# Grade 1 Math Planner

| | Number | Space | Measurement, Chance and Data | Structure |
|---|---|---|---|---|
| 1st Quarter | • ordering and naming small sets of numbers up to 50<br><br>• counting forwards and backwards by 1 from starting points between 1 and 50<br><br>• calculation of the next number when asked to add 1 or 2 to any natural number from 0 to 20<br><br>• drawing of diagrams to show sharing of up to 20 items<br><br>• locate position of objects from 1st to 10th<br><br>• write numbers to fifty in words | | • use of a clock to determine the hour | • development of descriptive rules for patterns<br><br>• use of approximations<br><br>• elementary use of mathematical symbols to describe their own thought processes |
| 2nd Quarter | • counting forwards and backwards by 1 from starting points between 1 and 100<br><br>• drawing of diagrams to show subtraction activities<br><br>• Identify and name basic fractions (½, ¼, etc.) | • recognition of lines, corners and boundaries in two-dimensional shapes<br><br>• classification of shapes according to number of sides<br><br>• representation of squares, rectangles, circles and triangles using freehand and templates<br><br>• recognition and naming 3D figures | • informal measurement of length by making, describing and comparing personal units<br><br>• use of a clock to determine the hour<br><br>• understanding of the distinction between cold, cool, warm, hot and boiling<br><br>• Chance: awareness that some events are equally likely to occur; for example, a head or a tail showing when a coin is tossed | • development of descriptive rules for patterns<br><br>• use of approximations<br><br>• elementary use of mathematical symbols to describe their own thought processes |

# Grade 1 Math Planner

| | Number | Space | Measurement, Chance and Data | Structure |
|---|---|---|---|---|
| 3rd Quarter | • counting by 2s, 5s and 10s from 0 to a given target<br>• know place values up to 100<br>• use of *half* and *quarter* as a descriptor; for example, a quarter of a cake<br>• addition and subtraction of two-digit multiples of ten by counting on and counting back<br>• counting on from the larger of two collections to find their total<br>• use of the commutative properties of addition in mental computation, and recognition of complements to ten; for example,                3 + 4 + 7 + 6 = 3 + 7 + 4 + 6 = 10 + 10 = 20 | • recognition of congruence of two shapes<br>• identification of shapes with symmetry<br>• labelling and use of points on diagrams to specify lines, corners and boundaries<br>• sorting of objects onto a Venn diagram labelled with shape information<br>• production of similar figures by enlargement | • recognize standard units for length; for example, cm as a unit for measuring length<br>• ordering days, weeks, months and years<br>• informal measurement of area and mass by making, describing and comparing personal units<br>• knowledge of the relationship between analogue and digital clocks<br>• knowledge of the outcomes of chance events such as rolling a die<br>• interpretation of pictographs and bar graphs | • making and testing conjectures/hypotheses using models that involve, for example, objects, patterns, shapes and numbers (colour blocks and dice, counters, etc.) |
| 4th Quarter | • ordering of money amounts in coins (Colones)<br>• understanding of multiplication as repeated addition<br><br>**Revise, complete and link relationships between units of work covered.** | **Revise, complete and link relationships between units of work covered.** | **Revise, complete and link relationships between units of work covered.** | • making and testing conjectures/hypotheses using models that involve, for example, objects, patterns, shapes and numbers (colour blocks and dice, counters, etc.) |