



Working below age-related expectation

These children can:

Practise and recall facts and skills (i.e. Curriculum objective) Use objects and mathematical manipulative, pictures and simple recording to represent concepts Start to talk about their work

Solve simple problems with support

Working at age-related expectation

These children can:

Apply facts and skills to problems and investigations, identifying what they need to be know and what they need to be able to do in order to solve problems

Represent their work in a variety of ways

Describe and explain their work using mathematical language to reason

Make connections and links between mathematical ideas

Working at greater depth

These children can:

Work independently to choose ways to tackle and solve problems of greater complexity

Present work in a clear and organised way, choosing appropriate methods of recording

Explain work clearly and accurately using mathematical language

Use reasoning to make predictions, conjectures and generalisations and ask their own questions

Use their maths skills confidently in a variety of contexts, including cross curricular tasks

Number	Place Value	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	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.					

Number	Addition and Subtraction	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	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 $7 = - 9$.					

Number	Multiplication and Division	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	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.					

Number	Fractions	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	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.					

Measurement	The pupil can:	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	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]					
	time [for example, quicker, slower, earlier, later]					
	measure and begin to record lengths and heights					
	measure and begin to record mass/weight					
	measure and begin to record capacity and volume					
	measure and begin to record time (hours, minutes and seconds)					
	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 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.					

Geometry	Properties of shape	Evidence				Overall
	The pupil can:	Autumn	Spring 1	Spring 2	Summer	
	Recognise and name common 2D shapes					
	Recognise and name common 3D shape					
	Position and direction	Evidence				Overall
The pupil can:	Autumn	Spring 1	Autumn	Spring 1		
	describe position, direction and movement, including whole, half, quarter and three-quarter turns					

I am working at...	1e (significantly below)	1d	1d+	1s	1s+	1m
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When making your judgement, number domains always hold the most weighting and should play the major role in informing your decision.