

YEAR 1 MATHS: NUMBER AND PLACE VALUE	SKILL		
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			
Partition a 2-digit number into tens and ones to demonstrate an understanding of place value (though they may use structured apparatus to help them)			
Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus			
Read and write numbers to 100 in numerals			
Count in multiples of ten, two and five from 0 and use this to solve problems			
Given a number, identify one more			
Given a number, identify one less			
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least			
Read and write numbers from 1 to 20 in numerals			
Read numbers from 1 to 20 in words			
Write numbers from 1 to 20 in words			
Identify odd and even numbers			
MATHS: ADDITION AND SUBTRACTION			
Recall at least four of the six number bonds for ten NB: Key number bonds to 10 are: 0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5			
Reason about associated facts for number bonds to ten e.g. $6 + 4 = 10$, therefore, $4 + 6 = 10$ and $10 - 6 = 4$ and $10 - 4 = 6$			
Reason with and calculate bonds to and within 20, recognizing other associated additive relationships e.g. If $7+3=10$ then $17+3=20$, if $7-3=4$ then $17-3=14$ leading to $14+3=17$, then $3+14=17$, $17-14=3$ and $17-3=14$			
Read, write and interpret mathematical statements involving (+) and (=) signs			
Read, write and interpret mathematical statements involving (-) and (=) signs			
Add and subtract two-digit numbers and ones to 20, including zero and two-digit numbers and tens where no regrouping is required explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)			
Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems			
MATHS: MULTIPLICATION AND DIVISION			
Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.			
Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.			
MATHS: FRACTIONS, DECIMALS and PERCENTAGES			
Identify $\frac{1}{2}$ of a number, shape or quantity and know that all parts must be equal parts of the whole			
Identify $\frac{1}{4}$ of a number, shape or quantity and know that all parts must be equal parts of the whole			
Identify $\frac{1}{3}$, $\frac{2}{4}$ and $\frac{3}{4}$ and know that all parts must be equal parts of the whole			
MATHS: MEASUREMENT: LENGTH			
Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]			
Measure and begin to record lengths and heights			
MATHS: MEASUREMENT: MASS, WEIGHT			
Compare, describe and solve practical problems for mass/weight (heavy, light and heavier)			
Measure and begin to record mass/weight			
MATHS: MEASUREMENT: CAPACITY AND VOLUME			
Compare, describe and solve practical problems for capacity and volume			
Measure and begin to record capacity and volume			

MATHS: MEASUREMENT: TIME			
Compare, describe and solve practical problems for time			
Measure and begin to record time (hours, minutes, seconds)			
Sequence events in chronological order using language [e.g. before, after, next]			
Recognise/use language relating to dates → inc days, weeks, months, years			
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times			
MATHS: MEASUREMENT: MONEY			
Know the value of different coins			
MATHS: GEOMETRY: PROPERTIES OF SHAPE			
Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres.			
MATHS: GEOMETRY: POSITION AND DIRECTION			
Describe position, direction and movement, including whole and half turns			

BOLD = Greater Depth

STAGE 1 - EMERGING	STAGE 2 - DEVELOPING	STAGE 3 - DEVELOPING +	STAGE 4 - SECURE	STAGE 5 - GREATER DEPTH
1-14	15 - 21	22 - 29	30-35	36-38