

Name: _____

Year 1 Maths Assessment Record

| Objective | | | | Notes |
|---------------------------|--|--|--|-------|
| Number & Place Value | 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. | | | |
| Addition & Subtraction | 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 $7 = _ - 9$ | | | |
| Multiplication & Division | 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. | | | |
| 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. | | | |
| Measurement | compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] | | | |
| | compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] | | | |
| | compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] | | | |
| | compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] | | | |
| | measure and begin to record the following: lengths and heights | | | |
| | measure and begin to record the following: mass/weight | | | |
| | measure and begin to record the following: capacity and volume | | | |
| | measure and begin to record the following: time (hours, minutes, 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 | | | |
| Properties of shapes | recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] | | | |
| | recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. | | | |
| Position and Direction | describe position, direction and movement, including whole, half, quarter and three-quarter turns | | | |