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Mathematics Assessment Tracking Grids - Year One

	Working Towards								
Number and Place Value	I can count forwards and backwards to 100 from any given number								
	I can count, write and read most numbers up to 100 in numerals								
	If given a number up to 50, I can say what is one more or one less								
	I can identify and represent numbers using objects and pictorial representations (including the number line) and use the language of: more than, less than (fewer), most and least								
	I am beginning to understand what equal to means								
	I can read and write numbers from 1-10 confidently in words								
	I can read and write most numbers from 11-20 in words								
Addition and Subtraction	I am beginning to read, write and interpret mathematical statements involving additions, subtraction and equals signs								
	I can represent and use number bonds (and their related subtraction facts) within 15								
	I can add a one digit number to a two digit number below 20								
	I can subtract a one digit number from a two digit number below 20								
	I can solve one step problems involving addition and subtraction using concrete objects and pictorial representations								
	I can attempt missing number problems with support								

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Multiplication and Division	I can group objects in patterns of 2, 5 and 10 and am beginning to count in multiples								
	I can solve some simple one step problems involving multiplication and division with support								
Fractions	I can recognise, find and name a half as one of two equal parts of an object, shape or quantity								
	I can recognise, find and name a quarter as one of four equal parts of an object or shape.								
Measurement	I can begin use the correct mathematical language when describing quantities or objects: • Length and height • Mass and weight • Capacity and volume • Time								
	I can attempt to measure quantities or objects with support								
	I can say the days of the week in order and name some of the months								
	I understand that an hour is longer than a minute and that a clock shows both								
	I can recognise some basic times to the hour on an analogue clock (e.g. 12 o'clock, 6 o'clock, 3 o'clock, 9 o'clock								
Properties of Shape	I can use the correct mathematical language to describe common 2D shapes, e.g. square, circle, triangle, rectangle								
	I can use the correct mathematical language to describe common 3D shapes, e.g. cube, pyramid, sphere								
Position and	I can describe position, direction and movement, e.g. left/right, forwards/backwards.								

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	Expected								
Number and Place Value	I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number								
	I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens								
	If given a number, I can identify one more and one less								
	I can 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								
	I can read and write numbers from 1 to 20 in numerals and words								
Addition and Subtraction	I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs								
	I can represent and use number bonds and related subtraction facts within 20								
	I can add one-digit and two-digit numbers to 20, including zero								
	I can subtract one-digit and two-digit numbers to 20, including zero								
	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations								
	I can solve missing number problems such as 7 = _ - 9								

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Multiplication and Division	I can solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.								
	I can solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.								
Fractions	I can recognise, find and name a half as one of two equal parts of an object, shape or quantity								
	I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.								
Measurement	I can 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]								
	I can measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds)								
	I can recognise and know the value of different denominations of coins and notes								
	I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]								

Mathematics Assessment Tracking Grids - Year One

	I can recognise and use language relating to dates, including days of the week, weeks, months and years									
	I can 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 Shape	I can recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]									
	I can recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]									
Position and Direction	I can describe position, direction and movement, including whole, half, quarter and three-quarter turns									

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	Greater Depth								
Number and Place Value	I can recognise place value in some numbers greater than 20								
	I can read, write, count and compare number up to 100								
	I can recognise patterns in multiples								
	I can confidently identify one more or one less of a given number without counting								
	I can position a number and show if a number is bigger or smaller on a number line								
	I can read number words confidently within simple problems								
Addition and Subtraction	I recognise that addition and subtraction are related (the inverse)								
	I can find the missing operation in a number sentence								
	I can find simple related facts for number bonds up to 20								
	I can accurately add two two-digit numbers up to 20								
	I am beginning to add bigger numbers								
	I can record my working out and explain why I have used my method								

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Multiplicati on and	I can make connections between counting in multiples, arrays and number patterns								
	I can begin to show my reasoning when solving simple problems involving multiplication and division								
Fractions	I can solve simple problems that involve fractions and begin to explain my reasoning.								
Measurement	I can recognise some common standard units of measure when using equipment								
	I can use some common standard units of measurement when discussing quantities								
	I can explain my reasoning when solving simple measurement problems								
	I can solve simple problems involving the days of the week, months or years								
	I can begin to compare different intervals of time								
Properties of Shape	I can recognise less common 2D shapes and recognise 2D shapes in different orientations, making simple comparisons between them								
	I can recognise less common 3D shapes and recognise 3D shapes in different orientations, making simple comparisons between them								
Position and Direction	I can describe position, direction and movement, including making and describing whole, half, quarter and three quarter turns in both directions								

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	I can understand and use the terms clockwise and anti-clockwise, connecting them with their understanding of clocks								