

Year 1 expectations - Maths

Emerging (85% should be here in November)	Met- (85% should be here in February)	Met (expected for end of Year 1) (85% should be here in June)	Met +	Deep
Count, read, write and order numbers reliably, including ordinal numbers, to 20 and beyond in a range of settings (forwards and backwards)	Read, write, count and order numbers to 50 (forwards and backwards)	Read, write, count and order numbers from 0 to at least 100 , and understand and use the vocabulary of comparing, ordering and positioning these numbers. (forwards and backwards) Read and write numbers to 20 in words	Count on and back in ones from any small number to and across 100	<ul style="list-style-type: none"> Use numerals to explain why counting across 100 is tricky. Identify multiples of 2s, 5s and 10s in a set of numbers and reason their thinking. Identify 2 and 5 more/ less than a given number mentally and explain their approach. Reason how estimating can help when problem solving. Justify their ordering of numbers up to 100 on an empty number line. Compose oral maths stories and role-play around given number sentences. Know that re-ordering numbers in a number sentence 'may' affect the answer. Explain links between addition and subtraction facts up to 20. Use empty number lines to solve addition and subtraction calculations. Create their own missing number problems, explain how they tested that their solution is correct. Explain their solutions to addition and subtraction problems which involve two 2-digit numbers up to 20 , but where the answer is over 20 (e.g. 12+17) Predict when a number will not share equally by 2 and reason their thinking. Explain the relationship between arrays and multiplication. Solve problems involving multiplication and division by 3 using repeated addition or subtraction. Explain why some shapes are difficult to halve or quarter.
Can explain what each digit means in numbers 11-20	Understand what each digit means in a number to 50.	Understand and explain the value of the digits in any given 2 digit number	Partition numbers into tens and units in different ways e.g. $34 = 30+4$, $20+14$ Be aware of the significance of the tens numbers	
Say 1 more / 1 less than a number up to 10	Mentally add and subtract 1 to/from any number to 10 and record the operation Say the number that's is 10 more/less with numbers to 50	Within the range 0 to 100, say the number that is 1 or 10 more or less than any given number	Explain which digit changes and why when adding/subtracting 1 or 10 to any number within 100	
Begin to know some number facts up to 10	Securely know number bonds to 10 Know pairs for other numbers up to 10 Begin to know some number facts up to 20	Know by heart all pairs of numbers with a total of 20 and begin to record systematically, work out corresponding subtraction facts	Recognise and use number facts for 20 in simple problems and explain their working out	
Begin to know some half and doubling facts	Know half and doubling facts to 10	Know half and doubling facts to 20	Recognise and use half and doubling facts in simple problems and explain working out.	
Understand that addition is the combining of two or more groups	Add any pair of single digit numbers eg:4+5	Add 1 digit and 2 digit numbers to 20 including 0. Solve one-step problems that involve addition and missing numbers (using concrete objects and pictorial representations)	Add 2 –digit numbers by using an unstructured number line to support thinking. Use knowledge of counting on in ones or tens from any 2-digit number to support calculation	
Understand subtraction as taking away from a group	Subtract any pair of single digit numbers eg 9-3 Compare 2 sets to find the difference	Subtract 1 digit and 2 digit numbers to 20 including 0 Solve one-step problems that involve subtraction, and missing numbers (using concrete objects and pictorial representations)	Subtract 2 –digit numbers by using an unstructured number line to support thinking. Use knowledge of counting back in ones or tens from any 2-digit number to support calculation	
Know the meaning of plus, more than, equal to, fewer than, less than Begin to use the symbols +, - and =	Know the meaning of too many, estimate, before, next to, after, between Use the symbols +, - and = to record the answer to a mental calculation	Know the meaning of lots of, groups of, repeated addition, sharing, multiply, divide, repeated subtraction Recognise symbols x and	To use the correct language for explaining calculations	
Begin to count in 2's and 10's (forwards and backwards)	Count in 2's and 10's (forwards and backwards)	Count in steps of 2, 5 and 10 (forwards and backwards)	Count forwards and back in 2s, 5s and 10s and begin to relate to multiplication and division	
Estimate objects to 20	Estimate objects to 50	Estimate objects to 100	Begin to be aware of the reasonableness of the answer	

Add 2 or 3 sets of numbers together up to 10 with numicon	Add 2 or 3 sets of numbers together up to 20 with objects or structured numberline	Add 2 or 3 sets of numbers together up to 20 with numberline	Explain how to add 2 or 3 sets of numbers together and begin to use an unstructured numberline.	<p>Predict which quantities cannot be halved or quartered equally and explain their reasoning</p> <ul style="list-style-type: none"> • Explain why it is important to use the same units of measure when comparing lengths etc. • Explain the methods used to solve practical problems across a range of methods. • Order the denominations of coins and notes and explain their thinking. • Make comparisons between different passages of time e.g. a week being 7 days; a school week is 5 days; 2 days in a weekend • Sort and compare 2-D and 3-D shapes, explaining your reasoning. • Create and record simple sequences of movement including changes in direction and turns. • Explain how many half and quarter turns is the same as a full turn.
Beginning to mentally solve addition and subtraction word problems to 10	Mentally solving addition and subtraction word problems to 10	Mentally solving addition and subtraction word problems to 20	Know a range of mental calculating strategies and begin to select a suitable strategy for a calculation	
	Share objects practically and say how many groups there are	Solve multiplication and division problems with the support of an adult (using concrete objects, pictorial representations and arrays) Find a half and a quarter of a set of objects	Begin to solve multiplication and division problems without the support of an adult. (using concrete objects, pictorial representations and arrays) Find three quarters of a set of objects	
Recognize and devise repeating patterns	Beginning to recognize and devise repeating numerical patterns	Recognize and devise repeating numerical patterns	Explaining repeating numerical patterns	
Measures and Geometry	Measures and Geometry	Measures and Geometry	Measures and Geometry	
Recognize and name common 2-D and 3-D shapes, including squares, rectangles, circles and triangles, cubes, cuboids, pyramids and spheres	Recognize 2-D and 3-D shapes in different orientations and sizes	Describe position, direction and movement, including whole, half, quarter and three-quarter turns in both directions Find one half and one quarter of a shape or quantity.	Find three quarters of a shape.	
Sequence events chronologically and begin to use the vocabulary of time e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	Recognise and use language relating to dates, including days of the week, 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		
Begin to describe position, direction and movement using the language of left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside	Describe position, direction and movement using the language of left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside			
Beginning to recognise and know the value of different denominations of coins 1p, 2p, 5p and 10p	To recognise and know the value of different denominations of coins 1p, 2p, 5p and 10p	Beginning to recognise and know the value of different denominations of coins 1p, 2p, 5p, 10p, 20p, 50p, £1.00 and £2.00	Using the different denominations of the coins appropriately	
Begin to measure and order more than two objects by direct comparison of length, mass, capacity	Measure and order more than two objects by direct comparison of length, mass, capacity	Compare two lengths, masses or capacities by direct comparison Suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure length, height, mass or capacity	Compare two lengths, masses or capacities by direct comparison using standard units.	
		Record information using resources, pictures or simple block graphs		

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