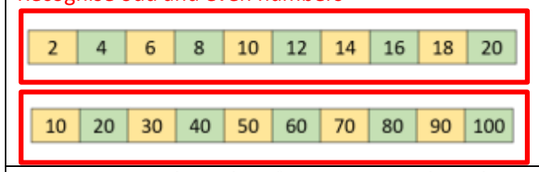
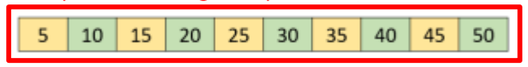
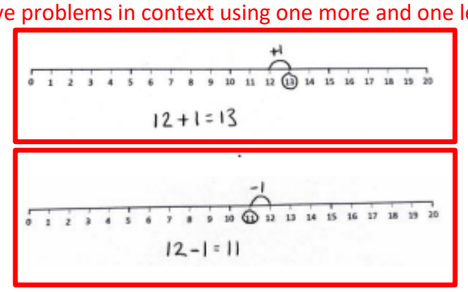
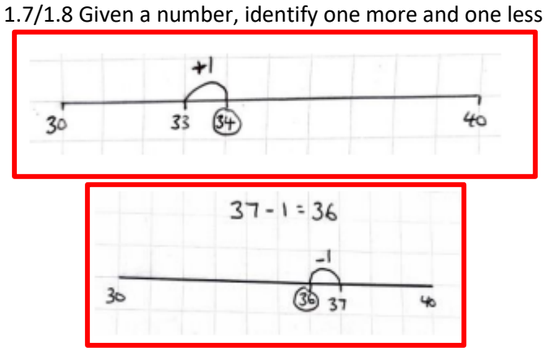
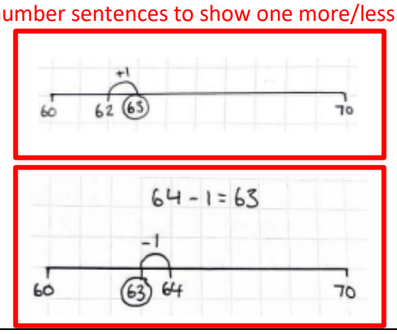
Year 1 Maths Milestones

Milestone 1	Milestone 2	Milestone 3	End of year
Number: Number and place value			
Key Number Facts: Know the sequence of counting in multiples of 2. Know the sequence of counting in multiples of 10. Know the sequence of counting in multiples of 5. Say one more or one less than any number up to 20.			
1.1/1.2 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count to at least 50 forwards, beginning with 1, and backwards from 10 Count in 1s from any number	1.4 Count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number. Count to at least 50 forwards and backwards from 30 Count forwards and backwards to at least 50 starting on 1 or multiples of 10 Order numbers in sequence Estimate the position of numbers on a number line	1.7/1.8 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count backwards from up to 50	1.12 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count on and back from any number to 100 Count in 10s to and from any number Position numbers on an unstructured number line
1.1 Read numbers from 1 to 20 in numerals.	1.5 Read and write numbers from 1 to 20 in numerals and words. Read and represent 'teen' numbers	1.8 Count, read and write numbers to 100 in numerals.	1.12 Count, read and write numbers to 100 in numerals.
1.3 Count in multiples of 2s, 5s and 10s. Count in 10s to 50 Count in 2s to 20 Recognise odd and even numbers 	1.4/1.6 Count in multiples of twos, fives and tens Count in 10s to 50 Count in 2s to 20 Recognise odd and even numbers	1.7/1.8/1.10 Count in multiples of twos, fives and tens. Count in 10s to 100 Find 10 more on a number line from any single digit Count in 2p and 10p coins Count in 5s, recognise multiples of 5 Solve problems using multiples of 2s, 5s and 10s 	1.13 Count in multiples of twos, fives and tens.
1.1 Given a number, identify one more and one less. Solve problems in context using one more and one less 	1.4 Given a number, identify one more and one less.	1.7/1.8 Given a number, identify one more and one less 	1.12 Given a number, identify one more and one less Write number sentences to show one more/less 
1.1 Identify and represent numbers using objects and pictorial representations, including the use of the number line, and use the language of: equal to, more than, less than (fewer), most, least. Place a number on a number line Order numbers to 30 Compare numbers using language of greater than, less than and equals to	1.5 Identify and represent numbers using objects and pictorial representations, including the use of the number line, and use the language of: equal to, more than, less than (fewer), most, least.		1.12 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.
Number: Addition and subtraction			
Key Number Facts:			

<table>
<tr><td></td><td>

- Know the number bonds and related subtraction facts for all numbers to 5

For example:

4 + 0 = 4 4 – 0 = 4

3 + 1 = 4 4 – 1 = 3

2 + 2 = 4 4 – 2 = 2

1 + 3 = 4 4 – 3 = 1

0 + 4 = 4 4 – 4 = 0

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- Know the number bonds for all numbers to 10 and the related subtraction facts.
- Know the number bonds for all numbers to 20 and the related subtraction facts.

