

Name: _____

Year 1 Maths Expectations



The pupil can:	
Number and Place Value	
Working Towards the Expected Standard	
Count to and across 20, forwards and backwards, beginning from any given number	
Count, read and write numbers to 20 in numerals.	
Count in multiples of 2 and 10	
Find one more and one less than a given number	
Use vocabulary of equal to, more than, less than (fewer)	
Write numbers from 1 to 10 in numerals and words	
Working at the Expected Standard	
Count to and across 100, forwards and backwards, beginning from any given number	
Count, read and write numbers to 100 in numerals	
Count in multiples of 2, 5 and 10	
Find one more and one less than a given number	
Use vocabulary of equal to, more than, less than (fewer), most, least.	
Write numbers from 1 to 20 in numerals and words	
Working at Greater Depth (+all of Working at the Expected Standard)	
Count, read and write numbers to 200 in numerals.	
Count forwards and backwards in multiples of twos, fives and tens up to and beyond 100	
Read and write numbers from 1 to 50 in numerals and words	

The pupil can:	
Addition and Subtraction	
Working Towards the Expected Standard	
Write mathematical statements involving addition, subtraction and equals symbols	
Represent and use number bonds and related subtraction facts within 10	
Add and subtract one-digit and two-digit numbers to 10, including zero	
Solve one-step addition and subtraction problems (using appropriate resources)	
Working at the Expected Standard	
Read, write and interpret mathematical statements involving addition, subtraction and equals symbols	
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 addition and subtraction problems (using appropriate resources) and missing number problems	
Working at Greater Depth (+all of Working at the Expected Standard)	
Begin to memorise number bonds and subtraction facts within 20	

The pupil can:	
Multiplication and Division	
Working Towards the Expected Standard	
Solve one-step problems involving multiplication (using appropriate resources w/ teacher support)	
Working at the Expected Standard	
Solve one-step problems involving multiplication (using appropriate resources and arrays w/ teacher support)	
Working at Greater Depth (+all of Working at the Expected Standard)	
Solve one-step problems involving multiplication (using appropriate resources and arrays)	

The pupil can:	
Fractions	
Working Towards the Expected Standard	
Recognise, find and name a half as one of two equal parts of an object or shape	
Recognise, find and name a quarter as one of four equal parts of an object or shape	
Working at the Expected Standard	
Recognise, find and name a half as one of two equal parts of an object , shape or quantity	
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
Working at Greater Depth (+all of Working at the Expected Standard)	
Recognise, find and name a half as one of two equal parts of an object , shape or quantity, in various contexts, using reasoning.	
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity, in various contexts, using reasoning.	

The pupil can:	
Measurements	
Working Towards the Expected Standard	
Compare and describe different measurements (lengths and heights, mass and weight, capacity and volume, time)	
Measure the following: lengths and heights, mass and weight, capacity and volume, time	
Recognise and know the value of different coins (up to 20p)	
Sequence events chronologically using language (e.g. before and after, next, tomorrow, yesterday, morning, afternoon and evening etc.)	
Recognise and use language related to dates (days of the week, weeks, months and years)	
Tell the time to the hour and draw hands on a clock face to show these times	
Working at the Expected Standard	
Compare, describe and solve practical problems for different measurements (lengths and heights, mass and weight, capacity and volume, time)	
Measure and begin to record the following: lengths and heights, mass and weight, capacity and volume, time	
Recognise and know the value of different coins and notes	
Tell the time to the hour and half past the hour and draw hands on a clock face to show these times	
Working at Greater Depth (+all of Working at the Expected Standard)	
Measure and begin to record the following: lengths and heights, mass and weight, capacity and volume, time (beginning to move to standard units)	

The pupil can:	
Geometry (Shape, Position and Direction)	
Working Towards the Expected Standard	
Recognise and name common 2D shapes	
Describe position, direction and movement (including whole and half turns)	
Working at the Expected Standard	
Recognise and name common 2D and 3D shapes	
Describe position, direction and movement (including whole, half, quarter and three-quarter turns)	
Working at Greater Depth (+all of Working at the Expected Standard)	
Explain some of the properties of 2D and 3D shapes	
Plan a short route using symbol commands to describe position, direction and movement	