

Year 1 – White Rose order of National Curriculum Progression

		National Curriculum Progression Statements	Ready to Progress Statements
Term 1 / 2	Number: Place Value (within 10) (Targets continued in later place value blocks)	I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	1NPV-1 Count within 100, forwards and backwards, starting with any number. Autumn 1 Spring 1 and 3 Summer 4
		I can read and write numbers from 1 to 20 in numerals and words	
		I can read and write numbers to 100 in numerals	
		I can, given a number, identify one more and one less	
		I can Identify and represent numbers using objects and pictorial representations	
		I can count numbers to 100 in numerals; count in multiples of twos, fives and tens	
	Number: Addition and Subtraction (within 10) (Targets continued in later addition and subtraction blocks)	I can represent and use number bonds and related subtraction facts within 20	1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ Autumn 1 Spring 1 and 3
		I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	
		I can add and subtract one- and two-digit numbers to 20, including zero	
		I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	
Geometry: Shape	I can recognise and name common 2-D shapes i.e. including rectangles (including squares), circles and triangles	1NF-1 Develop fluency in addition and subtraction facts within 10. Autumn 2 Spring 2 1NF-2 Count forwards and backwards in multiples of 2,5 and 10 up to multiples beginning with any multiple, and count forwards and backwards through the odd numbers. Summer 1, 4 and 5	
	I can recognise and name common 3-D shapes i.e. including cuboids (including cubes), pyramids and spheres		
Term 3 / 4	Number: Place Value (within 20)	I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. Autumn 2
		I can read and write numbers from 1 to 20 in numerals and words	
		I can read and write numbers to 100 in numerals	
		I can, given a number, identify one more and one less	
		I can Identify and represent numbers using objects and pictorial representations	
		I can count numbers to 100 in numerals; count in multiples of twos, fives and tens	
	Number: Addition and Subtraction (within 20)	I can represent and use number bonds and related subtraction facts within 20	1AS-2 Read, write and interpret equations containing addition (+), Subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. Autumn 2 Spring 2
		I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	
		I can add and subtract one- and two-digit numbers to 20, including zero	
		I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	
	Number: Place Value (within 50) (Targets continued in later place value blocks)	I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. Autumn 3
		I can read and write numbers from 1 to 20 in numerals and words	
		I can read and write numbers to 100 in numerals	
		I can, given a number, identify one more and one less	
		I can count numbers to 100 in numerals; count in multiples of twos, fives and tens	
		I can Identify and represent numbers using objects and pictorial representations	
	Measurement: Length and Height	I can measure and begin to record lengths and heights	1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. Autumn 3
		I can compare, describe and solve practical problems for lengths and heights	
Measurement: Mass and Volume	I can measure and begin to record mass/weight, capacity and volume		
	I can compare, describe and solve practical problems for mass or weight and capacity/volume		

Year 1 – White Rose order of National Curriculum Progression

Term 5/6	Number: Multiplication and Division	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	
	Number: Fractions	I can recognise, find and name a half as one of two equal parts of an object, shape or quantity	
		I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
	Geometry: Position and Direction	I can describe position, direction and movement, including whole, half, quarter and three quarter turns	
	Number: Place Value (within 100)	I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	
		Count numbers to 100 in numerals; count in multiples of twos, fives and tens	
		I can read and write numbers from 1 to 20 in numerals and words	
		I can read and write numbers to 100 in numerals	
		I can, given a number, identify one more and one less	
	Measurement: Money	I can identify and represent numbers using objects and pictorial representations	
		I can recognise and know the value of different denominations of coins and notes	
	Measurement: Time	I can sequence events in chronological order using language such as <i>before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening</i>	
		I can recognise and use language relating to dates, including days of the week, weeks, months and years	
I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times			
I can measure and begin to record time (hours, minutes, seconds)			
	I can compare, describe and solve practical problems for time.		