MATHEMATICS YEAR 1

Number and Place Value

1. I can write numbers from 0 to 20 in words, spelt correctly.
2. I can count numbers to 100 and above in numerals.
3. I read numbers to and across 100 when shown them at pace.
4. I write numbers to and across 100 in numerals forwards and backwards beginning from 0 or 1, or from any given number.
5. I can be given a number to 100 and identify one more of less than.
6. I can recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.
7. I can identify and represent numbers using objects and pictorial representations including number lines.
8. I can use the language of: equal to, more than, less than (fewer), most, least, add, take away, subtract, addition, same, put together, altogether, total, distance between, difference between.
9. Order numbers into first, second, third and know what it means.
10. I can recognise and create repeating patterns.

Addition and Subtraction

1. I know what +, - and = signs mean.
2. I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
3. I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \ ? – 9$.
4. I can add and subtract one-digit and two-digit numbers to 20
5. I understand what happens when I add or subtract zero.
6. I can represent and use number bonds and related subtraction facts within 20
7. I can memorise and reason with number bonds to 10 in several forms (for example. $2 + 7 = 9: 9 – 7 = 2: 2 = 9 – 7$).

Multiplication and Division

1. I can 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.
2. I can understand multiplication as doubling and division as halving.
3. I can count forwards and backwards in 2s, 5s and 10s.

Fractions, Decimals, Percentages and Proportions

1. I can recognise, find and name a half as one of two equal parts of an object.
2. I can recognise, find and name a half as one of two equal parts of a shape.
3. I can recognise, find and name a half as one of two equal parts of a quantity.
4. I can recognise, find and name a quarter as one of four equal parts of an object.
5. I can recognise, find and name a quarter as one of four equal parts of an shape.
6. I can recognise, find and name a quarter as one of four equal parts of a quantity.

NOTE: For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.

Measure

1. I can measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).
2. I can compare, describe and solve practical problems for measure: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter], time [for example, quicker, slower, earlier, later].
3. I can draw straight lines along the squares in my maths book using a ruler and starting from zero.
4. I can recognise and know the value of different denominations of coins and notes.
5. I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
6. 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.
7. I know the days of the week in order.
8. I know the months of the year in order.
9. I know that there are seven days in a week.

Geometry

1. I can recognise and name common 2-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]
2. I can recognise and name common 3-D shapes, including: [for example, cuboids (including cubes), pyramids and spheres].
3. I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.
4. I know that turning clockwise means moving in the same direction as the hands on a clock face.
5. I can use vocabulary linked to position, direct and movement, including:left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.