KS1 – Year 1		
National Curriculum	**Key Performance Indicators**	**Working at Greater Depth**
Number and Place Value		
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	• Can count to 10 forwards starting from any number • Can count backwards to zero starting from any number up to 10 • Can count to 20 forwards starting from any number • Can count backwards to zero starting from any number up to 20 • Can count to 100 and across 100 from any given number • Can count backwards from any given number, including crossing 100 1NPV–1 Count within 100, forwards and backwards, starting with any number.	• Can answer reasoning questions linked to counting *e.g. If I count backwards from 18 will I say 20?*
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	• Can consistently count a set of objects to 10 accurately • Can read numbers from 1 – 10 in numerals • Can order objects using language first, second, third • Can write numbers to 10 in numerals • Can complete missing number sequences to 10 • Can consistently count a set of objects to 20 • Can read numbers from 1 – 20 in numerals • Can write numbers to 20 in numerals • Can complete missing number sequences forwards and backwards to 20 • Can read numbers from 1 – 100 in numerals • Can write numbers to 100 in numerals • Can complete missing number sequences forwards and backwards in ones to 100 • Can count in twos to 20 forwards and backwards from any multiple • Can count in 10s to 100 forwards and backwards from any multiple • Can count in 5s to 50 forwards and backwards from any multiple • Can count in odd numbers forwards and backwards • Can complete sequences in 2s, 5s, 10s 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	• Can answer reasoning questions about counting *e.g. If I count in 5s from 0 will I say 12?* • Can answer reasoning questions about place value *e.g. What is the largest number that you can make from these 4 number cards and explain your reasoning?*

First 4 Maths

Given a number, identify one more and one less	• Can identify one more than a given number to 10 • Can identify one less than a given number to 10 • Can identify one more than a given number to 20 • Can identify one less than a given number to 20 • Can identify one more than a given number to 100 • Can identify one less than a given number to 100	• Can complete missing number sentences such as *? is one more than ?* and explain reasoning • Can explain reasoning *e.g. What happens in this sequence of numbers. 11, 12, 13*
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	• Can use fingers to show any number to 10 • Can use practical equipment to represent a number to 10 • Can compare two numbers to 10 that have been created with practical equipment using language fewer, more, fewest. most, • Can position two numbers to 10 on a marked and blank number line, compare the numbers and reason about where they have been positioned • Can use practical equipment to represent any number to 20 and explain the value of each digit • Can use pictorial representations to represent any number to 20 and explain value of each digit • Can compare two numbers that have been created with practical equipment. • Can position two numbers on a marked number line, compare the numbers and reason about where they have been positioned • Can compare numbers using greater than and less than and the symbols < > and = • Can use practical equipment to represent any number to 100 and explain value of each digit • Can use pictorial representations to represent any number to 100 and explain value of each digit • Can compare two numbers that have been created with practical equipment • Can position numbers on a marked number line with multiples of 10 marked and reason about where they have been positioned 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	• Can solve "I think of a number" problems involving one more and one less • Can answer reasoning questions linked to place value *e.g. Which number is the odd one out and why?*

First 4 Maths

Read and write numbers from 1 to 20 in numerals and words.	• Can read numbers from 1 – 10 in numerals • Can write numbers from 1 – 10 in numerals including accurate formation of all numerals 0-9 • Can read numbers from 1 – 20 in numerals • Can write numbers from 1 – 20 in numerals • Can read numbers from 1 – 20 in words • Can write numbers from 1-20 in words	• Can answer problems involving writing numbers *e.g. Chris was writing numbers, he stopped for a rest after writing 20 digits what number did he stop on?*

