**Band 1**

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| **Number and Place Value** | **B** | **JA** | **SA** | **E** |
| Sort and count objects; count objects from a larger group and represent objects |  |  |  |  |
| count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number |  |  |  |  |
| count, read and write and order numbers to 100 in numerals; |  |  |  |  |
| identify one more and one less of a given number |  |  |  |  |
| 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 |  |  |  |  |
| Compare numbers; compare groups by matching |  |  |  |  |
| **Addition and Subtraction** | **B** | **JA** | **SA** | **E** |
| read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (number sentences) |  |  |  |  |
| represent and use number bonds (for example part-whole model) and related subtraction facts within 20 |  |  |  |  |
| add and subtract one-digit and two-digit numbers to 20, including zero (can be with a numberline) |  |  |  |  |
| , Group objects into and partition numbers into 10s and 1s |  |  |  |  |
| solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =? – 9 (fact families) |  |  |  |  |
| Use a number line to 50; including estimation on a number line to 50 |  |  |  |  |
| **Multiplication and Division** | **B** | **JA** | **SA** | **E** |
| Making and adding equal groups; grouping |  |  |  |  |
| Doubles |  |  |  |  |
| count in multiples of twos, fives and ten and making groups of |  |  |  |  |
| Sharing equally (dividing by 2) |  |  |  |  |
| 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** | **B** | **JA** | **SA** | **E** |
| 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 |  |  |  |  |
| **Measurement** | **B** | **JA** | **SA** | **E** |
| compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short,  double/half |  |  |  |  |
| compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than |  |  |  |  |
| compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter |  |  |  |  |
| compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later |  |  |  |  |
| measure and begin to record mass/weight |  |  |  |  |
| measure and begin to record capacity and volume |  |  |  |  |
| measure and begin to record 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 |  |  |  |  |
| **Properties of Shape** | **B** | **JA** | **SA** | **E** |
| recognise, name and sort common 2-D shapes e.g. rectangles (including squares), circles and triangles |  |  |  |  |
| recognise, name and sort common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres |  |  |  |  |
| Create patterns with 2D and 3D shape |  |  |  |  |
| **Position and Direction** | **B** | **JA** | **SA** | **E** |
| describe position, direction and movement, including whole, half, quarter and three-quarter turns |  |  |  |  |
| **Money** | **B** | **JA** | **SA** | **E** |
| Recognise coins and notes |  |  |  |  |
| Counting in coins |  |  |  |  |