

Year 1 Assessment Statements

	Number and Place Value	Addition and Subtraction	Multiplication and division	Fractions	Measures	Properties of Shapes	Position and movement
Expected	<p>Sufficient evidence shows the ability to:</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</p> <p>Given a number, identify 1 more and 1 less.</p> <p>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.</p> <p>Read and write numbers from 1 to 20 in numerals and word</p>	<p>Sufficient evidence shows the ability to:</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including 0.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p>	<p>Sufficient evidence shows the ability to:</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>Sufficient evidence shows the ability to:</p> <p>Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p>	<p>Sufficient evidence shows the ability to:</p> <p>Compare, describe and solve practical problems for:</p> <p>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>time [for example, quicker, slower, earlier, later].</p> <p>Measure and begin to record the following:</p> <p>lengths and heights</p> <p>mass/weight</p> <p>capacity and volume</p> <p>time (hours, minutes, seconds)</p> <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>Sufficient evidence shows the ability to:</p> <p>Recognise and name common 2-D and 3-D shapes, including:</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p>	<p>Sufficient evidence shows the ability to:</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>
Emerging	<p>Sufficient evidence shows the ability to:</p> <p>Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals.</p> <p>Given a number, identify 1 more and 1 less.</p> <p>Identify and represent numbers using objects and pictorial representations.</p> <p>Use the language of: more than, less than (fewer), most, least.</p> <p>Read and write numbers from 1 to 10 in numerals and words.</p>	<p>Sufficient evidence shows the ability to:</p> <p>Find the total of two groups by combining.</p> <p>Calculate subtractions through taking away.</p> <p>Represent addition and subtraction calculations using objects and pictorial representations.</p> <p>Know and use addition and subtraction number facts to 5 and some facts to 10.</p> <p>Add and subtract one-digit numbers.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.</p>	<p>Sufficient evidence shows the ability to:</p> <p>Begin to recall doubles and halves of numbers to 5.</p> <p>Count in multiples of 2 and 10.</p> <p>Solve simple problems involving grouping and sharing with pictorial representations and arrays with the support of the teacher</p>	<p>Sufficient evidence shows the ability to:</p> <p>Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.</p>	<p>Sufficient evidence shows the ability to:</p> <p>Use the language of measures to make direct comparisons between 2/3 objects.</p> <p>Solve simple measure problems (length, mass/weight, capacity and volume and time) in a practical context using direct comparison and non-standard units.</p> <p>Recognise and sort coins to £1.</p> <p>Use language related to time e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</p> <p>Tell the time to the nearest hour</p>	<p>Sufficient evidence shows the ability to:</p> <p>Recognise and name some common 2-D and 3-D shapes, including:</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>Sort shapes based on simple properties.</p>	<p>Sufficient evidence shows the ability to:</p> <p>Describe position, direction and movement, including whole, half-turns.</p>

<p>Sufficient evidence shows the ability to: All aspects of number and place value at the national standard are exceeded. Demonstrate fluency when counting to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number and when counting in multiples of 2s, 5s and 10s. Consistently identify 1 more and 1 less from a given number and use in solving problems. Identify and represent numbers using increasingly complex representations including the number line. Consistently use the language of: equal to, more than, less than (fewer), most, least accurately when comparing numbers and expressions.</p>	<p>Sufficient evidence shows the ability to: All aspects of number - addition and subtraction at the national standard are embedded Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Recall and use number facts to 20 fluently and use them to derive new unknown facts. Add and subtract one-digit and two-digit numbers to 20 mentally. Solve two-step problems that involve addition and subtraction, using concrete objects and pictorial representations. Solve and missing number problems using a wider range of numbers.</p>	<p>Sufficient evidence shows the ability to: All aspects of number - addition and subtraction at the national standard are embedded Count in 2s, 5s, and 10 from 0 to answer questions involving \times facts. Begin to understand division as the inverse of multiplication and use facts in problem solving. Recall doubles and halves of numbers to 20. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.</p>	<p>Sufficient evidence shows the ability to: All aspects of number - addition and subtraction at the national standard are embedded All aspects of number - addition and subtraction at the national standard are embedded. Recognise, find and name a half and quarter of a length, shape, set of objects or quantity.</p>	<p>Sufficient evidence shows the ability to: All aspects of measurement at the national standard are embedded Use knowledge of measures in solving problems of increasing complexity. Solve more complex problems involving money and other measures including time. Be able to apply knowledge of measures to other curriculum areas in practical activities.</p>	<p>Sufficient evidence shows the ability to: All aspects of shape at the national standard are embedded Compare and sort shapes using 1 criterion. Recognise and name common 2-D and 3-D shapes, describing their properties using increasingly sophisticated mathematical vocabulary. Reason about and solve more complex problems relating to shapes and their properties.</p>	<p>Sufficient evidence shows the ability to: All aspects of position and movement at the national standard are embedded. Apply knowledge of position to problem solving across the curriculum. Solve more complex problems involving position and movement.</p>
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