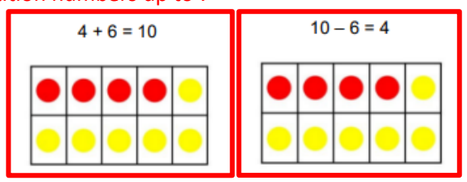
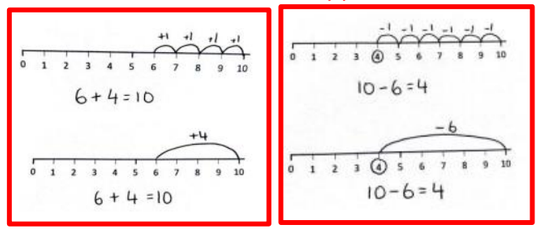
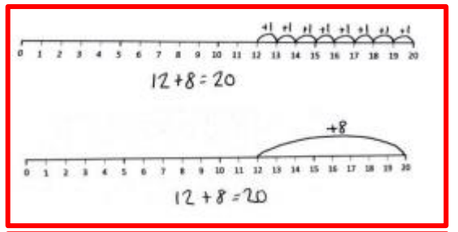
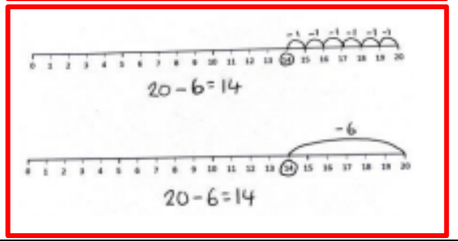
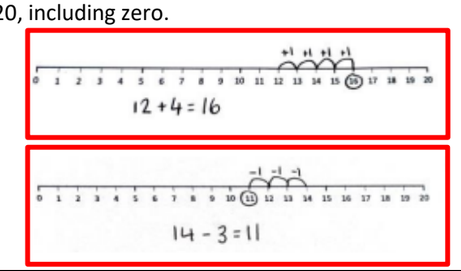
For example

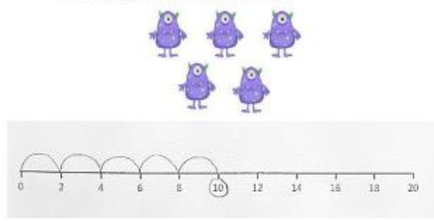
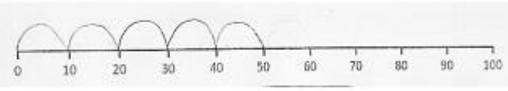
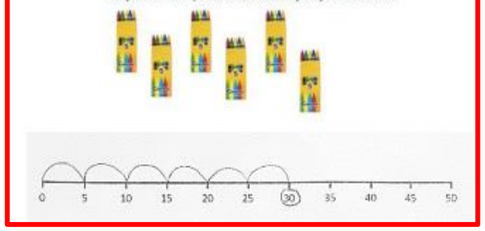
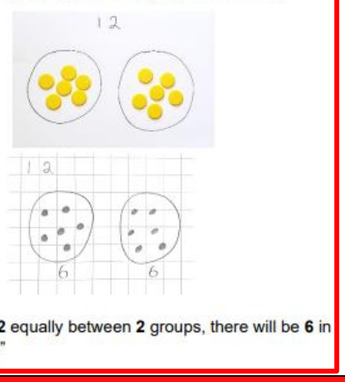
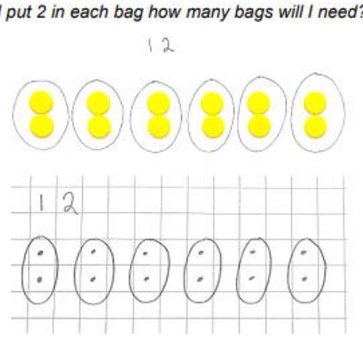
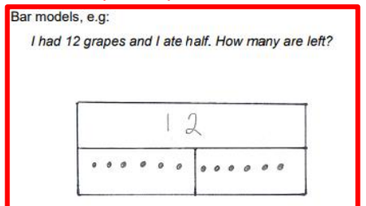
10 + 2 = 12 12 – 2 = 10

9 + 3 = 12 12 – 3 = 9

8 + 4 = 12 12 – 4 = 8

- Recognise that 'teens' numbers comprise one ten and some ones.

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<tr><td>1.2 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
Partition numbers up to 5
Partition numbers up to 7</td><td>1.4/1.5 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
Partition numbers 6-9 – record parts and wholes for each number using + and =</td><td>1.9 Read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</td><td>1.12 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</td></tr>
<tr><td>1.1/1.2 Represent and use number bonds and related subtraction facts within 20
Partition numbers up to 5
Partition numbers up to 7
</td><td>1.4/1.5 Represent and use number bonds and related subtraction facts within 20
Partition numbers 6-9
Record parts and wholes for each number using + and =
Use number bonds to partition in different ways
Use number bonds to 10</td><td>1.7/1.8 Represent and use number bonds and related subtraction facts within 20.
Show all number bonds to 10 with addition and subtraction facts
Reason using known facts
Use number bonds to solve money problems
</td><td>1.12 Represent and use number bonds and related subtraction facts within 20
Use number bonds to 20 to solve problems
Use known facts and place value to solve missing number calculations

