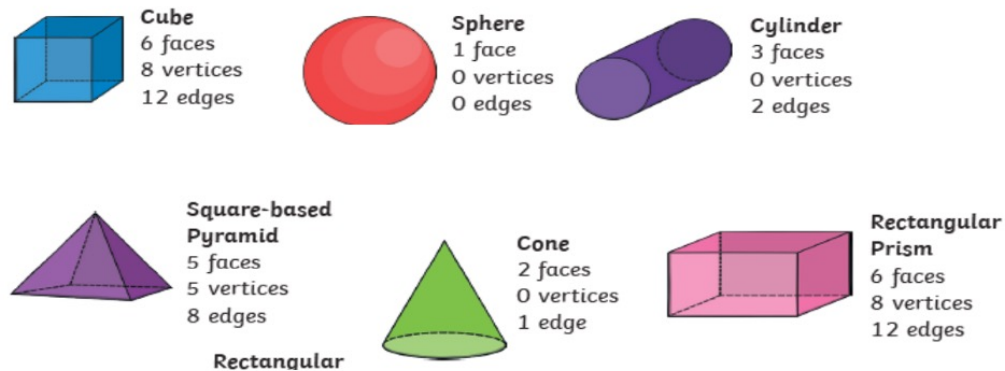


quarter to

Vocabulary

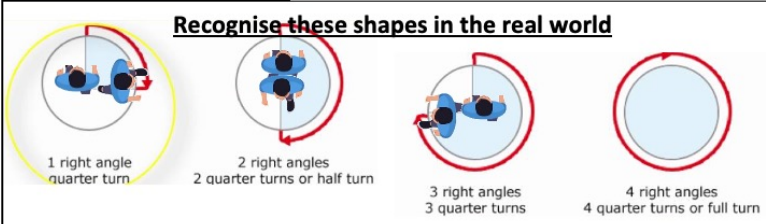
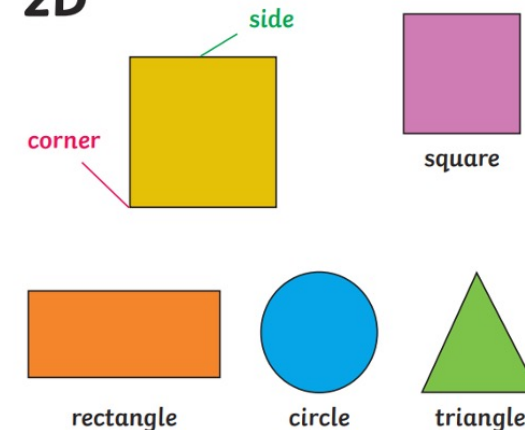
- Circle
- Square
- Rectangle
- Triangle
- Cube
- Cuboid
- Sphere
- Cone
- Cylinder
- Pyramid

Y2 – exploring properties of 2D shapes



Y1 – 2D Shapes naming

2D



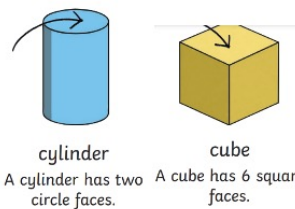
Geometry Y1/2



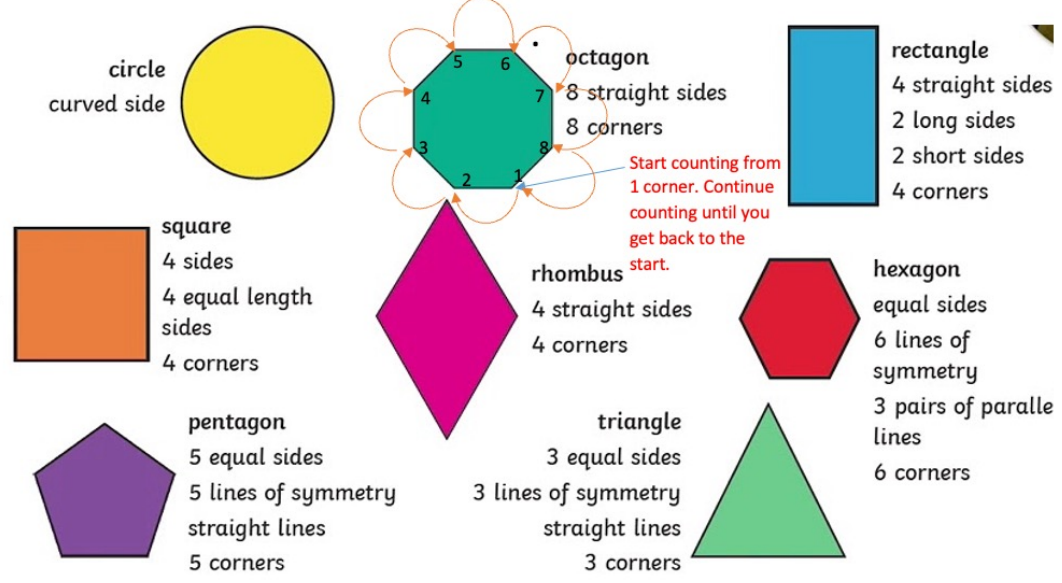
Recognise these shapes in the real world



