

Year One Inspire Objective Target Sheet

UNIT ONE: NUMBERS TO TEN

1. count from 0 to 10
2. recognise, read and write numbers (0 to 10) and the corresponding number words (zero to ten)
3. associate a number of items with the correct number and the correct number word
4. remember the order of numbers (0 to 10)
5. compare two sets of objects (using the method of one-to-one correspondence) and identify the set that has more, fewer or the same number of objects
6. use the terms 'more than' and 'fewer than' when comparing two sets of objects
7. compare two numbers using the terms 'greater than' or 'smaller than'
8. compare the number of items from a sequence of objects and find the number of objects in a sequence
9. interpret and use statements containing '1 more than' or '1 less than' a given number

UNIT TWO: NUMBER BONDS

10. use cubes to show number bonds for numbers up to 10
use a number balance to show number bonds for numbers from 6 to 10
11. investigate all possible sets of two numbers that make a given number
12. investigate all possible sets of three numbers that make a given number

UNIT THREE: ADDITION WITHIN TEN

13. use the 'counting on' strategy to add
14. relate addition to number bonds
15. add using number bonds
16. Pupils will be able to make addition stories based on pictures and various situations.
17. add by recognising two addition concepts: 'part-whole' and 'adding on'
18. solve addition word problems using number bonds or the 'counting on' strategy

UNIT FOUR: SUBTRACTION WITHIN TEN

19. use the 'taking away' / 'counting on' / 'counting back' strategies to subtract
20. relate subtraction to number bonds
21. Pupils will be able to make subtraction stories based on pictures and various situations.
22. subtract by recognising two subtraction concepts: 'part-whole' and 'taking away'
23. solve subtraction word problems using various strategies
24. Pupils will be able to write a family of two addition and two subtraction number sentences, given a set of three related numbers

UNIT FIVE: SHAPES AND PATTERNS

25. look at a shape and identify it as a circle, triangle, square or rectangle
26. classify and group the different shapes as circles, triangles, squares or rectangles
27. describe the characteristics of the different shapes and also explain why they are not another shape
28. identify the four basic shapes and find the number of each shape in a given picture
29. make pictures using the four basic shapes
30. identify the four basic shapes in real-life objects and name objects that have these basic shapes
31. identify and complete a pattern according to one or two attributes: shape, size or colour
32. use shapes to make a pattern
33. identify the attributes of size, colour or object in a 3D pattern
34. complete a pattern with 3D shapes consisting of cubes, cuboids, cones and cylinders

UNIT SIX: ORDINAL NUMBERS

35. describe positions using ordinal numbers and words: 1st to 10th and first to tenth
36. use the words 'before', 'between' and 'after' to describe the position of something
37. use the words 'first' and 'last' to describe the position of something
38. describe positions from the left and right using ordinal numbers
39. use 'next to' to describe the position of an object

UNIT SEVEN: NUMBERS TO TWENTY

40. count up to 20 by making 10 first
41. read and write numbers 11 to 20 in numerals and words
42. represent numbers as tens and ones in a place value chart
43. show objects in tens and ones given a number up to 20
44. compare and order numbers to 20 using the terms 'greater than/smaller than' and 'more than/fewer than'
45. arrange numbers in ascending or descending order

UNIT EIGHT: ADDITION AND SUBTRACTION WITHIN TWENTY

46. add two 1-digit numbers using the 'make 10' strategy
47. add one 1-digit number and one 2-digit number using the 'regrouping into tens and ones' strategy
48. subtract a 1-digit number from a 2-digit number when regrouping is not required
49. subtract a 1-digit number from a 2-digit number when regrouping is required
50. solve one-step word problems using the 'part-whole' or 'adding on' concepts in addition
51. solve one-step word problems using the 'part-whole' or 'taking away' concepts in subtraction

UNIT NINE: LENGTH

52. Pupils will be able to compare the lengths of two objects using the terms 'tall/taller', 'long/longer'/'short/shorter' and 'high/higher'
53. Pupils will be able to compare lengths of more than two objects using terms 'tallest'/'longest'/'shortest'/'highest'
54. Pupils will be able to use a common starting point when comparing lengths
55. Pupils will be able to measure lengths using objects as non-standard units
56. Pupils will be able to use the term 'unit' to describe length
57. use a grid to help them determine and compare lengths of objects

UNIT TEN: MASS

58. use the terms 'heavy', 'heavier', 'light' and 'lighter' to compare the masses of objects on a pan balance
59. use the phrase 'as heavy as' to compare masses of objects on a pan balance for objects with the same mass
60. understand that size does not always determine mass
61. use the terms 'heaviest' and 'lightest' to compare the masses of three objects
62. guess the heavier or lighter object and use the pan balance to check if the guess is accurate
63. compare objects using a non-standard object as a medium of measurement
64. use a pan balance to compare the masses of three objects and state the heaviest or the lightest object
65. arrange the masses of the objects in decreasing order

UNIT ELEVEN: PICTURE GRAPHS

66. collect and sort data for presentation, e.g., stickers of different colours
67. arrange and present data in a table as a picture graph
68. read and interpret the data given in the table
69. count and find the number of each category of items
70. compare two or more sets of data in picture graphs using the terms 'more than', 'fewer than', 'most' and 'least'

