



# Key Facts – Year 1 Autumn 1

## Target – To be able to count to 50 and beyond



**Key Vocabulary:**

forward backward order  
before after

**Hints:**

Practice little and often  
Count with a rhythm  
Identify numbers when you out and about  
Hear numbers and see numbers

### Activities

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

**Questions:**

*What is 1 more/ 10 more than 32?*

*Give me 3 any numbers that come after 28. Prove it.*

*Give me any 3 numbers that come before 28. Prove it.*

*If I am on 18 and count forward 7 what will I be on?*

**When confident....**

*If I am on 18 and count backwards 7 what will I be on?*

### Games

Get children to make a snakes and ladder board from 1 – 50 and then play the game

Give children a box of Lego, beads, cubes etc (up to 50 items) estimate how many are there and then count them. **Who was closest?**

When you see a number (miles on a sign, speed limit, price) ask children to count on from that number.  
When confident, count back from that number.

### Everyday life

When it is a relative's birthday, point out their age, and then ask children questions around that number

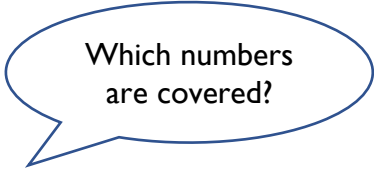
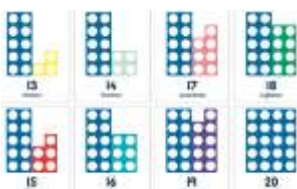
On journeys, ask children to keep count of a certain vehicle

When reading books, talk about page numbers, what will come next? **What page number will it be in 3 pages time?**

When you see numbers above 50 everyday life, draw children's attention to that number and talk to them about it.

### Key Questions

- Can children start from any number between 1-50 and count forwards? (back if confident)
- Can children say, recognise and show the number in different ways? i.e numicon, tens and ones, drawing the right amount of images for a set number



1	2	3	4	5	6	7	8	9	10
11	12	★	14	15	★	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	★	35	★	37	38	39	40
41	42	43	44	45	46	47	48	49	50



## Key Facts – Year 1 Autumn 2

**Target – To be able to know each  
number bond up to 6**



**Key Vocabulary:**  
number bonds   add   subtract   take away  
number families   inverse operation

**Hints:**  
Get children to see the relationship between + and -  
Point out the 'number families' to children  
Identify patterns to children

### Activities

- |             |             |             |
|-------------|-------------|-------------|
| $0 + 1 = 1$ | $0 + 4 = 4$ | $0 + 6 = 6$ |
| $1 + 0 = 1$ | $1 + 3 = 4$ | $1 + 5 = 6$ |
|             | $2 + 2 = 4$ | $2 + 4 = 6$ |
| $0 + 2 = 2$ | $3 + 1 = 4$ | $3 + 3 = 6$ |
| $1 + 1 = 2$ | $4 + 0 = 4$ | $4 + 2 = 6$ |
| $2 + 0 = 2$ |             | $5 + 1 = 6$ |
|             | $0 + 5 = 5$ | $6 + 0 = 6$ |
| $0 + 3 = 3$ | $1 + 4 = 5$ |             |
| $1 + 2 = 3$ | $2 + 3 = 5$ |             |
| $2 + 1 = 3$ | $3 + 2 = 5$ |             |
| $3 + 0 = 3$ | $4 + 1 = 5$ |             |
|             | $5 + 0 = 5$ |             |

**Questions:**

How many ways can I make 6 using addition?  
I have 4 but want 6, how many more do I need?  
What is 3 add 2?  
What do I add to 5 to make 10?  
What is 10 take away 7?  
What is 4 less than 9?  
How many more than 2 is 10?

**Activities**

Using 1p coins, play shops with children up to the value of 6p.

Have playing cards up to the value of 6, turn one over who can make a calculation quickest to make that total quickest?

**Key Questions**

How many ways can you make 6 using 5 in the calculation?  
I am thinking of a calculation with 4 in it, my answer is 5 what could the calculation be?  
I am adding 2 numbers and I make a total less than 3. How many calculations can you think off that could follow this rule?



