

KS1 – Year 1

National Curriculum	Key Performance Indicators	Working at Greater Depth
Number and Place Value		
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	<ul style="list-style-type: none"> • Can count to 10 forwards starting from any number • Can count backwards to zero starting from any number up to 10 • Can count to 20 forwards starting from any number • Can count backwards to zero starting from any number up to 20 • Can count to 100 and across 100 from any given number • Can count backwards from any given number, including crossing 100 <p style="color: blue; margin-top: 0;">INPV-1 Count within 100, forwards and backwards, starting with any number.</p>	<ul style="list-style-type: none"> • Can answer reasoning questions linked to counting e.g. <i>If I count backwards from 18 will I say 20?</i>
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	<ul style="list-style-type: none"> • Can consistently count a set of objects to 10 accurately • Can read numbers from 1 – 10 in numerals • Can order objects using language first, second, third • Can write numbers to 10 in numerals • Can complete missing number sequences to 10 • Can consistently count a set of objects to 20 • Can read numbers from 1 – 20 in numerals • Can write numbers to 20 in numerals • Can complete missing number sequences forwards and backwards to 20 • Can read numbers from 1 – 100 in numerals • Can write numbers to 100 in numerals • Can complete missing number sequences forwards and backwards in ones to 100 • Can count in twos to 20 forwards and backwards from any multiple • Can count in 10s to 100 forwards and backwards from any multiple • Can count in 5s to 50 forwards and backwards from any multiple • Can count in odd numbers forwards and backwards • Can complete sequences in 2s, 5s, 10s <p style="color: blue; margin-top: 0;">INF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p>	<ul style="list-style-type: none"> • Can answer reasoning questions about counting e.g. <i>If I count in 5s from 0 will I say 12?</i> • Can answer reasoning questions about place value e.g. <i>What is the largest number that you can make from these 4 number cards and explain your reasoning?</i>

<p>Given a number, identify one more and one less</p>	<ul style="list-style-type: none"> • Can identify one more than a given number to 10 • Can identify one less than a given number to 10 • Can identify one more than a given number to 20 • Can identify one less than a given number to 20 • Can identify one more than a given number to 100 • Can identify one less than a given number to 100 	<ul style="list-style-type: none"> • Can complete missing number sentences such as <i>? is one more than ?</i> and explain reasoning • Can explain reasoning e.g. <i>What happens in this sequence of numbers. 11, 12, 13</i>
<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>	<ul style="list-style-type: none"> • Can use fingers to show any number to 10 • Can use practical equipment to represent a number to 10 • Can compare two numbers to 10 that have been created with practical equipment using language fewer, more, fewest, most, • Can position two numbers to 10 on a marked and blank number line, compare the numbers and reason about where they have been positioned • Can use practical equipment to represent any number to 20 and explain the value of each digit • Can use pictorial representations to represent any number to 20 and explain value of each digit • Can compare two numbers that have been created with practical equipment. • Can position two numbers on a marked number line, compare the numbers and reason about where they have been positioned • Can compare numbers using greater than and less than and the symbols $<$ $>$ and $=$ • Can use practical equipment to represent any number to 100 and explain value of each digit • Can use pictorial representations to represent any number to 100 and explain value of each digit • Can compare two numbers that have been created with practical equipment • Can position numbers on a marked number line with multiples of 10 marked and reason about where they have been positioned <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p>	<ul style="list-style-type: none"> • Can solve “I think of a number” problems involving one more and one less • Can answer reasoning questions linked to place value e.g. <i>Which number is the odd one out and why?</i>

<p>Read and write numbers from 1 to 20 in numerals and words.</p>	<ul style="list-style-type: none"> • Can read numbers from 1 – 10 in numerals • Can write numbers from 1 – 10 in numerals including accurate formation of all numerals 0-9 • Can read numbers from 1 – 20 in numerals • Can write numbers from 1 – 20 in numerals • Can read numbers from 1 – 20 in words • Can write numbers from 1-20 in words 	<ul style="list-style-type: none"> • Can answer problems involving writing numbers e.g. <i>Chris was writing numbers, he stopped for a rest after writing 20 digits what number did he stop on?</i>
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First 4 Maths



