

**Year 1 Phase 2 (Approximately November to February)**  
**Some objectives may need to be rolled over to the next phase**  
**Taken from the Hampshire Assessment Model**

Year 1	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry	
						Properties of shapes	Position and direction
<b>Year 1: Phase 2</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count in multiples of twos, and tens</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>	<ul style="list-style-type: none"> <li>count reliably in two's</li> <li>count reliably in two's</li> <li>share objects equally by counting how many in each group</li> </ul> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> <li>mass or weight (e.g. heavy/light, heavier than, lighter than)</li> <li>time (quicker, slower, earlier, later)</li> </ul> </li> <li>measure and begin to record the following:               <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>time (hours, minutes)</li> </ul> </li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>recognise and name common 2-D shapes, including rectangles, squares, circles and triangles</li> </ul>	Pupils should be taught to: