

National Curriculum Objectives YEAR 1

Number - number and place value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens from different multiples of two, five and ten

Given a number, identify one more and one less

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

Read and write numbers from 1 to 20 in numerals and words

Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations

Number - addition and subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Represent and use number bonds and related subtraction facts within 20

Add and subtract one-digit and two-digit numbers to 20, including zero

Solve one-step problems that involve the terms; put together, add, altogether, total, take away, distance between, difference between, more than and less than, addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Number - multiplication and division

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

Pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities

They make connections between arrays, number patterns, and counting in twos, fives and tens

Number - fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantities/measures

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantities/measures

Measurement

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]

Pupils move from using and comparing different types of quantities and measures using non-standard units and continuous measurement, to using manageable common standard units.

Pupils begin to use measuring tools such as a ruler, weighing scales and containers.

Measure and begin to record the following:

- lengths and heights (cm and m)
- mass/weight (g and kg)
- capacity and volume (ml and l)
- time (hours, minutes, seconds)

Recognise and know the value of different denominations of coins and notes

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

Recognise and use language relating to dates, including days of the week, weeks, 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.

Geometry - properties of shapes

Recognise, recognise in different orientations 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]

Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Pupils use the language of position, direction and motion, including: 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

Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face