



Year 1 Statutory Maths Expectations

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