Addition and Subtraction

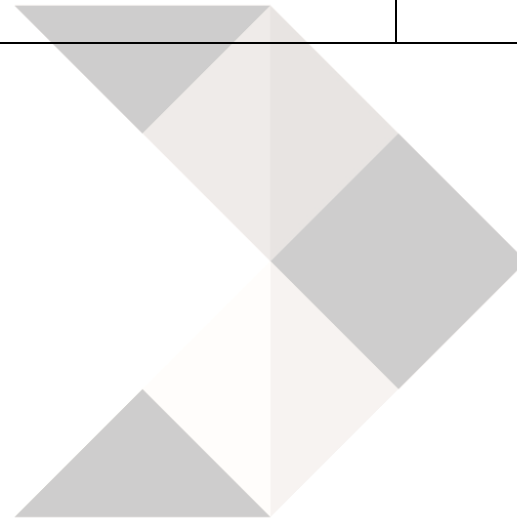
<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<ul style="list-style-type: none"> • Can begin to use addition (+), subtraction (-) and equals (=) signs to record their work • Can read the mathematical statements they have recorded • Can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) <p>1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p>	<ul style="list-style-type: none"> • Can write related facts about a number using addition and subtraction
<p>Represent and use number bonds and related subtraction facts within 20</p>	<ul style="list-style-type: none"> • Can represent and use number bonds and related subtraction facts up to 5, using apparatus • Can recall and use addition and subtraction facts for all numbers up to 5 • Can recall and use addition and subtraction facts for all numbers up to 10 fluently • Can recognise the effect of adding zero. • Can represent and use number bonds and related subtraction facts up to 20, using apparatus • Can recall and use addition and subtraction facts for all numbers facts to 20 fluently • Can develop the difference between two numbers on a number line • Understands the inverse relationship between addition and subtraction • Can solve missing number calculations to 10 • Can solve missing number calculations to 20 • <p>1NF-1 Develop fluency in addition and subtraction facts within 10</p> <p>1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p>	<ul style="list-style-type: none"> • Can solve I think of a number problems using addition and subtraction facts to 20 • Can explain the effect of adding 0 to a number and reason why
<p>Add and subtract one-digit and two-digit numbers to 20, including zero</p>	<ul style="list-style-type: none"> • Can add and subtract numbers mentally, using Reordering • Can add and subtract numbers mentally, using Partitioning • Can add and subtract numbers mentally, using Bridging through 10 • Can add and subtract numbers mentally, using near doubles • Can use a number line to support adding and subtracting 2-digit and 1-digit numbers 	<ul style="list-style-type: none"> • Can explain the most efficient strategy to use in an addition and subtraction and why

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

- Can show that addition can be done in any order (commutative)
- Can show that subtraction can't be done in any order
- Understands and use a variety of mathematical language associated with addition and subtraction e.g. *Put together, add, altogether, total, take away, distance between, more than and less than*
- Can solve missing number addition and subtraction problems involving single-digit numbers.
- Can solve simple 1 step problems with addition and subtraction.

- Can solve problems that involve more complex reasoning e.g. *I know that $6 + 4$ is 10 so I can work out $7 + 4 = 11$*

First 4 Maths



Multiplication and Division

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.

- Can use concrete objects to double numbers to 10
- Can use concrete objects to half numbers to 20
- Can count in steps of 10
- Can count in steps of 2
- Can count in steps of 5
- Can find a total when counting in groups of 10
- Can find a total when counting in groups of 2
- Can find a total when counting in groups of 5
- Can solve word problems involving multiplication
- Can use an array to represent a multiplication fact
- Can divide by sharing objects equally
- Can share objects equally into groups of 2
- Can share objects equally into groups of 5
- Can share objects equally into groups of 10
- Can solve word problems involving division

