

Mathematics in Year 1

Name:

S1/1	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.
S1/2	Count in multiples of twos, fives and tens.
S1/3	Given a number, identify one more and one less.
S1/4	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.
S1/5	Read and write numbers from 1 to 20 in numerals and words.
S1/6	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
S1/7	Represent and use number bonds and related subtraction facts within 20.
S1/8	Add and subtract one-digit and two-digit numbers to 20, including zero.
S1/9	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.
S1/10	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.
S1/11	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
S1/12	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
S1/13	Compare, describe & solve practical probs for: lengths/heights (long/short/tall, half/double); mass/weight (heavier/lighter); capacity/volume (full/empty, more/less); time (quicker/slower/later).
S1/14	Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).
S1/15	Recognise and know the value of different denominations of coins and notes.
S1/16	Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
S1/17	Recognise and use language relating to dates, including days of the week, weeks, months and years.
S1/18	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
S1/19	Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
S1/20	Describe position, directions and movements, including whole, half, quarter and three-quarter turns.

Year One 2018/19 Writing Objectives							
Spelling							
I can spell words containing each of the letter sounds I have been taught.							
I can spell common exception words.							
I can spell the days of the week.							
I can name the letters of the alphabet in order.							
I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.							
I know the plural rule and can use -s and -es in the right place.							
I can add un- to the start of a word to make a different word.							
I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.							
I can use simple spelling rules.							
I can write the correct spellings in simple sentences I hear my teacher say.							
Handwriting							
I can sit correctly at a table, holding a pencil comfortably and correctly.							
I can write lower-case letters in the correct direction, starting and finishing in the right place.							
I can write capital letters.							
I can write numbers 0-9.							
I can see which letters belong to which handwriting 'families'.							
Composition							
I can write sentences by saying out loud what I am going to write about.							
I can say my sentence out loud before I write it.							
I can join my sentences together to make a story.							
I can read my sentence and check that it makes sense.							
I can talk about my writing with my teacher or children in my class.							
I can read my sentence out loud so that children in my class can hear and understand me.							
Vocabulary, Grammar and Punctuation							
I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.							
I can add -ing and -er to the end of a word to make a new word e.g. helping, helper							
I can show you how un- added to the beginning of a word can change its meaning.							
I can put words together to make sentences.							
I can use joining words like 'and'.							
I can write a short story using sentences.							
I can use spaces between words.							
I can use	Capital letters						
	Full stops						
	Question marks						
	Exclamation marks						
I can use capital letters for names, places, the days of the week and the word 'I'.							
I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.							