Expectations Framework for Mathematics

Working at the expected standard (1S): Year 1

To be deemed as working at the expected standard at the end of Year 1 needs to demonstrate that they have met all these key targets. If target are missing then the highest level that can be awarded is a 1W+

Statement	Evidenced	Secure
Counting and Place value		
Counts to 100, forwards from 0		
Counts to and across 100, forwards from 0		
Counts to and across 100, forwards from any given number		
Counts to and across 100, backwards from any given number		
Can read any number to 100		
Can write any number to 100		
Can count in multiples of 2 from 0		
Can count in multiples of 5 from 0		
Can count in multiples of 10 from 0		
Can identify one more than any given number to 100		
Can identify one less than any given number to 100		
Can partition and represent the number of tens and the number of ones in a number to 50		
Addition and Subtraction		
Read and interpret mathematical statements including + - and =		
Can represent number bonds to 20		
Can recall number bonds to 20		
Can use related subtraction facts within 20		
Can add 1 digit and 2 digit numbers to 20 including 0		
Subtract a 1 digit number from a 2 digit number including 0, within 20		
Multiplication		
Can double any quantity to 20		
Fractions		
Can find half of a shape		
Can find half of a familiar object		
Can find half of a quantity to 20		
Measurement		
Can tell the time to the hour		
Can tell the time to half past the hour		
Can compare, describe and solve practical problems for: lengths and heights eg long/short, longer/shorter, tall/short, double/half		
Can compare, describe and solve practical problems for: mass/weight eg heavy/light, heavier than, lighter than;		
Can compare, describe and solve practical problems for: capacity and volume eg full/empty, more than, less than, half, half full, quarter; and		
time eg quicker, slower, earlier, later		
Shape		
Recognises and names common 2-D shapes including rectangles (including squares), circles and triangles;		
Recognises and names 3-D shapes eg cuboids (including cubes), pyramids and spheres.		

Expectations Framework for Mathematics

Working at Greater Depth (1S+): Year 1

To be deemed as working Greater Depth by the end of Year 1 a child needs to demonstrate that they have met all of the working at targets and that they can reason and problem solve fluently within these objectives. They must also demonstrate that they can meet all of the below statements.

Statement	Evidence	Secure
Counting and Place value		
Can use their knowledge of number patterns and systems to count beyond 100		
Can count in multiples of 2, 5 and 10 from different reasonable starting points		
Use counting strategies to solve problems e.g where chairs in a diagram are in 7 rows of 5 use counting in 5s to determine how many there are		
Can use the language of equal to, greater than, less than when talking about any two quantities within 100		
Can use a number line to represent given numbers to 100		
Partition and combine any 1 and 2 digit numbers to 100 using apparatus to say how many 10s there are and how many ones		
Addition and Subtraction		
Write mathematical statements using the + -and = sign		
add a 1 digit number to any 2 digit number to 100		
Subtract a 1 digit number from a 2 digit number within 100		
Represent addition and subtraction problems as a pictorial diagram		
Solve a number of addition and subtraction problems in a variety of contexts		
Solve addition and subtraction missing number problems using pictorial representations		
Multiplication and division		
Can solve doubling and halving problems		
Fractions		
Can find half and quarter of a shape		
Can find half and quarter of familiar objects eg cups, plates		
Can find half and quarter of a quantity		
Measurement		
Measure and begin to record length		
Measure and begin to record capacity using non standard units		
Measure and begin to record mass		
Measure and begin to record time		