Year 1

Assessment criteria for mathematics

Learning Objective		*Key Milestone Indicator(s)*	Introduction	Independence	Application
To know and use numbers	Counting	*Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.*	There is counting forwards to and across 20, beginning with 0 or 1.	There is counting to and across 50, forwards and backwards from any given number.	Independently, there is counting to and across 100, forwards and backwards, from any given number.
		Count, read and write numbers to 100 in numerals.	- Up to 20 objects can be counted - Numerals to 20 can be read and written	- Up to 50 objects can be counted - Numbers to 50 can be read and written	Numbers between 0 and 100 are counted, read and written correctly.
		Count in steps of 2, 5 and 10	With concrete objects, there is counting forwards from 0, in steps of 2, 5 and 10.	When reminders are provided, there is counting in steps of 2, 5 and 10 from 0 or 1 and in tens from any number, forwards or backwards	There is independent counting in steps of 2, 5 and 10 from 0 or 1 and in tens from any number, forwards and backwards.
		Given a number, identify one more and one less.	Find one more and one less than a given number 1-20, with reminders where necessary.	One more and one less than a given number are identified to 50.	One more and one less than a given number are identified to 100.
	Representing	*Identify and represent numbers using objects and pictorial representations, including the number line.*	Work is represented with objects or pictures and with the support of a teacher and the use of the number line.	Generally, numbers are identified and represented using different representations.	Independently, numbers are Identified and represented estimated using different representations
		Use the language of equal to, more than, less	The language how many altogether, how many hidden,	The language of equal to, more than, less than, most and least	The language of equal to, more than, less than, fewer, most and

		than (fewer), most and least.	how many left, more than and less than is understood.	is generally used correctly.	least is used correctly and independently.
		Read and write numbers from 1 to 20 in numerals and in words.	Numbers from 1 to 10 are read and written correctly in numerals.	Numbers from 1 to 10 are read and written correctly in numerals and words. Numbers 1 to 20 are read and written in numerals.	Numbers from 1 to 20 are read and written correctly in numerals and words.
To add and subtract	Checking	*Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals signs (=)*	The addition (+), subtraction (-) and equals (=) signs are used for calculations to 10.	The addition (+), subtraction (-) and equals (=) signs are used for calculations to 20.	The addition (+), subtraction (-) and equals (=) signs are used correctly and independently.
	Using number facts	*Represent and use number bonds and related subtraction facts to 20.*	Number bonds to 10 are represented and used.	Number bonds to 10 are represented and used in addition and subtraction.	Number bonds to 20 are represented and used. With some reminders related subtraction facts to 20 are used.
		Add and subtract one-digit and two-digit numbers to 20, including zero.	Add and subtract one digit numbers within 10.	Add and subtract one-digit numbers within 20.	Add and subtract one-digit and two-digit numbers to 20, including zero
	Complexity	*Solve one-step problems with addition and subtraction, using concrete objects and pictorial representations, and missing number problems.*	Addition and subtraction problems, involving up to 10 objects, are solved with prompts.	One step addition and subtraction problems to 20 are solved. Simple addition missing number problems are solved. □ +3 = 5	One-step problems with addition and subtraction are solved. Addition and subtraction missing number problems are solved. 10 - □ = 3
multiplication and division		*Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictoral representations*	With the support of a teacher, concrete objects and pictorial representations pupils group and share small quantities.	Concrete objects and pictorial representations are used to group and share small quantities. Beginning to relate to multiplication and division exploring arrays with support of	With the support of a teacher, concrete objects, pictorial representations and arrays, one-step problems involving multiplication and division are solved.

		and arrays with the support of the teacher.		the teacher.	
Fractions		*Recognise, find and name a half as one of two equal parts of an object, shape or quantity.*	With the support of a teacher, a half is named and found by strategies such as: folding shapes in two, halving an even number of objects or being able to say when a container is half full.	1/2 of an object, shape or quantity are recognised and named when prompts are given.	1/2 of an object, shape or quantity are recognised and named independently.
		Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	There is an emerging understanding that a quarter is one of four equal parts of an object, shape or quantity. With the support of a teacher, quarter is named and found by strategies such as: folding shapes in four	Recognise and name a quarter as one of four equal parts of an object, shape or quantity. ¼ of an object, shape or quantity are recognised and named when prompts are given	¼ of an object, shape or quantity are recognised and named independently. Pupils connect quarters to the equal sharing and grouping of sets of objects and to measures.
Measurement		*Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time.*	With the support of a teacher, practical problems for a range of measures are described and solved.	Generally, practical problems for a range of measures, including lengths and heights, mass/weight, capacity, volume and time, are compared, described and solved.	Practical problems for a range of measures including lengths and heights, mass/weight, capacity, volume and time, are compared, described and solved without help.
		Measure and begin to record: lengths and heights, mass/weight, capacity and volume, time (hours, minutes,seconds).	With help, a range of measures are measured in a variety of ways: - Lengths are compared and put into an order.	With help a range of measures are measured using manageable common standard units.	Generally, a range of measures are measured and recorded using common standard measures. Tools needed for measuring are chosen when prompted.
		Recognise and know the value of different	With concrete objects and pictorial representations, the	The value of coins to 50p are known. The value of different	The value of different denominations of coins and

		denominations of coins and notes.	value of different denominations of coins to 20p are recognised.	denominations of coins to £2 are recognised.	notes are recognised and known.
		Sequence events in chronological order using language.	With prompts or support, events can be sequenced in chronological order, using language such as before, next, after, today, yesterday, morning, afternoon, evening.	Events can be sequenced in chronological order, using language such as: before, next, after, today, yesterday, morning, afternoon, evening is generally used correctly.	Events can be sequenced in chronological order, using language such as before, next, after, today, yesterday, morning, afternoon, evening is used independently.
		Recognise and use language relating to dates, including days of the week, weeks, months and years.	Language for the days of the week is used and language for months and years is emerging.	Language relating to dates, including days of the week, weeks, months and years, is generally used correctly.	Language relating to dates, including days of the week, weeks, months and years is used independently.
		Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	With support, the time is read to the hour and there is an emerging understanding of the half hour. With the support of a teacher, the hands on a clock face are drawn to represent the time to the hour.	Generally, the time is read to the hour and half past the hour with support. The hands on a clock face are drawn to the hour and the half past the hour with support.	Tell the time to the hour, half past the hour. The hands are drawn on a clock face to show these times independently.
Properties of shape		*Recognise and name common 2-D shapes.*	Match common 2-D shapes to everyday objects.	Common 2-D shapes are recognised and named.	Common 2-D shapes are recognised and named. Shapes are recognised in different orientations and size. Know that rectangles and cuboids are not always similar to each other.
		Recognise and name common 3-D shapes.	Match common 3-D shapes to everyday objects.	Common 3-D shapes are recognised and named	Common 3D shapes are named. Shapes are recognised in different orientations and size. Know that cuboids and

					pyramids are not always similar to each other.
Position and direction		*Describe position, direction and movement, including whole, half, quarter and three-quarter turns.*	Position can be described e.g. top, bottom, in front of, between, around	Position and direction can be described e.g. left, right, forwards, backwards.	Position, direction and movement can be described e.g. whole, half, and three-quarter turns.