

Year 1

Year 1 - Autumn 1

Milestone LO:

NUMBER AND PLACE VALUE

Counting

Count to 30, forwards and backwards, beginning with 0 or 1, or from any given number

Representation of Number

Read and write numbers to 30 in numerals

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

Identify and represent numbers using objects and pictorial representations including the number line

Comparison

Use the language of: equal to, more than, less than (fewer), most, least

Given a number, identify one more and one less, within 30

Milestone LO:

2D SHAPE

recognise and name common 2D shapes [for example, rectangles (including squares), circles and triangles]

3D SHAPE

recognise and name common 3D shapes [for example, cuboids (including cubes), pyramids and spheres]

Revisited Knowledge

New knowledge

Domains	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)	Conditional Knowledge (Knowing the when and the why)
Number and Place Value	<p>Counting Children need to know that...</p> <ul style="list-style-type: none"> <i>All numbers have meaning. (Year R)</i> <i>The names of the numerals 0 - 10. (Year R)</i> <i>Numbers increase (become greater) as they go up in the number system. (Year R)</i> <i>One to one correspondence is when we count a group of objects, actions or sounds by assigning one number to each object and only counting each object once. (Year R)</i> The value and names of the numbers 11 – 30. When we count forwards in ones, we say the next number in the number system. When we count backwards in ones, the numbers decrease (become smaller) and we say the previous number in the number system. <p>Representation of number Children need to know that...</p> <ul style="list-style-type: none"> <i>Subitising means looking at a collecting of things and being able to say how many there are, without counting individually. (Year R)</i> <i>Numbers can be represented by numerals. (Year R)</i> <i>The value of numbers to 10. (Revisiting from Year R)</i> 	<p>Counting Children need to know how...</p> <ul style="list-style-type: none"> <i>To count objects, by using one to one correspondence accurately. (Year R)</i> To verbally count to 30, forwards and backwards, in ones. <p>Representation of number Children need to know how...</p> <ul style="list-style-type: none"> <i>To subitise (recognise quantities without counting). (Year R)</i> To write the numbers as numerals 1 - 30 (with accurate digit formation; digits the right way around; and with tens and ones in the correct columns). To write the numbers 1 - 20 as words (spelled correctly, or using a word mat). To identify and represent numbers by: linking the number symbol (numeral) with its cardinal value for numbers up to and including 30, by <ul style="list-style-type: none"> counting/subitising then finding/recording the matching numeral recognising a numeral and making/drawing the corresponding amount. 	<p>Counting Children need to know when...</p> <ul style="list-style-type: none"> <i>We count, we assign one number to each object, action or sound and we count each only once. (Year R)</i> <i>We rote count, numbers in the number system increase in value (they become greater) (Year R)</i> <i>We see a greater quantity, we may need to count in order to know how many there are. (Year R)</i> We rote count backwards, numbers in the number system decrease in value. <p>Children need to know why...</p> <ul style="list-style-type: none"> <i>We count. We count because counting helps us find a total (how many of something there are altogether). (Year R)</i> <i>We need to count carefully, using one to one correspondence. We need to do this because numbers describe real quantities. Counting carefully makes sure we find the correct total. (Year R)</i>

- The numerals for the numbers 0-9 are called one digit numbers, because they only have one digit. (Year R)
- A digit is a written symbol. (Year R)
- 10 is a two-digit number, because (similar to 'special friends (digraphs)' in phonics) there are two digits that make up one number. There is one lot of ten, therefore there is the digit 1 in the 'tens' column. There are no extra ones, therefore the digit 0 is in the 'ones' column. (Year R)
- In two-digit numbers, the first digit refers to how many tens there are.
- In two-digit numbers, the second digit refers to how many ones there are.
- Numbers can be represented in different ways, e.g. using resources, pictorial representations and abstract representations such as a number line.
- We can represent numbers on a place value chart to help us see how many 10s and 1s there are.
- Numbers can also be represented by words.

Counting and Comparison

Children need to know that...

- Compare means to look at what is the same and what is different. (Year R)
- Greater than means there are more than (a larger amount or quantity). (Year R)
- Less than means there are fewer (a smaller amount or quantity). (Revisiting from Year R)
- 'The same as' means neither has more or less, because the amount is identical, even if the objects are arranged differently, or are different colours, shapes and sizes. (Year R)
- Equal means the same. (Year R)
- Most means the set with the greatest amount.
- Least means the set with the smallest amount.
- One more means the amount plus (add) one. The answer will increase by one.
- One less means the amount minus (subtract) one. The answer will decrease by one.

- To identify and represent numbers using concrete, pictorial and abstract representations (e.g. counters, multilink, Diennes, tens frames, Numicon, part-whole models, bar models).
- To build a 2-digit number using tens and ones.
- To interpret and use a number line to support counting, representing numbers, comparing numbers and finding one more/one less.

Comparison

Children need to know how...

- To compare and describe quantities, using the language of 'greater than', 'less than' and 'the same as (equal to).' (Year R)
- To identify, find and recall one more and one less of an amount within 30.
- To describe quantities using the language of 'most' and 'least'.

Representation of Number

Children need to know when...

- We see a small group of objects, we might be able to determine how many there are by subitising. (Year R)
- We see a representation we can interpret this and understand what number it is showing.
- We see a number, we can represent it to show its value.

Children need to know why...

- We represent numbers in different ways. We do this, so we understand the composition of the number, because this will help us solve the four operations (addition, subtraction, multiplication and division).

Comparison

Children need to know when...

- We identify one more, the number will increase by one.
- We identify one less, the number will decrease by one.

Children need to know why...

- We use the language of most and least. We do this so we can identify significant groups in real life.

Vocabulary	NUMBER	An abstract way of representing a quantity (e.g. 2, 26, fifty-nine, $\frac{1}{2}$, 0.322)	NUMERAL	Words or symbols used to represent numbers, made up of digits.	DIGIT	The ten single symbols 0-9, used to represent numbers when placed in sequence.
	COUNT	To work out the total number of a collection of items. This often involves counting in sequence.	INCREASE	Getting bigger.	DECREASE	Getting smaller.
	ONE-TO-ONE CORRESPONDANCE	When counting objects, to assign one numeral to one object in the correct order so each item is only counted once.	SUBITISE	The rapid, confident and accurate judgement of the value of small number of objects/pictures without counting. The normal limit of objects to subitise is 6 or 7.	VALUE	How much something is worth. In representation of number, the position of a digit in a numeral determines its value.
	ONE DIGIT NUMBER	A numeral which only contains one digit.	TWO-DIGIT NUMBER	A numeral which contains two digits. The first digit has a value of ten-times the digit. The second digit has a value of one-times the digit.	QUANTITY	An amount.
	PLACE VALUE CHART	A picture/diagram used to help represent the value of digits in numbers.	COLUMN	The vertical divisions.	ROW	The horizontal divisions.
	TENS	A digit value where the digit represents ten-times the quantity. There are ten ones in a ten.	ONES	Where the digit represents the quantity exactly.	COMPARE	Two meanings: a) to say what is the same or what is different. b) to identify the mathematical difference between numbers.

