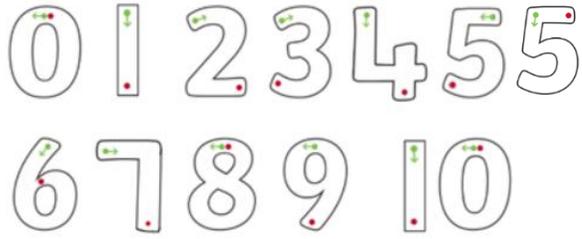


Year One Autumn Term		Knowledge Organiser Vocabulary	Knowledge Organiser Visuals																																																																																																				
Week 1	National Curriculum	Number Digit	 0 three 1 nine 2 four 3 one 4 six 5 seven 6 zero 7 five 8 ten 9 eight 10 two																																																																																																				
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Week 2	National Curriculum	Count Forwards Backwards	<table border="1" data-bbox="1294 721 1854 1289"> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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Week 3	National Curriculum Statements	<p>Addition Recall from EY: Using quantities and objects, they add two single-digit numbers and count on to find the answer Teach for Y1: Read, write and interpret mathematical statements involving addition (+) and equals (=) signs. Solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems. Stretch with: Worded problems.</p>	<p>Addition Add More Equals + =</p>		<table border="1"> <thead> <tr> <th>Written Calculations</th> <th>Addition</th> <th>Subtraction</th> </tr> </thead> <tbody> <tr> <td>Below Y1</td> <td>-</td> <td>-</td> </tr> <tr> <td>At Y1</td> <td> Number lines with jumps of ones. </td> <td> Number lines with jumps of ones. </td> </tr> <tr> <td>Above Y1</td> <td> Number lines with jumps of multiple jumps of tens and ones. </td> <td> Number lines with jumps of multiple jumps of tens and ones. </td> </tr> </tbody> </table>	Written Calculations	Addition	Subtraction	Below Y1	-	-	At Y1	Number lines with jumps of ones. 	Number lines with jumps of ones. 	Above Y1	Number lines with jumps of multiple jumps of tens and ones. 	Number lines with jumps of multiple jumps of tens and ones.
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Know Your Facts	<p>Recognise: Flashcards of the symbols.</p>																
Week 4	National Curriculum Statements	<p>Subtraction Recall from EY: Using quantities and objects, they subtract two single-digit numbers and count on or back to find the answer. Teach for Y1: read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs. Subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems. Stretch with: Worded problems.</p>	<p>Subtract Subtraction Less Equals = -</p>														
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Week 5	National Curriculum	<p>Half Recall from EY: Solve problems including halving. Teach for Y1: Recognise, find and name a half as one of two equal parts of an object, shape or quantity Stretch with: application of a half in a worded question.</p>	<p>Half Halve Equal Part</p>														
	Know Your Facts	<p>Recognise: Flashcards of fractions, can they recognise a half?</p>															

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 6</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum Statements</p>	<p>Length/Height Recall from EY: children use everyday language to talk about size to compare quantities and objects and to solve problems. Teach for Y1: compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. Measure and begin to record the following: lengths and heights. Stretch with: Measure and find two of the same, estimating how many cubes an object would be.</p>	<p>length height long short longer shorter shortest tall tallest centimetres (cm)</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Height</p> <p>The dog is taller than the cat.</p> <p>The cat is shorter than the dog.</p> <p>tallest shortest</p> </div> <div style="width: 45%;"> <p>Length</p> <p>The car is shorter than the train.</p> <p>The train is longer than the car.</p> <p>shortest</p> <p>longest</p> </div> </div> <p>This pen is 6 cubes long.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 7</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum Statements</p>	<p>Compare Time Recall from EY: children use everyday language to talk about time. Teach for Y1: 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) Stretch with: comparing time with times which include minutes and seconds.</p>	<p>Quicker Slower Earlier Later Second Hour Minute</p>	<p>A is faster than a .</p> <p>A is slower than a .</p>

Week 8	National Curriculum	<p>2D Shape</p> <p>Recall from EY: They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Teach for Y1: recognise and name common 2-D [for example, rectangles (including squares), circles and triangles]</p> <p>Stretch with: irregular shapes.</p>	<p>Side</p> <p>Corner</p> <p>Shape</p> <p>Square</p> <p>Circle</p> <p>Rectangle</p> <p>Triangle</p>	<table border="1"> <thead> <tr> <th colspan="4">2D Shapes</th> </tr> <tr> <th>square</th> <th>circle</th> <th>rectangle</th> <th>triangle</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2D Shapes				square	circle	rectangle	triangle												
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