# An Daras Multi Academy Trust

## Assessing Pupil Progress – Mathematics (Y1)

| Integrated Curriculum Scheme of Learning - 2015 | |
|---|---|
| Document: | **ADMAT Assessing Pupil Progress (APP)** |
| National Curriculum Subjects: | **Maths** |
| Year Group: | **Year 1** |
| Agreed and Approved: | **Sept 15 (v3)** |
| Leader In Year Review Dates: | **Sept 17** |
| Related Documents and Guidance: | National Curriculum 14/15<br>Dimensions Skill Ladders 14<br>Maths Scheme of Learning 15<br>Non-Negotiable 14<br>Maths Policy 15<br>Calculation Policy 15<br>Assessment Policy 15<br>Marking Policy 15 |

| | | |
|---|---|---|
| Stage 1 | •Curriculum Scheme of Work<br>•Assessment Process/Policy | • Reviewed annually<br>• Curriculum Policy<br>• DfE Guidance<br>• Pupil Outcomes |
| Stage 2 | •Planned Units of Work<br>•Integrated Cross Curricular Assessment Opportunities | • Reviewed Termly<br>• Cross Curricular evidence |
| Stage 3 | •AfL - Daily/weekly<br>•APP - Half termly | • Marking<br>• Rich Evidence<br>• Standardisation Tasks |
| Stage 4 | •Formative and diagnostic assessment - Ongoing<br>•Summative assessment - Half termly/termly | • Analysis<br>• I Track<br>• 85% on track ARE |
| Stage 5 | •Moderation - Half Termly/termly<br>•Standardisation - Half termly/termly | • Within school<br>• Across MAT<br>• Practical exemplars |
| Stage 6 | •Pupil Voice - Half termly<br>•Tracking Analysis - Cohort/Significant groups - Half termly | • Within school<br>• Across MAT<br>• Practical Exemplar<br>• Feeds into planned units of work |
| Stage 1 | •Curriculum Scheme of Work<br>•Assessment Process/Policy | • Reviewed annually<br>• Curriculum Policy<br>• DfE Guidance<br>• Pupil Outcomes |

