**Expected Standard Maths Statements – Year 1**

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| **Number and Place Value** | |  |  | | --- | --- | | I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. |  | | I can count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. |  | | Given a number, I can identify 1 more and 1 less. |  | | I can 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. |  | | I can read and write numbers from 1 to 20 in numerals and words. |  | |
| **Addition and Subtraction** | |  |  | | --- | --- | | I can read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. |  | | I can represent and use number bonds and related subtraction facts within 20. |  | | Add and subtract one-digit and two-digit numbers to 20, including 0. |  | | I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =? – 9. |  | |
| **Multiplication and Division** | |  |  | | --- | --- | | I can 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 |  | |
| **Fractions** | |  |  | | --- | --- | | I can recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. |  | | I can recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity. |  | |
| **Measures** | |  |  | | --- | --- | | I can 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]. |  | | I can measure and begin to record the following: |  | | * Lengths and heights. |  | | * Mass/weight. |  | | * Capacity and volume. |  | | * Time (hours, minutes, seconds). |  | | I can recognise and know the value of different denominations of coins and notes. |  | | I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. |  | | I can recognise and use language relating to dates, including days of the week, weeks, months and years. |  | | I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |  | |
| **Geometry - Properties of shapes** | |  |  | | --- | --- | | I can recognise and name common 2-D and 3-D shapes, including: |  | | * 2-D shapes [for example, rectangles (including squares), circles and triangles]. |  | | * 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. |  | |
| **Geometry - Position and movement** | |  |  | | --- | --- | | I can describe position, direction and movement, including whole, half, quarter and three-quarter turns. |  | |