Year 1 End of Year Expectations

Strand	Autumn	Spring	Summer
Number and Place Value	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Pupils practise counting (1, 2, 3…), ordering. - Indicate a quantity e.g. 3 apples. - Recognise place value in numbers beyond 20 by reading, writing, counting - Use ordinal numbers (first, second, third…). - Recognise patterns in the number system (for example odd and even numbers).	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Recognise place value in numbers beyond 20 by reading, writing, counting. - Count in multiples of twos, fives and tens. - given a number, identify one more and one less - use the language of: equal to, more than, less than (fewer), most, least	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Recognise place value in numbers beyond 20 by reading, writing, counting - Recognise place value in numbers beyond 100 by reading, writing, counting. - count, read and write numbers to 100 in numerals. - Count in multiples of twos, fives and tens - 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
Addition and Subtraction	- Add and subtract one-digit and two-digit numbers to 20, including zero (mental and written methods). - 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 = [ ] − 9. Problems	- Add and subtract one-digit and two-digit numbers to 20, including zero. - Use inverses to establish link between addition and subtraction. - Represent and use number bonds and related subtraction facts within 20 e.g. 9+7=16, 16-7=9, 7=16-9. - 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,	- Add and subtract one-digit and two-digit numbers to 20, including zero. - Use inverses to establish link between addition and subtraction. - Represent and use number bonds and related subtraction facts within 20 e.g. 9+7=16, 16-7=9, 7=16-9. - 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,

	should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly. • Use inverses to establish link between addition and subtraction. • Represent and use number bonds and related subtraction facts within 20 e.g. 9+7=16, 16-7=9, 7=16-9.	difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly. • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.	distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly. • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
Multiplication and Division	• Doubling and halving shapes/ numbers 1-10. • Counting in twos, fives and tens.	• Practical application of grouping and sharing to find simple fractions of objects, numbers and quantities e.g. $\frac{1}{2}$ and $\frac{1}{4}$ • Make connections between arrays, number patterns, and counting in twos, fives and tens.	• Practical application of grouping and sharing to find simple fractions of objects, numbers and quantities e.g. $\frac{1}{2}$ and $\frac{1}{4}$ • Make connections between arrays, number patterns, and counting in twos, fives and tens • Including operation signs x, ÷ and = (in readiness for number sentences in Y2). • 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.
Fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Counting in halves to 10. • Add $\frac{1}{2}$ to $\frac{1}{2}$ • Sharing and division link	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Counting in halves to 10. • Add $\frac{1}{2}$ to $\frac{1}{2}$ • Sharing and division link

			• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. • Equivalent ½ = 2/4
Ratio and Proportion		• Simple sequences make this pattern 2 blue and 1 red. Continue it.	• Simple sequences make this pattern 2 blue and 1 red. Continue it.
Measurement	• Measure and begin to record the following:(using non-standard units then manageable common standard units): • lengths and heights • Time- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and know the value of different denominations of coins	• 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] • Time- recognise and use language relating to dates, including days of the week, weeks, months and years	• 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] • time [for example, quicker, slower, earlier, later] • recognise and know the value of different denominations of coins and notes • Time- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (should only be analogue until KS2).
Properties of Shape	• Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles].	• 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 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]. •	•	• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. •
Position and Direction	• Introduce the language of position, direction and motion, including: 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. •	• Describe position, direction and motion, including: whole, half and quarter and three-quarter turns. • •	• Describe position, direction and motion, including: whole, half and quarter and three-quarter turns. • Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.
Statistics			
Algebra	• Introduce the vocabulary of sequences. • Continue PRACTICAL pattern work. • One step function machines using addition and subtraction.	• Counting in constant step sizes with different start numbers, forwards and backwards, with 100 sq and bead string. •	• Missing number sentences, balancing either side of the equals sign. •