

Year 1 maths

Key performance indicator	Performance standard
<p>Number and place value</p> <p>Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number</p> <p>Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens</p> <p>Given a number, identifies one more and one less</p> <p>Addition and subtraction</p> <p>Represents and uses number bonds and related subtraction facts within 20</p> <p>Fractions (including decimals)</p> <p>Recognises, finds and names a half as one of two equal parts of an object, shape or quantity</p> <p>Measurement</p> <p>Compares, describes and solves practical problems for:</p> <ol style="list-style-type: none"> 1. lengths and heights eg long/short, longer/shorter, tall/short, double/half; 2. mass/weight eg heavy/light, heavier than, lighter than; 3. capacity and volume eg full/empty, more than, less than, half, half full, quarter; and 4. time eg quicker, slower, earlier, later. <p>Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times</p> <p>Properties of shape</p> <p>Recognises and names common 2-D and 3-D shapes, including:</p> <ol style="list-style-type: none"> 1. 2-D shapes eg rectangles (including squares), circles and triangles; 2. 3-D shapes eg cuboids (including cubes), pyramids and spheres. 	<p>With reference to the KPIs</p> <p>By the end of Y1, a child should be fluent with whole numbers and counting</p> <p>A child has a developing knowledge of addition and subtraction using concrete objects and pictorial representations</p> <p>A child can describe and compare different quantities such as length, mass and capacity/volume.</p> <p>A child is beginning to recognise simple fractions</p> <p>A child is beginning to tell the time</p> <p>Children should read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1</p>