First 4 Maths

Addition and Subtraction		
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	• Can begin to use addition (+), subtraction (-) and equals (=) signs to record their work • Can read the mathematical statements they have recorded • Can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	• Can write related facts about a number using addition and subtraction
Represent and use number bonds and related subtraction facts within 20	• Can represent and use number bonds and related subtraction facts up to 5, using apparatus • Can recall and use addition and subtraction facts for all numbers up to 5 • Can recall and use addition and subtraction facts for all numbers up to 10 fluently • Can recognise the effect of adding zero. • Can represent and use number bonds and related subtraction facts up to 20, using apparatus • Can recall and use addition and subtraction facts for all numbers facts to 20 fluently • Can develop the difference between two numbers on a number line • Understands the inverse relationship between addition and subtraction • Can solve missing number calculations to 10 • Can solve missing number calculations to 20 • 1NF–1 Develop fluency in addition and subtraction facts within 10 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	• Can solve I think of a number problems using addition and subtraction facts to 20 • Can explain the effect of adding 0 to a number and reason why
Add and subtract one-digit and two-digit numbers to 20, including zero	• Can add and subtract numbers mentally, using Reordering • Can add and subtract numbers mentally, using Partitioning • Can add and subtract numbers mentally, using Bridging through 10 • Can add and subtract numbers mentally, using near doubles • Can use a number line to support adding and subtracting 2-digit and 1-digit numbers	• Can explain the most efficient strategy to use in an addition and subtraction and why

First 4 Maths

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9.	• Can show that addition can be done in any order (commutative) • Can show that subtraction can't be done in any order • Understands and use a variety of mathematical language associated with addition and subtraction *e.g. Put together, add, altogether, total, take away, distance between, more than and less than* • Can solve missing number addition and subtraction problems involving single-digit numbers. • Can solve simple 1 step problems with addition and subtraction.	• Can solve problems that involve more complex reasoning *e.g. I know that 6 + 4 is 10 so I can work out 7 + 4 = 11*

First 4 Maths

Multiplication and Division		
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.	• Can use concrete objects to double numbers to 10 • Can use concrete objects to half numbers to 20 • Can count in steps of 10 • Can count in steps of 2 • Can count in steps of 5 • Can find a total when counting in groups of 10 • Can find a total when counting in groups of 2 • Can find a total when counting in groups of 5 • Can solve word problems involving multiplication • Can use an array to represent a multiplication fact • Can divide by sharing objects equally • Can share objects equally into groups of 2 • Can share objects equally into groups of 5 • Can share objects equally into groups of 10 • Can solve word problems involving division 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	• Can explain why all numbers can be doubled but only some can be halved • Can explain whether a number will appear in a sequence or not • Can solve open ended problems involving multiplication where there is more than one option as the answer • Can use an array to explain the commutative property of multiplication • Can solve open ended problems involving division where there is more than one option as the answer *e.g. How many ways can I share 20 toys equally into baskets?*

First 4 Maths

Fractions, Decimals & Percentages		
Recognise, find and name a half as one of two equal parts of an object, shape or quantity	• Understands fractions as equal parts of a whole • Can halve a shape or object by splitting it into two equal parts • Can recognise one half as one of two equal parts of a whole • Can halve a quantity by splitting it into 2 equal sets	• Can describe the fraction of a shape or group of objects when there are more than two or four pieces or objects.
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	• Can quarter a shape or object by splitting it into 4 equal parts • Can recognise one quarter as one of four equal parts of a whole • Can find a quarter of a quantity by splitting it into 4 equal sets	• Can find halves and quarters of lengths and quantities

First 4 Maths

Geometry: Properties of shape		
Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles]	• Can recognise 2D shapes in a variety of orientations - rectangles (including squares) - circles - triangles • Can describe 2D shapes according to their properties (sides and corners) • Arrange 2D shapes to match a compound shape	• Can explain what is the same and what is different about a set of shapes.
• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	• Can recognise 3D shapes in a variety of orientations - cylinder - triangular prism - cone - cube - cuboid - pyramid - sphere • Can describe 3D shapes according to their properties (faces, vertices and edges) • Arrange 3D shapes to match a compound shape 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	• Can identify 3D shapes from their 2D shadows

First 4 Maths

Geometry: Position & Direction		
Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	• Can distinguish between left and right • Can use positional language e.g. next to, top, middle and bottom, on top of, in front of, above, between, around, near, close and far • Can use ordinal language e.g. 1st, 4th • Can use the language of direction and motion, including: left and right, up and down, forwards and backwards, inside and outside. • Can respond to the language of turns making whole turns, half turns, quarter turns and three-quarter turns • Can connect turning clockwise with movement on a clock face.	• Can ask questions to find the position of an object.

