

Year 1 Expectations

<p>Number and place value</p>	<ul style="list-style-type: none"> ▪ 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, fives and tens ▪ given a number, identify one more and 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 and words.
<p>Number – addition and subtraction</p>	<ul style="list-style-type: none"> ▪ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ▪ represent and use number bonds and related subtraction facts within 20 ▪ add and subtract one-digit and two-digit numbers to 20, including zero ▪ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
<p>Number – multiplication and division</p>	<ul style="list-style-type: none"> ▪ 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.
<p>Number – Fractions</p>	<ul style="list-style-type: none"> ▪ 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.
<p>Measurement</p>	<ul style="list-style-type: none"> ▪ compare, describe and solve practical problems for: 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] measure and begin to record the following: <ul style="list-style-type: none"> ▪ lengths and heights ▪ mass/weight ▪ capacity and volume ▪ time (hours, minutes, seconds) ▪ recognise and know the value of different denominations of coins and notes ▪ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ▪ recognise and use language relating to dates, including days of the week, weeks, months and years ▪ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
<p>Geometry – properties of shapes</p>	<ul style="list-style-type: none"> ▪ Recognise and name common 2D and 3D shapes including: <ul style="list-style-type: none"> ○ 2D shapes (for example, rectangles (including squares), circles and triangles) ○ 3D shapes (for example, cuboids (including cubes), pyramids and spheres)
<p>Geometry – position and direction</p>	<ul style="list-style-type: none"> ▪ describe position, direction and movement, including whole, half, quarter and three-quarter turns.