

**Year 1 Objectives**

**Place Value**

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| COUNTING   * Count reliably up to 20 objects. * Count on in ones from any small number. * Read and write numerals to at least 20 in order. * Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. * Count, read and write numbers to 100 in numerals; count in multiples of twos, threes, fives and tens. * Given a number, identify one more and one less. |
| COMPARING NUMBERS   * use the language of: equal to, more than, less than (fewer), most, least * Begin to recognise odd and even numbers to 20. * Compare two familiar numbers, say which is more or less, and give a number that lies between them. * Order numbers to at least 20 and position them on a number track. |
| IDENTIFYING, REPRESENTING & ESTIMATING NUMBERS   * Identify and represent numbers using objects and pictorial representations including the number line. * Understand the vocabulary of estimation and give a sensible estimate of up to 30 objects. |
| READING & WRITING NUMBERS   * Read and write numbers from 1 to 20 in numerals and words. |
| UNDERSTANDING PLACE VALUE   * Start to recognise the place value of each digit in a two-digit number (tens, ones). * Partition a ‘teens’ number into tens and ones. * Say the number that is 10 more than any given number to 20. |
| PROBLEM SOLVING   * Begin to use place value and number facts to solve problems. * Solve mathematical problems or puzzles. * Suggest extensions ‘What if?’ ‘What could I try next?’   REASONING   * Investigate a general statement about familiar numbers by finding examples that satisfy it. * Explain methods and reasoning orally. |

**Addition and Subtraction**

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| NUMBER BONDS   * Represent and use number bonds and related subtraction facts within 20. * Recall addition doubles up to 5 + 5. * Recall addition and subtraction facts up to 5. * Recall pairs of numbers which total 10. |
| MENTAL CALCULATION   * Add and subtract one-digit and two-digit numbers to 20, including zero. * Use number facts to add/subtract pair of numbers within range 0 to 20. * Understand the operation of subtraction (as take away). * Find simple ‘differences’. * Add more than two numbers. * Count on in ones, including beyond 10, e.g. 7 + 5. * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (known as a number sentence). * Understand the operation of addition (as *how many more*) and of subtraction (as difference) and use the related vocabulary. |
| WRITTEN METHODS   * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. * Understand the operation of addition; recognise that addition can be done in any order. |
| INVERSE OPERATIONS, ESTIMATING & CHECKING ANSWERS   * Begin to recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. |
| PROBLEM SOLVING   * Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = 🗆 - 9. * Choose and use the appropriate number operation (counting, add, subtract) and mental strategies to solve simple money or ‘real life’ problems using counting, addition or subtraction, halving or doubling. |

**Multiplication and Division**

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| MULTIPLICATION & DIVISION FACTS   * Count in multiples of twos, fives and tens. |
| WRITTEN CALCULATION   * Begin to calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×)and equals (=) signs. |
| PROBLEM SOLVING   * 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. |

**Fractions**

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| RECOGNISING FRACTIONS   * Recognise, find and name a half as one of two equal parts of an object, shape or quantity. * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |

**Measurement**

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| COMPARING & ESTIMATING   * Understand and use the vocabulary related to length and time.   compare, describe and solve practical problems for:   * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] * time [e.g. quicker, slower, earlier, later] * sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] |
| MEASURING & CALCULATING   * measure and begin to record the following:   Lengths and heights   * Compare two, then more, lengths using direct comparison. * Measure lengths using uniform non-–standard units or standard units, e.g. metre sticks. * Suggest suitable (non) standard units and measuring equipment to estimate, then measure a length, recording estimates and measurements as ‘3 and a bit’.   Mass/weight   * Understand and use the vocabulary related to mass. * Compare two, then more, masses using direct comparison. * Measure mass using uniform non-–standard units. * Suggest suitable (non) standard units and measuring equipment to estimate, then measure, mass recording estimates and measurement as ‘about as heavy as 20 cubes’.   Capacity and volume   * Understand and use the vocabulary related to capacity. * Compare two, then more, capacities using direct comparisons. * Measure capacity using uniform non-standard units or standard units (litre). * Suggest suitable uniform non-standard then standard units and measuring equipment to estimate, then measure capacity recording estimates and measurements as ‘about 3 beakers full’ or ‘just under 5 litres’.   Solve simple problems involving length, mass, capacity or time.  Money   * Recognise and know the value of different denominations of coins and notes. |
| TELLING THE TIME   * Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. On analogue clock. * Recognise and use language relating to dates, including days of the week, weeks, months and years. * Know the seasons of the year. |

**Geometry: Shape**

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| IDENTIFYING SHAPES & THEIR PROPERTIES   * Recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. * Use everyday language to describe features of familiar 2–D and 3–D shapes, referring to shapes with flat faces, number of faces or corners, number of sides. |
| DRAWING & CONSTRUCTING   * Draw common 2-D shapes. * Use one or more shapes to make repeating patterns. |
| COMPARING & CLASSIFYING   * Compare and sort common 2-D shapes. * Investigate general statements about shapes. |
| ANGLES   * Describe position, direction and movement, including whole, half, quarter and three-quarter turns. |