

# Mathematics Assessment

## Year 1 Meeting Expectations

Name: \_\_\_\_\_

Number/Place Value			
Count reliably to 100 forwards and backwards			
Count on in 2, 5, 10's			
Count back in 2, 5, 10's			
Write all numerals to 100			
Write all numbers to 20 in words			
Identify and represent place value to 100 (tens/ones) -objects and pictorial representation.			
Compare numbers to 100 using the language of equal, more, less than or fewer than most and least.			
Say the number that is one more or one less than a number to 100.			

Addition and Subtraction			
Know and use the signs +, -, and =			
Recall doubles and halves from double 1 to double 10 /half of 2 to half of 20			
Recall all pairs of additions and subtractions for each number up to 20.			
Add and subtract 1 digit and 2 digit numbers to 20			
Solve a missing number problem, using the equals sign. Eg: $8 = \_ + 3$			
Solve a one step problem involving addition using concrete objects and pictorial representation.			
Solve a one step problem involving subtraction using concrete objects and pictorial representation.			

Multiplication and division			
Solve a one step problem involving multiplication using concrete objects, pictorial representations and arrays.			
Solve a one step problem involving division using concrete objects and pictorial representations			

Fractions			
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.			

Measure			
Compare, describe and solve practical problems for: length, height, mass/weight and capacity/volume.			
Measure and begin to record length, height, mass/weight and capacity/volume.			
Recognise and name coins up to £2.			
Sequence events in chronological order using language of time.			
Recognise and use language relating to dates, including days of the week, 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			

Geometry- Shape			
Recognise and name common 2-D shapes.			
Recognise and name common 3-D shapes.			

Geometry- Position and Direction			
Describe position, direction and movement, including whole, $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{3}{4}$ turns.			

# Mathematics Assessment Year 1 Working at greater depth Expectations

Name: \_\_\_\_\_



## Greater Depth Expectations

Count reliably to 100 forwards and backwards from any number and use reasoning to explain number problems  
eg: *I am going to count on from the number 58, will I say 56? Can you explain why?*  
*I am going to count backwards from 30, how many steps will it take me to reach 10?*

Count on and back in 3's.

Count in twos, fives and tens from 0 and use counting strategies to solve multiplication problems.

Add and subtract a two-digit number and ones number where no regrouping is required (e.g.  $23 + 5$ ;  $46 + 20$ ).

Add and subtract a two-digit number and a two-digit number and tens where no regrouping is required ( $46 + 20$ ).

Recognise the signs  $<$  and  $>$  and use them to compare numbers.

Recognise and know the value of coins and notes up to £20.

Know all doubles and halves from double 1 to double 10 /half of 2 to half of 20 and use these to solve problems.

Recognise the properties of 2D shapes- sides.

Recognise the properties of 3D shapes- faces

## Times tables at St Mary's

Across the school we expect the majority of pupils to achieve the following standards –

- YR – Begin to count in steps – 1's, 2's and 10's
- Y1 – Be able to count in steps of 1, 2, 5 and 10 confidently to the 10th term
- Y2 – To know their 2, 5, and 10 times tables (as times tables not as counting)
- Y3 – To know their 3, 4, and 8 times tables (consolidate previous as well)
- Y4 – Consolidation and move onto the 6, 7, 9, 11 and 12 times tables
- Y5/6 – Consolidation and application

By ensuring this we are preparing the children to work with longer calculations and use written methods competently.