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| Year 1ES | End of year expectations for mental calculation | End of year expectations for written methods and problem solving | Written strategies/ recordings/methods/images | Vocabulary& Links |
| * Counting skills‐

 being able toconfidently count in 2s, 5s and 10s.* Opportunities to reason about what they notice in number patterns.
* Use of songs and rhymes for counting in steps.
* Group AND share small quantities‐ understanding the

 difference between  the two concepts. | * Solve 1- step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

*(Pupils should make connections between arrays, number patterns, and counting in twos, fives and tens.)** Experiment with the concepts of sharing and grouping in a number of contexts. Initially they use their own recording—moving towards fluent, symbolic notation in Year 2.
* Conceptual understanding

and recording should be continuously supported by the use of **arrays** as a default model, as well as other representations**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.* Find ½ and ¼ and simple fractions of objects, numbers and quantities.
 | 15 ÷ 2 using grouping model*“Double 3 is 6. Half of 6 is 3.”* Here the cakes are in an array | Practise * counting as reciting numbers
* counting as enumerating objects
* counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers)and place value
* Pupils will be taught half and quarter as ‘fractions of’ by solving problems using shapes, objects and quantities.
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