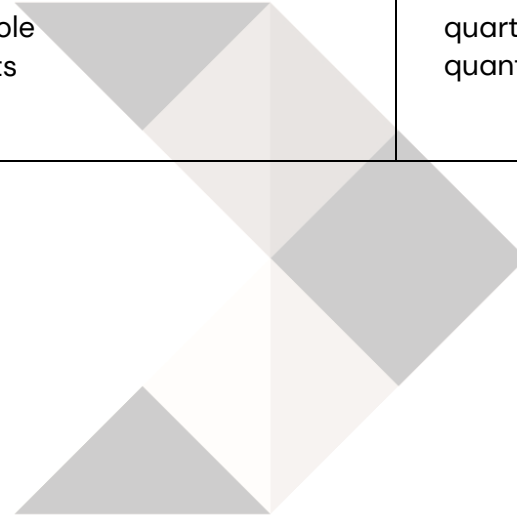
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

- Can explain why all numbers can be doubled but only some can be halved
- Can explain whether a number will appear in a sequence or not
- Can solve open ended problems involving multiplication where there is more than one option as the answer
- Can use an array to explain the commutative property of multiplication
- Can solve open ended problems involving division where there is more than one option as the answer *e.g. How many ways can I share 20 toys equally into baskets?*

Fractions, Decimals & Percentages

Recognise, find and name a half as one of two equal parts of an object, shape or quantity	<ul style="list-style-type: none">• Understands fractions as equal parts of a whole• Can halve a shape or object by splitting it into two equal parts• Can recognise one half as one of two equal parts of a whole• Can halve a quantity by splitting it into 2 equal sets	<ul style="list-style-type: none">• Can describe the fraction of a shape or group of objects when there are more than two or four pieces or objects.
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<ul style="list-style-type: none">• Can quarter a shape or object by splitting it into 4 equal parts• Can recognise one quarter as one of four equal parts of a whole• Can find a quarter of a quantity by splitting it into 4 equal sets	<ul style="list-style-type: none">• Can find halves and quarters of lengths and quantities

First 4
Maths



Geometry: 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]

- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

- Can recognise 2D shapes in a variety of orientations
 - rectangles (including squares)
 - circles
 - triangles
- Can describe 2D shapes according to their properties (sides and corners)
- Arrange 2D shapes to match a compound shape

- Can recognise 3D shapes in a variety of orientations
 - cylinder
 - triangular prism
 - cone
 - cube
 - cuboid
 - pyramid
 - sphere
- Can describe 3D shapes according to their properties (faces, vertices and edges)
- Arrange 3D shapes to match a compound shape

1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.

1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

- Can explain what is the same and what is different about a set of shapes.
- Can identify 3D shapes from their 2D shadows

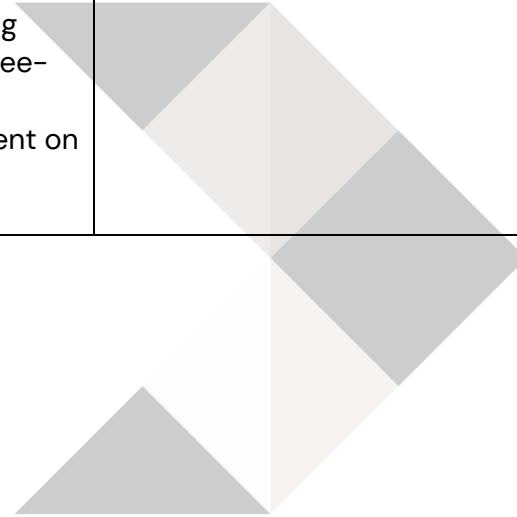
Geometry: Position & Direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

- Can distinguish between left and right
- Can use positional language e.g. next to, top, middle and bottom, on top of, in front of, above, between, around, near, close and far
- Can use ordinal language e.g. 1st, 4th
- Can use the language of direction and motion, including: left and right, up and down, forwards and backwards, inside and outside.
- Can respond to the language of turns making whole turns, half turns, quarter turns and three-quarter turns
- Can connect turning clockwise with movement on a clock face.

- Can ask questions to find the position of an object.

