Year 1 - Maths
Number - Place Value

To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- I can count on from 0-20
- I can count on from 0-50
- I can count on from 0-100
- I can count on from any number to 20
- I can count on from any number to 50
- I can count on from any number to 100
- I can count back from 10 to 0
- I can count back from 20 to 0
- I can count back from 50 to 0
- I can count back from 100 to 0
- I can count back from any number smaller than 10 to 0
- I can count back from any number smaller than 20 to 0
- I can count back from any number smaller than 50 to 0
- I can count back from any number smaller than 100 to 0
- I can count to beyond 100
- I can count back starting with a number greater than 100

To count, read and write numbers to 100 in numeral
- I can read and write all numerals accurately to 5
- I can read and write all numerals accurately to 10
- I can read and write all numerals accurately to 20
- I can read and write all 'tens' numbers from 0 to 100
- I can read and write all numerals accurately to 50
- I can read and write all numerals accurately to 100

To count in multiples of twos, fives and tens
- I can count in 10s to 50
- I can count in 10s to 100
- I can count in 2s to 20
- I can count in 2s to 50
- I can count in 2s to 100
- I can count in 5s to 50
- I can count in 5 to 100

To identify one more and one less from a given number
- I can say a number that is 'one more than' a given number to 20
- I can say a number that is 'one less than' a given number to 20
- I can say a number that is 'one more than' a given number to 50
- I can say a number that is 'one less than' a given number to 50
- I can say a number that is 'one more than' given number to 100
- I can say a number that is 'one less than' a given number to 100
- I can write a number that is 'one more than' any given number to 100
- I can write a number than is 'one less than' any given number to 100

Year 1 - Maths
Number - Place Value

To identify and represent numbers using objects and pictures
- I can use my senses to begin to identify and represent numbers using objects to 20
- I can feel and listen to sounds while counting objects to 20
- I can match groups of objects and pictures of objects to numbers up to 20
- I can listen to a story and represent the numbers in the story by drawing pictures
- I can count out the correct number of cubes to 20
- I can find and position numbers on number lines to 20
- I can solve number line problems up to 20
- I can explore how tens and one equipment can help when counting to 50
- I can use base ten blocks, ten-frames and/or number shapes to represent numbers to 50
- I can match practical or pictorial images to 50 correctly
- I can draw my own pictures of tens and ones for numbers to 50
- I can count numbers up to 50 using a number line
- I can read numbers up to 50 using a number line
- I can write numbers up to 50 using a number line
- I can use a number line with missing numbers and work out what the missing numbers are
- I can identify numbers represented in tens and ones, using various images and equipment to 100
- I can draw images to represent numbers up to 100
- I can use a number line to represent numbers up to 100
- I can solve problems involving identifying numbers represented in tens and ones to 100
- I can use the words more, less and equal correctly
- I can explore place value in different ways: hundred square and a number line
- I can compare amounts in different ways to 100
- I can use the symbols in number sentences to compare
- I can show understanding of the words smallest and greatest
- I can use a number line to order number to 100
- I can use partitioning to order number to 100
- I can order numbers up to 100 starting with the smallest or the greatest

To read and write numbers from 1 to 20 in numerals and words
- I can read all numbers to 5 in words
- I can write all numbers to 5 in words
- I can read all numbers to 10 in words
- I can write all numbers to 10 in words
- I can read and write all numbers to 20 in numbers without making reversals
- I can read and write all numbers to 20 in words

Year 1 - Maths

Number - Addition & Subtraction

To read, write and interpret mathematical statements
- I can use + - = signs with concrete objects.
- I can record statements using + - = in written form

To represent and use number bonds and related subtraction facts within 20
- I can know and use all addition bonds to 5
- I can know and use all subtraction facts to 5
- I can know and use all addition bonds to 10
- I can know and use all subtraction facts to 10
- I can know and use all addition bonds to 20
- I can know and use all subtraction facts to 20

To add one-digit and two-digit numbers to 20, including zero
- I can add two, 1-digit numbers to 10
- I can add two, 1-digit numbers to 20
- I can add a 1-digit number to a 2-digit number to 20

To subtract one-digit and two-digit numbers to 20, including zero
- I can subtract two, 1-digit numbers
- I can subtract a 1-digit number from a 2-digit number

To solve one-step problems
- I can solve simple word problems involving addition to 10
- I can solve simple word problems involving subtraction to 10
- I can solve simple word problems involving addition to 20
- I can solve simple word problems involving subtraction to 20

Year 1 - Maths

Number - Multiplication & Division

To solve one-step problems involving multiplication and division
- I can recognise the symbol (x) stands for multiplication
- I can recognise the symbol (÷) stands for division
- I can use objects to multiply numbers to 20
- I can use objects to divide numbers to 20
- I can use multiplication involving numbers to 20
- I can use division involving numbers to 20
- I can recognise that adding in 2s, 5s and 10s is just like multiplication

Year 1 - Maths

Number - Fractions

To recognise, find and name a half
- I can estimate what half of a given object might be
- I can estimate what half of a given shape might be
- I can use practical apparatus to show half of a given number of objects
- I can show understanding that halves are two equal parts
- I can recognise that two halves make a whole amount
- I can colour in a half of a given shape
- I can continue a sequence where the number has been halved
- I can work out problems related to halves in different contexts

To recognise, find and name a quarter
- I can estimate what a quarter of a given object might be
- I can estimate what a quarter of a given shape might be
- I can use practical apparatus to show a quarter of a given number of objects
- I can show understanding that quarters are four equal parts
- I can recognise that four quarters make a whole amount
- I can recognise what three quarter of a given shape is
- I can recognise what three quarters of a given amount is
- I can colour in a quarter of a given shape
- I can work out what a quarter of a number up to 20 is
- I can recognise that if you take a quarter away then you are left with three-quarters
- I can continue a sequence where the number has been quartered
- I can work out problems related to quarters in different contexts