	EQUAL	The same as.	THE SAME AS	Where the number represented in two different images is identical.	MOST	The highest value.
	MORE THAN	Where a number has a higher value than another. This can be calculated.	LEAST	The lowest value.	LESS THAN	Where a number has a lower value than another. This can be calculated.
Shape	<p>2D Shapes Children need to know that...</p> <ul style="list-style-type: none"> • <i>Equal means the same. (Year R/Year 1 Place Value)</i> • A 2D shape is a shape that has 2 dimensions (width and height). It is flat and can only ever be drawn, not held. • 2D shapes have sides. • A side is a line that forms part of the outline of a 2D shape. It connects two vertices (corners). • Sides can be straight and they can be curved. • Length is the measurement of something from one end to the other end. • A vertex (when referring to 2D shapes) is the point at which two sides meet (corner). • A circle is a 2D shape that has one continuous curved side. It has no vertices. • A triangle is a 2D shape that has three straight sides and three vertices. There are many types of triangles. • A square is a 2D shapes. A square has 4 sides and 4 vertices. • A square's sides are all the same length. • A rectangle is a 2d shape. A rectangle has 4 sides. Two parallel sides (the sides opposite each other) are the same length. A rectangle has 4 vertices. • A pentagon is a 2D shape. It has 5 sides and 5 vertices. • A hexagon is a 2D shape. It has 6 sides and 6 vertices. • An octagon is a 2D shape. It has 8 sides and 8 vertices. <p>3D Shapes Children need to know that...</p> <ul style="list-style-type: none"> • <i>Equal means the same. (Year R/Year 1 Place Value)</i> • A 3D shape has three dimensions (width, height and depth). It can be held. • A face is a surface of a 3D shape. The face is a 2D shape. • Some faces are flat (a level or even surface). • Some faces are curved (they have a rounded surface – not flat). • 3D shapes have edges. • An edge is where two faces meet. • 3D shapes, similarly to 2D shapes, also have vertices (corners). On a 3D shape, this is where the edges meet. • A cube is a 3D shape. It has 6 square faces, 8 vertices and 12 edges. All edges are the same length. • A cuboid is a 3D shape. It has 6 faces (some are square and some are rectangles), 8 vertices and 12 edges. The horizontal edges are the same length and the vertical edges are the same length. • A horizontal line goes across. • A vertical line goes up and down. • A pyramid is a 3D shape. A pyramid might have a triangle or square base. It can have multiple faces and vertices. 		<p>2D Shapes Children need to know how...</p> <ul style="list-style-type: none"> • To recognise and identify each of the 2D shapes, based on their properties. • To recognise 2D shapes in different orientations and sizes (including irregular shapes). • To recognise 2D shapes in everyday life. <p>3D Shapes Children need to know how...</p> <ul style="list-style-type: none"> • To recognise and identify each of the 3D shapes, based on their properties. • To recognise 3D shapes in different orientations and sizes (including irregular shapes). • To recognise 3D shapes in everyday life. 		<p>2D and 3D shapes. Children need to know when...</p> <ul style="list-style-type: none"> • We see a shape, we can identify it by its properties. <p>Children need to know why...</p> <ul style="list-style-type: none"> • We identify shapes. We identify shapes because we can use 3D shapes to build. Different shapes have different properties so are useful for different things. 	

	<ul style="list-style-type: none"> • A sphere is a 3d shape. It has a continuous curved face. A sphere has no vertices or edges. • A cone is a 3D shape. It has 1 flat, circle face and 1 curved face. It has 1 vertex and 1 edge. • A cylinder is a 3D shape. It has 3 faces. 2 of the faces are flat and circular. 1 face is curved. It has 2 edges and 0 vertices. • A triangular prism is a 3D shape. It has 5 faces. It has 9 edges and 6 vertices. 2 of its faces are triangles and 3 are rectangles. 					
Vocabulary	EQUAL	The same as.	2D SHAPE	A shape with 2 dimensions (flat). They have width and height. They can only be drawn, not held.	3D SHAPE	A shape with 3 dimensions (height, width and depth). These can be held as well as drawn.
	SIDE	The line which defines the outside of a shape.	VERTEX (2D)	The points at which two sides of a shape meet.	VERTEX (3D)	The point at which three or more edges meet.
	EDGE	The line where two faces meet.	FACE	The flat surfaces of a 3D shape.	SURFACE	The outside layer of something.
	HORIZONTAL	A straight line which goes from left to right/right to left.	VERTICAL	A straight line which goes up and down.	DIAGONAL	A straight line which joins non-adjacent corners of a straight-sided shape.
	STRAIGHT	A line which does not curve. These are drawn with a ruler.	CURVED	A line that is bent. Usually this is smooth and continuous.		
Enrichment	Shape scavenger hunt					



Year 1 - Autumn 2

Milestone LO:

ADDITION AND SUBTRACTION

Represent and use number bonds and related subtraction facts within 20

Read, write and interpret mathematical statements involving addition (+) and equals signs (=)

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

Read, write and interpret mathematical statements involving subtraction (-) and equals signs (=)

