**Mathematics Curriculum Progression of Skills Assessment Grids**

**Note initials of children WB, WT, EXP and GD.**

**Year 1**

Use Assessment Questions from the Ready-to-Progress Criteria Non-Statutory Guidance (DfE, 2020).

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| Strand | Ready-to-progress Criteria | Working Below | Working towards | EXP | Greater Depth |
| Number and Place Value (NPV) | 1NPV–1 Count within 100, forwards and backwards, starting with any number. |  |  |  |  |
| 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = |  |  |  |  |
| Number Facts (NF) | 1NF–1 Develop fluency in addition and subtraction facts within 10. |  |  |  |  |
| 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. |  |  |  |  |
| Addition and Subtraction (AS) | 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. |  |  |  |  |
| 1AS–2 Read, write and interpret equations containing addition ( ), subtraction ( ) and equals ( ) symbols, and relate additive expressions and equations to real-life contexts. |  |  |  |  |
| Geometry  (G) | 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. |  |  |  |  |
| 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations |  |  |  |  |

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| **Attitude To Learning** | **Note initials of children’s attitude to Learning** |
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