

Dimple Well Infant School and Nursery



Mathematics Assessment based on the National Curriculum Expectations for Year One

Updated 2019 / 2020

Number - Place Value

National Curriculum Objective Number - Place Value	Count to and across 100, forwards beginning with 0 or 1, or from any given number			Count to and across 100 backwards beginning with 0 or 1, or from any given number			Count in multiples of twos, fives and tens			Read and write numbers to 100 in numerals	Given a number, identify one more and one less	Given a 9 or 0 number (transition number) can give one more and one less (For example 29 to 30 to 40 to 41)	Identify and represent numbers using objects and pictorial representations including knowing where to place them on a number line with some numbers omitted	Use the language of: equal to, more than, less than (fewer), most, least	Read numbers from 1 to 20 in words	Write numbers from 1 to 20 in words (Phonetically)	Identify the place value of tens and ones in numbers up to 20	Notes
	Name	0	1	A	0	1	A	2	5	10								

Number – Addition, Subtraction, Multiplication and Division

National Curriculum Objective Number - Addition, Subtraction and Multiplication	Read, write and interpret mathematical statements involving addition (+) and equals (=) signs		Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs		Represent and use number bonds to 20			Represent and use subtraction facts within 20			Add one-digit and two-digit numbers to 20, including zero			Subtract one-digit and two-digit numbers to 20, including zero			Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = ? + 3$			Solve one step problems that involve subtraction, using concrete objects, pictorial representations and missing number problems such as $14 - ? = 11$			Solve one-step multiplication problems by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.			Solve one-step division problems by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.			Notes
	Name	R	W	R	W	5	10	20	5	10	20	5	10	20	5	10	20	Obj	Pic	MN	Obj	Pic	MN	Obj	Pic	Arr	Obj	Pic	

National Curriculum Objective - Measurement	Compare, describe and solve practical problems of lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]			Compare, describe and solve practical problems of lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]			Compare, describe and solve practical problems of mass/weight [for example, heavy/light, heavier than, lighter than]			Compare, describe and solve practical problems of capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]			Compare, describe and solve practical problems of time [for example, quicker, slower, earlier, later]		Measure and begin to record lengths and heights	Measure and begin to record mass and weight	Measure and begin to record capacity and volume	Measure and begin to record 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.			Notes	
	Name	opp	er	h/d	opp	er	h/d	opp	er	opp	er	q/s	e/l							10p	£2	N	1	5	8	D	M	Y	1	2		6

National Curriculum Objective - Fractions and Geometry	Recognise and name common 2-D shapes (For example: rectangles including squares, circles and triangles)				Recognise and name 3-D shapes (For example: cuboids including cubes, pyramids and spheres)				Describe position, direction and movement - Forwards and backwards		Describe position, direction and movement, including whole, half, quarter and three-quarter turns.			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.		Notes
	Name	s	r	c	t	c	cu	p	s	f	b	w	h	tq	o	q	o	