

Key Performance Indicator	Performance Standard
<p>Number and place value Can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p> <p>Given a number, can identify one more and one less.</p> <p>Can 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> <p>Can read and write numbers from 1 to 20 in numerals and words.</p> <p>Addition and subtraction Can read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.</p> <p>Can represent and use number bonds and related subtraction facts within 20.</p> <p>Can add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Multiplication and division Can 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.</p> <p>Fractions (including decimals) Can recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Measurement Can compare, describe and solve practical</p>	<p>By the end of Y1, a child should be fluent with whole numbers and counting.</p> <p>A child has a developing knowledge of addition and subtraction using concrete objects and pictorial representations.</p> <p>A child can describe and compare different quantities such as length, mass and capacity/volume.</p> <p>A child is beginning to recognise simple fractions.</p> <p>A child is beginning to tell the time.</p> <p>Children should read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.</p>

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 [for example, full/empty, more than, less than, half, half full, quarter]; time [for example, quicker, slower, earlier, later]

Can measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)

Can recognise and know the value of different denominations of coins and notes

Can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].

Can recognise and use language relating to dates, including days of the week, weeks, months and years.

Can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Properties of shape

Can 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]

Position and direction

Can describe position, direction and movement, including whole, half, quarter and three-quarter turns