</td></tr>
<tr><td>1.1 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.
Solve problems using partitioning</td><td>1.4/1.5 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as 7 = ? - 9</td><td>1.7/1.9 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9
Problem solve using number bonds to 10</td><td>1.12 Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9</td></tr>
<tr><td></td><td></td><td></td><td>1.12 Add and subtract one-digit and two-digit numbers to 20, including zero.
</td></tr>
<tr><td colspan="4">Number: Multiplication and division</td></tr>
</table>

	1.6 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. Structured number line, e.g: How many legs are there? Count in groups of 2.  	1.10 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. *There are 10 crayons in a box.* *How many crayons will I have if I buy 5 boxes?*  	1.13 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. Structured number line, e.g: Crayons come in packs of 5. How many crayons do I have? 
Number: Fractions **Key Number Facts:** Know that…… ½ + ½ = 1 whole ¼ + ¼ + ¼ + ¼ = 1 whole			
1.3 Recognise, find and name a half as two equal parts of an object, shape, or quantity. Share equally into two groups Recognise half of a shape Concrete objects and pictorial representations, e.g: *I have 12 sweets and share them between myself and a friend (2 people), how many will we each have?*  "If I share **12** equally between **2** groups, there will be **6** in each group."	1.6 Recognise, find and name a half as one of two equal parts of an object, shape or quantity. 1.6 Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Solve fraction of shape problems	1.10 Recognise, find, and name a half as one of two equal parts of an object, shape or quantity. Find half of a quantity Concrete objects and pictorial representations, e.g: *I have 12 cookies to put in bags.* *If I put 2 in each bag how many bags will I need?*  "There are **12** altogether. There are **6** equal groups of **2**."	1.13 Recognise find and name a half as one of two equal parts of an object, shape or quantity. 1.13 Recognise find and name a quarter as one of four equal parts of an object, shape or quantity Identify equal and unequal parts Find a quarter of a shape Find a quarter of a quantity Bar models, e.g: *I had 12 grapes and I ate half. How many are left?*  "There are **12** altogether. They are shared into **2** equal groups. There are **6** in each group. Each group is half of the whole. I know that there are **6** grapes left."
Measurement **Key Number Facts:** Say the days of the week and the months of the year in the correct order. Recognise the coins and notes of the realm and starting with 1p, 2p, 5p, 10p, 20p. Apply number bond knowledge to coins: 10p + 1p = 11p and 10p + 2p = 12p			
1.2 Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)	1.5 Compare, describe, and solve practical problems for mass or weight (e.g. heavy/light, heavier than/lighter than). Compare and describe mass using sentence stems (heavier/lighter)	1.9 Compare, describe, and solve practical problems for mass or weight (e.g. heavy/light, heavier than/lighter than). Use the language of heavier/lighter Weigh and compare items using balance scales	1.14 Compare, describe, and solve practical problems for: • Capacity/volume (full/empty, more than, less than, quarter) • Mass or weight (e.g. heavy/light, heavier than, lighter than) • Time (quicker, slower, earlier, later)

			Compare mass to objects of 1kg Compare and describe capacity using full/empty, more/less than Solve practical problems for capacity, including using fractional language (half and quarter) Solve practical problems for time
1.2 Measure and begin to record lengths/heights		1.9 Measure and begin to record mass/weight.	1.14 Measure and begin to record the following: • Capacity and volume • Mass/weight • Time (hours, minutes, seconds)
1.2 Recognise and know the value of different denominations of coins and notes		1.8 Recognise and know the value of different denominations of coins and notes. Order/compare amounts of money Represent 'teen' numbers using coins	
1.1 Sequence events in chronological order using language such as before, and, after, next and first Order events in my day			1.14 Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening.
			1.14 Recognise and use language related to dates, including days of the week, weeks, months, and years.
	1.5 Tell the time to the hour and half past the hour and draw hands on the clock face to show these times.		1.14 Tell the time to the hour and half past the hour and draw hands on a clock face to show these times.
Geometry: Properties of Shape			
1.3 Recognise and name common 2D and 3D shapes, including: o 2D shapes (e.g. rectangles (including squares), circles and triangles).	1.6 recognise and name common 2-D and 3-D shapes, including: • 2-D shapes (e.g. rectangles (including squares), circles and triangles).	1.11 Recognise and name 2-D and 3-D shapes including: • 2-D shapes (e.g. rectangles (including squares), circles and triangles). • 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres) Compare 3D shapes Arrange 3D shapes to match a compound shape; use positional language	1.15 Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes (e.g. rectangles (including squares), circles and triangles). • 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). Sort 2D/3D shapes into categories Arrange 2D/3D shapes to match an image of a compound shape
Geometry: Position and direction			
		1.11 Describe position, directions, and movements, including half, quarter, and three-quarter turns.	1.15 Describe position, directions, and movements, including half, quarter, and three-quarter turns.