

## YEAR 1 MATHS EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

**Working towards expected standards** means that your child is still working towards the expectations for the year group.

**Working at the expected standard** means that your child is confidently achieving the end of year expectations.

**Working at greater depth means** that your child is confidently achieving above the expectations for the year group.

<b>Working towards expected standard for Year 1 using apparatus and resources to support:</b>
Count, read and write numbers in numerals up to 20
Begin to count forwards across the tens boundaries (eg 19, 20, 21).
Count in multiples of 2 and 10.
Use the language of equal to, more than and less than, most, least, fewer.
Identify one more or one less than a given number.
Recall number bonds within 5.
Recognise, name and find half of a shape.
Recognise and name coins up to 10p.
Read the time on an analogue clock to the hour.
Recognise and name some common 2-D shapes (e.g. triangles, rectangles, squares, circles).
Recognise and name some common 3-D shapes (e.g. cuboids, cubes, pyramids and spheres).
<b>Working at expected standard for Year 1 using pictures and apparatus:</b>
Count, read and write numbers in numerals up to 100.
Read and write numbers in words up to 20.
Count forwards across 100 from any given number.
Count in multiples of 2, 5 and 10.
Record addition and subtraction calculations using +, - and =.
Recall at least four of the six number bonds for 10.
Use the commutative law to reason about number bonds for 10.
Use the inverse relationship to write associated facts for 10.
Count in twos, fives and tens from 0, and back.
Solve one step problems for the four operations.
Recognise, name and find a half of an object, shape and quantity.
Recognise, name and find a quarter of an object, shape and quantity.
Compare, describe and solve practical problems involving measurement.
Know the value of different coins up to £1.
Sequence events in chronological order, using language of time.
Read the time on an analogue clock to the nearest o'clock and half past.
Describe some of their properties of common 2-D shapes (e.g. number of sides).
Describe some of their properties of common 3-D shapes (e.g. number of edges and faces).
Describe whole, half, quarter and three quarter turns.

<b>Working at greater depth within Year 1</b>
Recall all number bonds to and within 10.
Use known number bonds to reason with and calculate bonds to and within 20.
Use the inverse relationship to write associated facts up to 20.
Recall multiplication facts for 2, 5 and 10.
Use knowledge of 2, 5 & 10 to solve problems.
Use known facts to solve simple problems, demonstrating an understanding of commutativity as necessary.
Know the value of different coins and notes.
Read the time on an analogue clock to the nearest 15 minutes.
Name 2-D shapes (pentagon, hexagon, octagon, decagon).
Describe properties of 2-D shapes (e.g. number of sides, vertices, right angles and symmetry).
Name 3-D shapes (cone, cylinder, triangular prism).
Describe properties of 3-D shapes (e.g. number of edges, vertices and faces).

### **WHAT IS GREATER DEPTH?**

In addition to the term ***end of year expectations***, the term ***greater depth*** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- Have a secure understanding of the audience and purpose for their writing.

### **GREATER DEPTH IS NOT:**

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- An extension activity at the end of a lesson.

### **HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?**

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.