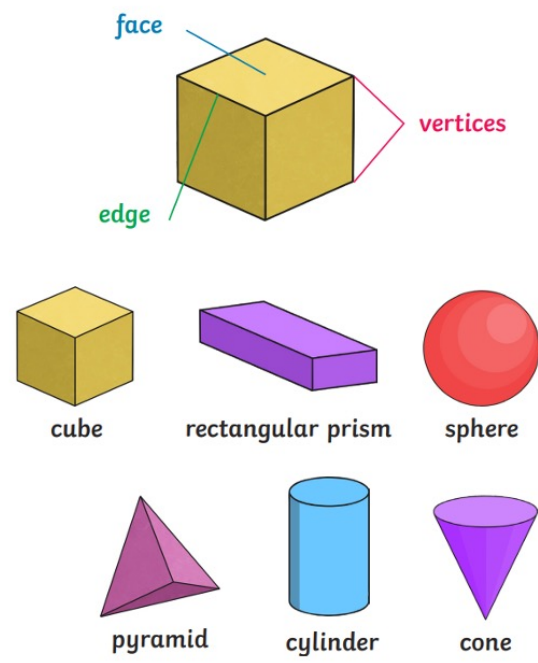
Recognise faces on 3D shapes



Y2 – exploring properties of 2D shapes



Y1 - 3D Shapes naming

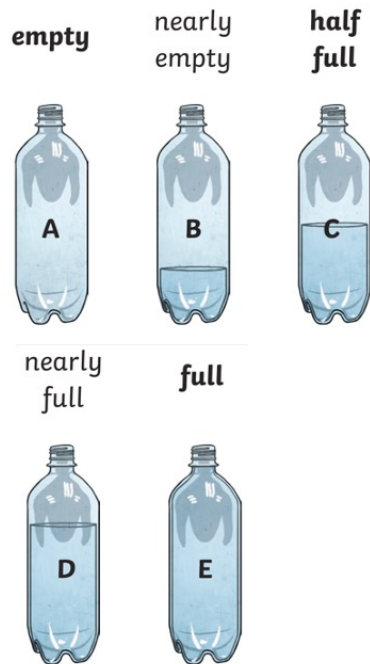


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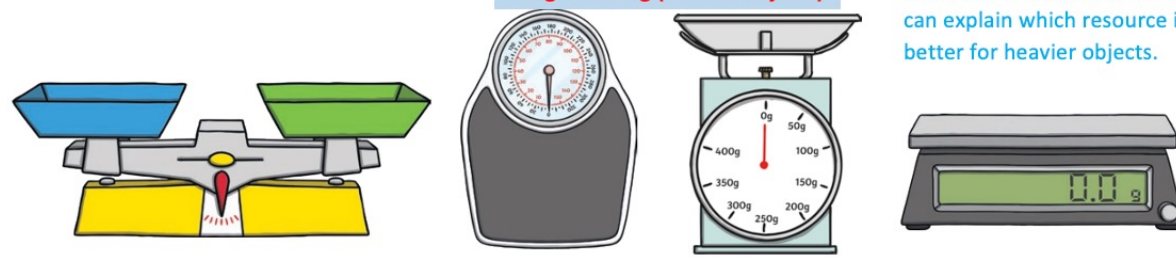
Vocabulary

- Weight
- Volume
- Scale
- Measure
- Compare
- Heavier
- Lighter
- Equal
- More than
- Less than
- Half
- Empty
- Full

Estimating volume



How can you measure weight?



Grams = g (lighter objects)

Kilograms = kg (heavier objects)

Children to explore using different scales. Children in Y2 can explain which resource is better for heavier objects.

The most appropriate scale

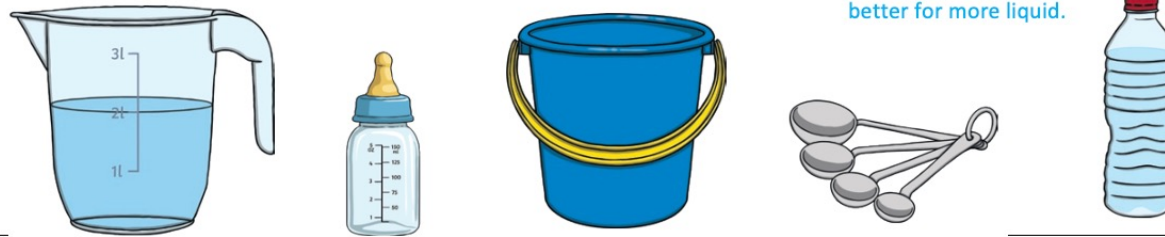


Children learn which resource is better to weigh different things. Y2 know kg is better for heavier things.



Children begin to record the measurements that they read on the scale, Y2 choosing scale.

How can you measure weight?



Millilitres = ml (less volume)

Litres = l (more volume)

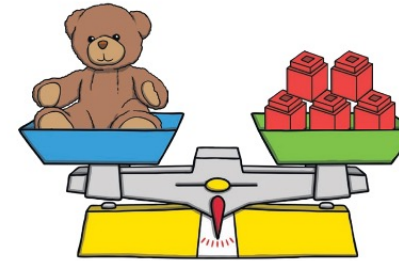
Children to explore using different scales. Children in Y2 can explain which resource is better for more liquid.

Measurement #1

Y1/2



Equal weight means the same

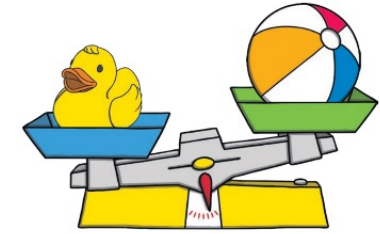


Superlatives in measurement (-est)

When comparing more than 2 things, superlatives are used. E.g.



Comparing weight



The is heavier than the .

Or the is lighter than the .

Y2 use > and < to compare.



Remember the crocodile wants to eat the greater value.



How can you measure length?



Children learn which is resource is most appropriate to measure different lengths (e.g. a 30cm ruler is not good to measure the length of the playground).



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