Subtract one-digit numbers and two-digit numbers to 20, including zero

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Revisited Knowledge

New knowledge

Domains	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)	Conditional Knowledge (Knowing the when and the why)
Addition & Subtraction	<p>Partitioning Children need to know that...</p> <ul style="list-style-type: none"> Equal means the same. (Year 1 Autumn 1) Partition means to split an amount (a whole or total) into smaller parts. (Year R) A whole is the total amount, which will always be greater than the parts. (Year R) Parts are a section of the whole. The parts will always be fewer (less than) the whole. (Year R) Numbers can be partitioned in many different ways. We can show partitioning using different representations (e.g. bar model/part-part-whole models/beadstrings) <p>Addition Children need to know that...</p> <ul style="list-style-type: none"> Addition is finding the total of two or more sets of objects or numbers. (Year R) A number bond is a pair of numbers that totals a given amount. (Year R) Number bonds are commutative e.g. $3 + 2$ is equal to $2 + 3$. (Year R) Number bonds to 2, 3, 4, 5, 6, 7, 8, 9 and 10 (see number mapping) (Year R) + is a symbol that means add. Words that mean we need to carry out an addition are: add, plus, total, altogether and sum of. = is a symbol that means 'is equal to' (the same as). <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>ADDEND</p> <div style="border: 1px solid black; padding: 2px; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">4</div> </div> <div style="text-align: center;">+</div> <div style="text-align: center;"> <p>ADDEND</p> <div style="border: 1px solid black; padding: 2px; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">1</div> </div> <div style="text-align: center;">=</div> <div style="text-align: center;"> <p>SUM</p> <div style="border: 1px solid black; padding: 2px; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">5</div> </div> </div> <ul style="list-style-type: none"> Greater means a larger quantity. Addition is commutative. Commutative means you can do it in any order. Number bonds to 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 (see number mapping). <p>Subtraction</p>	<p>Partitioning Children need to know how...</p> <ul style="list-style-type: none"> Mathematicians use models to represent (show) concepts in maths. E.g. Part-part-whole models, bar models, tens frames and bead strings can be used to show number bonds. (Year R) Mathematicians also represent their ideas pictorially. We can draw the models we know how to use, so that other people can see our understanding. (Year R) To identify and represent numbers using concrete, pictorial and abstract representations (e.g. Diennes, tens frames, Numicon, part-whole models, bar models etc.) to initially build the numbers into tens and ones (Year 1 Autumn 1) To represent numbers flexibly using concrete, pictorial and abstract representations (e.g. counters, multilink, Diennes, tens frames, beadstrings, Numicon, part-whole models and bar models). To partition the same number in a range of different ways. To identify the whole and parts in partitioned numbers. <p>Addition Children need to know how...</p> <ul style="list-style-type: none"> Number bonds can be found by taking a total amount of resources (within 20) and splitting them into two parts or groups. Sometimes these groups may be equal, but often there will be a different amount in each part. (Year R) Mathematicians also represent calculations by writing number sentences. (Revisiting from Year R) To add a one-digit number and ones within 20 using a range of strategies. To add a two-digit number and ones within 20 using a range of strategies. Mathematicians can add numbers together by pushing objects together or counting how many they have drawn altogether. 	<p>Children need to know when...</p> <ul style="list-style-type: none"> We are adding and subtracting, we are using our knowledge of partitioning numbers. A problem asks for addition (we know the size of the parts, but not of the whole) A problem asks for subtraction (we know the size of the whole and one of the parts) <p>Children need to know why...</p> <ul style="list-style-type: none"> A strong understanding of partitioning is important. Understanding how numbers are made up can help us to develop quick mental strategies. We need to know whether we are looking at a part or a whole. Knowing whether we are looking at a part or a whole helps us to know whether we need addition or subtraction. Mathematicians need to learn lots of ways of representing addition/subtraction problems and solving these. Having varied and flexible calculation strategies helps mathematicians to learn the best (most efficient) strategies to solve problems.

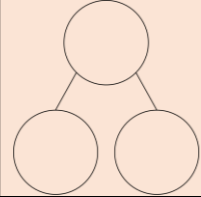

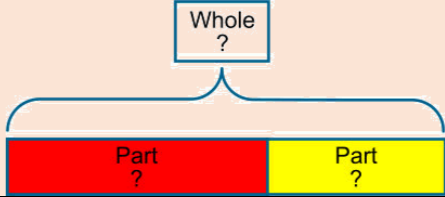
- Children need to know that...
- *Subtraction is taking one quantity, and removing a part of it, to find out how much is left. (Year R)*
 - *- is a symbol that means subtract. (Year R)*
 - *Words that mean we need to carry out a subtraction are subtract, minus and take away. (Year R)*
 - *Associated subtraction facts for number bonds to 2, 3, 4, 5, 6, 7, 8, 9 and 10 (see number mapping)*
- Associated subtraction facts for number bonds to 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 (see number mapping).

$$\begin{array}{ccc} \mathbf{8} & - & \mathbf{6} & = & \mathbf{2} \\ \text{Minuend} & & \text{Subtrahend} & & \text{Difference} \end{array}$$

Subtraction

Children need to know how...

- To subtract a one-digit number and one within 20 using a range of strategies.
- To subtract a two-digit number and one within 20 using a range of strategies.
- Mathematicians can subtract by counting out the total amount and then taking away (crossing out when drawing).

Vocabulary	PARTITION	To split a whole into parts.	EQUAL	The same as.	PART	A section of the whole.
	WHOLE	A total amount. This is always the sum of the parts.	REPRESENTATION	A way of showing a mathematical ideas using objects, pictures or numerals.	MANIPULATIVE	A physical object used to help represent mathematics (e.g. beadstring, Base 10).
	CONCRETE	A representation of a mathematical idea using manipulatives or real life objects.	PICTORIAL	A representation of a mathematical idea using pictures.	ABSTRACT	A representation of a mathematical idea using symbols (e.g. numerals)
	PART-PART WHOLE MODEL	A pictorial representation of number showing the relationship between parts and wholes. 	BEADSTRING	A manipulative where coloured beads are placed on a string in alternating colours (10 red, 10 white, 10 red...) to support counting in ones and tens. 	BAR MODEL	A form of part-part whole model where the parts are represented by adjacent bars. 
	ADDITION	Combining parts.	SYMBOL	An abstract image used to represent an idea (e.g. digits, +, =)	NUMBER BOND	Addition and subtraction number facts which we memorise to support efficient calculation.
	COMMUTATIVE	A calculation which will give the same answer, regardless of the order in which it is performed. Addition and multiplication are commutative.	COUNTING ON	Starting from a number and counting forwards in the number system. This can be used as a strategy to solve addition and subtraction problems.	NUMBER SENTENCE	A way of representing a mathematical operation using symbols (+, -, x, ÷, = etc)
	ADDEND	The numbers which are being added. These are parts of the whole.	SUM	The answer to an addition. This is the whole.		
	SUBTRACTION	Removing a part from the whole.	COUNTING BACK	Starting from a number and counting backwards. This can be used as a strategy for solving subtraction problems.		
	MINUEND	The whole in a subtraction problem. This is the amount you subtract from and must always come first.	SUBTRAHEND	The part which you are taking away from the whole. This always comes after the minuend.	DIFFERENCE	The answer to a subtraction question. This shows the remaining part (the gap between the part and the whole)

