

## Maths – End of Year 1 Expectations

### New National Curriculum Objectives

<b>Number and Place Value</b>	count to and <b>across 100</b> , forwards and backwards, beginning with 0 or 1, or from any given number
	count, <b>read and write numbers to 100</b> in numerals; count in multiples of twos, fives and tens
	given a number, identify one more and one less
	<b>use the language of: equal to, more than, less than (fewer), most, least</b>
	identify and represent numbers using objects and pictorial representations including the number line
	read and write numbers from 1 to 20 in numerals and words.
<b>Addition and Subtraction</b>	represent and use number bonds and related subtraction facts <b>within 20</b>
	add and subtract one digit and two-digit numbers to 20, including zero
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)
	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
<b>Multiplication and Division</b>	count in multiples of twos, fives and tens
	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
<b>Fractions</b>	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
<b>Algebra</b>	<i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and <b>missing number problems</b> such as <math>7 = \square - 9</math> (copied from Addition and Subtraction)</i>
	<i>represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)</i>
	<i>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)</i>
<b>Measurement</b>	compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>* lengths and heights</li> <li>* mass/weight [e.g. heavy/light, heavier than, lighter than]</li> <li>* capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later]</li> </ul>
	sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday]
	measure and begin to record the following: <b>lengths and heights mass/weight / capacity and volume / time</b> (hours, minutes, seconds)
	recognise and know the value of different denominations of <b>coins and notes</b>
	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	recognise and use language relating to dates, including days of the week, weeks, months and years
<b>Geometry Shape and Position</b>	recognise and name common 2-D, including: rectangles, squares, circles and triangles
	Recognise and name: 3-D shapes: cuboids, cubes, pyramids and spheres.
	describe position, direction and movement, including half, quarter and three-quarter turns.