MATHEMATICS Year 1

All children will access age related curriculum objectives	All children will:	Children, who grasp concepts rapidly, may:
Number Place Value		
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	*I can count up and down from 0 to 100 and more.*	*I can count up and down from 0 to 100 and more without pausing.*
Count, read and write numbers to 100 in numerals.	*I can count, read and write numbers up to 100.*	*I can count, read and write numbers up to 100 without help.*
Count in multiples of twos, fives and tens.	*I can count in 2 or 5 or 10.*	*I can count in 2 or 5 or 10 and use this to solve mental calculations*
Given a number, identify one more and one less.	*When you show me a number, I can tell you what is one more and one less.*	*When you show me a number, amount of money or measurement, I can tell you what is one more and one less.*
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	*I can find numbers on a number line when I am solving problems with questions using equal to, more than, less than, most and least.*	*I can find numbers on a number line accurately when I am solving problems with questions using equal to, more than, less than, most and least.*
Read and write numbers from 1 to 20 in numerals and words.	*I read and write numbers from 1 to 20 in numbers and words.*	*I read and write numbers from 1 to 20 in numbers and words without help.*
Addition Subtraction		
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	*I know and can use the maths symbols + - and = in a number sentence.*	*I know and can use the maths symbols + - and = in a number sentence to solve problems.*
Represent and use number bonds and related subtraction facts within 20.	*I know my number bond facts to 20 - such as 1+5 = 6 and 5 = 6 - 1.*	*I know my number bond facts to 20 - such as 1+5 = 6 and 5 = 6 - 1 and can use this to solve mental calculations.*
Add and subtract one-digit and two-digit numbers to 20, including zero.	*I add and subtract numbers up to 20 - such as 5+5 or 12-8.*	*I can solve problems by adding and subtracting numbers, money and measures up to 20 - such as 5g+5g or 12cm-8cm.*

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.	*I can solve some number problems such as 7 = ? - 9.*	*I can solve some number problems such as 17cm = ? - 9cm.*
Multiplication Division		
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.	*I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means.*	*I answer maths multiplication or division problems about money and measurements using objects to see what the problem means.*
Fractions		
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	*I know that a half is one of two equal parts, and I find half of a shape or a set of objects by sharing the shape or set into two equal parts.*	*I can solve practical problems by finding half of an object, shape or quantity.*
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	*I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.*	*In different subjects, I can find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.*
Measurement		
Compare, describe and solve practical problems for lengths and heights [for example, long or short, longer or shorter, tall or short, double or half].	*I use words such as long or short, longer or shorter, tall or short, double or half to describe my maths work when I am measuring.*	*I use words such as long or short, longer or shorter, tall or short, double or half without help, to describe my maths work when I am measuring.*
Compare, describe and solve practical problems for mass or weight [for example, heavy or light, heavier than, lighter than].	*When weighing, I use the words heavy or light, heavier than, lighter than to explain my work.*	*When weighing, I use the words heavy or light or heavier than, independently in my work*
Compare, describe and solve practical problems for capacity and volume [for example, full or empty, more than, less than, half, half full, quarter].	*When working with capacity, I use the words full or empty, more than, less than, half, half full and quarter to explain my work.*	*When working with capacity, I use the words full or empty, more than, less than, half, half full and quarter in my work without help.*
Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].	*I can answer questions about time, such as Who is quicker? or What is earlier?*	*I can answer questions without help about time, such as Who is quicker? or What is earlier?*
Measure and begin to record lengths and heights.	*I can measure the length or height of something and write down what measure.*	*I can measure the length or height of something accurately and write down what measure.*
Measure and begin to record mass/weight.	*I can measure how heavy an object is and write down what I find.*	*I can measure how heavy an object is and write down what I find, using this in different subjects.*
Measure and begin to record capacity and volume.	*I can measure the capacity of jugs of water and write down what I*	*I can measure the capacity and volume and use this to help*

	measure.	*in subjects like science.*
Measure and begin to record time (hours, minutes, seconds).	*I can measure how long something takes to happen - such as how long it takes me to run around the playground.*	*I can measure how long something takes to happen and have used this in real-life.*
Recognise and know the value of different denominations of coins and notes.	*I know that coins have different values - such as 2p, 5p, 10p and 50p.*	*I know that coins have different values and have ordered and compared them.*
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	*I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.*	*I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening to order events in different subjects*
Recognise and use language relating to dates, including days of the week, weeks, months and years.	*I can tell you the days of the week and months of the year and I can talk about weeks and months and years and what they mean.*	*I can tell you the days of the week and months of the year and I can talk about weeks and months and years confidently and what they mean.*
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. .	*I can tell the time and draw hands on a clock for to the hour and half past the hour times.*	*I can tell the time confidently and draw hands on a clock for to the hour and half past the hour times.*
Shape		
Recognise and name common 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles].	*I can name common 2-D shapes such as rectangles, squares, circles and triangles.*	*I can name, investigate and compare common 2-D shapes such as rectangles, squares, circles and triangles.*
Recognise and name common 2-D and 3-D shapes, including 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	*I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.*	*I can name and sort 3-D shapes such as cuboids and cubes, pyramids and spheres.*
Position		
Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	*I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.*	*I can describe the position, direction and movement of objects, including whole turns, half turns, quarter turns and three-quarter turns and use this to create sets of directions*