Enrichment	Winter Gift Shop.
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Year 1 - Spring 1

Milestone LO:

NUMBER AND PLACE VALUE

Counting

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

Representing Number

Read and write numbers to 100 in numerals
 Identify and represent numbers using objects and pictorial representations including the number line

Comparison

Given a number, identify one more and one less, within 100
 use the language of: equal to, more than, less than (fewer), most, least

Milestone LO:

MEASURE: MONEY

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

Revisited Knowledge

New knowledge

Domains	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)	Conditional Knowledge (Knowing the when and the why)
Place Value to 100 (including counting in tens)	<p>Counting Children need to know that...</p> <ul style="list-style-type: none"> All numbers have meaning. (Revisiting from Year R & Year 1 Autumn 1) One to one correspondence is when we count a group of objects, actions or sounds by assigning one number to each object and only counting each object once. (Year R and Year 1 Autumn 1) Numbers increase (become greater) as they go up in the number system. (Year R & Year 1 Autumn 1) When we count forwards in ones, we say the next number in the number system. (Year 1 Autumn 1) When we count backwards in ones, the numbers decrease (become smaller) and we say the previous number in the number system. (Year 1 Autumn 1) The value and names of numbers 1 – 100. The number sequence for counting in 10s from 0 (0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100) <p>Representing Number Children need to know that...</p> <ul style="list-style-type: none"> Subitising means looking at a collecting of things and being able to say how many there are, without counting individually. (Year R & Year 1 Autumn 1) Numbers can be represented by numerals. (Year R & Year 1 Autumn 1) Single digit numbers have one digit; two digit numbers have two digits (Year R & Year 1 Autumn 1) 	<p>Counting Children need to know how...</p> <ul style="list-style-type: none"> To count objects, by using one to one correspondence accurately. (Year R) To verbally count to and across 100, forwards and backwards in ones from any given number. To count in multiples of tens, forwards and backwards from 0 to 100. <p>Representing Number Children need to know how...</p> <ul style="list-style-type: none"> To subitise (recognise quantities without counting). (Year R) To build a 2-digit number in tens and ones (Year 1 Autumn 1). To identify and represent numbers up to and including 100 using concrete, pictorial and abstract representations (e.g. counters, multilink, Diennes, tens frames, Numicon, part-whole models, bar models etc.) (Year 1 Autumn 1 - extended) To identify and represent numbers by linking the number symbol (numeral) with its cardinal value for numbers up to and including 100, by <ul style="list-style-type: none"> counting/subitising and finding or recording the matching numeral recognising a numeral and making/drawing a corresponding amount. (Year 1 Autumn 1 – extended) 	<p>Counting Children need to know when...</p> <ul style="list-style-type: none"> We rote count, numbers in the number system increase in value (they become greater) (Year R) We rote count backwards, numbers in the number system decrease in value. (Year 1 Autumn 1) <p>Children need to know why...</p> <ul style="list-style-type: none"> We count. We count because counting helps us find a total (how many of something there are altogether). (Year R) We need to count carefully, using one to one correspondence. We need to do this because numbers describe real quantities. Counting carefully makes sure we find the correct total. (Year R) Counting larger numbers within 100 follows the same rules. We have a Base 10 system, so the ones column always changes up to 9. When we add one to a number that has 9 ones, the tens column will always change by one and the ones column will always become zero.



- In two-digit numbers, the first digit refers to how many tens there are. (Year 1 Autumn 1)
- In two-digit numbers, the second number digit refers to how many ones there are. (Year 1 Autumn 1)
- A digit is a written symbol. (Year R & Year 1 Autumn 1)
- Numbers can also be represented by words. (Year 1 Autumn 1)
- Numbers can be represented in different ways, e.g. using resources, pictorial representations and abstract representations (Year 1 Autumn 1)
- In three-digit numbers, the first digit refers to how many hundreds there are, the second digit refers to how many tens there are and the third digit refers to how many ones there are.

Comparison

Children need to know that...

- Compare means to look at what is the same and different. (Year R & Year 1 Autumn 1)
- Greater than means there are more than (a larger amount or quantity). (Year R & Year 1 Autumn 1)
- Less than means there are fewer (a smaller amount or quantity). (Year R and Year 1 Autumn 1)
- 'The same as' means neither has more or less, because the amount is identical, even if the objects are arranged differently, or are different colours, shapes and sizes. (Year R and Year 1 Autumn 1)
- Equal means the same. (Year R & Year 1 Autumn 1)
- Most means the set with the greatest amount. (Year 1 Autumn 1)
- Least means the set with the smallest amount. (Year 1 Autumn 1)
- One more means the amount plus (add) one. The answer will increase by one. (Year 1 Autumn 1)
- One less means the amount minus (subtract) one. The answer will decrease by one. (Year 1 Autumn 1)

- To write the numbers as numerals up to 100 (with accurate digit formation, digits the right way around and tens and ones in the correct columns).
- To write the numbers as words up to 100 (spelled correctly, or using a word mat).

Comparison

Children need to know how...

- To compare and describe quantities, using the language of 'greater than', 'less than', 'the same as', 'most' and 'least.' (Year R & Year 1 Autumn 1)
- To identify, find and recall one more and one less of an amount within 30 (Year 1 Autumn 1)
- To compare and describe quantities using the language of more than, fewer than, more and less.
- To identify one more than a number within 100.
- To identify one less than a number within 100.

Representing Number

Children need to know when...

- We see a representation we can interpret this and understand what number it is showing. (Year 1 Autumn 1)
- We see a number, we can represent it to show its value. (Year 1 Autumn 1)

Children need to know why...

- We represent numbers in different ways. We do this, so we understand the composition of the number, because this will help us solve the four operations (addition, subtraction, multiplication and division). (Year 1 Autumn 1)

Comparison

Children need to know when...

- We identify one more, the number will increase by one. (Year 1 Autumn 1)
- We identify one less, the number will decrease by one. (Year 1 Autumn 1)
- Adding and subtracting one changes the tens column as well as the ones column.

Children need to know why...

- We use the language of most and least. We do this so we can identify significant groups in real life.

