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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 routeI can discuss routes and locations, using words like “infront of” and “behind”. **Reception** I can draw information from a a simple map.  |  |  |