Year 1 Assessment:

Greater depth means thats children can explain and reason mathematically, enabling them to deepen their mathematical understanding

Assessment Standards:	
Number and Place Value:	
Working towards:	
Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.	
Count, read and write numbers to 20 in numerals. Count in multiples of twos and tens.	
Given a number, identify one more and one less.	
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).	
Read and write numbers from 1 to 10 in numerals and words.	
Expected:	
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	
Given a number, identify one more and one less.	
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.	
Read and write numbers from 1 to 20 in numerals and words.	
Greater Depth:	
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	
Count, read and write numbers to 200 in numerals. Count forwards and backwards in multiples of twos, fives and tens up to and beyond 100.	
Given a number, identify one and ten more and one less up to and beyond 100.	
Identify and represent numbers using objects and pictorial representations including the number line, beyond 100; and use the language of: equal to, more than, less than (fewer), most, least.	
Read and write numbers from 1 to 50 in numerals and words.	
Addition and Subtraction	
Working towards:	
Write mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	
Represent and use number bonds and related subtraction facts within 10.	
Add and subtract one-digit and two-digit numbers to 10, including zero.	
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.	
Expected:	
Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	
Represent and use number bonds and related subtraction facts within 20.	
Add and subtract one-digit and two-digit numbers to 20, including zero.	
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as 7 = [ ] – 9.	
Greater Depth	
Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	
Represent and use number bonds and related subtraction facts within 20, beginning to memorise the facts.	
Add and subtract one-digit and two-digit numbers to 20, including zero.	
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as 7 = [ ] – 9 and explain their reasoning.	

Year 1 Assessment:

Multiplication and Division	
Working towards:	
Count in steps of 2 and 10.	
To recognise doubles.	
Solve one-step problems involving multiplication, by calculating the answer using concrete objects and pictorial representations with the support of the teacher.	
Count in steps of 2 and 10.	
Expected:	
Count in steps of 2, 5 and 10.	
To recognise and recall doubles.	
Solve one-step problems involving multiplication, by calculating the answer using concrete objects and pictorial representations.	
Recall and use multiplication for the 2 and 10 times tables including recognising odd and even numbers.	
Greater Depth:	
Count in steps of 2, 5 and 10.	
To recognise and recall doubles and use this knowledge to solve problems.	
Solve one-step problems involving multiplication, by calculating the answer using concrete objects and pictorial representations.	
Recall and use multiplication and division facts for the 2 and 10 multiplication tables, including recognising odd and even numbers.	
Fractions:	
Working Towards:	
Recognise, find and name a half as one of two equal parts of an object or shape.	
Recognise, find and name a quarter as one of four equal parts of an object or shape.	
Expected:	
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	
Greater Depth:	
Recognise, find and name a half as one of two equal parts of an object, shape or quantity, in various contexts, using reasoning.	
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity, in various contexts, using reasoning.	
Measurement:	
Working Towards:	
Compare and describe; lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than]. Capacity and volume [for example, full/ empty, more than, less than, half, half full, quarter] and time [for example, quicker, slower, earlier, later].	
Measure the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).	
Recognise and know the value of different denominations of coins to 20p.	
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	
Recognise and use language relating to dates, including days of the week, weeks, months and years.	
Tell the time to the hour and draw the hands on a clock face to show these times.	
Expected:	

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Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than]. Capacity and volume [for example, full/ empty, more than, less than, half, half full, quarter] and time [for example, quicker, slower, earlier, later].	
Measure the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds and be able to make comparisons.	
Recognise and know the value of different denominations of coins and notes.	
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	
Recognise and know the value of different denominations of coins and notes.	
Recognise and use language relating to dates, including days of the week, weeks, months and years.	
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
Greater Depth:	
Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than]. Capacity and volume [for example, full/ empty, more than, less than, half, half full, quarter] and time [for example, quicker, slower, earlier, later].	
Measure the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds and be able to make comparisons and apply them to real life problems.	
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times and to be able to write and estimate periods of time.	
Geometry – Shape and position and direction:	
Working towards:	
Recognise and name common 2D shapes, including: 2D shapes [for example, rectangles (including squares), circles and triangles].	
Describe position, direction and movement, including whole and half turns.	
Expected:	
Recognise and name common 2D and 3D shapes, including: 2D shapes [for example, rectangles (including squares), circles and triangles]. 3D shapes [for example, cuboids (including cubes), pyramids and spheres]	
Describe position, direction and movement, including whole, half, quarter and three- quarter turns.	
Greater Depth:	
Recognise and name common 2D and 3D shapes, including: 2D shapes [for example, rectangles (including squares), circles, triangles]. 3D shapes [for example, cuboids (including cubes), pyramids and spheres] and be able to explain some of the properties that indicate the name of the shape.	
Describe position, direction and movement, including whole, half, quarter and three- quarter turns, being able to plan a short route using simple commands.	