

The new “End of Year” curriculum objectives are highlighted in yellow. Up to three ‘stepping stones’ have been provided for each Year Group objective. These are suggested skills that children should have learnt before moving on to the new end of year objective. In many cases these have been taken from APP documents or the previous Year Group’s program of study from the 2014 curriculum. These ‘stepping stones’ are for advice only and are by no means definitive or the only route into an objective.

Year 1		Step 1	Step 2	Step 3	End of Year Expectations ALSO REFER TO EXPECTATIONS FROM NCETM WHEN MAKING JUDGEMENTS.
Using and Applying	Problem solving	<p>I can solve one-step problems that can involve addition and subtraction, using concrete objects and pictorial representations</p> <p>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 (2, 5, and 10 x tables only).</p> <p>I can compare, describe and solve practical problems for:</p> <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, quarter) • o Time (quicker, slower, earlier, later) 			
Number	Number system	<p>I can count to 10, forwards and backwards, beginning from 0 or 1</p> <p>I can count, read and write numbers to 10</p> <p>I can count in multiples of ten</p> <p>I am beginning to know one more/less for number to 10</p> <p>I am beginning to identify and represent number using objects and use the language more/ less</p> <p>I am beginning to read and write numbers from 1 to 10 in numerals and words</p>	<p>I can count across 10 to 20, forwards and backwards, beginning from 0 or 1, or from any given number</p> <p>I can count, read and write numbers to 20</p> <p>I can count in multiples of fives</p> <p>I know one more/less for numbers to 10</p> <p>I can identify and represent numbers using objects and use the language more/less (fewer) most and least</p> <p>I can read and write numbers from 1 to 10 in numerals and words</p>	<p>I can count across 20 to 50, forwards and backwards, beginning from 0 or 1, or from any given number</p> <p>I can count, read and write numbers to 50</p> <p>I can count in multiples of twos</p> <p>I know one more/less for numbers to at least 10</p> <p>I am beginning to identify and represent numbers using pictorial representations including the number line, and use the language of: equal to, more then, less than (fewer), most and least</p> <p>I am beginning to read and write numbers from 1 to 20 in numerals and words</p>	<p>I can count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number</p> <p>I can count, read and write numbers to 100 in numerals</p> <p>I can count in multiples of twos, five and tens</p> <p>When given a number, I can identify one more and one less</p> <p>I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more then, less than (fewer), most and least</p> <p>I can read and write numbers from 1 to 20 in numerals and words</p>

	Fractions and decimals	<p>I can recognise, find and name a half as one of two equal parts of an object</p> <p>I can recognise, find and name a quarter as one of four equal parts of an object</p>	<p>I can recognise, find and name a half as one of two equal parts of a shape</p> <p>I can recognise, find and name a quarter as one of four equal parts of a shape</p>	<p>I am beginning to recognise, find and name a half as one of two equal parts of a quantity</p> <p>I am beginning to recognise, find and name a quarter as one of four equal parts of a quantity</p>	<p>I can recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>
Calculating	Addition and Subtraction	<p>I am beginning to know that addition is the combining of two groups of objects and subtraction is taking them away</p> <p>I can recall addition facts to 10</p> <p>I can add two 1-digit numbers</p> <p>I can record my work using +, - and =</p>	<p>I know that addition is the total of two sets and that subtraction is taking away and finding out how many are left</p> <p>I can use addition facts to 10 to determine related subtraction facts</p> <p>I can subtract two 1-digit numbers</p> <p>I am beginning to work out the value of a missing number</p>	<p>I can use the vocabulary related to addition and subtraction (add, more, plus , make, sum, total, altogether , subtract, take (away), minus leave how many are left/left over? difference between)</p> <p>I can recall addition facts to 20</p> <p>I am beginning to add and subtract 1-digit and 2-digit numbers to 20, including zero</p> <p>I can work out the value of a missing number, e.g. $30 - ? = 24$</p>	<p>I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>I can represent and use number bonds and related subtraction facts within 20</p> <p>I can add and subtract 1-digit and 2-digit numbers to 20, including zero</p> <p>I can solve missing number problems such as $7 = ? - 9$</p>
	Multiplication and Division	<p>I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects</p>	<p>I can solve one-step problems involving multiplication and division, by calculating the answer using pictorial representations</p>	<p>I am beginning to solve one-step problems involving multiplication and division, by calculating the answer using arrays with the support of the teacher</p>	<p>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</p>

Year 1		Step 1	Step 2	Step 3	End of Year Expectations
Geometry	Properties	I am beginning to recognise 2-D shapes	I can recognise and name 2-D shapes	I am beginning to recognise 3-D shapes	I can recognise and name common 2-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)
	Position and direction	I can describe positions (eg behind, on top of)	I know forwards, backwards and half turn	I am beginning to recognise quarter and three- quarter turns	I can describe position, directions and movements, including half, quarter and three- quarter turns
Measurement		I am beginning to compare and describe: <ul style="list-style-type: none"> • Lengths and heights (e.g. long/short) • Mass or weight (e.g. heavy/light) • Capacity/ volume (full/empty, • Time (quick, slow) I am beginning to measure : <ul style="list-style-type: none"> • Lengths and heights • Mass/weight • Capacity and volume • Time (hours, minutes, seconds) 	I can compare and describe: <ul style="list-style-type: none"> • 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, later) I can measure: <ul style="list-style-type: none"> • Lengths and heights • Mass/weight • Capacity and volume • Time (hours, minutes, seconds) 	I am beginning to 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, quarter) • Time (quicker, slower, earlier, later) I am beginning to record: <ul style="list-style-type: none"> • Lengths and heights • Mass/weight • Capacity and volume • Time (hours, minutes, seconds) 	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, quarter) • Time (quicker, slower, earlier, later) • I can measure and record the following: • Lengths and heights • Mass/weight • Capacity and volume • Time (hours, minutes, seconds)

Money	I am beginning to understand the language involved with money	I can recognise that money has a value	I am beginning to recognise different denominations of coins	I can recognise and know the value of different denominations of coins and notes
Time	<p>I am beginning to recognise the language first, next, today, yesterday and tomorrow</p> <p>I am beginning to recognise the days of the week</p> <p>I am beginning to tell the time to the hour</p> <p>I am beginning to recognise the days of the week</p> <p>I am beginning to tell the time to the hour</p>	<p>I can recognise the language first, next, today, yesterday and tomorrow.</p> <p>I know the days of the week</p> <p>I can tell the time to the hour and draw the hands on a clock face to show these times</p>	<p>I am beginning to sequence events in a chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <p>I am beginning to know the months of the year</p> <p>I am beginning to tell the time to half past</p>	<p>I can sequence events in a chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p> <p>I can recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>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</p>
Statistics	<p>sort and classify objects, e.g.</p> <ul style="list-style-type: none"> - sort using one criterion or sort into disjoint sets using two simple criteria such as boy/girl or thick/thin - sort objects again using a different criterion - sort objects into a given large scale Venn or Carroll diagram <p>represent their work, e.g.</p> <ul style="list-style-type: none"> - use the objects they have sorted as a record - use objects/pictures to create simple block graphs 			
	<p>demonstrate the criterion they have used, e.g.</p> <ul style="list-style-type: none"> - respond to questions about how they have sorted objects and why each object belongs in a set - talk about which set has most, for example 'most children stayed at school for lunch' - talk about how they have represented their work 			

Judgements (based on the end of year expectation statements):

Some highlighting (approx 10 – 50%) = Developing Good level of highlighting (50-80%) = Securing Vast majority of highlighting (80%+10%) = Exceeding