Vocabulary	NUMBER	An abstract way of representing a quantity (e.g. 2, 26, fifty-nine, $\frac{1}{2}$, 0.322)	NUMERAL	Words or symbols used to represent numbers, made up of digits.	DIGIT	The ten single symbols 0-9, used to represent numbers when placed in sequence.
	COUNT	To work out the total number of a collection of items. This often involves counting in sequence.	INCREASE	Getting bigger.	DECREASE	Getting smaller.
	ONE DIGIT NUMBER	A numeral which only contains one digit.	TWO-DIGIT NUMBER	A numeral which contains two digits. The first digit has a value of ten-times the digit. The second digit has a value of one-times the digit.	THREE DIGIT NUMBER	A numeral which contains three digits.
	ONES	Where the digit represents the quantity exactly.	TENS	A digit value where the digit represents ten-times the quantity. There are ten ones in a ten.	HUNDREDS	A digit value where the digit represents one hundred-times the quantity. There are ten tens in a hundred.
	PLACE VALUE CHART	A picture/diagram used to help represent the value of digits in numbers.	COLUMN	The vertical divisions.	ROW	The horizontal divisions.
	VALUE	How much something is worth. In representation of number, the position of a digit in a numeral determines its value.	QUANTITY	An amount.	COMPARE	Two meanings: a) to say what is the same or what is different. b) to identify the mathematical difference between numbers.
	EQUAL	The same as.	THE SAME AS	Where the number represented in two different images is identical.	MOST	The highest value.
	MORE THAN	Where a number has a higher value than another. This can be calculated.	LEAST	The lowest value.	LESS THAN	Where a number has a lower value than another. This can be calculated.

Money

Currency

Children need to know that...

- The word 'money' describes a currency used to pay for things with.
- In the UK, our currency uses pounds and pence.
- Pence is the plural of penny and is used when referring to 2 or more pennies.
- £ is a symbol which means pounds.
- p is a symbol which means pence.

Equivalences


Children need to know that...

- £1 = 100p





Coins and Notes

Children need to know that...

- In the UK, money can be made up of coins and notes that have a value.
- There isn't a coin/note for every number of the number system.
- We have 8 different coins: 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 (shown from smallest to largest value)
- The size of a coin does not relate to its quantitative value.

Coin	Picture	Description
1p		= 1 penny
2p		= 2 pennies
5p		= 5 pennies
10p		= 10 pennies
20p		= 20 pennies
50p		= 50 pennies
£1		= 100 pennies
£2		= 200 pennies

- We have 4 different notes: £5, £10, £20, and £50
- Notes are printed on thin sheets of paper-like plastic.

Note	Picture	Description
£5		=500p or 5 x £1
£10		=10 x £1
£20		=20 x £1
£50		=50 x £1

Children need to know how...

- To recognise the value of each coin and note in British currency.

Children need to know when...

- They may see and need to use notes in real life
- Why they may not see them as much today.

Children need to know why...

- **Recognising currency is important.** They may need to use coins and notes to pay for things when they are older. Electronic money still uses the same system of £ and p

Vocabulary	CURRENCY	The name for the specific system of money used in a particular country. Different countries have different currencies.	MONEY	The objects used to pay for items. In the UK, we use pounds and pennies (which can be found in coins and notes or electronically).	PAY	To provide money in exchange for something.
	COIN	A small, flat piece of metal which represents a particular amount of money.	NOTE	A thin paper-like plastic rectangle sheet which represents a particular amount of money.	POUND	The larger 'unit' of money in the GBP currency. Represented by £. £1 = 100p
	PENCE	The smaller 'unit' of money in the GBP. Represented by p. 100p = £1				
Enrichment	NSPCC Number Day HSBC financial services outreach.					

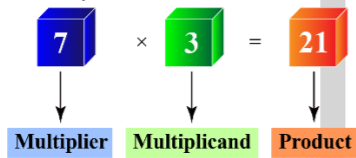


Year 1 - Spring 2

Milestone LO:

MULTIPLICATION AND DIVISION

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

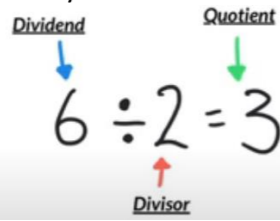
Domains	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)	Conditional Knowledge (Knowing the when and the why)
<p>Multiplication and Division</p>	<p>Counting Children need to know that...</p> <ul style="list-style-type: none"> The number sequence for counting in 10s from 0 (0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100) (Year 1 Spring 1) We can count in multiples (adding the same amount each time). When we count in multiples of 2 from 0 we always say an even number. The number sequence from counting in 2s to 24 is 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24. When we count in multiples of 5 from 0 the ones column will always be a 5 or a 0. The number sequence from counting in 5s to 60 is 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60. When we count in multiples of 10 from 0 the ones column will always be a 0. <p>Children do not need to know the language of multiples.</p> <p>Multiplication Children need to know that...</p> <ul style="list-style-type: none"> Equal means the same. (Year 1 Autumn 1) = is a symbol that means 'is equal to' (the same as) (Year 1 Autumn 2). Commutative means you can do it in any order (Year 1 Autumn 2) 'Equal groups' means you have the same number of objects in each group. Multiplication describes having lots of copies of the same 'group' or number. x is a symbol that means multiplication. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Words that suggest we may need to carry out multiplication are times, multiply, lots of, groups of, double. Multiplication is commutative. Multiplication can be worked out/written as repeated addition. <ul style="list-style-type: none"> Repeated addition is adding equal groups over and over again. This can be shown on a number line. Multiplication can be displayed/solved as an array. <ul style="list-style-type: none"> An array is a way of showing multiplication by arranging 'counters' or dots into rows and columns. <ul style="list-style-type: none"> A row is a horizontal arrangement of objects. A column is a vertical arrangement of objects Double means to multiply by two. 	<p>Counting Children need to know how...</p> <ul style="list-style-type: none"> To count in multiples of 2 from 0. To count in multiples of 5 from 0. To count in multiples of 10 from 0. <p>Multiplication Children need to know how...</p> <ul style="list-style-type: none"> To identify equal groups To justify how they know a group is equal. To write multiplication number sentences using x symbol. To recognise and represent multiplication as repeated addition. To recognise and represent multiplication in an array. To interpret the multiplication language and symbol as multiplication to solve the problem using an efficient method (counting, repeated addition, array). <p>Division Children need to know how...</p> <ul style="list-style-type: none"> To identify equal groups To justify how they know a group is equal. To write division number sentences using the ÷ symbol. To represent division as sharing, using concrete or pictorial resources to support. To represent division as grouping concrete or pictorial resources to support. To interpret the division language and symbol as division to solve the problem using an efficient method (sharing or grouping). 	<p>Children need to know when...</p> <ul style="list-style-type: none"> Different strategies for multiplication and division may be most appropriate. A question is asking them to multiply or divide, based on the language within the question. <p>Children need to know why...</p> <ul style="list-style-type: none"> Learning to skip-count in multiples is important. This is the precursor to times tables learning later in school. Knowing number sequences supports efficient multiplication by repeated addition (and later on efficient division by repeated subtraction). There are a range of ways of solving multiplication and division problems. Different problems may be visualised better using different representations. You get the same quotient regardless of whether you solve a division problem by grouping or sharing. We can rotate our array to show the commutative nature of multiplication.



