St. Bartholomew's C of E Primary School Stage 1 Maths

National Curriculum Strand	Sub Strand	Step 1	Step 2	Step 3	National Curriculum End of Stage Expectations
Number	**Number system and counting** **(MA1:1)**	1) To count forwards to 20, beginning from 0.	1)To count across 20 to 50, forwards and backwards beginning from 0 or 1, or from any given number.	1) To count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number.	**1) Count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number.**
		2) To count, read and write numbers to 20 in numerals.	2) To count, read and write numbers to 50 in numerals	2) To count, read and write numbers to 100 in numerals	**2) Count, read and write numbers to 100 in numerals**
		3) To count in multiples of 10	3) To count in multiples of fives and twos.	3) To count in multiples of twos, five and tens.	**3) Count in multiples of twos, five and tens**
		4) To know one more/less for numbers to 10.	4) To know one more/less for numbers to 20.	4) When given a number, identify one more and one less.	**4) When given a number, identify one more and one less**
	Addition Subtraction Multiplication and Division **(MA2:2)**	5) To know that addition is the total of two sets and that subtraction is taking away to find out how many are left.	5) To use the vocabulary related to addition and subtraction	5) Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	**5) Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.**
		6) To recall addition facts to 10.	6) To use addition facts to 10 to determine the related subtraction facts.	6) To represent and use number bonds and related subtraction facts within 20.	**6) Represent and use number bonds and related subtraction facts within 20.**
		7) Using quantities and objects, to add and subtract two 1-digit numbers by counting on and back to find the answer.	7) To add and subtract 1-digit and 2-digit numbers to 10, including zero.	7) To add and subtract 1-digit and 2-digit numbers to 20, including zero.	**7) Add and subtract 1-digit and 2-digit numbers to 20, including zero.**

		8) To begin to work out the value of missing numbers in addition.	8) To work out the value of missing numbers in subtraction.	8) To solve missing number problems such as 7 = ? – 9 in addition and subtraction.	**8) Solve missing number problems such as 7 = ? – 9.**
		9) To solve problems involving doubling and halving using sharing.	9) To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects and pictorial representations.	9) To begin to solve one-step problems involving multiplication and division, by calculating the answer using answer using arrays with the support of a teacher.	**9) 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.**
	Fractions **(MA2:3)**	10) To recognise, find and name a half as one of two equal parts of an object and shape.	10) To recognise, find and name a half as one of two equal parts of a quantity.	10) To recognise, find and name a half as one of two equal parts of an object, shape or quantity.	**10) Recognise, find and name a half as one of two equal parts of an object, shape or quantity.**
		11) To recognise, find and name a quarter as one of four equal parts of an object and shape.	11) To recognise, find and name a quarter as one of four equal parts of a quantity	11) To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	**11) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.**
Geometry and Measures	**Measurement** **(MA3:1)**	12) To use everyday language to talk about size, weight and capacity.	12) To compare and describe: o Lengths and heights (longer/shorter, tall/short, double/half) o Mass or weight (heavier/lighter) o Capacity/Volume (more than/less than)	12) To solve practical problems for: o Lengths and heights (longer/shorter, tall/short, double/half) o Mass or weight (heavier/lighter) o Capacity/Volume (more than/less than)	**12) Compare, describe and solve practical problems for:** **o Lengths and heights (e.g. long/short, longer/ shorter, tall/ short, double/half)** **o Mass or weight (e.g. heavy/light, heavier than, lighter than)** **o Capacity/ volume (full/empty, more than, less than, quarter)**
		13) To measure the following: o Lengths and heights o Mass/weight o Capacity and volume o Time (hours, minutes, seconds)	13) To record the following: o Lengths and heights o Mass/weight o Capacity and volume o Time (hours, minutes, seconds)	13) To measure and record the following: o Lengths and heights o Mass/weight o Capacity and volume o Time (hours, minutes, seconds)	**13) Measure and record the following:** **o Lengths and heights** **o Mass/weight** **o Capacity and volume** **o Time (hours, minutes, seconds)**

		14) To understand the language involved in money.	14) To recognise that money has a value	14) To recognise and know the value of different denominations of coins and notes.	**14) Recognise and know the value of different denominations of coins and notes**
		15) To recognise the language first, next, today, yesterday and tomorrow.	15) Begin to sequence events in a chronological order using language such as: before and after, next and first.	15) To sequence events in a use chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	**15) Sequence events in a chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.**
		16) To know the days of the week.	16) To know the months of the year.	16) To recognise and use language relating to dates, including days of the week, weeks, months and years.	**16) Recognise and use language relating to dates, including days of the week, weeks, months and years.**
		17) To tell the time to the hour and draw the hands on a clock to show these times.	17) To tell the time to half past.	17) To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	**17) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times**
	Geometry Property of Shape. (**MA3:2**)	18) To explore characteristics of everyday objects and 2-D shapes and use mathematical language to describe them.	18) To recognise and name 2-D shapes.	18) To sort 2-D shapes using different sizes and orientations.	**18) Recognise and name common 2-D shapes including: 2-D shapes (e.g. rectangles (including squares), circles and triangles**
		19) To explore characteristics of everyday objects and 3-D shapes and use mathematical language to describe them.	19) To recognise and name 3-D shapes.	19) To sort 3-D shapes using different sizes and orientations.	**19) Recognise and name 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres)**