



Bearwood Primary School

Year 1 – End of Year Expectations

MATHS

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| NUMBER | 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; count in multiples of twos, fives and tens |
| | 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 (fewer), most, least |
| | Read and write numbers from 1 to 20 in numerals and words |
| CALCULATION | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs |
| | 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 problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ |
| | Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support |
| MEASUREMENT | Compare, describe and solve practical problems for: lengths and heights (<i>e.g. long/short, longer/shorter, tall/short, double/half</i>); mass or weight (<i>e.g. heavy/light, heavier than, lighter than</i>); capacity/volume (<i>full/empty, more than, less than, quarter</i>); time (<i>quicker, slower, earlier, later</i>) |
| | Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) |
| | Recognise and know the value of different denominations of coins and notes |
| | Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, 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 clockface to show these times |
| 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 |
| GEOMETRY | Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (<i>e.g. rectangles (including squares), circles and triangles</i>) and 3-D shapes (<i>e.g. cuboids (including cubes), pyramids and spheres</i>) |
| | Describe position, directions and movements, including half, quarter and three-quarter turns |
| Understand/Apply | Use mathematics as an integral part of classroom activities with support |
| | Represent their work with objects or pictures |
| | Discuss their work with support |
| | Draw simple conclusions from their work with support |
| | Recognise and use a simple pattern or relationship with support |