

## **Class 1 Mathematics.**

The aim of teaching and learning in mathematics in Class One is for pupils to become confident, secure and fluent in the application of the fundamentals of the subject.

As each child is an individual, their ability to acquire and understand abstract concepts will depend on their own maturity and learning styles. With this in mind, staff at Beaufront use a 2 pronged approach to move the children from a practical to an abstract understanding of number, shape and measures.

Firstly, a deep conceptual understanding of key concepts is built by presenting a variety of practical tasks using a range of different real objects, mathematics apparatus and resources such as number lines and number squares. Topics are re-visited frequently to allow assimilation of ideas and build skills and knowledge.

The development of mathematics understanding is supported by systematic learning of maths facts such as number bonds, doubles, halves and times tables. This knowledge of number facts is reinforced by carefully differentiated homework, which is set to build confidence in each and every child.

At every stage of their journey along the path of maths understanding, the children are given the opportunity to apply the skills they are learning to solve problems. Developing and using maths vocabulary is also seen as a vital aspect of developing the children's maths understanding.

## **Year 1 Programme of Study.**

<b>Number/Calculation</b>	<b>Geometry and Measures</b>
Count to/across 100	Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest.
Count in 1's, 2's, 5's and 10's.	Begin to measure length, capacity, weight.
Identify "one more" and "1 less".	Recognise coins and notes.
Read and Write numbers to 20.	Use time and ordering vocabulary.
Use language, e.g. "more than", "most".	Tell the time to the hour and the half hour.
Use +, - and = symbols.	Use language of days, weeks, months and years. Recognise and name common 2-d and 3-d shapes.
Know number bonds to 20	Order and arrange objects.
Add and subtract 1 and 2 digit numbers to 20 including zero.	Describe position and movement, including half and quarter turns.
Solve 1 step problems including simple arrays.	
<b>Fractions</b>	
Recognise and use $\frac{1}{2}$ and $\frac{1}{4}$ .	

## Year 2 Programme of Study.

<b>Number and Calculation</b>	<b>Geometry and Measures</b>	<b>Fractions</b>
Know 2,5,10 x tables.	Know and use standard measures.	Find and write simple fractions
Begin to use place value (T/U)	Read Scales to nearest whole unit.	Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$
Count in 2's, 3's, 5's and 10's.	Use symbols for £ and p and add /subtract simple sums of less than £1 or in pounds.	
Identify, represent and estimate numbers.	Tell time to the nearest 5 minutes.	<b>Data</b>
Compare/order numbers, inc < > =	Identify and sort 2-d & 3-d shapes.	Interpret simple tables and pictograms.
Write numbers to 100.	Identify 2-d shapes on 3-d surfaces.	Ask and answer comparison questions.
Know number facts to 20 (+ related to 100)	Order and arrange mathematical objects.	Ask and answer questions about totalling.
Use x and ÷ symbols	Use terminology of position and movement.	
Recognise commutative property of multiplication.		

When pupils become secure in these skills they will be given opportunities to “master” them in a wider range of contexts and with increasing independence before moving onto the next programme of study.