Division

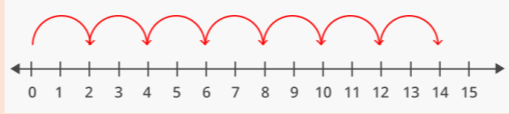



Children need to know that...

- *Equal means the same. (Year 1 Autumn 1)*
- *= is a symbol that means 'is equal to' (the same as) (Year 1 Autumn 2).*
- 'Equal groups' means you have the same number of objects in each group.
- Division can be seen in two ways:
 - **Division as sharing:** sharing the dividend into a specific number of groups (e.g. $12 \div 2 \rightarrow$ share 12 equally between two groups. How many counters are in each group?).
 - **Division as grouping:** is sharing the dividend into equal size groups. (e.g. $12 \div 2 \rightarrow$ group the 12 counters into lots of groups of two. How many groups are there?)
- \div is a symbol that means division.



- Words that suggest we may need to carry out division are: share, group, divide, split, half.
- Half means dividing something by 2



Vocabulary	EQUAL	The same as	EQUAL GROUPS	The same quantity in each group.	MULTIPLICATION	When you have lots of copies of the same group or number
	MULTIPLIER	The number you are multiplying by.	MULTIPLICAND	The number which is being multiplied.	PRODUCT	The result of multiplying two or more numbers together.
	COMMUTATIVE	A calculation which will give the same answer, regardless of the order in which it is performed. Addition and multiplication are commutative.	REPEATED ADDITION	A way of solving multiplication problems where the multiplicand is added repeatedly using a number line or number sentences. e.g. $7 \times 2 = 14 \rightarrow 2+2+2+2+2+2+2$ 	ARRAY	A way of showing (and solving) multiplication problems where groups are arranged systematically in rows and columns. Multiplier = Rows Multiplicand = Columns 2 x 5 is the same as...  e.g.
	DOUBLE	Multiplied by 2	DIVISION	Where a whole is split into two or more equal groups.	DIVISION AS SHARING	The divisor tells you the number of groups to share the dividend between. e.g. $10 \div 2 = 5$ 
	DIVISION AS GROUPING	The divisor tells you the number in each group. e.g. $10 \div 2 = 5$ 	HALF	Divided by 2.		

Enrichment Easter Bunny Problem (setting up an event for Year R)

Year 1 - Summer 1

Milestone LO:

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

Milestones LO:

POSITION AND DIRECTION

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

Milestone LO:

TIME

Compare, describe and solve practical problems for:

- time (for example, quicker, slower, earlier, later)

Measure and begin to record the following:

- time (hours, minutes, seconds)

sequence events in chronological order using language (for example before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)

recognise and use language relating to dates including days or the week, weeks, months and years

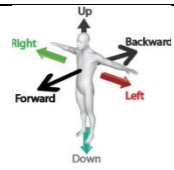
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Revisited Knowledge

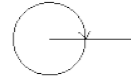
New knowledge

Domains	Declarative Knowledge (Substantive Knowledge)		Procedural Knowledge (Disciplinary Knowledge)		Conditional Knowledge (Knowing the when and the why)	
Fractions	Children need to know that... <ul style="list-style-type: none"> • A fraction represents equal parts of a whole. • A whole is your total amount/shape. • A part is an equal section of your total amount/shape. • A half is one part when a whole is split into 2 equal parts. • A quarter is one part when a whole is split into 4 equal parts. 		Children need to know how... <ul style="list-style-type: none"> • To identify a half of a shape by splitting it into 2 equal parts. • To identify half of an object by splitting it into 2 equal parts. • To identify half of a quantity by splitting it into 2 equal parts. • To identify a quarter of a shape by splitting it into 4 equal parts. • To identify a quarter of an object by splitting it into 4 equal parts. • To identify a quarter of a quantity by splitting it into 4 equal parts. 		Children need to know when... <ul style="list-style-type: none"> • To use the language of half and quarter. • A part is equal or unequal. Children need to know why... <ul style="list-style-type: none"> • Recognising equal parts is so important. Recognising equality of parts is the fundamental knowledge required for multiplication, division and fractional reasoning. 	
Vocabulary	FRACTION	A way of representing mathematically how many equal parts of a whole you have.	PART	A section of the whole. In fractions, parts must always be equal.	WHOLE	A total amount. This is the sum of all the parts.
	EQUAL	The same as.	HALF	When a whole has been split into two equal parts.	QUARTER	When a whole has been split into four equal parts.
	QUANTITY	A numerical amount.				
Position & Direction	Children need to know that... <ul style="list-style-type: none"> • Position describes where something or someone is. • Direction means the line along which something moves, lies or points. • Movement means a change of position or direction. • Objects can face forwards, backwards, left or right. 		Children need to know how... <ul style="list-style-type: none"> • To describe the position of an object using the directional language of near to, far from, left, right, in front of, behind. • To describe the direction an object is facing or moving using the directional language of forwards, backwards, left, right. 		Children need to know when... <ul style="list-style-type: none"> • An object is moving • To use specific positional language to describe position, direction and movement. 	





- A whole or full turn means turning a full circle: starting and finishing in the same position.



- When an object does a full turn, it will face in the same direction at the end of the turn.
- A half-turn is half the size of a full turn.



- When an object does a half-turn, it will face in the opposite direction at the end of the turn.
- A quarter-turn is quarter the size of a full turn.



- When an object does a quarter-turn, it will face to the right or left of the starting direction.
- A three-quarter turn is three-quarters the size of a full turn.



- When an object does a three-quarter-turn, it will face to the right or left of the starting direction.

- To describe the moment of an object using the language of full-turns/whole-turn, half turn, quarter turn, three-quarter turn.

Children need to know why...

- **We learn to describe position, direction and movement.** Sometimes we will need to explain where/how something is moving to someone who is not there. Having the language of position and direction allows us to do this.

