Mathematics Assessment Tracking – Year 1 – Autumn Term

Working Towards	On Track	Greater Depth
Count to and across 10, forwards and backwards, beginning from 0 or 1, or from any given number.	Count up to 100 in 1s beginning with 0 or 1	Use numerals to explain why counting across 100 is tricky.
Read numbers up to 100 in numerals.	Count, read and write numbers to 10 in numerals with correct orientation.	
Identify one more and one less than any number up to 20.	Given a number, identify one more and one less up to 100.	Identify 2 and 5 more/ less than a given number mentally and explain their approach.
Begin to estimate a sets of objects up 20 and use the language of more than, less than to compare with another number.	Identify and represent numbers using objects.	Reason about how estimating can help when problem solving.
	Identify and represent numbers using pictorial representations including the number line.	Justify their ordering of numbers up to 100 on an empty number line.
	Use the language of: equal to, more than, less than (fewer), most, least.	
Read numbers up to 20 in numerals and words	Read and write numbers from 1 to 20 in numerals and words and spelling them correctly.	
Recognise the function of the – and + symbols.	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	Compose oral maths stories and role-play around given number sentences. Know that re-ordering numbers in a number sentence 'may' affect the answer.
Recall number bonds up to 10 and use these in a range of real life contexts and role play.	Represent and use number bonds and related subtraction facts within 10.	Explain links between addition and subtraction facts up to 20.
Add and subtract single digit numbers in a range of real life situations and role play using concrete objects.	Add and subtract one-digit and two-digit numbers to 10, including zero.	Use empty number lines to solve addition and subtraction calculations.
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9.	Create their own missing number problems; explain how they tested that their solution is correct. Explain their solutions to addition and subtraction problems which involve two 2-digit numbers up to 20 , but where the answer is over 20 (e.g. 12+17)
Handle and talk about the different common 2-D and 3-D shapes.	Recognise and name common 2-D and 3-D shapes, including rectangles (oblongs and squares), circles and triangles and cuboids (including cubes), pyramids and spheres.	Sort and compare 2-D and 3-D shapes, explaining your reasoning.

Number	Calculation	Fractions	Measures	Geometry	Statistics	Once an objective has been covered it becomes Bold
						It is assumed child has achieved this objective at 'on track' unless they are indicated at either WT or GD

Mathematics Assessment Tracking – Year 1 – Spring Term

Working Towards	On Track	Greater Depth
Make direct comparisons between lengths/heights, (longer/shorter, taller/shorter) mass/weight (heavier, lighter), capacity/volume (full/empty, more full, less full) and time (earlier, later).	Measure and begin to record lengths and heights, mass/weight, capacity/volume (non-standard measures) and time (hours, minutes, seconds).	Explain why it is important to use the same units of measure when comparing lengths etc.
	Compare, describe and solve practical problems across a range of measures including lengths and heights, mass/weight, capacity and volume.	Explain the methods used to solve practical problems across a range of methods.
Count up to 100 in 1s beginning with 0 or 1	Count to and across 50, forwards and backwards, beginning from 0 or 1, or from any given number.	Use numerals to explain why counting across 100 is tricky.
Read numbers up to 100 in numerals.	Count, read and write numbers to 50 in numerals with correct orientation.	
Count up in 2s, 5s and 10s from 0.	Count in multiples of twos, fives and 10 (up and back).	Identify multiples of 2s, 5s and 10s in a set of numbers and explain how they know.
Identify one more and one less than any number up to 20.	Given a number, identify one more and one less up to 100.	Identify 2 and 5 more/ less than a given number mentally and explain their approach.
Recall number bonds up to 10 and use these in a range of real life contexts and role play	Represent and use number bonds and related subtraction facts within 20.	Explain links between addition and subtraction facts up to 20.
Recognise the function of the – and + symbols.	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	Compose oral maths stories and role-play around given number sentences. Know that re-ordering numbers in a number sentence 'may' affect the answer.
Add and subtract single digit numbers in a range of real life situations and role play using concrete objects.	Add and subtract one-digit and two-digit numbers to 20, including zero.	Use empty number lines to solve addition and subtraction calculations.
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ − 9.	Create their own missing number problems; explain how they tested that their solution is correct. Explain their solutions to addition and subtraction problems which involve two 2-digit numbers up to 20 , but where the answer is over 20 (e.g. 12+17)

