

**Year 1 Maths Knowledge and Skills Progression Document**

Working Towards	At	Above
<p>Count up to 100 in 1s from 0</p> <p>Read numbers to 100 in numerals</p> <p>Count in 2s, 5s and 10s to the corresponding multiple of 10.</p> <p>Identify one more and one less of a given number to 20.</p> <p>Compare numbers using the language of most and least.</p> <p>Read and write numbers from 1 to 20 in numerals and words, spelling correctly with the use of prompts.</p> <p>Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</p> <p>Represent and use number bonds within 20</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count read and write numbers to 100 in numerals</p> <p>Count in multiples of twos, fives and tens from 0</p> <p>Identify one more and one less of a given number.</p> <p>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</p> <p>Read and write numbers from 1 to 20 in numerals and words, spelling correctly.</p> <p>Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives</p> <p>Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones</p>	<p>Count, read and write numbers to 100 with correct orientation.</p> <p>Count in multiples of twos, fives and tens from a given number (up and back)</p> <p>Identify 2, 5 and 10 more or less than a given number.</p> <p>Justify their ordering of numbers up to 100 on an empty number line.</p> <p>Compose maths stories around given number sentences.</p> <p>Explain links between addition and subtraction facts to 20.</p> <p>Create own missing number problems.</p> <p>Predict when a number cannot be divided by 2.</p> <p>Solve multiplication and division by repeated addition.</p> <p>Explain why some shapes are difficult to half.</p> <p>Explain why it is important to use the same units of measure.</p>

<p>Add and subtract single digit numbers using concrete objects to 10.</p> <p>Solve one-step problems involving multiplication and division by calculating the answer using concrete objects,</p> <p>Recognise, find and name a half and a quarter as one of two equal parts of an object or shape.</p> <p>Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half</p> <p>Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than</p> <p>Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter</p> <p>Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later</p> <p>Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p>	<p>Demonstrate an understanding of the commutative law (e.g. <math>3 + 2 = 5</math>, therefore <math>2 + 3 = 5</math>)</p> <p>Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if <math>3 + 2 = 5</math>, then <math>5 - 2 = 3</math>)</p> <p>Represent and use number bonds and associated facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations</p> <p>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</p> <p>Recognise, find and name a half and a quarter as one of two equal parts of an object, shape or quantity</p> <p>Measure and begin to record mass/weight, length/height, capacity/volume and time using non-standard measures.</p>	<p>Make comparisons between different passages of time.</p> <p>Sort 2D and 3D shapes using their properties.</p>
---	--	--

<p>Tell the time to the hour and draw the hands on a clock face to show these times</p> <p>Identify some common 2D and 3D shapes in the environment</p> <p>Describe position, direction and movement, including whole and half turns.</p>	<p>Recognise and know the value of different denominations of coins and notes</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p>Recognise and name common 2-D and 3D shapes e.g. rectangles (including squares), circles, triangles, cuboids (including cubes), pyramids and spheres</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	
---	--	--

