

Year 1 End of Unit Milestones: Spring Term

Geometry: Shapes and Patterns

By the end of this unit, children will be able to:

- recognise four basic 3-D solid shapes: spheres, cubes, cuboids and pyramids.
- recognise 2-D shapes in the everyday environment
- group shapes using different criteria
- make patterns using common 2-D shapes.

Number and Place Value: Numbers to 40

By the end of this unit, children will be able to:

- use the making 10 strategy to count numbers above 10; to represent numbers on a number line
- use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40
- use multiple ways of counting, including counting by 2, 5 and 10
- understand that digits represent tens and ones; to represent numbers using Base 10 materials and numbers
- use place value to compare two or three numbers and determine which number is greater/smaller
- compare numbers using number bonds, 100-squares and number lines to determine how much more/less
- use number lines in conjunction with number squares in order to create visual proportionality

Measurement: Length and Height

By the end of this unit, children will be able to:

- compare height and length by using key terminology
- measure objects using other items, such as pencils or books
- measure items using other things - parts of the body in particular
- introduce the concept of using rulers for measuring.
- use number lines in conjunction with number squares in order to create visual proportionality

Calculations: Addition and Subtraction Word Problems

By the end of this unit, children will be able to:

- decide whether addition or subtraction is the most appropriate operation; to use and apply number bonds and visual representations to solve word problems.
- use and apply concepts of how many more and how many fewer/less
- apply number bonds and the guess-and-check method to solve word problems
- develop number sentences based on word problems
- improve the use of number bonds and one-to-one bar model
- use pictorial representations to help solve word problems
- choose the correct operation to solve a word problem.

Calculations: Multiplication

By the end of this unit, children will be able to:

- identify equal groupings as the first step in multiplying
- reinforce the idea that the arrangement of objects does not impact on the number of objects
- understand we can count groups of the same quantity more efficiently
- find multiple ways of counting groups of the same quantity
- organise objects into equal rows in order to begin counting equal numbers efficiently
- understand that doubling is creating an identical number to the one you started with
- understand that doubling is the same as saying two groups of the same amount.