- |             |             |
|-------------|-------------|
| $0 + 6 = 6$ | $6 + 0 = 6$ |
| $1 + 5 = 6$ | $5 + 1 = 6$ |
| $2 + 4 = 6$ | $4 + 2 = 6$ |
| $3 + 3 = 6$ | $3 + 3 = 6$ |
| $4 + 2 = 6$ | $2 + 4 = 6$ |
| $5 + 1 = 6$ | $1 + 5 = 6$ |



# Key Facts – Year 1 Spring 1

## Target – To know double and halves for numbers to 10

**Key Vocabulary:**  
half double divide multiply

**Hints:**  
Make links between halving being  $\div 2$   
Make links between doubling being  $\times 2$

### Activities

- |                |                           |
|----------------|---------------------------|
| $0 + 0 = 0$    | $\frac{1}{2}$ of $0 = 0$  |
| $1 + 1 = 2$    | $\frac{1}{2}$ of $2 = 1$  |
| $2 + 2 = 4$    | $\frac{1}{2}$ of $4 = 2$  |
| $3 + 3 = 6$    | $\frac{1}{2}$ of $6 = 3$  |
| $4 + 4 = 8$    | $\frac{1}{2}$ of $8 = 4$  |
| $5 + 5 = 10$   | $\frac{1}{2}$ of $10 = 5$ |
| $6 + 6 = 12$   |                           |
| $7 + 7 = 14$   |                           |
| $8 + 8 = 16$   |                           |
| $9 + 9 = 18$   |                           |
| $10 + 10 = 20$ |                           |

**Questions:**  
What is double 9?  
What is half of 6?  
I double a number and get 8, what number did I double?  
I half a number and get 3, what number did I half?

**Everyday life**  
Get children to half objects to get in the habit of dividing by 2.  
Point out 'half price' sales, and language in everyday life

**Key Questions**

- Can children show what halving a number 'looks like' by drawing or making?
- Can children show what doubling a number 'looks like' by drawing or making?



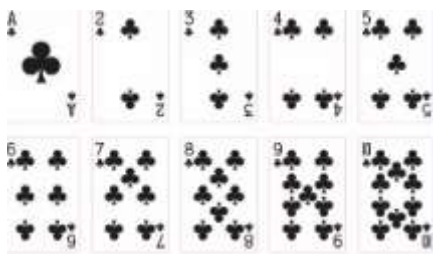
Put half the cakes in each box

I need to make soup for 8 people, can you help?

**Ingredients for dragon soup**  
**Serves 4**

- 1 dragon fly wing
- 5 frogs legs
- 3 spoons of salt
- 6 glugs of slime
- 2 bottles of fire

Close your eyes and pick a card, if it's even you half it, if it's odd you double it, Who will score the highest?





## Key Facts – Year 1 Spring 2

### Target – To know number bonds that make 10

#### Key Vocabulary:

number bonds   add   subtract   take away  
number families   inverse operation

#### Hints:

Get children to see the relationship between + and -  
Point out the 'number families' to children  
Identify patterns to children

#### Activities

$0 + 10 = 10$	$2 + 8 = 10$	$4 + 6 = 10$
$10 + 0 = 10$	$8 + 2 = 10$	$6 + 4 = 10$
$10 - 10 = 0$	$10 - 8 = 2$	$10 - 6 = 4$
$10 - 0 = 10$	$10 - 2 = 8$	$10 - 4 = 6$

$1 + 9 = 10$	$3 + 7 = 10$	$5 + 5 = 10$
$9 + 1 = 10$	$7 + 3 = 10$	$10 - 5 = 5$
$10 - 9 = 1$	$10 - 7 = 3$	
$10 - 1 = 9$	$10 - 3 = 7$	

#### Questions:

What do I add to 3 to get 10?  
If  $3 + 7 = 10$ , what does  $7 + 3 =$ ?  
What is 10 take away 4?  
What is 3 less than 10?

#### Games

Get 10 objects, how many ways can you split these into 2 groups?

Build towers with Lego and blocks, allowing children to knock down and build up again describing what they are doing using "add" and "take away"

#### Everyday life

Get children talking about adding and taking away in different situations i.e how many potatoes have you got left? If you eat 3 more how many will have you?

