

**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.
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| 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.
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| 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.
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| READING & WRITING NUMBERS * Read and write numbers from 1 to 20 in numerals and words.
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| 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.
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| 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.
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**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.
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| 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.
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| 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.
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| 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.
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| 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.
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**Multiplication and Division**

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| MULTIPLICATION & DIVISION FACTS * Count in multiples of twos, fives and tens.
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| WRITTEN CALCULATION * Begin to calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×)and equals (=) signs.
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| 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.
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**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.
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**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]
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| 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.
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| 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.
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**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.
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| DRAWING & CONSTRUCTING * Draw common 2-D shapes.
* Use one or more shapes to make repeating patterns.
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| COMPARING & CLASSIFYING * Compare and sort common 2-D shapes.
* Investigate general statements about shapes.
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| ANGLES * Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
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