

Securing Level 1

For children to attain a secure level 1, they need to:

Reading, Writing and Ordering Numbers

- recognise the number names to 20, say them clearly and record and read them
- continue a count, forwards or backwards, from any point in the sequence 0 to 20
- know that numbers greater than 9 are formed by combining more than one digit and that the 'teens' numbers start with the digit 1
- see and use the patterns in numbers to 20
- understand that, as you count on, the quantity represented by the number becomes larger, and becomes smaller when counting back
- position numbers onto partially completed number tracks and lines and use this to identify the number before or after a given number and to order numbers
- use the language of ordinal numbers in a range of contexts

Counting and Comparing Numbers of Objects and Events

- use strategies, such as placing objects in a line, to help them count accurately and to compare the numbers of objects in small groups of objects
- represent groups of objects, particularly those that can be seen and heard, but not touched, using equipment, fingers, drawing, marks and numerals, etc. and explain why they chose to represent the group this way
- demonstrate understanding of one-to-one correspondence, to make an accurate comparison when matching objects in two sets
- use counting to compare the number of items in two small sets, identifying the two totals and saying which is the larger and which the smaller of the two totals
- use strategies that involve the keeping of a tally that they can refer to and count

Understanding Addition and Subtraction

- become familiar with, understand and use vocabulary such as: *add, plus, sum, total, take away, increase, decrease, on, back, subtract, equals, less than, more than*
- associate addition with counting on and combining groups of objects into one group
- associate subtraction with taking away objects, counting those remaining and counting back
- use a range of practical equipment, fingers, cards, grids, number tracks and number lines to support addition and subtraction
- recognise and use appropriate notation in addition and subtraction number sentences, accurately interpreting the symbols +, – and =
- begin to draw on known addition and subtraction facts to work out a calculation

Using Known Number Facts, Properties and Relationships

- derive addition and subtraction facts in context and begin to learn by heart key facts, such as pairs that total 10, by recognising the pattern in the pairs – 1, 9; 2, 8; 3, 7...
- become familiar with language such as: *altogether, more than, fewer than, less, add, in total, sum of, take away, subtract, left, how many?*
- talk about how they have solved a problem
- decide how to represent a problem in their own way
- use the symbols +, – and = to write simple number sentences to represent problems
- appreciate that addition can be used to solve problems involving combining groups or counting on
- appreciate that subtraction can be used to solve problems involving removing objects from a group or counting back

Describing Shape, Position and Movement

- use understanding of shape properties to sort shapes, explaining the criterion used
- name and describe features of 2-D shapes, including square, rectangle, triangle, circle
- name and describe features of 3-D shapes, including cube, sphere, cylinder, pyramid and cone
- use everyday shape language to describe simple patterns in the environment
- understand, follow and use positional vocabulary such as: *position, grid, outside, inside, beside, next to, front, back, between, centre, underneath, above, on top of, below, halfway, near, far*
- understand, follow and use directional language such as: *direction, forwards, backwards, sideways, whole turn, half turn, quarter turn, right, left*

Measuring and Ordering Objects, Using Comparison

- understand that objects must be carefully lined up along a common base line in order to compare their length or height directly
- understand and use language such as: *longer than, shorter than, taller than, smaller than, longest, shortest, tallest, smallest*
- demonstrate how to compare the weights of two objects, by placing one on each tray of a balance scale and interpreting that the object that sits lower is the heavier
- understand and experience how heavier objects push down harder on our hands
- understand and use vocabulary such as: *heavier than, lighter than, weigh, holds more, holds less, fills more than one, full*
- appreciate how pouring liquid, sand or small objects from one container into another can help identify which holds more or which holds less