



## Year 1 Autumn Curriculum Goals - Maths

<p>Number and Place Value: I can count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number.</p>
<p>Number and Place Value: I can count, read and write numbers to 20 in numerals words.</p>
<p>Number and Place Value: If given a number, I can identify one more or one less (to 20).</p>
<p>Number and Place Value: 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. (To 20)</p>
<p>Addition and Subtraction: I can represent and use number bonds and related subtraction facts within 10.</p>
<p>Addition and Subtraction: I can read, write and interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs.</p>
<p>Addition and Subtraction: I am able to add and subtract one-digit numbers to 10, including zero.</p>
<p>Addition and Subtraction: I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>
<p>Geometry: I am able to recognise and name common 2D shapes, including rectangles, squares, circles and triangles.</p>
<p>Geometry: I am able to recognise and name common 3D shapes, including cuboids, cubes, cones, pyramids and spheres.</p>



## Year 1 Spring Curriculum Goals - Maths

<p>Number and Place Value: I can count to 50, forwards and backwards, beginning with 0 or 1, or from any given number.</p>
<p>Number and Place Value: I can count, read and write numbers to 50 in numerals words.</p>
<p>Number and Place Value: If given a number, I can identify one more or one less (to 50).</p>
<p>Number and Place Value: 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 (To 50)</p>
<p>Number and Place Value: I can count in multiples of twos, fives and tens.</p>
<p>Addition and Subtraction: I can represent and use number bonds and related subtraction facts within 20.</p>
<p>Addition and Subtraction: I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>
<p>Addition and Subtraction: I am able to add and subtract one-digit and two-digit numbers to 20, including zero.</p>
<p>Addition and Subtraction: I can 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>Measurement (Length and Height): I can measure and begin to record lengths and heights.</p>
<p>Measurement (Length and Height): I can compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p>
<p>Measurement (Weight and Volume): I can measure and begin to record mass/weight, capacity and volume.</p>
<p>Measurement (Weight and Volume): I can compare, describe and solve practical problems for 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]</p>



## Year 1 Summer Curriculum Goals – Maths

<p>Number and Place Value: I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p>
<p>Number and Place Value: I can count, read and write numbers to 100 in numerals.</p>
<p>Number and Place Value: If given a number, I can identify one more and one less. (to 100)</p>
<p>Number and Place Value: 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, most, least. (to 100)</p>
<p>Multiplication and Division: I can count in multiples of twos, fives and tens.</p>
<p>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.</p>
<p>Number (Fractions): I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>
<p>Number (Fractions): I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
<p>Number (Fractions): I can compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p>
<p>Number (Fractions): I can compare, describe and solve practical problems for: 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]</p>
<p>Measurement (Time): I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p>
<p>Measurement (Time): I can recognise and use language relating to dates, including days of the week, weeks, months and years.</p>
<p>Measurement (Time): 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.</p>
<p>Measurement (Time): I can compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later)</p>
<p>Measurement (Time): To measure and begin to record time (hours, minutes, seconds)</p>
<p>Measurement (Money): I can recognise and know the value of different denominations of coins and notes.</p>
<p>Geometry (Position and Direction): I can describe the position of an object using correct vocabulary e.g. behind, in front, left, right, amount of turn (<math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> etc)</p>