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| **EYFS objectives** | **Year 1 objectives** |
| **Number and Place Value** | |
| **Three & Four Years**  I can recite numbers beyond 5.  I can say one number name for each item in order 1,2,3,4,5  I know that the last number reached when counting a small set of objects tells you how many there are in total.  I can develop fast recognition of up to 3 objects without having to count them individually (subitising)  I can experiment with own symbols and marks as well as numerals.  **Reception**  I can count objects, actions and sounds.  I can count beyond 10.  I can verbally count beyond 100 and recognise the pattern of the counting system. | I can count to 100, forwards from 0 and 1 from any given number.  I can count to 100, backwards from 0 and 1 from any given number.  I can read and write numbers from 0 – 20 in numerals.  I can read and write numbers from 0- 20 in words. |
| **Three & Four Years**  I can compare quantities using language “More than” fewer than  **Reception**  I can compare quantities up to 10.  I can compare numbers up to 10.  I can understand the one more / one less than between consecutive numbers. | I can compare and order numbers to 20.              I can identify 1 more or 1 less from a given number. |
| **Three & Four Years**  **Reception** |  |
| **Three & Four Years**  I can show finger numbers up to 5.  I can link numerals and amounts, up to 5.  **Reception**  I can subitise up to 5.  I can link the numeral with its cardinal number value. | I can use the language of equal to, more than, less than, less than, fewer, least.  I can identify and represent numbers using objects and pictorial representations including number lines. |
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| **Three and Four Year olds**  I can solve real world maths problems with numbers up to 5. | I can solve problems to 20. |
| **Addition & Subtraction** | |
| **Three & Four Years**  **Reception**  **I can automatically recall number bonds for numbers 0 – 5 and some to 10.**  **I can recall double facts to 10.** | I can use mental methods to add to 20.  I can use mental methods to subtract from 20. |  |
| **Three & Four Years**  **Reception**  I can explore odds and even to 10.  I can distribute quantities evenly. | I can add 1 and 2 digit numbers to 20 including 0.  I can subtract 1 digit and 2 digit numbers from 20 including 0 |  |
| **Multiplication & Division** | |
| **Three & Four Years**  **Reception** | I can count in multiples of 2s.  I can count in mulitples of 10s.  I can count in mulitples of 5s. |  |
| **Three & Four Years**  **Reception** | I can solve one step problems involving multiplication using concrete, pictorial and arrays with support from the teacher.  I can solve one step problems involving division using concrete, pictorial and arrays with support from the teacher. |  |
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| **Three & Four Years**  **Reception** | **I can solve 1 step problems including multiplication.**  **I can solve 1 step problems including division.** |  |
| **Three & Four Years**  **Reception** | I can calculate answers using concrete operations.  I can calculate answers using pictorial representations.  I can calculate answers using arrays with support. |  |
| **Fractions & Percentages** | |
| **Three & Four Years**  **Reception** | **I can recognise half as one of 2 equal parts of an object.**  **I can recognise ½ as one of 2 equal parts of a shape.**  **I can recognise ½ as one of 2 equal parts of a quantity.**  **I can recognise, find and name ½ as one of 2 equal parts.** |  |
| **Geometry** | |  |
| **Three & Four Years**  I can talk about & explore 2D shapes using“sides, corners, straight, flat round”  I can talk about & explore 3D shapes using informal maths language – “sides, corners, straight, flat round”  I can select shapes approprialely – flat surfaces for a building, triangular for a roof etc.  **Reception**  Select, rotate and manipulate shapes in order to develop spatial reasoning | Recognise and name common 2-D shapes e.g., rectangles (including squares), circles and triangles.    Recognise and name common 3-D shapes, including e.g., cuboids (including cubes), pyramids and spheres. |  |
| **Space & Measure** | |  |
| **Three & Four Years**  Make comparisons between objects relating to size, length, weight and capacity.  **Reception**  Compare length, weight and capacity. | Compare and describe practical problems for lengths and heights; e.g., long/short, longer/shorter, tall/short, double/half    Solve practical problems for lengths and heights; e.g., long/short, longer/shorter, tall/short, double/half    Compare and describe practical problems for mass/weight; e.g., heavy/light, heavier than, lighter than    Solve practical problems for mass/weight; e.g., heavy/light, heavier than, lighter than    Compare and describe practical problems for capacity and volume; e.g., full/empty, more than, less than, half, half full, quarter    Solve practical problems for capacity and volume; e.g., full/empty, more than, less than, half, half full, quarter |  |
| **Time** | |  |
| **Three & four years**  Begin to describe a sequence of events, real or fictional, using words such as “first, then” | Compare and describe practical problems for time; e.g., quicker, slower, earlier, later    Solve practical problems for time; e.g., quicker, slower, earlier, later    Tell the time to the hour  Tell the time to half past the hour    Draw hands on a clock face to show the hour    Draw hands on a clock face to show the half hour |  |
| **Position and Direction** | |  |
| **Three & four years**  I can understand position through words alone.  I can describe a familiar route  I can discuss routes and locations, using words like “infront of” and “behind”.  **Reception**  I can draw information from a a simple map. |  |  |