

# ALL SAINTS CEVA PRIMARY SCHOOL

## National Curriculum 2014 MATHEMATICS

**KEY STAGE 1** These are the Year 1 objectives and 'child speak' targets for **MATHEMATICS**  
The 'key' objectives are highlighted.

Objective	Child Speak Target
<b>Number Place Value</b>	
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	<i>I can count up and down from 0 to 100 and more.</i>
Count, read and write numbers to 100 in numerals.	<i>I can count, read and write numbers up to 100.</i>
Count in multiples of twos, fives and tens.	<i>I can count in 2 or 5 or 10.</i>
Given a number, identify one more and one less.	<i>When you show me a number, I can tell you what is one more and one less.</i>
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.	<i>I can find numbers on a number line when I am solving problems with questions using equal to, more than, less than, most and least.</i>
<b>Addition Subtraction</b>	
Read and write numbers from 1 to 20 in numerals and words.	<i>I read and write numbers from 1 to 20 in numbers and words.</i>
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	<i>I know and can use the maths symbols + - and = in a number sentence.</i>
Represent and use number bonds and related subtraction facts within 20.	<i>I know my number bond facts to 20 - such as <math>1+5 = 6</math> and <math>5 = 6 - 1</math>.</i>
Add and subtract one-digit and two-digit numbers to 20, including zero.	<i>I add and subtract numbers up to 20 - such as <math>5+5</math> or <math>12-8</math>.</i>
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ .	<i>I can solve some number problems such as <math>7 = ? - 9</math>.</i>
<b>Multiplication Division</b>	
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.	<i>I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means.</i>
<b>Fractions</b>	
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	<i>I know that a half is one of two equal parts, and I find half of a shape or a set of objects by sharing the shape or set into two equal parts.</i>
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<i>I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.</i>
<b>Measurement</b>	
Compare, describe and solve practical problems for lengths and heights [for example, long or short, longer or shorter, tall or short, double or half].	<i>I use words such as long or short, longer or shorter, tall or short, double or half to describe my maths work when I am measuring.</i>
Compare, describe and solve practical problems for mass or weight [for example, heavy or light, heavier than, lighter than].	<i>When weighing, I use the words heavy or light, heavier than, lighter than to explain my work.</i>
Compare, describe and solve practical problems for capacity and volume [for example, full or empty, more than, less than, half, half full, quarter].	<i>When working with capacity, I use the words full or empty, more than, less than, half, half full and quarter to explain my work.</i>
Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].	<i>I can answer questions about time, such as Who is quicker? or What is earlier?</i>
Measure and begin to record lengths and heights.	<i>I can measure the length or height of something and write down what measure.</i>
Measure and begin to record mass/weight.	<i>I can measure how heavy an object is and write down what I find.</i>
Measure and begin to record capacity and volume.	<i>I can measure the capacity of jugs of water and write down what I measure.</i>
Measure and begin to record time (hours, minutes, seconds).	<i>I can measure how long something takes to happen - such as how long it takes me to run around the playground.</i>

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Recognise and know the value of different denominations of coins and notes.	<i>I know that coins have different values - such as 2p, 5p, 10p and 50p.</i>
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	<i>I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</i>
Recognise and use language relating to dates, including days of the week, weeks, months and years.	<i>I can tell you the days of the week and months of the year and I can talk about weeks and months and years and what they mean.</i>
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	<i>I can tell the time and draw hands on a clock for to the hour and half past the hour times.</i>
<b>Shape</b>	
Recognise and name common 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles].	<i>I can name common 2-D shapes such as rectangles, squares, circles and triangles.</i>
Recognise and name common 2-D and 3-D shapes, including 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	<i>I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.</i>
<b>Position</b>	
Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	<i>I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.</i>