Vocabulary	POSITION	Where something or someone is	DIRECTION	The line along which something moves, lies or points.	MOVEMENT	A change of position or direction.
	FORWARDS	In the direction the object is facing	BACKWARDS	Away from where the object is facing	FULL TURN	Turning a full circle: starting and finishing in the same position.
	HALF TURN	Half the size of a full turn. The object will face the opposite direction at the end of the turn.	QUARTER TURN	Quarter the size of a full turn. The object will be facing to the left or right of its starting direction.		

Time	Describing Time Children need to know that... <ul style="list-style-type: none"> • Time is a measurement for how long it takes for things to happen. • When we describe time, we use comparative language, such as <ul style="list-style-type: none"> ○ before ○ after, ○ next, ○ first, ○ today, ○ yesterday, ○ tomorrow, ○ quicker ○ slower 		Describing Time Children need to know how... <ul style="list-style-type: none"> • To compare the duration of events using the language quicker, slower, • To describe the sequence of events using the language earlier, later. • To sequence events in chronological order and verbalise their justification using the language before, after, next, first, today, yesterday, tomorrow, morning, after and evening. • To use language relating to dates including <ul style="list-style-type: none"> ○ days of the week, ○ weeks 		Children need to know when... <ul style="list-style-type: none"> • To use language such as fast or slow. • Someone asks 'What time is it?' to look at a clock to find the answer. • 'Today' is using precise language. Children need to know why... <ul style="list-style-type: none"> • Clocks have two hands and two sets of numbers around the outside. Each hand points at a different scale and helps us to work out how many hours and minutes there are. • We normally describe events in chronological order. It is useful to recount events in



- earlier
- later
- Quick means something which happens fast.
- Slow means something which does not happen fast.
- Early means during the first part of something (the beginning).
- Late means during the latter parts of something (the end).
- Chronological order means listing events in order from earliest to latest.
- A date is a way of describing when something happened, by stating the day, month (and sometimes year) it happened.
- There are 24 hours in a day. 12 in the morning and 12 in the evening.
- The day is often split into four parts: morning, afternoon, evening and night.
- There are 7 days in a week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
- In England, we often describe weeks as starting on Monday and ending on Sunday.
- There are twelve months in a year.
- Each month is based on the movement/cycle of the moon.
- There are about 365 and one quarter days in a year. Therefore, most years have 365; every fourth year has 366 days. This is the time it takes earth to orbit the sun.

Telling the Time

Children need to know that...

- Time can be measured in seconds, minutes and hours (these are called units of time).
- There are 60 seconds in a minute.
- There are 60 minutes in an hour.
- Time is shown on a clock.
- We have analogue and digital clocks.
- An analogue clock has two hands which move around a number line on the outside to show the time.
 - Long hand – minutes. This moves quickly.
 - Short hand – hours. This moves slowly.
- We need to look at both hands to tell the time.
- O'clock describes what hour we are on. We say it after the hour number. (e.g. three o'clock)
- Half-past describes being half-way (30 minutes) through an hour.

- months of the year
- years.

Telling the Time

Children need to know how...

- To measure and record time in hours, minutes and seconds.
- To tell the time to the hour using o'clock.
- To show the time on a clock face to the hour.
- To tell the time to half past the hour.
- To show the time on a clock face to half past the hour.

chronological order because that is often the way our memories store episodic information.

Vocabulary	TIME	A measurement of how long things take to happen.	BEFORE	Something that has already happened.	AFTER	Something that happens next.
	NEXT	Something that will follow immediately	FIRST	The initial event in a sequence.	TODAY	Happening this day.
	YESTERDAY	Happened the previous day.	TOMORROW	Happens the next day.	QUICKER	Something that took less time.
	SLOWER	Something that took more time.	EARLIER	Something that happened before.	LATER	Something that happened after.
	CHRONOLOGICAL ORDER	Listing events in order from the earliest to the latest.	DATE	A formal way of describing when something happened (including date, month and year)	MORNING	The first part of the day, from when the sun rises to the middle of the day.
	AFTERNOON	The time between the middle of the day and when it starts to get darker.	EVENING	The later part of the day, when it tends to be dark outside but people are still awake.	NIGHT	The part of the day from when people go to sleep to when the sun rises in the morning.



	DAYS	A 24 hour period, starting at midnight. There are 7 days in a week.	WEEKEND	Saturday and Sunday.	WEEK	The 7 days (normally seen as starting with Monday and ending with Sunday)
	MONTHS	Approximately 4 weeks. There are 12 months in a year. Based on the movement of the moon.	YEAR	365 days. Based on the movement of the Earth around the sun.	SECONDS	A unit of measure for time. The smallest common unit of measure. There are 60 seconds in a minute.
	MINUTE	A unit of measure for time. There are 60 minutes in an hour.	HOUR	A unit of measure for time. There are 24 hours in a day.	ANALOGUE CLOCK	A clock with a circle face and 2 hands which move around clockwise to show the time.
	DIGITAL CLOCK	A clock which is usually rectangular, and shows time in numbers.	MINUTE HAND	Longer thinner hand on the analogue clock which moves quicker.	HOUR HAND	Shorter, thicker hand of the analogue clock which moves slower.
	O'CLOCK	Describes the hour of the day we are currently on.	HALF-PAST	Suggests we are half-way through the current hour (30 minutes)		
Enrichment	Maze – Beebot coding. Welcome packet for situation doll. Warm ups for Year R.					



Year 1 - Summer 2

Milestone LO:

MEASUREMENT

Compare, describe and solve practical problems for:

- Length and height (for example long/ short, longer/ shorter, tall/short, double/half)
- Mass/ weight (for example heavy/light, heavier than, lighter than)
- Capacity and volume (for example, full/ empty, more than, less than, half, half full, quarter)

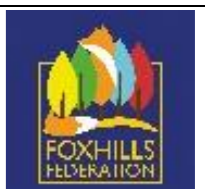
Measure and begin to record the following:

