

### A Year 1 Mathematician

#### Autumn Term

##### Number: Place Value

Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 10 in numerals and words.

Given a number, identify one more or 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.

Count, read and write numbers to 20 in numerals and words.

Given a number, identify one more or one less.

##### Number: Addition and Subtraction

Represent and use number bonds and related subtraction facts within 10

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

Add and subtract one digit numbers to 10, including zero.

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

##### Geometry: Shape

Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)

Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres)

#### Spring Term

##### Number: Addition and Subtraction

Represent and use number bonds and related subtraction facts within 20

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

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

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7\text{---} - 9$

##### Place Value

Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.

Count, read and write numbers to 50 in numerals.

Given a number, identify one more or 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.

Count in multiples of twos, fives and tens.

Measurement: Length and Height

Measure and begin to record lengths and heights.

Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

##### Measurement: Weight and Volume

Measure and begin to record mass/weight, capacity and volume.

Compare, describe and solve practical problems for 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]

#### Summer Term

##### Number: Multiplication and Division

Count in multiples of twos, fives and tens.

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.

##### Number: Fractions

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.  
Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)  
Compare, describe and solve practical problems for: 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]

### **Geometry: position and direction**

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

### **Number: 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.  
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, most, least.

### **Measurement: Money**

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

### **Measurement: Time**

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.  
Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]  
Measure and begin to record time (hours, minutes, seconds)

## **A Year 1 Writer**

I know all of the letters of the alphabet  
I can sound out new words into phonemes to make good attempts at spelling them  
I can spell some common exception words  
I can use words ending in 's', 'es', 'ed' and 'ing' in my writing  
I can form my letters and numbers in the correct direction starting and finishing in the right place  
I can form lower case letters in the correct size in relation to one another  
I leave spaces between my words  
I can use capital letters to start a sentence and leave it unjoined  
I can use a full stop to end a sentence  
I can write questions and use a question mark  
I can use an exclamation mark  
I can use capital letters for names  
I can say a sentence out loud before writing it  
I am starting to use past and present tense correctly  
I can use conjunctions and/or/because/but

## **A Year 1 Reader**

I know all of the 40+ phonemes  
I can blend sounds in words that contain the common graphemes for all 40+ phonemes  
I can read words with 2 or more syllables that contain the same GPC  
I can read many common exception words and keep a list of these in my reading journal  
I can read aloud many words quickly and correctly in familiar books that is read to me  
I can sound out unfamiliar words accurately and add any words I struggle with to my Zero Tolerance list  
In my reading discussion circle and reading journal I can answer questions on a familiar book that is read to me  
In my journal I can explain my thoughts about a text  
I can explain my answer to questions using sentences like "I think this because..."  
I can read phonetically decodable words – real and made up words  
I can underline the parts of a story which helps me to make a prediction  
I can record my opinions about a text in my journal, blog and class journal  
In my discussion circle I can relate books to my own experiences  
I can record my part of a story using story language  
In my guided reading sessions and in my 1.1 reading I can self-correct in my reading.