

# How Beat Dyscalculia Meets The New National Curriculum For Numeracy in Year 1

<b>Year 1</b>	
<b>Number and Place Value - Statutory Requirements</b>	
Counting to 100	Y - Packs 1 & 2 cover numbers from 0 to 100
Read and write numbers to 100 in numerals	Y - as above
Count in multiples of 2, 5 and 10	Y - Pack 2
identify 1 more and 1 less	Y - Pack 1
Identify and represent numbers using objects and pictorial representations	Y - throughout
Use the language of equal to, more than, less than (fewer), most, least	Y - throughout
read and write numbers from 1 to 20 in numerals and words.	Y - Pack 2
<b>Non-Statutory</b>	
Practising counting, ordering, quantity, solving simple problems until fluent	Y - Pack 1
Recognising place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.	Y - Pack 2
Counting in twos, fives and tens from different multiples to develop recognition of patterns in the number system (for example, odd and even numbers), including increasingly complex questions	Y - Pack 2
Recognising and creating repeating patterns with objects and with shapes	Y - throughout
<b>Addition and Subtraction - Statutory Requirements</b>	

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Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	Y - Pack 1
Represent and use number bonds and related subtraction facts within 20	Y - Pack 2
Add and subtract one-digit and two-digit numbers to 20, including zero	Y - Pack 2
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = x - 9$ .	Y - Pack 1 & Pack 2
<b>Non-Statutory</b>	
Memorising and reasoning with number bonds to 10 and 20 in several forms (for example, $9 + 7 = 16$ ; $16 - 7 = 9$ ; $7 = 16 - 9$ ), including realising the effect of adding or subtracting zero, and establishing addition and subtraction as related operations.	Y - Pack 1 & Pack 2
Combining and increasing numbers, counting forwards and backwards.	Y - throughout
Discussing and solving problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	Y - throughout
<b>Multiplication and Division - Statutory Requirements</b>	
Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Y - throughout

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<b>Non-Statutory</b>	
Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.	Y - Pack 1
They make connections between arrays, number patterns, and counting in twos, fives and tens.	Y - Pack 2
<b>Fractions - Statutory Requirements</b>	
Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Y - Pack 1
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Y- Pack 1
<b>Non-Statutory</b>	
Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.	Y - Pack 3
<b>Measurement - Statutory Requirements</b>	
compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> </ul>	Can be done using the Beat Dyscalculia resources
<ul style="list-style-type: none"> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> </ul>	N

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<ul style="list-style-type: none"> <li>• capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul>	N
<ul style="list-style-type: none"> <li>• time [for example, quicker, slower, earlier, later]</li> </ul>	Earlier, later and length of time covered. Quicker and slower implicitly in routines only
measure and begin to record the following: <ul style="list-style-type: none"> <li>• lengths and heights</li> </ul>	N
<ul style="list-style-type: none"> <li>• mass/weight</li> </ul>	N
<ul style="list-style-type: none"> <li>• capacity and volume</li> </ul>	N
<ul style="list-style-type: none"> <li>• time (hours, minutes, seconds)</li> </ul>	Y - Pack 3
recognise and know the value of different denominations of coins and notes	Y - Pack 3
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Y - Pack 3
recognise and use language relating to dates, including days of the week, weeks, months and years	N
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Y - Pack 3
<b>Non-Statutory</b>	
The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage.	N
Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units.	N
In order to become familiar with standard measures, pupils begin to use measuring	N

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tools such as a ruler, weighing scales and containers.	
Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.	Y - Book 3
<b>Geometry (Shape) - Statutory Requirements</b>	
recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <li>• 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul>	Y - shapes are used throughout, but not taught explicitly
<b>Non-Statutory</b>	
Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other	N
<b>Geometry (Position and Direction) - Statutory Requirements</b>	
Pupils should be taught to: describe position, direction and movement, including whole, half, quarter and three-quarter turns	N
<b>Non-Statutory</b>	
Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.	Y - language is a key component of Beat Dyscalculia

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<p>Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.</p>	<p>Y - Pack 3 in relation to time</p>
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