- lengths and heights
- mass / weight
- Capacity and volume

Revisited Knowledge

New knowledge

Domains	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)	Conditional Knowledge (Knowing the when and the why)
Measurement	<p>General language of measures Children need to know that...</p> <ul style="list-style-type: none"> • <i>Compare means to look at what is the same and different. (Year R)</i> • <i>Double means to multiply by 2. (Year 1 Spring 2)</i> • <i>Half means dividing by 2. (Year 1 Spring 2)</i> • Describing means to say what something is like. • Measurement is a precise way to describe the quantity of something (e.g. length, height, weight or capacity). • Measurements are always expressed in 2 parts, the quantity and the specific unit of measure. • In measurement, double compares two amounts - meaning twice the size. • In measurement, half compares two amounts - meaning half the size. <p>Length and Height Children need to know that...</p> <ul style="list-style-type: none"> • Length and height are measures of distance. • Length is the distance between two points. It usually describes horizontal distances. • Long means something has relatively great length. • Short means something has relatively little/no length. • Height is the distance between two points (measured from bottom to top when something is standing upright). This usually describes vertical distances. • Tall means having relatively great height. • Short means having relatively little height. • Metres are the base unit of length and height in the UK. This means the most commonly used (where appropriate). • Amounts measured in metres are written as Xm. • Centimetres is a unit of measure for both length and height • Amounts measured in centimetres are written as Xcm. 	<p>General language of measures Children need to know how...</p> <p>Length and Height Children need to know how...</p> <ul style="list-style-type: none"> • To describe length using the language long and short. • To compare lengths using comparative language: longer and shorter, longest and shortest. • To measure length accurately using non-standard units of measure and standard units of measure (to half a cm). • To describe height using the language tall and short. • To compare heights using comparative language: taller and shorter, tallest and shortest. • To measure height accurately using non-standard units of measure and standard unit of measure (to half a cm). • To measure height and length accurately in cm (to the nearest half cm) using a ruler, starting with the 0 at the tip of the object. • To identify which unit of measure is appropriate (metres/centimetres) for measuring specific lengths. <p>Mass and Weight Children need to know how...</p> <ul style="list-style-type: none"> • To describe weight using the language heavy or light. • To compare weights using comparative language: heavier and lighter, heaviest and lightest. • To measure the weight of an object in non-standard units of measure and standard units of measure. • To measure accurately with both balance and dial scales by making sure the scales are balancing or the dial is at 0 to start. 	<p>Children need to know when...</p> <ul style="list-style-type: none"> • We use different types of measure in real life. • They might need different measuring tools to support them. <p>Children need to know why...</p> <ul style="list-style-type: none"> • Careful, accurate measurement is important. To ensure that we use exactly the right amount of something. Getting this wrong can have significant consequences (e.g. baking, medicine, sports). • We write the units we have measured in. Different units of measure are better for measuring small or large amounts. If we didn't record the unit, we would not know if we were looking at a small or large measure. • We have different units of measure. Things can vary in size hugely. If we didn't have units of measure, we would have to measure very large numbers, which would be very difficult.



- There are 100cm in 1m.
- A ruler is a tool used to measure height and length (in cm).
- A ruler has a scale (number line) on either side (one side has mm, one side has cm). There is space before the 0 on the ruler.

Mass and Weight

Children need to know that...

- Weight is a measure of 'heaviness'. Weight is affected by gravity.
- Mass is also a measure of 'heaviness'. It measures the specific amount of matter something contains. It is not affected by gravity.
- Both mass and weight can be measured in grams and kilograms.
- Grams are a small unit of measure, used to measure light things.
- Amounts measured in grams are written as Xg.
- Kilograms are a large unit of measure, used to measure heavy things.
- Amounts measured in kilograms are written as Xkg.
- Heavy means something has relatively greater weight.
- Light means something has relatively little/ no weight.

Capacity and Volume

Children need to know that...

- Capacity describes the container: the amount of something a container can hold.
- A container with a larger capacity can hold more.
- Full is when a container cannot hold/contain any more. There is no more **capacity**.
- Empty is when a container contains nothing.
- Half-full is when a container holds exactly half of its total capacity.
- Quarter full is when a container holds exactly a quarter of its total capacity.
- Volume describes the substance: the amount of space the substance takes up.
- Something with a larger volume takes up more space.
- Litres are a unit of measure used to measure larger amounts of liquids (both capacity and volume)
- Amounts measured in litres are written Xl.
- Millilitres is a unit of measure which measures smaller amounts of liquid (both capacity and volume).
- Amounts measured in millilitres are written Xml.

- To identify what unit of measure is most appropriate to use when measuring objects (grams or kilograms).

Capacity and Volume

Children need to know how...

- To describe capacity using the language full, empty, half-full, quarter-full.
- To compare the capacity of an object using comparative language fuller, emptier, more than or less than.
- To measure the capacity an object can hold in non-standard units of measure and standard units of measure (l).
- To measure accurately with a range of different measuring jugs, making sure the full line is clear.
- To identify what unit of measure is appropriate to use when measuring the capacity of a container or volume a substance (litres or millilitres).

Vocabulary	DESCRIBE	To say what something is like.	MESAUREMENT	A way of precisely describing the quantity of something.	UNIT OF MEASURE	Measurements are made by working out 'how many' of something are the same size. A unit of measure tells us what the 'something' is.
	STANDARD UNIT OF MEASURE	A formally recognised and widely used unit of measure which has a consistent size and has measurement tools available for (e.g. cm)	NON-STANDARD UNIT OF MEASURE	When other objects in the world are chosen to measure the size of something.	DOUBLE	Compares two measurements. One is 2 times the size.
	HALF	Compares two measurements. One is half the size.	DISTANCE	How far something is. Length and height are examples of distance.	HEIGHT	Vertical distance



LENGTH	Horizontal distance	LONG	Relatively great length	SHORT	Relatively little length
TALL	Relatively great height	SHORT	Relatively little height.	CENTIMETRE	A small measure of distance.
METRE	The base unit of measure for distance in the UK. A relatively large unit of measure.	RULER	A tool used to measure distance.	SCALE	A type of number line, often found on measuring tools.
WEIGHT	A measure of heaviness affected by gravity.	MASS	A measure of heaviness not affected by gravity.	GRAM	A small unit of measure for mass/weight
KILOGRAM	A large unit of measure for mass/weight.	HEAVY	Relatively great weight	LIGHT	Relatively little weight.
CAPACITY	The amount of something a container can hold.	VOLUME	The amount of something you have.	FULL	When a container can hold no more.
EMPTY	When a container holds nothing	HALF-FULL	When the container holds exactly half of its full capacity. It could hold exactly the same again.	QUARTER FULL	When a container holds exactly a quarter of its total capacity. It could hold four times the amount.
MILLILITRE	A small unit of measure for volume and capacity.	LITRE	A large unit of measure for volume and capacity.		

Enrichment
 Dream Jobs Day
 Year 6 Enterprise Project