| **ADMAT/ARE Year 1 Maths/Key Concepts (v3)** | Pupil Name:<br><br>Class Teacher: | **Term 1**<br><br>Autumn 1:<br>Autumn 2: | **Term 2**<br><br>Spring 1:<br>Spring 2: | **Term 3**<br><br>Summer 1:<br>Summer 2: | **Are Related Expectation Key:** | **NE** = Not Enough Evidence<br>**EM** = Emerging<br>**TI** = Towards Independence<br>**EXP** = Expected<br>**EXP+** = Expected Plus<br>**EXC** = Exceeding | |
|---|---|---|---|---|---|---|---|
| **A/Number: place value** | **B/Number: addition and subtraction** | **C/Number: multiplication and division** | **D/Fractions** | **E/Measurement** | **F/Geometry** | **G/** | **H/** |
| A1. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | B1. Represent and use number bonds and related subtraction facts within 20 | C1. Count in multiples of 2, 5 and 10 | D1. Recognise, find and name a half as one of two equal parts of an object, shape or quantity | **E1.** Compare, describe and solve practical problems for:<br>**lengths and heights** [for example, long/short, longer/shorter, tall/short, double/half]<br>**mass/weight** [for example, heavy/light, heavier than, lighter than]<br>**capacity and volume** [for example, full/empty, more than, less than, half, half full, quarter]<br>**time** [for example, quicker, slower, earlier, later] | F1. Properties of Shape: Recognise common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles | |
| **EM 1** **TI 2** **EXP 3** **EXC 4** | **EM 1** **TI 2** **EXP 3** | **EM 1** **TI 2** **EXP 3** **EXC 4** | **EM 1** **TI 2** **EXP 3** **EXC 4** | **EM 1** **TI 2** **EXP 3** **EXC 4** | **EM 1** **TI 2** **EXP 3** **EXC 4** | | |
| A2. Count - given a number, identify one more and one | **B2. Mentally add and subtract one- and two-digit numbers to 20, including zero** | **C2.** Mentally double numbers up to 10 | **D2.** Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | **E2. Measure and begin to record the following:**<br>**lengths and heights**<br>**mass/weight**<br>**capacity and volume**<br>**time (hours, minutes, seconds)**<br>**money recognise and know the value of different denominations of coins and notes**<br>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, | **F2. Properties of Shape: Recognise and name common 3-D shapes in different orientations and sizes i.e. including cuboids (including cubes), pyramids and spheres** | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | tomorrow, morning, afternoon and evening] | | | | | | | | | | | | | | | |
| **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | | | | | | | | |
| A3. Count in multiples of twos, fives and tens | | | | **B3.** Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7=? -9 | | | | **C3.** Begin to understand multiplication, division and doubling through grouping and sharing small quantities | | | | | | | | E3. Recognise and use language relating to dates, including days of the week, weeks, months and years | | | | **F3. Position and Direction:** Describe movement in straight lines using everyday language and describe turns, including half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face | | | | | | | | | | | |
| **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | | | | | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | | | | | | | | |
| A4. Represent number, read and write numbers to 100 in numerals | | | | **B4.** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=)signs | | | | **C4.** Make connections between arrays, number patterns, and counting in twos, fives and tens | | | | | | | | **E4. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times** | | | | | | | | | | | |
| **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | | | | | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | | | | | | | | | | | | |
| A5. Represent number, read and write numbers from 1 to 20 in words | | | | | | | | C5. 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 | | | | | | | | E5. Time - compare, describe and solve practical problems for time | | | | | | | | | | | |
| **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | | | | | | | | | | | | | **EM 1** | **TI 2** | **EXP 3** | **EXC 4** | | | | | | | | | | | | |
| **A6. Represent number, identify and represent numbers using objects and pictorial representations** | | | | | | | | | | | | | | | | **E6.** Money - recognise and know the value of different denominations of coins and | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **including the number line** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **EM** **1** | **TI** **2** | **EXP** **3** | **EXC** **4** | | | | | | | | | | | | | **EM** **1** | **TI** **2** | **EXP** **3** | **EXC** **4** | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | **E7.** Money - begin to handle coins and become familiar with coins up to 20 pence | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | **EM** **1** | **TI** **2** | **EXP** **3** | **EXC** **4** | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | **E8.** Use non-standard units to measure length, mass and capacity | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | **EM** **1** | **TI** **2** | **EXP** **3** | **EXC** **4** | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | **E9.** Measure and begin to record lengths and heights, mass/weight, capacity and volume | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | **EM** **1** | **TI** **2** | **EXP** **3** | **EXC** **4** | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | **E10.** Compare, describe and solve practical problems for lengths and heights, mass or weight and capacity/volume | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | **EM** **1** | **TI** **2** | **EXP** **3** | **EXC** **4** | | | | | | | | | | | | |

| **Rich Evidence – Guidance Year 1** | **Autumn Term** (Terms 1+2) | **Spring Term** (Terms 3+4) | **Summer Term** (Terms 5+6) |
|---|---|---|---|
| Formative | Elicitation tasks<br>Problem solving activities: at least 1 per week.<br>Convince me/Prove it activities.<br>Maths across the curriculum.<br>Weekly Arithmetic Tests | Elicitation tasks<br>Problem solving activities: at least 1 per week.<br>Convince me/Prove it activities.<br>Maths across the curriculum.<br>Weekly Arithmetic Tests | Elicitation tasks<br>Problem solving activities: at least 1 per week.<br>Convince me/Prove it activities.<br>Maths across the curriculum.<br>Weekly Arithmetic Tests |
| Summative | Assessment tasks as per available material (at distance min of 2 weeks) | Assessment tasks as per available material (at distance min of 2 weeks) | Assessment tasks as per available material (at distance min of 2 weeks) |