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Mathematics Assessment Tracking – Year 1 – Summer Term

Working Towards	On Track	Greater Depth
Count up to 100 in 1s beginning with 0 or 1	Count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number.	Use numerals to explain why counting across 100 is tricky.
Read numbers up to 100 in numerals.	Count, read and write numbers to 100 in numerals with correct orientation.	
Identify one more and one less than any number up to 20.	Given a number, identify one more and one less up to 100.	Identify 2 and 5 more/ less than a given number mentally and explain their approach.
Begin to estimate a sets of objects up 20 and use the language of more than, less than to compare with another number.	Identify and represent numbers using objects.	Reason about how estimating can help when problem solving.
	Identify and represent numbers using pictorial representations including the number line.	Justify their ordering of numbers up to 100 on an empty number line.
	Use the language of: equal to, more than, less than (fewer), most, least.	
Count up in 2s, 5s and 10s from 0.	Count in multiples of twos, fives and 10 (up and back).	Identify multiples of 2s, 5s and 10s in a set of numbers and explain how they know.
Recognise the function of the – and + symbols.	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	Compose oral maths stories and role-play around given number sentences. Know that re-ordering numbers in a number sentence 'may' affect the answer.
Recall number bonds up to 10 and use these in a range of real life contexts and role play.	Represent and use number bonds and related subtraction facts within 20.	Explain links between addition and subtraction facts up to 20.
Use sharing and doubling in a range of real life and role play contexts.	Solve one-step problems involving multiplication *(by 2 and 5)* and division *(by 2 and 4)* using pictorial representations and arrays with the support of the teacher.	Solve problems involving multiplication and division using repeated addition or subtraction.
	Measure and begin to record lengths and heights, mass/weight, capacity/volume (non-standard measures) and time (hours, minutes, seconds).	Explain why it is important to use the same units of measure when comparing lengths etc.
Make direct comparisons between lengths/heights, (longer/shorter, taller/shorter) mass/weight (heavier, lighter), capacity/volume (full/empty, more full, less full) and time (earlier, later).	Compare, describe and solve practical problems across a range of measures including lengths and heights, mass/weight, capacity and volume.	Explain the methods used to solve practical problems across a range of methods.
Recognise a variety of different coins and notes.	Recognise and know the value of different denominations of coins and notes.	Order the denominations of coins and notes and explain their thinking.
Use simple language to describe the chronology of events (e.g. today, yesterday, tomorrow, tonight, last night, this morning).	Sequence events in chronological order using language (e.g., before and after, next, first).	
Know the days of the week, months of the year.	Use language relating to dates, including days of the week, weeks (e.g. fortnight, weekend) months and years when talking about events.	Make comparisons between different passages of time e.g. a week being 7 days; a school week is 5 days; 2 days in a weekend
Know that a clock 'measures' time.	Tell the time to the hour and half past the hour.	
Know that half is dividing into two equal parts and that you can find half of a quantity by sharing into 2 groups. Know that a quarter is dividing into four equal parts and know that you can find quarters of a quantity by sharing into 4 groups.	Recognise, find and name a half as one of two equal parts of an object or shape.	Explain why some shapes are difficult to halve or quarter.
	Recognise, find and name a half of a quantity.	Predict which quantities cannot be halved or quartered equally and explain their reasoning
	Recognise, find and name a quarter as one of four equal parts of an object, shape. Recognise, find and name a quarter of a quantity.	

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