Year 1 – Number: Place Value

National Curriculum Aims

- 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

Key Vocabulary

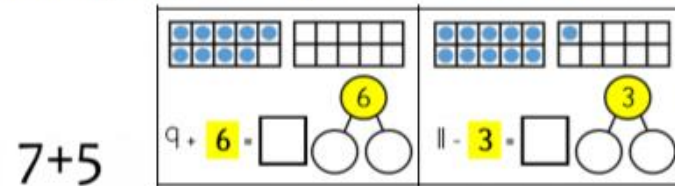|	
count	When you count you say numbers in a certain order.
more/less	Larger or smaller quantity/ number
> greater than	If one quantity **is greater** than a second quantity, then it is more than that second quantity.
number bond	Partitioning involves separating a set into subsets.
partition	Pairs of numbers that make a particular total
multiple	A multiple is a number made by multiplying together two other numbers.
odd/even	When a number is divided by two and gives a remainder of 1 it is an odd number. An even number can be divided by two without leaving a remainder.
< less than	If one quantity **is less** than a second quantity than it is a smaller quantity.
sequence	A sequence is a row of numbers that follow a a certain rule.

Home Learning

- Mathletics and Times Table Rockstars log in details available for all children
- 'Hit The Button' online to practise number bonds addition and subtraction and Time Tables

Core Knowledge and Representations

10-frames and 2-colour number tracks show calculations bordering 10: 'how many to 10, how many more?' Lead to use of blank number line.

$7+5$

$9 + 6 = $

$11 - 3 = $

100-square with columns highlighted used to support counting. 'Number Rack') used to visualise quantity when counting.
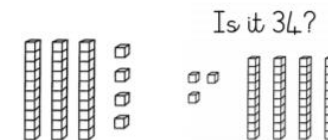
Use teens/tens matching cards.

Thirteen 13

Thirty-one 31

Identify and make 2-digit numbers with dienes, showing in different ways.

Is it 34?

Partition 2-digits numbers using place-value cards

1 6