End of Year 1 Mathematics expectations

Calculation Policy	To solve one-step problems that involve addition using concrete objects and pictorial representations
	To solve missing number problems involving addition
	To add a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20)
	To solve one-step problems that involve subtraction using concrete objects and pictorial representations
	To solve missing number problems involving subtraction
	To subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required
	To solve one-step problems involving multiplication using concrete objects with support
	To solve one-step problems involving multiplication using pictorial representations with support
	To solve one-step problems involving multiplication using array representations with support
	To make connections between arrays, number patterns, and counting in twos, fives and tens
	To solve one-step problems involving division using concrete objects with support
	To solve one-step problems involving division using pictorial representations with support
	To begin to understand division through grouping and sharing small quantities
Mental Calculations	To count in multiples of twos, fives and tens (from different multiples)
	To count in twos, fives and tens from 0 and use counting strategies to solve problems (counting 35 chairs in rows of 5)
	To count numbers to 100 forwards and backwards (beginning with 0 or 1 or any given number)
	To count across 100 forwards and backwards (beginning with 0 or 1 or any given number)
	To practice counting as reciting numbers and enumerating objects
	To use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?)
	To begin to understand multiplication through doubling numbers and quantities
	To recall doubles and halves to 20
Calculating	To solve simple concrete problems until I am fluent
	To add and subtract one-digit and two-digit numbers to 20, including zero
	To realise the effect of adding or subtracting zero
	To establish addition and subtraction as related operations
	To read, write and interpret mathematical statements (including addition (+), subtraction (−) and equals (=) signs)
	To represent and use number bonds and related subtraction facts within 20
	To state the difference in tens and ones between two numbers
	To solve problems using a range of vocabulary (put together, add, altogether, total, take away, distance between, difference between, more than and less than)
Fractions	To know that fractions are parts of a whole
	To find and name a half as one of two equal parts of an object, shape and quantity
	To recognise, name and find a quarter as one of four equal parts of an object, shape and quantity
Angles	To describe whole, quarter, half and three quarter turns
	To make whole, half, quarter and three-quarter turns in both directions
	To connect turning clockwise with movement on a clock face
	To use language of position, direction and motion (including: left and right, top, middle and bottom, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside)

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Number and place value	To read and write numbers from 1 to 20 in numerals and words (using phonic knowledge)
	To begin to recognise place value in numbers beyond 20
	To read and write numbers correctly in numerals up to 100
	To recognise odd and even numbers
	To create repeating patterns with objects and shapes
	To identify and represent numbers using objects and pictorial representations (including the number line)
	To read and write numbers to 100 in numerals
	To use the language of: equal to, more than, less than (fewer), most, least
	To order using appropriate language (first, second, third...)
	To identify one more and one less of a given number
Measure	To use standard measuring equipment (e.g. rulers, weighing scales and containers)
	To measure and begin to record lengths and heights, mass/weight and capacity and volume in non-standard units and have experience of standard units
	To measure and begin to record lengths and heights, mass/weight and capacity and volume in standard units
	To compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
	To compare and describe mass/weight (for example, heavy/light, heavier than, lighter than)
	To compare and describe capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)
	To compare and describe time (for example, quicker, slower earlier, later)
	To solve practical problems for lengths and heights
	To solve practical problems for mass/weight
	To solve practical problems for capacity and volume
	To solve practical problems involving time
	To tell the time throughout the day (using o'clock and then half past)
	To measure and begin to record time (hours, minutes, seconds)
	To sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening)
	To tell the time to the hour and half past the hour
	To draw the hands on a clock face to show hours and half past
	To recognise and use language relating to dates (including days of the week, weeks, months and years)
	To recognise and know the value of different denominations of coins and notes
Shape	To identify and name common 2-D shapes including squares, rectangles, circles and triangles
	To recognise shapes in different orientations and sizes
	To know that rectangles, triangles, cuboids and pyramids may not always look the same
	To recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres (from a group of shapes or from pictures of the shapes)
	To relate 2-D shapes to real life objects
	To identify and name common 3-D shapes including cubes, pyramids and spheres
	To relate 3-D shapes to everyday objects