

## Year 1

### Progression of Objectives through I Can Statements

Using and Applying Maths	Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'	B1	<i>I can begin to solve a problem or puzzle by deciding what the important information is</i>
		D1	<i>I can use counting to solve problems involving measures</i>
		A2	<i>I can solve a problem or puzzle using adding/subtracting</i>
		B2	<i>I can use what it says in a problem to work out what sum to do</i>
		D2	<i>I can add up and take away when I measure</i>
		E2	<i>I can count and calculate to solve measurement problems</i>
		A3	<i>I can solve a problem or puzzle by using doubling and halving</i>
		B3	<i>I can talk about how I solved a problem or puzzle</i>
		D3	<i>I can find out which of three objects is the heaviest by using the scales I can work out which coins to use to pay the exact price for something I can work out what something costs when it is half price</i>
	Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context	E1	<i>I can talk about how I solved a problem using numbers and objects to help me</i>
		E2	<i>I can show how I solved a problem using drawings or objects to help me</i>
		E3	<i>I can work with a partner or in a small group to decide the best way to describe what we found out</i>
	Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures	C1	<i>I can answer a question using the equipment my teacher uses</i>
		C2	<i>I can show what I found out so that other people will understand</i>
		C3	<i>I can make choices about how to organise what I find out to help me to explain my answer</i>
	Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions	B1	<i>I can use numbers or shapes to copy and continue a simple pattern</i>
		B2	<i>I can use numbers or shapes to make patterns of my own I can describe my patterns to others</i>
		B3	<i>I can use numbers or shapes to make patterns of my own and explain what comes next</i>
		E3	<i>I can describe a pattern made from shapes or numbers and tell you how it would continue</i>
	Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures	A1	<i>I can talk about how I solve problems using counting</i>
		C1	<i>I can talk about how I solved a problem</i>
		A2	<i>I can talk about how I solve problems using adding/subtracting</i>
		C2	<i>I can talk about why I chose to solve the problem in the way that I did</i>
		A3	<i>I can explain how I solve problems</i>
		C3	<i>I can draw a picture/diagram to show how I solved the problem</i>

Counting and Understanding Number	Count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting	A1	<i>I can count up to 20 objects I know that the number of objects does not change even if I move the objects around</i>
		B1	<i>I can count at least 20 objects and know that the last number I say is how many there are altogether</i>
		D1	<i>I can find out how long a room is by counting the paces I take to cross it</i>
		A2	<i>I can estimate the number in a group of up to 20 objects I can check the number by counting</i>
	Compare and order numbers, using the related vocabulary; use the equals (=) sign	A1	<i>I can compare numbers up to 20 and say which number is bigger</i>
		A2	<i>I can put numbers up to 20 or more in order</i>
		A3	<i>I know the order of numbers up to 20 and more</i>
	Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line	A1	<i>I know how to write numbers up to 20 I can read numbers on a number track</i>
		B1	<i>I can read, write and order numbers up to 20</i>
		A2	<i>I know how to write numbers up to 20 I know where numbers up to 20 or more belong on a number track</i>
		A3	<i>I can write numbers up to 20 and more I can find them on a number line/100square</i>
	Say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10	A1	<i>I can work out the number that is one more or one less than numbers up to 20</i>
		B1	<i>I can use counters or the number line/100-square to find the number that is one more or one less than a number I can find the number that is ten more or ten less for a particular tens number</i>
		A2	<i>I know the number that is one more or one less than any number up to 20 or more</i>
		B2	<i>I can say the number that is one more or one less than a number I can say the number that is ten more or ten less than a multiple of ten</i>
A3		<i>I can say the number that is ten more or ten less than 10, 20, 30, ...</i>	
Use the vocabulary of halves and quarters in context	E1	<i>I can find half of a piece of paper or string, or half a shape I can find half of a small number of objects</i>	
	E2	<i>I can make whole, half and quarter turns on the spot I can fold a piece of paper into halves and quarters I can find half of a number of objects by sharing them into two equal groups</i>	
	E3	<i>I can find half of the water in a jug by pouring it into two glasses so that each glass has the same amount I can tell you when the clock says half past 2 I can find a quarter of a number of objects by sharing them into four equal groups</i>	

Knowing and Using Number Facts	Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts	B1	<i>I know some pairs of numbers that total 10 I can use counters or blocks to add numbers with answers up to 5</i>
		B2	<i>I know the pairs of numbers that total 10 I know how to add numbers to make different totals up to 5 and I am beginning to work out take away answers as well</i>
		B3	<i>I know the pairs of numbers that total 10 I can remember or work out simple add and take away calculations with answers to 5</i>
	Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple	E1	<i>I can count on and back in ones and tens I am beginning to count in fives</i>
		E2	<i>I can count on and back in ones, fives and tens</i>
		E3	<i>I can count on from or back to zero in ones, twos, fives or tens</i>
	Recall the doubles of all numbers to at least 10	E1	<i>I can recall or work out doubles of numbers to 5 + 5</i>
		B2	<i>I can recall or work out the doubles of numbers up to 5 + 5 or more</i>
		E2	<i>I can recall or work out doubles of all numbers to 10</i>
		B3	<i>I can recall doubles of numbers up to 10 + 10</i>
		E3	<i>I can recall or work out doubles of numbers to at least 10 I can use doubles I know to help me work out other doubles</i>

