

Year 1		Step 5	Step 6
Problem Solving		<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - I can read and write numbers to 100. - I can count, read and write numbers to 20 in numerals and words. - I know one more/less for numbers to at least 100 without counting. - I can identify and represent numbers using objects (e.g. Diennes or Numicon) and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer – when comparing quantities), most and least.
	Counting	<ul style="list-style-type: none"> - I can count to 50 forwards and backwards, beginning from any given number and relate this to counting up to 50 objects. - I can count in multiples of twos 	<ul style="list-style-type: none"> - I can count to 100, forwards and backwards, beginning from any given number and relate this to counting up to 100 objects. - I can count in multiples of fives.
	Fractions and Decimals	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> I can read and represent half as $\frac{1}{2}$ I can read and represent quarter as $\frac{1}{4}$ I can recognise that a quarter is a half of a half using pictorial representations and quantities.
Calculating	Addition and Subtraction	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - I can recall addition and subtraction facts within 20. - I can add and subtract 1-digit and 2-digit numbers to 20, including zero using manipulatives or pictorial representations I am beginning to know that addition is commutative but subtraction is not. - I can work out the value of a missing number, e.g. $30 - ? = 24$.
	Multiplication and Division	I am beginning to know 2 and 10 table facts up to x5 without counting.	<ul style="list-style-type: none"> - I can solve one-step problems involving multiplication and division, by calculating the answer using arrays with the support of the teacher. - I know doubles of numbers to 10 and corresponding halves to 20, relating to the x2 table. I know 2, 5 and 10 table facts up to x5 without counting.
Geometry	Properties of shape	I can recognise and name common 2D and 3D shapes.	I can recognise and name 2D and 3D shapes in different orientations and sizes.
	Position and direction	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	<ul style="list-style-type: none"> - I can recognise whole, half, quarter and three-quarter turns. I can give instruction using the language of position and direction (e.g. left, right and half-, quarter and three-quarter turn in both directions) when I am in a fixed position.

Measurement	<ul style="list-style-type: none"> - I can compare and describe: - <i>Lengths and heights (e.g. longer/ shorter, tall/ short, double/half)</i> - <i>Mass or weight (e.g. heavier than, lighter than)</i> - <i>Capacity/ volume (e.g. more than, less than, quarter)</i> - <i>Time (e.g. quicker, slower, earlier, and later).</i> 	<ul style="list-style-type: none"> - I can solve practical problems for: - <i>Lengths and heights (e.g. long/short, longer/ shorter, tall/ short, double/half)</i> - <i>Mass or weight (e.g. heavy/light, heavier than, lighter than)</i> - <i>Capacity/ volume (full/empty, more than, less than, quarter)</i> - <i>Time (quicker, slower, quicker, later)</i>
Measurement - Money	<ul style="list-style-type: none"> - I can measure standard units using familiar tools: - <i>Lengths and heights (cm/m)</i> - <i>Mass/weight (Kg)</i> - <i>Capacity and volume (L)</i> - <i>Time (hours, minutes, seconds).</i> 	<ul style="list-style-type: none"> - I can compare and am beginning to record in manageable: - <i>Lengths and heights (cm/m)</i> - <i>Mass/weight (Kg)</i> - <i>Capacity and volume (L)</i> - <i>Time (hours, minutes, seconds).</i>
Measurement - Time	<ul style="list-style-type: none"> - I can recognise that money has a value <p>I can recognise 1p, 2p, 5p, 10p and 20p coins and understand their relative values.</p>	<ul style="list-style-type: none"> - I can recognise and know the value of different denominations of coins and notes (50p, £1, £5, £10 and £20) and am beginning to understand their relative values.