

## About the Objectives

These objectives are the key skills that the majority of children should have by the end of Year 1.

Some objectives are harder than they seem, e.g. children who can count up to 100 may still have trouble saying which number comes after 12. They may have to start at 1 and count from there.

By the end of Year 1, we want most children to be secure in these key objectives.

The words below, called the 'Stages of Learning', are the words we will use to help you understand your child's progress as they continue to build on their learning through the year.



% of Objectives Met with confidence

Stage of Learning

What this means at the end of the year

0-25%  
26 – 50 %

Beginning  
Emerging

less than expected  
attainment for end of Year 1

51 – 63 %  
64 – 75 %

Developing  
Secure

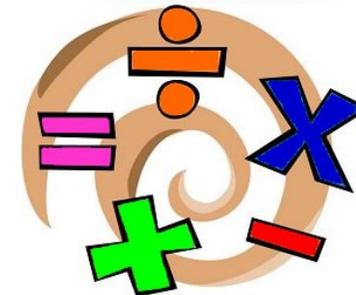
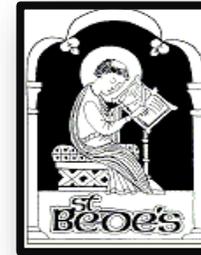
expected attainment  
for end of Year 1

76 – 88 %  
89 – 100 %

Confident  
Advanced

more than expected  
attainment for end of Year 1

## St Bede's Catholic Infant & Nursery School



Year 1

## Maths Objectives

## A Booklet for Parents

# Maths

**By the end of Year 1,  
most children should be secure in the following objectives...**

<b><u>Number and Place Value</u></b>	<b><u>Measurement</u></b>
<i>I can count up and down from 0 to 100 and more.</i>	<i>I use words such as long/short, longer/shorter, tall/short, double/half to describe my maths work when I am measuring.</i>
<i>I can count, read and write numbers up to 100.</i>	<i>When weighing, I use the words heavy/light, heavier than, lighter than to explain my work.</i>
<i>I can count in 2 or 5 or 10.</i>	<i>When working with capacity, I use the words full/empty, more than, less than, half, half full and quarter to explain my work.</i>
<i>When you show me a number, I can tell you what is one more and one less.</i>	<i>I can answer questions about time, such as Who is quicker? or What is earlier?</i>
<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>	<i>I can measure the length or height of something and write down what measure.</i>
<i>I read and write numbers from 1 to 20 in numbers and words.</i>	<i>I can measure how heavy an object is and write down what I find.</i>
<b><u>Addition and Subtraction</u></b>	<i>I can measure the capacity of jugs of water and write down what I measure.</i>
<i>I know and can use the maths symbols + - and = in a number sentence.</i>	<i>I can measure how long something takes to happen - such as how long it takes me to run around the playground.</i>
<i>I know my number bond facts to 20 - such as <math>1+5 = 6</math> and <math>5 = 6 - 1</math>.</i>	<i>I know that coins have different values - such as 2p, 5p, 10p and 50p.</i>
<i>I add and subtract numbers up to 20 - such as <math>5+5</math> or <math>12-8</math>.</i>	<i>I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</i>
<i>I can solve some number problems such as <math>7 = ? - 9</math>.</i>	<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>
<b><u>Multiplication and Division</u></b>	<i>I can tell the time and draw hands on a clock for to the hour and half past the hour times.</i>
<i>I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means.</i>	<b><u>Shape</u></b>
<b><u>Fractions</u></b>	<i>I can name common 2-D shapes such as rectangles, squares, circles and triangles.</i>
<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>	<i>I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.</i>
<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><u>Position</u></b>
	<i>I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.</i>