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Year 1 Maths Attainment and Progress Grid:

Content domain	Autumn	Assessment task	Spring	Assessment task	Summer	Assessment task
Number & Place Value	• **Identify and represent numbers using concrete objects and pictorial representations.** • **Use number-lines to represent numbers.** • Use and know the meaning of the words: equal to, more than, less than (fewer), most, least. • **Count (forwards and backwards) the numbers to 10 as well as writing all digits correctly.** • **Identify one more or one less of any number to 10.** • **Compare and order objects up to 10 and numbers using correct language as well as identify where it is in the order (first second third).** • **Count (forwards and backwards) the numbers to 20 as well as writing all digits correctly.** • **Identify one more or one less of any number to 20.** • Group tens in order to speed up counting. • **Use a tens frame to support their understanding of counting up to 20.** • **Compare and order objects up to 20 and numbers using correct language as well as identify where it is in the order (first second third).**	EXS: 1M13B 1M9B GDS: 1M11t	• **Compare and order objects up to 50 and numbers using correct language as well as identify where it is in the order (first second third).** • **Count (forwards and backwards) the numbers to 50 as well as writing all digits correctly.** • Identify one more or one less of any number to 50. • Group tens in order to speed up counting. • **Use a tens frame to support their understanding of counting up to 50.** • Solve word problems with numbers up to 50.	EXS: 1M9B 1M10B GDS: 1MGD11B 1MGD12B	• **Compare and order objects up to 100 and numbers using correct language as well as identify where it is in the order (first, second, third).** • **Count (forwards and backwards) the numbers to 100 as well as writing all digits correctly.** • Identify one more or one less of any number to 100. • **Group tens in order to speed up counting.** • **Use a tens frame to support their understanding of counting up to 100.**	EXS: 1M10T 1M11T 1M11B GDS: 1MGD12B 1MGD11T
Addition & Subtraction	• **Draw and use the part whole model independently.** • **Find the part and the whole of an equation independently.** • **Use +/-/= symbols fluently.** • Know number bond to 10 and can use these to support adding and subtracting. • **Understand that 0 represents nothing.** • Solve one step problems using representations learned including missing numbers problems and worded problems.	EXS: 1MGD14B 1M16T 1MGD14T 1M14B 1M15B GDS: 1Mgd16b	• **Use addition to add numbers to 20.** • **Add numbers by using number bonds to ten.** • **Subtract tens and ones from a number** • Complete Subtractions where the 10's are crossed. • **Solve one step problems using representations learned including missing numbers problems with numbers up to 20.** • Answer simple worded problems using representations.	EXS: 1M14T 1M15 ALL GDS: 1MGD15M 1MGD15B 1Mgd16T		EXS: GDS:

	• Subtract using the 'how many left?' method and the breaking apart method' and the 'what's the difference method using pictorial representations.		• Solve one step problems using representations learned including missing numbers problems with numbers up to 50. • Use knowledge of addition to support understanding of subtraction - eg, missing numbers – early understanding of the commutative law.		
Multiplication and Division		EXS: GDS:	• Count up in 2's using different representations to support. • Count up in 5's using different representations to support.	EXS: 1M12T GDS: 1M17B 1M182	• **Count in 2's, 5's and 10's.** • **Separate numbers into equal groups including creating simple arrays of numbers.** • **Add groups of numbers to find the whole.** • **Find the double of a number using representations.** • Understand what equal means and can make equal groups and share amounts of numbers equally. • Complete division and multiplication word problems using different representations.	EXS: **1M12T** GDS: 1MGD17T 1M18B
Fractions		EXS: GDS:		EXS: GDS:	• 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.	EXS: 1M19B 1M20B 1M21T GDS: 1MGD20T 1MGD20M 1MGD212
Measurement		EXS: GDS:	• **Compare lengths and heights of things and know the difference between to two.** • **Use the following language to describe height and length: long/short, longer/shorter, tall/short**, double/half] • **Measure objects using both non-standard units of measure as well as a ruler – recording the measurements.** • Decide what the best choice of measurement is: Blocks, feet or cm. • Compare weight and volume of things and know the difference between to two just from observation. • **Use the following language to describe weight: heavy/light, heavier than, lighter than.**	EXS: 1M22b 1MG23T 1MG24 GDS: 1MGD23M 1MGD24B	• **Use the vocabulary before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening as well as sequence events.** • **Recognise time to the hour drawing hands on a clock to show this.** • Recognise time to the half hour using hands on a clock to show this. • Measure and record times as well as compare and describe durations. • **Recognise and use language relating to dates, including days of the week, weeks, months and years.** • **Recognise the different values of notes and coins as well as count using them.**	EXS: 1m26t GDS: 1M18COINS 1mgd25b MGD26B

Maths 2020.1

			• Compare weight through measurement. • Compare capacity through measurement. • Word problems around capacity and weight.			
Geometry	• Recognise common 3d shapes. • **Recognise common 2d shapes.** • **Recognise individual shapes within groups of multiple shapes.** • Predict patterns to determine a missing shape.	EXS: M28T GDS: MGD27B/28		EXS: GDS:	• Describe a whole, 3 quarter, half and quarter turn. • **Know the meaning and uses this vocab correctly: position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.**	EXS: M29T GDS: MGD29T

An expected mathematician in year one is able to quickly and effectively use their knowledge of number and place value to find, write and say any number between 1-100. This includes being able to add and subtract from any number. This is supported by their excellent knowledge of tens frames which they can use independently and also able to say exactly all their number bonds to 20. This is also shown with their fluency of using the part whole model clearly establishing exactly which number goes where. Furthermore, the child can count accurately in ones, twos and tens. They can begin to explain what they know clearly and using the correct vocabulary as well as select an effective way of working out addition and subtraction problems using mental methods or supported by concrete materials. They also can describe and explain mathematical phenomena such as volume and shapes and begin to see links within their learning.

A Year 1 mathematician working at greater depth is able to do all of the above but is able to manipulate language to a greater degree by explaining the how and why of different relationships and problems. They are also more fluent in the way they are able to recall number facts, counting in multiples or know other related facts. They are also independent in deciding which resource to use when demonstrating a calculation or number fact and can use the resource independently and accurately. They show resilience and enthusiasm in maths sessions and are able to share and communicate suggestions and points with their peers.

Mastery assessment code:

All mastery assessment comes from the NCETM mastery assessment pages, the page is attached to the document.

https://www.ncetm.org.uk/media/qjpctp24/mastery_assessment_y1.pdf

The codes in the assessment tasks relate to the above document. Each code to the side of each area of study relates to an assessment task to be completed by the teacher to assess the proficiency of the class in different areas of maths. This could be done at the end of a lesson, as a small group as a test as a discussion: it's the teacher's choice. However, these should be completed at regular intervals as you teach different areas of the curriculum as they will help inform you of what your children need (support with certain areas) and these do not replace the reasoning and problem solving that should be present in every maths lesson. It also needs to be evidence in some way so that assessment can be moderated. Some statements do not have an activity number, this is due to it not being overtly shown in the booklet however all skills can be found in other tasks but may not be the main skill of the task.

The code is as below:

2M12/1 – The first number is the year group booklet the task is from. The letter is if it's mastery or mastery with greater depth column. The next number is the page and the final number is which activity it is on the page.

This one would be: year 2 booklet, Mastery column, page 12, 1st activity on the page.

6MGD19/4 – Year 6 booklet, Mastery with greater depth column, Page 19, 4th activity down.