UNIT TWELVE: NUMBERS TO FORTY

71. recognise, read and write numbers from 21 to 40 and the corresponding numbers in words
72. count within 40 by making tens first
73. represent numbers as tens and ones in a place value chart
74. show concrete representations in tens and ones given a number to 40
75. write numerals given a set of concrete representations with or without place value charts
76. use a strategy to compare numbers to 40
77. arrange numbers in ascending or descending order
78. add a 2-digit number and a 1-digit number without regrouping

79.	add a 2-digit number and another 2-digit number without
80.	add a 2-digit number and a 1-digit number with regrouping
81.	add a 2-digit number and another 2-digit number with regrouping
82.	subtract a 1-digit number from a 2-digit number without regrouping
83.	subtract a 2-digit number from another 2-digit number without regrouping
84.	subtract a 1-digit number from a 2-digit number with regrouping
85.	subtract a 2-digit number from another 2-digit number with regrouping
86.	add three 1-digit numbers to 40
87.	solve 1-step word problems in addition or subtraction
UNIT THIRTEEN: MENTAL CALCULATIONS	
88.	mentally add a 1-digit number to a 2-digit number less than 20
89.	mentally add a 2-digit number to tens
90.	mentally add using number bonds
91.	mentally subtract a 1-digit number from another 1-digit number
92.	mentally subtract a 1-digit number from a 2-digit number with or without regrouping
93.	mentally subtract tens from a 2-digit number
UNIT FOURTEEN: MULTIPLICATION	
94.	use concrete representations to show the concept of multiplication as repeated addition
95.	write repeated addition as multiplication statements
96.	write the multiplication statement from a situation given the number of groups and items in each group
97.	interpret multiplication sentences: the first factor referring to the number of groups and the second factor as the number of items in each group
98.	use picture representation to solve word problems on multiplication
99.	use the multiplication concept (group and items) to solve problems
100.	write multiplication statements for word problems
UNIT FIFTEEN: DIVISION	
101.	use concrete representations to show the concept of division as sharing equally
102.	use the strategy of distributing objects equally into groups
103.	use concrete representations to show the concept of division as finding the number of groups
UNIT SIXTEEN: TIME	
104.	use the term 'o'clock' to tell the time to the hour & describe the position of the hour hand and of the minute hand
105.	read and show the time to the hour on a clock
106.	show the times on the clock for activities
107.	use the term 'half past' to tell the time to the half hour and recognise that the minute hand is at 6
108.	read the time to half past the hour for different activities by looking at the clock shown next to each activity and arrange the events according to the time
109.	recognise that the hour and minute hands can be at 6 and any time of the day by demonstrating it using a clock
110.	discover the time the minute hand and the hour hand will be on top of each other using a clock
UNIT SEVENTEEN: NUMBERS TO ONE HUNDRED	
111.	recognise, read and write numbers up to 100 and the corresponding number words and concrete representations
112.	count within 100 by making tens first
113.	recognise and interpret sentences associated with tens and ones
114.	represent numbers as tens and ones in a place value chart
115.	show concrete representations in tens and ones given a number to 100
116.	write numerals given a set of concrete representations and vice versa with or without a place value chart
117.	use a 'comparing tens and then ones' strategy to compare numbers to 100
118.	arrange numbers in ascending or descending order

119.	add a 2-digit number and a 1-digit number without regrouping
120.	add a 2-digit number and another 2-digit number without regrouping
121.	add a 2-digit number and a 1-digit number with regrouping
122.	add a 2-digit number and another 2-digit number with regrouping
123.	subtract a 1-digit number from a 2-digit number without regrouping
124.	subtract a 2-digit number from another 2-digit number without regrouping
125.	subtract a 1-digit number from a 2-digit number with regrouping
126.	subtract a 2-digit number from another 2-digit number with regrouping
UNIT EIGHTEEN: MONEY	
127.	recognise and name different notes and coins
128.	know that p stands for pence and £ stands for pounds
129.	name the things they can buy using each coin/note
130.	recognise, count and write the number of coins and notes for each denomination
131.	match a coin of one denomination to an equivalent set of coins of another denomination
132.	match a note of one denomination to an equivalent set of coins or notes of another denomination
133.	count the amount of money in pence (up to £1) using the 'counting on' strategy
134.	count the amount of money in pounds (up to £100) using the 'counting on' strategy
135.	think of whether to pay with a £2 coin or a £1 coin when buying different items
136.	choose the correct value of coins for purchasing items
UNIT NINETEEN: MONEY (2)	
137.	state the cost of each item in pence
138.	add to find the cost of two items
139.	subtract to find the change
140.	add and subtract money in pence (up to £1) without regrouping
141.	use number bonds to find the cost of each of the two items that make up a total cost in pence
142.	identify operations used for solving simple word problems
143.	state the cost of each item in pounds
144.	add to find the cost of two items
145.	subtract to find the difference in cost of the two items, to find the change and to find 'more' or 'less'
146.	use number bonds to find the cost of each of the two items that make up a total cost in pounds
147.	identify operations used for solving simple word problems
148.	solve word problems on addition and subtraction of money in pence or pounds only
149.	apply addition and subtraction concepts to solve word problems in pence or pounds