Year 1 - Maths

Measures

To compare, describe and solve practical problems for lengths and heights
- I can use the term long, longer and longest
- I can use the terms tall, taller and tallest
- I can use the terms short, shorter and shortest
- I can compare two objects and say which is longest/shortest
- I can compare two objects and say which is tallest/shortest
- I can order up to five objects by length
- I can order up to five objects by height

To measure and begin to record lengths and heights
- I can recognise that different objects have different lengths or heights
- I can work out which object is the longest and shortest of a number of objects
- I can work out which object is the highest and lowest of a number of objects
- I can use the term metre
- I can show objects that are longer or shorter than a metre
- I can recall that a metre is broken into 100 centimetres

To compare, describe and solve practical problems for mass/weight
- I can use the term heavy, heavier and heaviest
- I can use the term light, lighter and lightest
- I can compare two objects and say which is heaviest/lightest
- I can order up to five objects by weight

To measure and begin to record mass/weight
- I can recognise that different objects have a different mass
- I can hold two objects and estimate which is heavier and lighter
- I can recognise that weight is measured by using scales
- I can recognise that weight is measured in grams and kilograms
- I can find objects that weigh less than 100g
- I can recognise objects that weigh more or less than a kilogram
- I can recall that there are 1000g in a kilogram
- I can compare two or three objects by weight and record the findings
- I can order a number of objects according to their weight and record the findings

To compare, describe and solve practical problems for capacity and volume
- I can use and understand the words full and empty
- I can use and understand the term 'more than' and 'less than'
- I can compare containers and say which holds the most liquid
- I can compare two containers and say which is full, empty and half full
- I can use and understand the term 'half full' and 'quarter full'
- I can understand that when containers are different sizes they will not hold the same amount

To measure and begin to record capacity and volume
- I can use and understand the term full, empty and half full
- I can use and understand the term 'more than' and 'less than'
- I can compare containers and say which holds the most liquid
- I can recall that the capacity of a container is measured in litres
- I can estimate if something has a capacity of less or more than a litre
- I can first estimate and then order a number of containers according to their capacity

Year 1 - Maths

Measures

To recognise and know the value of different coins and notes
- I can recognise 1p, 2p and 5p coins
- I can recognise 10p, 20p and 50p coins
- I can recognise £1 and £2 coins
- I can recognise a £5 and £10 note
- I can compare and order coins based on value
- I can work out how many £1 coins would be in a £5 and £10 note
- I can make given amounts up to £1 using coin combinations
- I can add a 1p or 2p to any given amount up to £1
- I can add a 10p or 20p to any given amount up to £1
- I can add a 50p to any given amount up to £1
- I can show more than one way to pay for an item of under £1
- I can demonstrate that I know how much money to pay if I do not have the exact amount
- I can demonstrate how much change I should receive if you do not have the exact amount

To measure and begin to record time
- I can tell the time to o'clock from one o'clock through to twelve o'clock
- I can tell the time to half past the hour from half past one through to half past twelve

To compare, describe and solve practical problems for time
- I can think of things that normally happen in the morning, afternoon and night time
- I can use the terms yesterday, today and tomorrow
- I can you use the terms before, after and next
- I can you name the days of the week in order
- I can name the months of the year in order

To sequence events in chronological order
To recognise and use language relating to dates
- I can show understanding of the order of a day: morning, afternoon and evening
- I can order events that occur in the morning, afternoon and evening
- I can use the terms today, tomorrow and yesterday accurately
- I can use the terms: before, next and after accurately
- I can name the days of the week
- I can order the days if the week
- I can identify that there are 7 days in a week
- I can recognise that Saturday and Sunday are known as the weekend
- I can name the months of the year
- I can order the months of the year
- I can identify that there are 12 months in a year
- I can understand the term season
- I can name the four seasons
- I can name the months of the year that fall in each season

To 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 explain what I might be doing at ... o'clock
- I can tell when it is 1 o'clock through to 12 o'clock on a clock face
- I can tell when it is half past one through to half past twelve on a clock face
- I can tell when it one hour before or one hour after a given time to o'clock or half past
- I can tell when it is half an hour before or half an hour after a given time to half past or o'clock

Year 1 - Maths

Geometry - Shape

To recognise and name common 2-D shapes
- I can recognise and name a squares
- I can recognise and name a rectangle
- I can recognise and name a circle
- I can recognise and name triangle
- I can name an object that is a square shape
- I can name an object that is a rectangle shape
- I can name an object that is a circle shape
- I can name an object that is a triangle shape
- I can name a shape that has four sides of equal lengths
- I can name a shape that has no corner
- I can name a shape that has three sides
- I can name a shape that has three corners
- I can describe the difference between a rectangle and a square
- I can show understanding that a shapes properties do not change when in a different orientation

To recognise and name common 3-D shapes
- I can recognise and name a cube
- I can recognise and name a cuboid
- I can recognise and name a cylinder
- I can recognise and name a pyramid
- I can recognise and name a sphere
- I can name an object that is a cube shape
- I can name an object that is a cuboid shape
- I can name an object that is a cylinder shape
- I can name an object that is a pyramid shape
- I can name an object that is a sphere shape

Year 1 - Maths

Geometry - Position & Direction

To describe position, direction and movement
- I can turn my body through half a turn
- I can turn my body through a quarter of a turn
- I can turn my body through three-quarters of a turn
- I can hold out my right and/or left hand
- I can turn to the right or left
- I can use the terms behind, in front of and in between
- I can use the terms 'to the left of…' or 'to the right of …'