Calculating	Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number	A1	<i>I can add two one-digit numbers</i>
		A2	<i>I can add 1, 2, 3, 4, 5, 6, 7, 8 or 9 to numbers up to 20 or more</i>
		D2	<i>I can buy two toys and work out how much they cost altogether</i>
		A3	<i>I can add 10, 20, 30, ... to any number up to 50</i>
		B3	<i>I can add using counting on I know that if I add my numbers in any order I will get the same answer</i>
		D3	<i>I can work out how many 10p badges I can buy for £1</i>
	Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one-digit or two-digit number and a multiple of 10 from a two-digit number	A1	<i>I can use objects to take away a small number from any number up to 20</i>
		A2	<i>I can work out the difference between two numbers</i>
		D2	<i>I can work out how much I have left from 20p when I buy a toy</i>
		A3	<i>I can add or subtract 20 to a number and tell you the answer</i>
		B3	<i>I can subtract by taking away and by counting up to find the difference between the numbers</i>
		D3	<i>I can count up to find how much I have left from 50p when I buy an object</i>
	Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences	A1	<i>I can talk about adding/subtracting I can record additions/subtractions</i>
		E1	<i>I can describe an addition or subtraction using mathematical words [in a practical context]</i>
		A2	<i>I can talk about adding and subtracting I can use the signs +, - and = when I write addition and subtraction sentences</i>
		E2	<i>I can record an addition or subtraction number sentence and tell you what it means</i>
		A3	<i>I can ask addition and subtraction questions in different ways I can use the signs +, - and = when I write addition and subtraction sentences</i>
		B3	<i>I can use mathematical words and symbols to describe and record add and take away calculations</i>
Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups	E2	<i>I can share objects into equal groups and work out how many in one group</i>	
	E3	<i>I can find how many there are in several groups of 2, 5 or 10 I can share objects into equal groups and tell you how many there are in one group</i>	

Understanding Shape	Visualise and name common 2D shapes and 3D solids and describe their features; use them to make patterns, pictures and models	B1	<i>I can use 2-D and 3-D shapes to make patterns, pictures and models I can name most of the 2-D and 3-D shapes I use in my work as well as those I see in my classroom and playground I am beginning to picture a shape in my head</i>
		B2	<i>I know the names of familiar 2-D and 3-D shapes and I can picture these shapes in my head</i>
		B3	<i>I can describe and match a shape using mathematical features such as sides, corners, faces I can work with a partner to picture a shape in my mind</i>
	Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns	D2	<i>I know how to turn right and to turn left</i>
		D3	<i>I can turn myself through a number of whole and half turns I can tell you some objects that turn, such as windmill sails or a water tap</i>
	Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board	D1	<i>I can describe where something is using words like 'next to', 'in front of', 'underneath', 'on top of', ...</i>
		D2	<i>I can tell my partner where to place their cubes to make the same shape as mine I can follow instructions to make the same shape as my partner</i>
		D3	<i>I know how to program the robot to move around the skittles</i>

Measuring	Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)	C1	<i>I can compare the lengths/weights/capacities of more than two objects and put them in order</i>
		D1	<i>I can guess how many cubes will balance a parcel I can use a metre stick to measure how far it is across the hall</i>
		C2	<i>I can use equipment to measure objects</i>
		D2	<i>I can guess how many jugs of water I will put into the bowl to fill it I can use the red weights to balance a parcel</i>
		C3	<i>I can estimate by looking and feeling I know how to measure objects giving the measurements correctly</i>
		D3	<i>I can estimate how many straws I need to measure this table I can find out how many kilogram weights I need to balance the big bag of potatoes</i>
	Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour	D1	<i>I know the days of the week and can say them in order I can remember the order of a favourite story</i>
		D2	<i>I know that it is 3 o'clock when the big hand points to the 12 and the small hand points to the 3</i>
		D3	<i>I know that the big hand points to the 6 when it is half past the hour I can say the months of the year in order</i>

Handling Data	Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms	C1	<i>I can help to answer a question and to show what we found out</i>
		C2	<i>I can draw pictures/diagrams to show what I have found out</i>
		C3	<i>I can show what I found out by using a block graph</i>
	Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects	C1	<i>I can sort objects by placing them onto a big diagram</i>
		C2	<i>I can sort objects using my own diagram to help me</i>
		B3	<i>I can choose reasons for sorting my objects into groups and use a diagram to record this I can use the same objects but group them using different reasons</i>
		C3	<i>I can sort objects in different ways I can use what I know from comparing their lengths or balancing them</i>