Use sweets to add and subtract – allowing children to eat the subtracted ones!

#### Key Questions

- Can children show what adding 'looks like' by drawing or making?
- Can children show what taking away 'looks like' by drawing or making?

Number bond!

Which dominoes will you not need?

Put the dominoes together to make 10



## Key Facts – Year 1

Summer 1

# Target – To tell the time to half hour intervals



### Key Vocabulary:

half past    O'clock  
minute hand    hour hand

### Hints:

Have analogue clocks around the home  
When 'out and about' point out clocks to children  
Ensure children know what the hours and minutes on a clock are

### Activities

#### Exposure

Tell children the time of certain events happening  
Ask children what the time is at various points in the day

#### Games

“Show me half past 3” children do this on a real clock  
What’s the time Mr Wolf?

#### Fun

Children can wear an analogue watch  
Give children a time when they can have a snack, responsibility falls to the child to come you at that time

#### Craft

Using a paper plate and split pin, physically make a clock with your child and use this to demonstrate different times

### Key Questions

- Can children tell the time on a variety of analogue clocks?
- Can children show you what the time will be, as well as reading a clock face?



We need to be ready to leave at 9 O'clock!

If you find me at 3 O'clock you can chose a snack!







# Key Facts – Year 1 Summer 2

## Target – To know number bonds up to 10



**Key Vocabulary:**  
number bond    add    take away  
how many more?

**Hints:**  
Get children to see the relationship between + and -  
Point out the 'number families' to children  
Identify patterns to children

### Activities

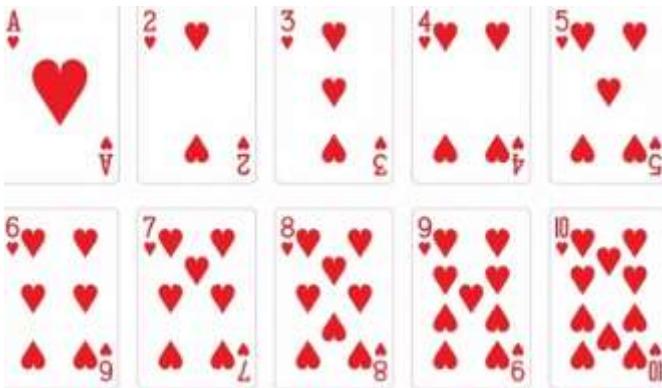
0 + 7 = 7	0 + 8 = 8	0 + 9 = 9	0 + 10 = 10
1 + 6 = 7	1 + 7 = 8	1 + 8 = 9	1 + 9 = 10
2 + 5 = 7	2 + 6 = 8	2 + 7 = 9	2 + 8 = 10
3 + 4 = 7	3 + 5 = 8	3 + 6 = 9	3 + 7 = 10
4 + 3 = 7	4 + 4 = 8	4 + 5 = 9	4 + 6 = 10
5 + 2 = 7	5 + 3 = 8	5 + 4 = 9	5 + 5 = 10
6 + 2 = 8	6 + 2 = 8	6 + 3 = 9	6 + 4 = 10
7 + 1 = 8	7 + 1 = 8	7 + 2 = 9	7 + 3 = 10
8 + 0 = 8	8 + 0 = 8	8 + 1 = 9	8 + 2 = 10
		9 + 0 = 9	9 + 1 = 10
		10 + 0 = 10	

**Questions:**  
What do I add to 5 to make 10?  
What is 10 take away 7?  
What is 4 less than 9?  
How many more than 2 is 10?

**Games**  
Have number cards to 10. Players turn cards over, when they get a number bond to 10 they shout 'Number bond!'  
Children can make number sentences with number cards or use playing cards

**Key Questions**

- Can children explain the link between different calculations?
- Can children show a calculation using actual objects?



Which 2 cards make 8?

Is there another 2 cards that also make 8?

How many do I have if I chose these 2 cards?

What happens if you take 3 bricks away?

I have 3 red bricks and 4 blue bricks. How big will my tower be?



How many bricks do I need to take away to get a tower of 7?