Y1 expected standard		*Evidence – 6 pieces*					
	NUMBER	**Dates:**					
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; 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						
	Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations						
	Read and write numbers from 1 to 20 in numerals and words						
	Recognise and create repeating patterns with objects and with shapes.						
Addition & Subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs						
	Represent and use number bonds and related subtraction facts within 20, (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9).						
	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 = – 9						
	Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than						
Multiplication & Division	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.						
	Begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities						
	Make connections between arrays, number patterns, and counting in twos, fives and tens.						
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						

Y1 expected standard		*Evidence – 6 pieces*					
	MEASUREMENT	**Dates:**					
	Compare, describe and solve practical problems for:						
	• lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]						
	• 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]						
	• time [for example, quicker, slower, earlier, later]						
	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 [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						
	GEOMETRY	**Dates:**					
Properties of Shapes	Recognise and name common 2-D and 3-D shapes, including:						
	• 2-D shapes [for example, rectangles (including squares), circles and triangles]						
	• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].						
	Recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.						
Position & Direction	Describe position, direction and movement, including whole, half, quarter and three quarter turns						
	Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.						
	Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.						