

Mathematics Key Objectives

It is vital that your child learns to apply the key mathematical skills outlined below in a real life context.

Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line.

Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts.

Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences.

Visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models.

Estimate, measure, weigh and compare objects, choosing and using suitable uniform and non standard or standard units and measuring instruments (e.g a lever balance, metre stick or measuring jug).

Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms.

By the end of year 1 the children should have met all of the year 1 objectives and be starting to achieve some of the year 2 objectives.



A guide to the national expectations* for a child at the end of Year 1

*Some children will progress beyond this expectation and some will not achieve it until later in their schooling.

Your help and support at home is crucial. The more help and support a child receives at home, the more likely they are to achieve their true potential.

Reading Progression

Colour
Lilac
Pink
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime

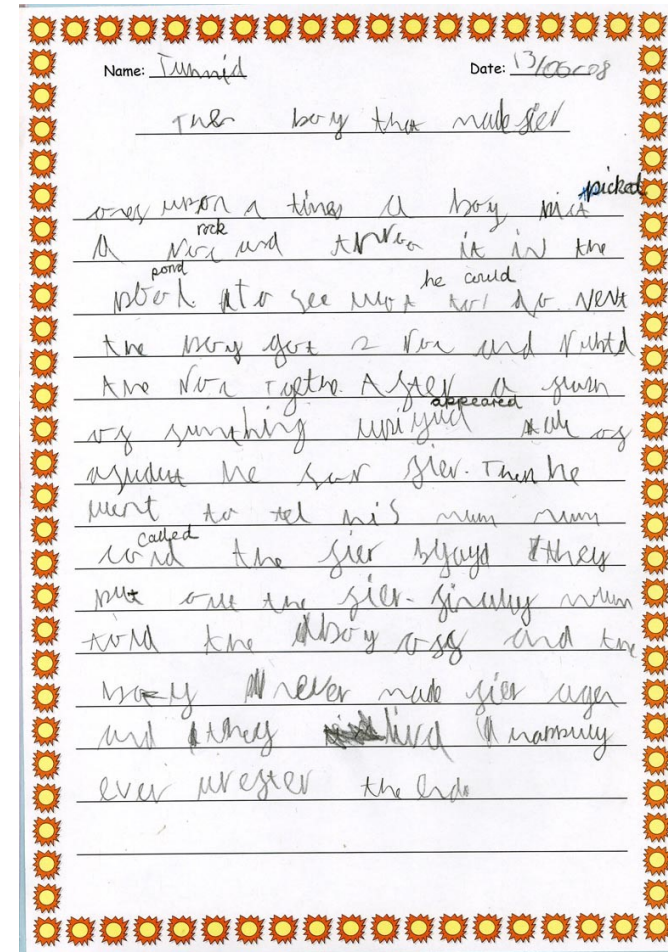
Expectation by the end of Year 1 (national average)

Reading skills needed for Orange

- I don't need to use the clues in the pictures to get started on my reading.
- I can read longer sentences.
- I can use full stops, commas, exclamation marks and question marks to make my reading interesting.
- I can quickly use more than 1 cue to help me read a new word.
- I can use parts of words I know to read longer words I don't know.
- I can re-read my sentence to check my guess at a new word looks right, sounds right and makes sense.
- I can check for information using words and pictures.
- I can use the words and pictures to guess how a character is feeling.

Writing Progression

Below is a sample piece of writing in line with the national average for a child at the end of Year 1



Once upon a time a boy picked a rock and threw it in the pond to see what to do. Next the boy got two rock and rubbed the rock together. After a flash of something appeared all of a sudden he saw fire. Then he went to tell his mum mum called the fire brigade they put out the fire. Finally mum told the boy off and the boy never made fire again and they lived happily ever after the end.