First 4 Maths

Measurement		
Compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	• Can use direct comparison or non-standard units to compare lengths and heights • Can estimate and measure whether an object is longer or shorter than a metre stick/ a class ruler • Can use language of longer/ shorter, tall/ short, double/ half in relation to length and height	• Can solve problems involving comparisons of measure *e.g. A long brick is twice the length of a short brick.* *Which is longer:* *2 long bricks or 3 short bricks?* *3 long bricks or 5 short bricks?*
Compare, describe and solve practical problems for: • mass/weight [for example, heavy/light, heavier than, lighter than]	• Can compare mass of objects by holding them and using direct comparison • Can use balance scales to compare the mass of objects using direct comparison or non-standard units • Can estimate and measure whether an object weighs more or less than a kilogram • Can use language of heavy/ light, heavier than and lighter than in relation to mass/weight	• Can use measuring equipment to solve problems *e.g. Here are four items (of similar mass). Can you use the balance scales to sort them from lightest to heaviest?*
Compare, describe and solve practical problems for: • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	• Can use direct comparison or non-standard units to compare the capacity of different vessels • Can estimate and measure whether a container contains more or less than a litre jug • Can use language of full/empty, more than/less than, half, full, quarter	• Can talk about containers that are half as full as another? Twice as full?
Compare, describe and solve practical problems for: • time [for example, quicker, slower, earlier, later]	• Can estimate and measure whether an activity lasts longer/ less than a minute/hour • Can use language of quicker, slower, earlier and later	• Can solve problems involving periods of time *e.g. I walk to school every day. On Monday my journey takes 10 minutes. On Tuesday I walk more slowly. Does my journey take more or less time than on a Monday? Explain your answer.*

First 4 Maths

Measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds)	• Can use manageable standard units to measure length and height (cm and m) • Can use manageable standard units to measure mass/ weight (kg) • Can use manageable standard units to measure capacity/ volume (l) • Can measure in hours, seconds and minutes • Can decide which measuring tool could be used in a particular situation	• Can select independently the correct unit of measure to record their measurements.
Recognise and know the value of different denominations of coins and notes	• Can identify coins by sorting them • Can recognise the value of each coin and that some coins have a greater value than others • Can add up small amounts of money and say how much altogether • Can pay for items of a small value *e.g. 3p, 5p, 7p, 9p using coins* • Can give change using 1p coins • Can answer questions such as: *Michael had £5. He spent £3. How much did he have left?* *Rosie had a 10p coin. She spent 3p. How much change did she get?*	• Can recognise an amount can be paid for in a variety of ways. • Can solve problems involving money *e.g. Ella has two silver coins. How much money might she have?*
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	• Can use language before, after, next, first in relation to time passing and sequencing of events in familiar stories or day-to-day routines • Can use terms such as morning, afternoon and evening, yesterday and tomorrow	• Can use the language of order to discuss events on a calendar.

First 4 Maths

Recognise and use language relating to dates, including days of the week, weeks, months and years	• Can learn the order of the days of the week and learn that weekend days are Saturday and Sunday • Can name and order the months of the year • Can record significant dates in a class calendar	• Can say the day after next and the day before yesterday.
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	• Can tell time to the hour • Can draw hands on the clock for times to the hour • Can tell time to half past the hour • Can draw hands on the clock for times to the half hour • Can recognise times to the hour and half hour in day to day routines • Can use clocks and time lines to answer questions such as: *It is half past seven. What time will it be in 4 hours time? What time was it two hours ago?*	• Can reason about what time it is *e.g. Using only the hour hand, what time could or couldn't it be?*
Statistics		
No objectives in this strand		

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