

**Netherbrook Primary School**  
**Mathematics Assessment: Stage 1**



Number and Place Value		Measurement	
1	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	13	Compare, describe and solve practical problems for: <u>lengths and heights</u> [for example, long/short, longer/shorter, tall/short, double/half].
2	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	14	Compare, describe and solve practical problems for: <u>mass/weight</u> [for example, heavy/light, heavier than, lighter than].
3	Given a number, identify one more and one less.	15	Compare, describe and solve practical problems for: <u>capacity and volume</u> [for example, full/empty, more than, less than, half, half full, quarter].
4	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.	16	Compare, describe and solve practical problems for: <u>time</u> [for example, quicker, slower, earlier, later].
5	Read and write numbers from 1 to 20 in numerals and words.	17	Recognise and know the value of different denominations of coins and notes.
Addition and Subtraction		18	Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).
6	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.		
7	Represent and use number bonds and related subtraction facts within 20.		
8	Add and subtract one-digit and two-digit numbers to 20, including zero.	19	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
		20	Recognise and use language relating to dates, including days of the week, weeks, months and years.
9	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ .	21	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Fractions		Geometry: Properties of shape	
10	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	22	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles];
11	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	23	Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
Multiplication		Geometry: Position and Direction	
12	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.	24	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

**Assessment Guidance**

Assessment Stage	1.1	1.2	1.3	1.4	1.5	1.6
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations