

FS and Stage 1, Children's I can... statements.

40-60 mths	I can recognise numbers that are important to me.
	I can recognise numbers 1 to 5.
	I can count up to three or four objects by saying one number name for each.
	I can count actions or objects which cannot be moved.
	I can count objects to 10, and start to count past 10.
	I can count up to six objects from a larger group.
	I can choose the correct numeral to represent 1 to 5, then 1 to 10 objects.
	I can count an irregular arrangement of up to 10 objects.
	I can estimate how many objects I can see and check by counting them.
	I can use the words 'more' and 'fewer' to compare two sets of objects.
	I can find the total number of items in two groups by counting all of them.
	I can say the number that is one more than a number.
	I can find one more or one less from a group of up to five objects, then ten objects.
	I can begin to use the words involved in adding and subtraction.
	I can record using marks that I can use and explain.
I can begin to make my own mathematical problems based on my own interests and fascinations.	
<b>ELG</b>	<b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single -digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</b>
	<b><u>Shape, Space and Measure</u></b>
40-60m ths	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
	Selects a particular named shape.
	Can describe their relative position such as 'behind' or 'next to'.
	Orders two or three items by length or height.
	Orders two items by weight or capacity.
	Uses familiar objects and common shapes to create and recreate patterns and build models.
	Uses everyday language related to time.

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	Beginning to use everyday language related to money.
	Orders and sequences familiar events.
	Measures short periods of time in simple ways.
ELG	<b>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b>

<u>Stage 1 (Year 1)</u>	
<u>Number and Place Value</u>	
I can count forwards to and across 100 beginning with 0 or 1	
I can count backwards from 100 or beyond	
I can count forwards from any given number	
I can count backwards from any given number	
I can count numbers to 100 in numerals	
I can read numbers to 100 in numerals	
I can write numbers to 100 in numerals	
I can count in multiples of twos	
I can count in multiples of fives	
I can count in multiples of tens	
I can identify one more than a given number	
I can identify one less than a given number	
I can identify and represent numbers using objects and pictures including the number line	
I can use the words equal to, more than, less than, (fewer) most and least	
I can read numbers from 1 - 20 in words	
I can write numbers from 1 - 20 in words	
I can read and understand the symbols (-) (+) and (=)	
I can write and understand the symbols (-) (+) and (=)	
I can use number bonds and subtractions to 20	

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I can add one-digit and two-digit numbers to 20 including zero	
I can subtract one-digit and two-digit numbers to 20 including zero	
I can solve one-step problems that involve addition using objects and pictures	
I can solve one-step problems that involve subtraction using objects and pictures	
I can solve missing number problems such as $7 = \_ - 9$	
<b><u>Multiplication and division</u></b>	
I can solve a one-step multiplication problem using objects, pictures and arrays with help from my teacher	
I can solve a one-step division problem using objects, pictures and arrays with help from my teacher	
<b><u>Fractions</u></b>	
I can recognise, find and name a half as one of two equal parts of an object, shape or quantity	
I can recognise, find and name a quarter as one of two equal parts of an object, shape or quantity	
<b><u>Measurement</u></b>	
I can compare, describe and solve practical problems for: 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/ <b>volume</b> (full/empty, more than, less than, quarter)	
time (quicker, slower, earlier, later)	
I can measure and begin to record the following: lengths and heights	
mass/weight	
capacity and <b>volume</b>	
time (hours, minutes, seconds)	
I can recognise and know the value of different coins and notes.	
I can sequence events in order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	
I can recognise and use words, including days of the week, weeks, months and years	
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.	
<b><u>GEOMETRY Properties of shapes</u></b>	

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I can recognise and name 2-D shapes (e.g. rectangles (including squares), circles and triangles)	
I can recognise and name 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	
<b><u>Position and direction</u></b>	
Describe position, directions and movements	
I can describe half, quarter and three-quarter turns.	