Year 1 Number Key Objectives

I can read and write numbers from 1 to 20, in digits and words.	I can solve one step problems involving subtraction.	I can solve simple multiplication problems.	
I can use the language of: equal to, more than, less than (fewer), most, and least.	I can solve one step problems involving addition	I can show multiplication using pictures (e.g. drawings and number lines.)	I can solve simple problems involving a quarter.
I can identify and represent numbers using objects and pictures including a number line.	I can subtract a two-digit number within 20.	I can halve even numbers within 20	I can solve simple problems involving a half.
I can find one more or one less of a given number.	I can add two- digit numbers to 20 including zero.	I can divide by using objects (group small amounts)	I can find and name a quarter of a quantity.
I can count in multiples of 10	I can subtract a one-digit number within 20.	I can solve simple multiplication problems.	I can find and name a quarter of a shape.
I can count in multiples of 5.	I can add one- digit numbers to 20 including zero.	I can show multiplication using pictures (e.g. drawings and number lines)	I can find and name a quarter of an object.
I can count in multiples of 2.	I can show and use subtraction facts within 20.	I can show multiplication using arrays.	I can find and name half of a quantity.
I can count, read and write numbers to 100.	I can show and use number bonds to 20.	I can double single digit numbers	I can find and name half of a shape.
I can count to and across 100, forwards and backwards.	I can read, write and understand calculations with +, - and = signs.	I can multiply using objects (Group small amounts)	I can find and name half of an object.
Place Value and Rounding	**Addition and Subtraction**	**Multiplication and Division**	**Fractions**

Year 1 Measurement Geometry Statistics

I can begin to solve simple problems in a practical context using addition and subtraction of money.

I can compare, describe and solve practical problems for capacity and volume (such as full, empty, more than, less than ,half, half full and quarter).

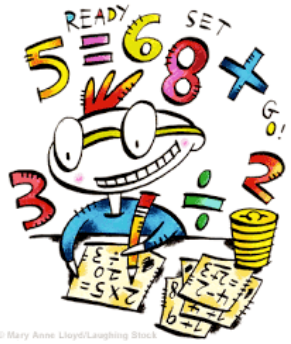
I can recognise and know the values of coins and notes

I am beginning to measure and record capacity, mass and volume.

I can compare, describe and solve practical problems for time (such as quicker, slower, earlier and later).

I can compare, describe and solve practical problems for mass/weight (such as heavy, light, heavier than, lighter than).

I can tell half-past the hour times and draw the hour and minute hands on a clock face.



I can compare, describe and solve practical problems for lengths and heights. (such as long, longer, short, shorter, double, half).

I can tell the time to the hour and draw the hour and minute hands on a clock face.

I can describe position, direction and movement, including whole, half, quarter and three quarter turns.

I am beginning to measure and record lengths and heights.

I know and use words relating to dates such as days, weeks, months and years.

I can recognise and name 3-D shapes. (such as cuboids, including cubes, pyramids and spheres).

I can sequence events in order, using words such as before, after, first, next, today, yesterday, tomorrow, morning afternoon and evening.

I can recognise and name 2-D shapes (such as rectangles, including squares, circles and triangles).

Measurement

Measurement

Geometry, shape, position and direction

I know I am exceeding if I can…

Approach a problem on my own

Choose the correct way to show that I understand

Prove that my answers are correct

Check that a problem is correct using different methods

Write my own word problems and show how they can be worked out

Present my findings in a way which proves my understanding of the topic

Design an activity that tests the understanding of others (e.g. a plenary quiz)

Test the strength of a given mathematical statement (e.g. all multiples of 5 are odd numbers)

Make predictions based on my understanding (e.g. I think that it is more likely that the chosen ball will be green because there are more green than blue balls in the bag)

Design an investigation to test my understanding of a topic (e.g. a whole class game or test)