Year 1		Step 4	Step 5
Problem Solving		**- I can solve one-step problems that can involve addition and subtraction, using concrete objects and pictorial representations.** **- I can 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.** **- I can compare, describe and solve practical problems for:** ***- Lengths and heights (e.g. long/short, longer/ shorter, tall/ short, double/half)*** ***- Mass or weight (e.g. heavy/light, heavier than, lighter than)*** ***- Capacity/ volume (full/empty, more than, less than, half, quarter)*** ***- Time (hours, minutes and seconds, quicker, slower, earlier, later).***	
Number	**Place Value**	- I can read and write numbers to 20. - I am beginning to know one more/less for numbers to 20 without counting. - I am beginning to identify and represent number using objects and use the language more/ less.	- I can read and write numbers to 50. - I know one more/less for numbers to 50 without counting. - I can identify and represent numbers using objects (e.g. Diennes or Numicon) and use the language more/less (fewer) most and least.
	Counting	- I can say numbers in order to 20 forwards and backwards, beginning at any number and relate this to counting up to 20 objects. - I can count in multiples of ten.	- I can count to 50 forwards and backwards, beginning from any given number and relate this to counting up to 50 objecfs. - I can count in multiples of twos
	Fractions and Decimals	- I can recognise and name a half as one of two equal parts of an object and shapes - I can recognise, find and name a half as one of two equal parts of both discrete (countable) and continuous (measures) quantities.	- I can recognise, and name a quarter as one of four equal parts of an object and shape. - I can recognise, find and name a quarter as one of four equal parts of a quantity. both discrete (countable) and continuous (measures) quantities.
Calculating	**Addition and Subtraction**	- I can recall addition facts within 10. - I can add two 1-digit numbers using manipulatives or pictorial representations - I can record my work using +, - and =	- I can use addition facts to within to find related subtraction facts. - I can subtract two 1-digit numbers using manipulatives or pictorial representations - I am beginning to work out the value of a missing number.
	Multiplication and Division	- I understand multiplication as repeated addition, grouping or represented I understand division as repeated subtraction, sharing or represented in an array. I am beginning to use one to many correspondence to count more efficiently.	I am beginning to know 2 and 10 table facts up to x5 without counting.
Geometry	**Properties of shape**	- I can recognize common 2-D shapes. I can recognise common 3-D shapes.	I can recognise and name common 2D and 3D shapes.
	Position and direction	I can follow instructions using the language of position and direction. backwards, *(e.g. left, right and half turn in both directions.)*	I can give instruction using the language of position and direction *(e.g. left, right and half-, quarter- and three-quarter-turns in both directions)* when I am facing the same direction
Measurement		- I can describe: *- Lengths and heights (e.g. long/short)* *- Mass or weight (e.g. heavy/light)* *- Capacity/ volume (full/empty,* *- Time (quick, slow).*	- I can compare and describe: *- Lengths and heights (e.g. longer/ shorter, tall/ short, double/half)* *- Mass or weight (e.g. heavier than, lighter than)* *- Capacity/ volume (e.g. more than, less than, quarter)* *- Time (e.g. quicker, slower, earlier, and later*).
Measurement - Money		- I can measure using non standard units: *- Lengths and heights* *- Mass/weight* *- Capacity and volume* *- Time (hours, minutes, seconds).*	-I can measure standard units using familiar tools: *- Lengths and heights (cm/m)* *- Mass/weight (Kg)* *- Capacity and volume (L)* *- Time (hours, minutes, seconds).*

Measurement - Time	- I am beginning to understand the language involved with money I can recognise 1p, 2p, 5p, 10p and 20p coins and am beginning to understand their relative values.	- I can recognise that money has a value I can recognise 1p, 2p, 5p, 10p and 20p coins and understand their relative values.