My Year 1 Learning Journey for Mathematics

Strand			I am Working Towards Year 1's objectives with support (Emerging)	I am Working Towards Year 1's objectives (Developing)	I am Achieving Year 1's objectives (Secure)
NUMBER	Number & Place Value	1	I can count forwards from 1 to 50 beginning with 0 or one.	I can count forwards and backwards from 1 to 100 beginning with 0 or one, or from any given number.	*** I can count to and across 100, forwards and backwards**, beginning with 0 or one, or from any given number eg count from 94-120 & backwards from 125.
		2	I can read and write numbers to 20 and beyond in numerals.	I can read and write numbers to 50 and beyond in numerals.	*** I can read and write numbers to 100 in numerals**. Eg record the page in my reading book or recognise the number of my friend's house.
		3	I can use say one more or one less than a number with some support eg using a visual diagram. <table><tr><td>19</td><td></td><td>21</td><td>22</td><td></td><td></td></tr></table>	I can give one more or one less than a number up to 50 including as a number story eg 'I have eaten 8 grapes and eat one more. How many have I eaten?	*** I can say one more and one less than a number up to at least 100, including as a number story.** Eg 'I have 28 grapes and eat one. How many are left?
		4	I can count in twos from zero and group objects in twos.	I can count in twos and fives from zero and group objects in twos and fives.	*** I can count in twos, fives and tens from zero and group objects in twos, fives or tens** eg I can count beads in groups of 2, 5 or 10.
	Addition, Subtraction, Multiplication & Division	5	I can use apparatus to find pairs of numbers that add to totals less than 10.	I can use apparatus to find pairs of numbers that add to totals less than 20.	***I know and use my number bonds and subtraction facts to 20 eg I can work out that if 3+12=15 then 15-12=3 or 4+12=16 and 3+13=16.**
		6	I can calculate the sum and difference of numbers up to 10, using apparatus to help me.	I can calculate the sum and difference of numbers up to 10.	***In my head I can add and subtract one and two digit numbers to 20, including zero** eg find pairs of numbers below 20 with a difference of 4 or a sum of 18.
		7	I can double numbers up to five using apparatus eg cubes	I can remember the doubles of numbers up to five.	**I can double numbers up to ten.** Eg I can quickly work out double 8.
		8	I can use counters to work out simple problems within 5 such as 2 + 3 = ?	I can work out simple problems within 10 such as 3 + 6 = ?	***I can solve one step problems that involve addition or subtraction** (including missing number problems), using objects and pictures to help me. eg I use counters to work out 8 + ? =14
		9	I can use counters to show 3 + 5 = 8 and write my number sentences with a frame: __ + __ = __.	I can use counters to show 3 + 5 = 8 and write down a number sentence.	***I can write and understand number statements involving + - and =** eg I can write 3 + 7 = 10 to show adding three to seven counters.
		10	I can solve one step problems in multiplication with numbers up to 10 with some help. eg I can work out how many pieces of paper are needed on a table with four children if each child has two pieces each.	I can solve one step problems in multiplication and division with numbers up to 10 and sometimes to 20. eg I can work out how many pieces of paper are needed on a table with six children if each child has two pieces each.	***I can solve one step problems that involve multiplication and division to 20 and sometimes beyond** using objects and pictures to help me. eg I use counters to work out how many grapes each child gets if 12 are shared between 4 children.
		11	With some help, I can begin to use arrays to represent multiplication.	I can use arrays to represent multiplication to totals of 10. Eg. I can draw two lines of three dots to represent repeated addition.	**I can use arrays to represent multiplication to totals of 20** eg I can draw two lines of five dots to represent repeated addition.
		12	With some help, I can continue simple number sequences and shape patterns.	I can continue simple number sequences and shape patterns eg RRGRRGRRGRRGRRG (red, red, green)	**I can continue number sequences or colour and shape patterns** with at least three different elements. eg RBBGRBBGRBB (red, blue, blue, green).
	Fractions	13	With some help, I can work out how ten counters can be grouped into two sets. With some help I can conclude that five means a half.	I can work out that ten counters can be grouped into two sets in different ways. I can conclude that five means a half.	**I can recognise, find and name a half** and know that it is one of two equal parts of an object, shape or amount. eg. I identify a rectangle is divided into two equal pieces and so each is a half; if the two pieces are unequal and it is not a half.
		14	With some help, I can group 8 counters into four equal groups of two each and choose one of them as a quarter.	I can group 12 counters into four equal groups of three each and choose one of them as a quarter.	**I can recognise, find and name a quarter** and know that it is one of four equal parts of an object, shape or amount. Eg. I identify four equal parts of a rectangle and choose one of them as a quarter.

MONEY	15	I can identify 1p, 2p and 5p coins and say which the largest amount is.	I can identify coins up to 20p and order them according to their value.	***I recognise and know the value of different coins up to 20p and know that notes are worth more.** eg I can select coins to pay for an item costing 23p and know that if I hand over £5, I should get some change.
	16	I can use coins to make equivalences up to 10p with some help.	I can use coins to make equivalences up to 10p and sometimes beyond.	*** I can use coins to make equivalences up to 20p and sometimes beyond** eg I can say some different ways of paying for an item costing 20p.
	17	I can solve practical measuring problems with some help.	I can solve practical measuring problems eg use a balance to sort three items from lightest to heaviest?	***I can solve practical measuring problems** eg use a balance to find out which of four boxes is heaviest.
	18	With some help, I can describe and begin to record my solutions to practical measuring problems using appropriate language.	I can choose the correct word to use for length, mass, capacity and time. Eg. O'clock means time. Long means length. Weight means mass. Full/empty means capacity.	**I can describe and begin to record my solutions to practical measuring problems using appropriate language and non-standard units eg** Lengths and heights: long/short, longer/shorter, tall/short, double/half Mass/weight :heavy/light, heavier than, lighter than] Capacity and volume: full/empty, more than, less than, half, half full, quarter Time: quicker, slower, earlier, later
	19	With some help, I can chant the days of the week and the months of the year in order.	I can chant the days of the week and the months of the year in order. I can identify today's date.	**I understand and use language related to dates and time,** including days of the week, months and years eg 'Today is Tuesday 2nd of June. 'In three years I shall be in Class 4'.
	20	I can draw hands on a clock face and respond orally to simple questions about time.	I can tell when it is 12 o'clock and, with support, identify half past two.	***I can tell the time to the hour and half past the hour. I can draw hands on a clock face to show these times.**
GEOMETRY	21	With some help, I can identify rectangles and circles around the classroom.	I can recognise rectangles, circles and triangles.	**I can recognise and name common 2-D shapes**, including: rectangles (including squares), circles and triangles and sort them.
	22	I can recognise a cube, cuboid and sphere and choose each one correctly from a set of shapes.	I can recognise and name common 3-D shapes such as cuboids, cubes and spheres.	**I can recognise and name common 3-D shapes**, including: cuboids (including cubes), pyramids and spheres and sort them.
	23	I can describe position, direction and movement by using vocabulary such as forward, back, left and right.	I can use mathematical vocabulary to describe position, direction and movement such as whole turn, half turn, clockwise and anti-clockwise.	**I can describe position, direction and movement**, including whole, half, quarter and three-quarter turns in terms of rights angles, clockwise and anti-clockwise.
STATISTICS	24	I can complete a simple pictogram or block graph with some help.	I can complete a simple pictogram or block graph where one picture or one block equals one unit working with a partner or my group.	**I can make a simple pictogram or block graph** where one picture or one block equals one unit and answer some simple questions about it eg 'How many children own a cat?'

- DO NOT PRINT

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.