



## Mathematics

### Key Learning Indicators of Performance: Year 1

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"><li>▶ <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u></li><li>▶ Count in multiples of twos, fives and tens.</li><li>▶ <u>Read and write numbers to 100 in numerals.</u></li><li>▶ Read and write numbers from 1 to 20 in numerals and words.</li><li>▶ <u>Begin to recognise the place value of numbers beyond 20 (tens and ones).</u></li><li>▶ <u>Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30).</u></li><li>▶ <u>Use the language of: equal to, more than, less than (fewer), most, least.</u></li><li>▶ Given a number, identify one more and one less.</li><li>▶ <u>Recognise and create repeating patterns with numbers, objects and shapes.</u></li><li>▶ <u>Identify odd and even numbers linked to counting in twos from 0 and 1.</u></li><li>▶ <u>Solve problems and practical problems involving all of the above.</u></li></ul>	<ul style="list-style-type: none"><li>▶ <u>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</u></li><li>▶ Represent and use number bonds and related subtraction facts within 20.</li><li>▶ <u>Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).</u></li><li>▶ <u>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>.</u></li></ul>	<ul style="list-style-type: none"><li>▶ <u>Recall and use doubles of all numbers to 10 and corresponding halves.</u></li><li>▶ <u>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.</u></li></ul>

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Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> <li>▶ <i>Understand that a fraction can describe part of a whole.</i></li> <li>▶ <i>Understand that a unit fraction represents one equal part of a whole.</i></li> <li>▶ <i>Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure).</i></li> <li>▶ <i>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure).</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ <i>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.</i></li> <li>▶ <i>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</i></li> </ul> <p style="text-align: center;"><b>Geometry – position and direction</b></p> <ul style="list-style-type: none"> <li>▶ <i>Describe movement, including whole, half, quarter and three-quarter turns.</i></li> <li>▶ <i>Recognise and create repeating patterns with objects and shapes.</i></li> <li>▶ <i>Describe position and direction.</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ <i>Measure and begin to record:</i> <ul style="list-style-type: none"> <li>- <i>lengths and heights, using non-standard and then manageable standard units (m/cm)</i></li> <li>- <i>mass/weight, using non-standard and then manageable standard units (kg/g)</i></li> <li>- <i>capacity and volume using non-standard and then manageable standard units (litres/ml)</i></li> <li>- <i>time (hours/minutes/seconds) within children’s range of counting competence.</i></li> </ul> </li> <li>▶ <i>Compare, describe and solve practical problems for:</i> <ul style="list-style-type: none"> <li>- <i>lengths and heights (for example, long / short, longer / shorter, tall / short, double / half).</i></li> <li>- <i>mass/weight (for example, heavy / light, heavier than, lighter than).</i></li> <li>- <i>capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).</i></li> <li>- <i>time (for example, quicker, slower, earlier, later).</i></li> </ul> </li> <li>▶ <i>Recognise and use language relating to dates, including days of the week, weeks, months and years.</i></li> <li>▶ <i>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</i></li> <li>▶ <i>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</i></li> <li>▶ <i>Recognise and know the value of different denominations of coins and notes.</i></li> </ul>
		<p style="text-align: center;"><b>Statistics</b></p> <ul style="list-style-type: none"> <li>▶ <i>Sort objects, numbers and shapes to a given criterion and their own.</i></li> <li>▶ <i>Present and interpret data in block diagrams using practical equipment.</i></li> <li>▶ <i>Ask and answer simple questions by counting the number of objects in each category.</i></li> <li>▶ <i>Ask and answer questions by comparing categorical data.</i></li> </ul>