

Year 1 New Primary NC in Mathematics Statutory requirements	Comment
<p>Number - number and place value</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words. 	<p>Brought down from Y2: 'Count up to 100 objects'. Y1 was previously 'count reliably at least 20 objects'.</p> <p>Brought down from Y2: 'To count up to 100 objects by grouping and counting them and counting in 10s, 5s or 2s'...Y1 was previously 'read and write numerals from 0 to 20, then beyond'. Previous Y1 objectives stated: 'count on or back in 1s, 2s, 5s and 10s. Y1 was previously 'read and write numerals from 0 to 20, then beyond.'</p> <p>Brought down from Y2: 'Read and write two-digit numbers in figures and words'.</p>
<p>Addition and subtraction</p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	<p>Moved down from Y2: 'Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20'. Y1 was previously: 'use practical and informal written methods to support the addition of a 1 digit number or a multiple of 10 from a 2 digit number/ subtraction of a 1 digit number or 2 digit number and a multiple of 10 from a 2 digit number. Y1 was previously: 'Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money'; 'Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem'; 'Describe ways of solving puzzles and problems, explain choices orally or using pictures.' The previous objectives did not stipulate 'one-step' problems.</p>
<p>Multiplication and division</p> <ul style="list-style-type: none"> 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. 	<p>Moved down from Y2: Solving problems involving multiplication and division in contexts of numbers, measures or pounds and pence. Again, these did not stipulate 'one-step' problems.</p>
<p>Fractions</p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>Y1 was previously: 'Use the value of halves and quarters in context'.</p> <p>Moved down from Y2: Finding one half, one quarter (and three quarters) of shapes and sets of objects.</p>
<p>Measurement</p> <ul style="list-style-type: none"> 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/weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (e.g. full/empty, more than, less than, quarter) time (quicker, slower, earlier, later) measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Y1 previously: 'Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments'.</p> <p>Moved up from Foundation Stage: 'Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities'.</p> <p>Very specific vocabulary not seen in previous framework</p> <p>Y1 previously: 'Use vocabulary related to time'.</p> <p>Y1: 'To estimate, measure, weigh and compare objects', but Y2 stated what to measure and record i.e. 'compare and measure lengths, weights and capacities'; also 'use units of time (seconds, minutes, hours, days)' was previously a Y2 objective.</p> <p>Denominations of coins not mentioned previously, only the context of handling money e.g. 'pay' and 'give change'.</p> <p>Drawing the hands on a clock face to show the hour and half past the hour is new.</p>
<p>Geometry: Properties of shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). 	<p>Previously said 'visualise'.</p> <p>Shapes not previously identified.</p>
<p>Position and direction</p> <ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns. 	<p>Y1 previously said: 'use them to make patterns' and 'recognise and make whole, half and quarter turns'. Three-quarter turns new.</p>