First 4
Maths



Measurement

<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] 	<ul style="list-style-type: none"> Can use direct comparison or non-standard units to compare lengths and heights Can estimate and measure whether an object is longer or shorter than a metre stick/ a class ruler Can use language of longer/ shorter, tall/ short, double/ half in relation to length and height 	<ul style="list-style-type: none"> Can solve problems involving comparisons of measure e.g. <i>A long brick is twice the length of a short brick.</i> <p><i>Which is longer: 2 long bricks or 3 short bricks? 3 long bricks or 5 short bricks?</i></p>
<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> mass/weight [for example, heavy/light, heavier than, lighter than] 	<ul style="list-style-type: none"> Can compare mass of objects by holding them and using direct comparison Can use balance scales to compare the mass of objects using direct comparison or non-standard units Can estimate and measure whether an object weighs more or less than a kilogram Can use language of heavy/ light, heavier than and lighter than in relation to mass/weight 	<ul style="list-style-type: none"> Can use measuring equipment to solve problems e.g. <i>Here are four items (of similar mass). Can you use the balance scales to sort them from lightest to heaviest?</i>
<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] 	<ul style="list-style-type: none"> Can use direct comparison or non-standard units to compare the capacity of different vessels Can estimate and measure whether a container contains more or less than a litre jug Can use language of full/empty, more than/less than, half, full, quarter 	<ul style="list-style-type: none"> Can talk about containers that are half as full as another? Twice as full?
<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> time [for example, quicker, slower, earlier, later] 	<ul style="list-style-type: none"> Can estimate and measure whether an activity lasts longer/ less than a minute/hour Can use language of quicker, slower, earlier and later 	<ul style="list-style-type: none"> Can solve problems involving periods of time e.g. <i>I walk to school every day. On Monday my journey takes 10 minutes. On Tuesday I walk more slowly. Does my journey take more or less time than on a Monday? Explain your answer.</i>

<p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) 	<ul style="list-style-type: none"> • Can use manageable standard units to measure length and height (cm and m) • Can use manageable standard units to measure mass/ weight (kg) • Can use manageable standard units to measure capacity/ volume (l) • Can measure in hours, seconds and minutes • Can decide which measuring tool could be used in a particular situation 	<ul style="list-style-type: none"> • Can select independently the correct unit of measure to record their measurements.
<p>Recognise and know the value of different denominations of coins and notes</p>	<ul style="list-style-type: none"> • Can identify coins by sorting them • Can recognise the value of each coin and that some coins have a greater value than others • Can add up small amounts of money and say how much altogether • Can pay for items of a small value e.g. 3p, 5p, 7p, 9p using coins • Can give change using 1p coins • Can answer questions such as: <i>Michael had £5. He spent £3. How much did he have left?</i> <i>Rosie had a 10p coin. She spent 3p. How much change did she get?</i> 	<ul style="list-style-type: none"> • Can recognise an amount can be paid for in a variety of ways. • Can solve problems involving money e.g. <i>Ella has two silver coins. How much money might she have?</i>
<p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<ul style="list-style-type: none"> • Can use language before, after, next, first in relation to time passing and sequencing of events in familiar stories or day-to-day routines • Can use terms such as morning, afternoon and evening, yesterday and tomorrow 	<ul style="list-style-type: none"> • Can use the language of order to discuss events on a calendar.

Recognise and use language relating to dates, including days of the week, weeks, months and years	<ul style="list-style-type: none"> • Can learn the order of the days of the week and learn that weekend days are Saturday and Sunday • Can name and order the months of the year • Can record significant dates in a class calendar 	<ul style="list-style-type: none"> • Can say the day after next and the day before yesterday.
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	<ul style="list-style-type: none"> • Can tell time to the hour • Can draw hands on the clock for times to the hour • Can tell time to half past the hour • Can draw hands on the clock for times to the half hour • Can recognise times to the hour and half hour in day to day routines • Can use clocks and time lines to answer questions such as: <i>It is half past seven. What time will it be in 4 hours time? What time was it two hours ago?</i> 	<ul style="list-style-type: none"> • Can reason about what time it is e.g. <i>Using only the hour hand, what time could or couldn't it be?</i>
Statistics		
No objectives in this strand		

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