Maths Milestones

Year 1: Working at the Expected Standard
Can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
Given a number the pupil can identify one more and one less.
Can count in 2s, 5s and 10s.
Can recall number bonds to 10.
Can compare numbers using sets of counters, making statements such as 12 is more than 5; 5 is fewer than 12. They use the language of ' equal to, more than, less than, most, least'
Can represent and use number bonds and related subtraction facts within 20. E.g., deduce from 3 + 12 = 15, that 15 – 12 = 3 or 4 + 12 = 16 or 3 + 13 = 16.
Can read, write and use the symbols + - and =
Can add and subtract 1 digit and 2 digit numbers to 20 including 0.
Can solve one-step problems that involve addition and subtraction, using concrete objects, and pictorial representations and missing number problems such as 7= __ - 9
Can solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with support from the teacher.
Can recognise, find and name a half as two equal parts of an object, shape or quantity
Can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Can recognise and know the value of different denominations of coins and notes.
Can compare, describe and solve practical problems for lengths/ heights, mass/weight, capacity and volume e.g. long/short, tall/short, double/half, heavier/lighter, full/empty, half full/ quarter full
Can read o'clock and half past times and draw the hands on a clock to show these times
Can sequence events in chronological using language such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
Can recognise and use language relating to dates: including days of the week, months and years
Can recognise and name common 2D and 3D shapes including square, rectangle, circle, triangle, cuboids, cubes, pyramids and spheres
Can describe position, direction and movement, including whole, half, quarter and three quarter turns
Year: Working at Greater Depth
Can identify an object that does not belong in a group and justify their reasoning.
Can use part whole models with more than 2 parts within 10
Can find different solutions to addition and subtraction problems e.g. the whole is 8, what could the parts be? How many different number sentences can you make?
Can compare a series of addition and subtraction sentences using < and >
Can identify what different shapes have in common and identify shapes that are only partially revealed and justify their decisions.
Can find families of related facts from a known number bond.
Can begin to solve additions and subtractions mentally
Can solve multi step addition and subtraction problems
Can order and compare several numbers using < and > e.g. 34, 39, 44 and 23
Can create their own problems involving length and height and explain how they could make it harder or easier
Can understand the relationship between repeated addition and a multiplication array. Pupils can also make different arrays for the same number
Can find the whole when starting with a half or quarter
Shows an understanding of place value for numbers up to 100 e.g. My number has 6 tens and 7 ones. What is my number?
Year 2: Working at the Expected Standard
Can read scales in divisions of ones, twos, fives and tens (The scale can be in the form of a number line or a practical measuring situation.)
Can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
Can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)

Can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)
Can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
Can identify 1/4, 1/3, 1/2, 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole
Can use different coins to make the same amount
Can read the time on a clock to the nearest 15 minutes
Can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.
Year 2: Working at Greater Depth
Can read scales where not all numbers on the scale are given and estimate points in between. (The scale can be in the form of a number line or a practical measuring situation.)
Can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
Can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ¨; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
Can solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
Can read the time on a clock to the nearest 5 minutes
Can describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).