

Year 1 –		2014/2015
Area 1: Number and place value		
Key vocabulary:	<p>pattern, answer, number sentence, sign, operation, explain, show me, read, write, record, count, compare, order</p> <p>the same number as, as many as, equal to, equals (=), sign, more, most, less, least, greater, greatest, larger, largest, bigger, biggest, fewer, fewest, smaller, smallest, before, after, halfway</p> <p>add, plus (+), makes, sum, total, altogether, subtract, minus (-), take away, leaves, difference</p> <p>one, two, three, ..., hundred; first, second, third, ...; ones, tens, 'teens' number, exchange, digit</p> <p>how many ...?, how many more to make ...?, how many more is ... than ...?, how much more is ...?, how many fewer is ... than ...?, how much less is ...?, what is the difference between ...?</p> <p>odd, even, pair, double, near double, half, halve</p>	
National Curric Objectives for this area: <div style="background-color: #90EE90; padding: 2px; margin-bottom: 5px;">Term 1</div> <div style="background-color: #FFFF00; padding: 2px; margin-bottom: 5px;">Term 2</div> <div style="background-color: #FF00FF; padding: 2px;">Term 3</div>	<ul style="list-style-type: none"> • 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 • read and write numbers from 1 to 20 in numerals and words. • Compare and order numbers, using the related vocabulary; use the equals (=) sign. 	