|  |  |  |  |
| --- | --- | --- | --- |
| Strand | Target |  | |
| Number | **Able to count to and across 100, forwards and backwards, beginning with 0 or 1** |  |  |
| **Able to count to and across 100, forwards and backwards from any given number** |  |  |
| **Able to count, read and write numbers to 100 in numerals** |  |  |
| **Able to count in multiples of twos** |  |  |
| **Able to count in multiples of fives** |  |  |
| **Able to count in multiples of tens** |  |  |
| **Given a number, able to identify one more and one less** |  |  |
| **Able to 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.** |  |  |
|  | Able to read and write numbers from 1 to 20 in words |  |  |
| Calculations | **Able to read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs** |  |  |
| **Represents and uses number bonds and related subtraction facts within 20** |  |  |
| **Able to add and subtract one-digit and two-digit numbers to 20, including zero** |  |  |
| Able to solve one-step problems involving addition, subtraction, multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher |  |  |
| Fractions | **Able to recognise, find and name a half as one of two equal parts of an object, shape or quantity** |  |  |
| Able to recognise, find and name a quarter as one of four equal parts of an object, shape or quantity |  |  |
| Measures | Able to compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] |  |  |
| Able to compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] |  |  |
| Able to compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] |  |  |
| Able to compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] |  |  |
| **Able to measure and begin to record lengths and heights** |  |  |
| **Able to measure and begin to record mass/weight** |  |  |
| Able to measure and begin to record capacity and volume |  |  |
| **Able to measure and begin to record time (hours, minutes, seconds)** |  |  |
| **Able to recognise and know the value of different denominations of coins and notes** |  |  |
| **Able to sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]** |  |  |
| **Able to recognise and use language relating to dates, including days of the week, weeks, months and years** |  |  |
| **Able to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times** |  |  |
| Geometry | **Able to recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]** |  |  |
| **Able to recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].** |  |  |
| Able to describe position, direction and movement, including whole, half, quarter and three-quarter turns |  |  |

**St Thomas Aquinas Catholic Multi-Academy Trust**

Year 1 Maths Statements