



End of year expectations for Year 1 Maths

The National curriculum expects by the end of year 1, children can:

Using and Applying Maths	Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'
	Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context
	Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures
	Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions
	Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures

Counting and understanding number	Count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting
	Compare and order numbers, using the related vocabulary; use the equals (=) sign
	Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line
	Say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10
	Use the vocabulary of halves and quarters in context
Knowing and using number facts	Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts
	Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple
	Recall the doubles of all numbers to at least 10
Calculating	Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number

	<p>Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p> <p>Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</p> <p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p>
Understanding shape	Visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models
	Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns
	Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board
Measuring	Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)
	Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour
Handling information	Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms

	Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects
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