Year 1 Maths

Application	
Ideas, questions and lines of enquiry	• Selects the mathematics they use in an increasing range of classroom activities - Adopts a suggested model or systematic approach - Makes connections and applies knowledge to similar situations • Chooses equipment appropriate to the task with support • Asks simple questions relevant to the problem and begins to suggest ways of exploring
Represent and communicate	• Describes a problem in their own words e.g. acts it out, represents the problems pictorially or with concrete resources • Begins to develop own ways of recording – uses and interprets **familiar** mathematical symbols and diagrams • Begins to organise work and check results – shows evidence of method in responses • Discusses their mathematical work and begins to explain their thinking using appropriate mathematical vocabulary
Plan an approach and implement it	• Understands and uses known facts and procedures to solve simple problems • Uses familiar strategies and operation to solve problems within known mathematical concepts and procedures • Tries different approaches and finds ways of overcoming difficulties when solving problems – sometimes with support
Computational complexity	• Solves problems with one or a small number of steps, where all steps are simple

Reasoning	
Make connections	• Recognises similarities to previous work through classroom discussion • Begins to use familiar elements of knowledge to tackle problems that are more unfamiliar or complex • Poses 'What if' questions during practical problem solving opportunities
Evaluate	• Reviews their work be explaining why they have done something
Draw conclusions	• Predicts an answer or outcome e.g. numbers in an extended sequence • Talks about findings by referring to own work • Explains why an answer is correct • Begins to make simple inferences when referring to own work
Generalise	• Understands a general statement by finding a particular example that matches it • Begins to describe a pattern or sequence in words or using concrete resources or own representation
Justify	• Provides simple reasons for opinions

Problem Solving Strategies
• Sorts information • Uses 'guess and check' strategies to solve unfamiliar problems • Begins to look for patterns in results while working and uses them to find other possible outcomes • Draws simple pictures or diagrams • Gives examples to match statements and ones that do not • Finds a starting point

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction
• 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 • count in multiples of twos, fives and tens • given a number, identify one more and one less • 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 • read and write numbers from 1 to 20 in numerals and words	• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero using concrete objects and pictorial representations • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	• 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	• recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	• compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass / weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (full/empty, more than, less than, half, half full, quarter) - time (quicker, slower, earlier, later) • measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) ▪ recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	• 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]	• describe position, direction and movement, including whole, half, quarter and three-quarter turns