

<b>EYFS objectives</b>	<b>Year 1 objectives</b>
<b>Number and Place Value</b>	
<b>Three &amp; Four Years</b> I can recite numbers beyond 5. I can say one number name for each item in order 1,2,3,4,5 I know that the last number reached when counting a small set of objects tells you how many there are in total. I can develop fast recognition of up to 3 objects without having to count them individually (subitising) I can experiment with own symbols and marks as well as numerals.	I can count to 100, forwards from 0 and 1 from any given number. I can count to 100, backwards from 0 and 1 from any given number. I can read and write numbers from 0 – 20 in numerals. I can read and write numbers from 0- 20 in words.
<b>Reception</b> I can count objects, actions and sounds. I can count beyond 10. I can verbally count beyond 100 and recognise the pattern of the counting system.	
<b>Three &amp; Four Years</b> I can compare quantities using language "More than" fewer than	I can compare and order numbers to 20.
<b>Reception</b> I can compare quantities up to 10. I can compare numbers up to 10. I can understand the one more / one less than between consecutive numbers.	I can identify 1 more or 1 less from a given number.
<b>Three &amp; Four Years</b>  <b>Reception</b>	
<b>Three &amp; Four Years</b> I can show finger numbers up to 5. I can link numerals and amounts, up to 5.	I can use the language of equal to, more than, less than, less than, fewer, least. I can identify and represent numbers using objects and pictorial representations including number lines.
<b>Reception</b> I can subitise up to 5. I can link the numeral with its cardinal number value.	
<b>Three and Four Year olds</b> I can solve real world maths problems with numbers up to 5.	I can solve problems to 20.
<b>Addition &amp; Subtraction</b>	
<b>Three &amp; Four Years</b>  <b>Reception</b> I can automatically recall number bonds for numbers 0 – 5 and some to 10. I can recall double facts to 10.	I can use mental methods to add to 20. I can use mental methods to subtract from 20.
<b>Three &amp; Four Years</b>  <b>Reception</b> I can explore odds and even to 10. I can distribute quantities evenly.	I can add 1 and 2 digit numbers to 20 including 0. I can subtract 1 digit and 2 digit numbers from 20 including 0
<b>Multiplication &amp; Division</b>	
<b>Three &amp; Four Years</b>  <b>Reception</b>	I can count in multiples of 2s. I can count in multiples of 10s. I can count in multiples of 5s.
<b>Three &amp; Four Years</b>  <b>Reception</b>	I can solve one step problems involving multiplication using concrete, pictorial and arrays with support from the teacher. I can solve one step problems involving division using concrete, pictorial and arrays with support from the teacher.
<b>Three &amp; Four Years</b>  <b>Reception</b>	I can solve 1 step problems including multiplication. I can solve 1 step problems including division.
<b>Three &amp; Four Years</b>	I can calculate answers using concrete operations. I can calculate answers using pictorial representations.

<b>Reception</b>	I can calculate answers using arrays with support.
<b>Fractions &amp; Percentages</b>	
<b>Three &amp; Four Years</b>	I can recognise half as one of 2 equal parts of an object.
<b>Reception</b>	I can recognise $\frac{1}{2}$ as one of 2 equal parts of a shape. I can recognise $\frac{1}{2}$ as one of 2 equal parts of a quantity. I can recognise, find and name $\frac{1}{2}$ as one of 2 equal parts.
<b>Geometry</b>	
<b>Three &amp; Four Years</b> I can talk about & explore 2D shapes using "sides, corners, straight, flat round" I can talk about & explore 3D shapes using informal maths language – "sides, corners, straight, flat round" I can select shapes appropriately – flat surfaces for a building, triangular for a roof etc.	Recognise and name common 2-D shapes e.g., rectangles (including squares), circles and triangles.  Recognise and name common 3-D shapes, including e.g., cuboids (including cubes), pyramids and spheres.
<b>Reception</b> Select, rotate and manipulate shapes in order to develop spatial reasoning	
<b>Space &amp; Measure</b>	
<b>Three &amp; Four Years</b> Make comparisons between objects relating to size, length, weight and capacity.	Compare and describe practical problems for lengths and heights; e.g., long/short, longer/shorter, tall/short, double/half
<b>Reception</b> Compare length, weight and capacity.	Solve practical problems for lengths and heights; e.g., long/short, longer/shorter, tall/short, double/half  Compare and describe practical problems for mass/weight; e.g., heavy/light, heavier than, lighter than  Solve practical problems for mass/weight; e.g., heavy/light, heavier than, lighter than  Compare and describe practical problems for capacity and volume; e.g., full/empty, more than, less than, half, half full, quarter  Solve practical problems for capacity and volume; e.g., full/empty, more than, less than, half, half full, quarter
<b>Time</b>	
<b>Three &amp; four years</b> Begin to describe a sequence of events, real or fictional, using words such as "first, then"	Compare and describe practical problems for time; e.g., quicker, slower, earlier, later  Solve practical problems for time; e.g., quicker, slower, earlier, later  Tell the time to the hour Tell the time to half past the hour  Draw hands on a clock face to show the hour

	Draw hands on a clock face to show the half hour
<b>Position and Direction</b>	
<b>Three &amp; four years</b> I can understand position through words alone. I can describe a familiar route I can discuss routes and locations, using words like "infront of" and "behind". <b>Reception</b> I can draw information from a a simple map.	