

## Year 1 MATHEMATICS

Aspect	Autumn	Spring	Summer
<b>Number and Place Value</b>	<ul style="list-style-type: none"> <li>• I count to and across 100, forward and backward, beginning with 0 or 1, or from any given number.</li> <li>• I count in multiples of 2s, 5s and 10s.</li> <li>• I count in multiples of 2s, 5s and 10s</li> <li>• I read and write numbers to 100 in numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Given a number, I can identify 1 more or 1 less</li> </ul>	<ul style="list-style-type: none"> <li>• I read and write numbers from 1 – 20 in numerals and words</li> </ul>
<b>Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>• I read, write and interpret mathematical statements involving + - = signs.</li> <li>• I represent and use number bonds and related subtraction facts within 20.</li> </ul>	<ul style="list-style-type: none"> <li>• I add and subtract 1-digit and 2-digit numbers to 20, including zero.</li> <li>• I solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>• I add and subtract 1-digit and 2-digit numbers to 20, including zero.</li> </ul>
<b>Multiplication and Division</b>		<ul style="list-style-type: none"> <li>• I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of my teacher.</li> </ul>	
<b>Fractions</b>	<ul style="list-style-type: none"> <li>• I recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise, find and name a quarter as one of four equal parts of an object, shape or</li> </ul>	

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	<ul style="list-style-type: none"> <li>I recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> </ul>	<p>quantity.</p>	
<b>Measures</b>	<ul style="list-style-type: none"> <li>I compare, describe and solve practical problems for: Lengths and heights and mass/weight</li> <li>I compare, describe and solve practical problems for capacity and volume</li> <li>I recognise and know the value of different denominations or coins and notes.</li> <li>I sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).</li> <li>I recognise and use language relating to dates, including days of the week, weeks, months, years.</li> </ul>	<ul style="list-style-type: none"> <li>I measure and begin to record the following: mass/weight</li> <li>I measure and begin to record the following: Length and heights;</li> <li>I compare, describe and solve practical problems for: Time</li> </ul>	<ul style="list-style-type: none"> <li>I can measure and begin to record the following: Capacity and volume</li> <li>I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>I recognise and name common 2D shapes, including: 2D, e.g. circles, triangles</li> </ul>	<ul style="list-style-type: none"> <li>I identify and describe common 2D shapes, including: rectangles (including squares) circles, triangles</li> <li>I describe position, direction and movement, including half, quarter and three-quarter turns</li> </ul>	<ul style="list-style-type: none"> <li>I describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes</li> <li>I recognise and name common 3D shapes, including: cuboids (including cubes), pyramids, spheres.</li> </ul>

## Working at a HIGHER STANDARD (Greater Depth)

### YEAR 1 MATHEMATICS

Number and Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measures	Geometry
<ul style="list-style-type: none"> <li>• I count forwards and backwards up to and beyond 100 with confidence.</li> <li>• I count on and back in 1s, 2s, 5s and 10s in context.</li> <li>• I use the terms one more than and one less than in different contexts.</li> <li>• I cope with reasoning and deeper thinking place value problems.</li> </ul>	<ul style="list-style-type: none"> <li>• I add and subtract 1-digit and 2-digit numbers to 20 at speed showing confidence and fluency.</li> <li>• I can apply my knowledge of number to solve a one-step problem involving addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my knowledge of number to solve a one-step problem involving multiplication and division.</li> </ul>	<ul style="list-style-type: none"> <li>• I use half and quarter in many different contexts, including within the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise all coins and notes and know their value and use them in practical situations to pay for items bought.</li> <li>• I use my knowledge of time to know when key events happen during the day or year, e.g., lunchtime, home time, birthday, Christmas, Easter, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise different 2D and 3D shapes in the classroom, at home and in the outside environment.</li> </ul>
<ul style="list-style-type: none"> <li>• I rarely make a mistake when working to the Year 1 national expectations.</li> <li>• I can explain all Year 1 number operations to others in my class.</li> <li>• I cope with reasoning and thinking problems related to the Year 1 expectations for number, measurement and geometry.</li> <li>• When it is appropriate, I apply all mathematical operations I know to other areas of the curriculum.</li> <li>• I explain to others how I have arrived at an answer to a mathematical problem and at the same time deepen my own understanding.</li> <li>• I work independently and reach a conclusion without referring to my teacher.</li> </ul>					