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| **Name: Year group joined/date: SEND/EI PP: Yes/No** | | | |
| **MATHS** | | | |
|  | Year 1 Developing | Year 1 Expected | Year 1 Greater Depth |
| Number | Count reliably to and from 20 putting numbers in order | Read, write and count to and across 100 forwards and backwards recognising odd and even numbers. Read and write numbers 0-20 in numerals and words | Read, write and compare numbers to 100 recognising odd and even numbers in context. |
| Say more/less than numbers to 20 | Count in multiples of 2, 5 and 10 from zero to 100.  Say 1 more or 1 less than any number up to 100 | Count at speed in multiples of 2, 5 and 10 from zero to 100 and begin to count backwards. |
| Read the numbers 1 to 20 in numerals | Identify and represent numbers using objects and pictures | Represent numbers with apparatus showing an emerging understanding of place value. |
| Begin to use use simple mathematical language – more, less and equal, fewer | Accurately use mathematical language – equal, more, less, fewer, most, least |  |
| Calculations | Begin to relate subtraction to taking away and addition to getting bigger. (3)  Use a structures number line to add and take away. (5) | Begin to use the + - and = signs to record mental calculations (6) | Use the + - and = signs to confidently record mental calculations |
| Count on and back in ones from any given number. (2)  Find 1 less and 1 more than a number up to 20. (4) | Solve one step problems. (6)  Add 3 one digit numbers. (7.2) | Solve two step problems. |
| Know by heart number bonds to 10 | Recall and use bonds to 20 confidently. (7) | Use bonds to 20 to solve problems e.g. missing number problems. |
| Count forwards and backwards using rhymes and stories. (1) | Add and subtract 1d and 2d numbers up to 20. (8)  Begin to partition to add and take away. (9)  Add and subtract a 1 digit number from a 2 digit number often bridging 10. (10) | Use partitioning to add and subtract single digit numbers to/from a 2-digit number where no regrouping is required. |
| Recall the doubles of numbers within 10 | Double any number up to 20. (e.g. up to 10 + 10) | Apply knowledge of doubles to solve problems. |
|  | To know by heart all addition and subtraction facts for each number up to 5, so 5+0, 3-2, 1+4 etc. | To know by heart all addition and subtraction facts for each number up to 10 | Use addition and subtraction facts to solve problems e.g. missing number problems |
| Fractions | Be able to find ½ of a shape | Recognise, find and name ½ and ¼ of a shape or quantity | Confidently use ½ and ¼ in a range of contexts including length. |
| Be able to find ½ of a number below 10 |  |  |
| Measurement | Measure and compare length, height and weight using non- standard measures. | Measure, record, compare, describe and solve problems for length, height, mass, weight, capacity, volume and time using non standard measures |  |
| Recognise and name coins | Recognise and know the value of coins and notes.  Use different combinations of coins to make the same amount. | Solve practical problems involving addition and subtraction of money. |
| Tell the time to the hour | Tell the time to hour, half past and draw these times. | Solve problems involving standard units of time. |
| Be able to name the days of the week | Recognise and use days, weeks, months and seasons. |  |
| Geometry | Name simple 2D shapes - circle, triangle, square, rectangle | Recognise and name 2D shapes – rectangles (including squares), circles, triangles and 3D shapes – cuboids (including cubes), pyramids and spheres | Reason about shapes e.g. what can or can’t a partially hidden shape be and why? |
|  | Order and arrange patterns | Order and arrange more complex patterns. |
| Statistics | Collect simple data and present in a tally chart | Collect data and present on tally charts, bar charts and pictograms |  |
|  | Answer simple questions about charts | Answer more complex questions about charts. |