

Year 1 Maths Checklist

These Twinkl Maths checklists link to the expectations set out in the 2014 English National Curriculum for Mathematics and also include reference to the guidance set out in Maths Appendix 1. They are split into:

- Working Towards the Expected Standard.
- Working at the Expected Standard.
- Working at Greater Depth Within the Expected Standard.

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, Twinkl have tried to ensure that the criteria for Working Towards the Expected Standard in one year group is not the same as the criteria for Working at Greater Depth in the previous year group. The criteria for Working Towards and Working at Greater Depth in any year group is related to that year group's National Curriculum expectations.

It is important to reiterate that there are no DfE-published exemplification assessment documents available for Years 1, 3, 4 and 5, and therefore the Twinkl Maths checklists should only be used as a guide for referencing the attainment of pupils within these year groups.

Teachers may feel the need to revisit expectations from earlier years to consolidate knowledge and build on pupils' understanding, or go beyond the aims set out here if they feel it is appropriate for their highest-attaining students.

How to Use the Checklists

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or maths targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or school year.

Teachers may find the Differentiated Maths Mats useful in providing more detail and exemplification.

| Working Towards | Expected | Greater Depth |
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| In most cases the objective will be simplified, by cutting aspects out, or by using smaller numbers etc. These can be seen as a step towards the expected standard. Where the objective is the same, it may be that greater adult support is required than for the expected standard. | These are the objectives from the National Curriculum. Teachers will need to make their own decisions about the level of competency required to be at the expected standard. Possible examples can be found on the Differentiated Maths Mats for each mathematical area. | In many cases the objective is similar or the same as the expected standard. Greater depth means children explaining and reasoning, enabling them to deepen their mathematical understanding. Possible examples can be found on the Differentiated Maths Mats for each mathematical area. |
| Number and Place Value | | |
| Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number. | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. |
| Count, read and write numbers to 20 in numerals. Count in multiples of twos and tens. | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. | Count, read and write numbers to 200 in numerals. Count forwards and backwards in multiples of twos, fives and tens up to and beyond 100. |
| Given a number, identify one more and one less. | Given a number, identify one more and one less. | Given a number, identify one and ten more and one less up to and beyond 100. |
| 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). | 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. | Identify and represent numbers using objects and pictorial representations including the number line, beyond 100; and use the language of: equal to, more than, less than (fewer), most, least. |
| Read and write numbers from 1 to 10 in numerals and words. | Read and write numbers from 1 to 20 in numerals and words. | Read and write numbers from 1 to 50 in numerals and words. |
| Addition and Subtraction | | |
| Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs. | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. |

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| Represent and use number bonds and related subtraction facts within 10. | | Represent and use number bonds and related subtraction facts within 20. | | Represent and use number bonds and related subtraction facts within 20, beginning to memorise the facts. | |
| Add and subtract one-digit and two-digit numbers to 10, including zero. | | Add and subtract one-digit and two-digit numbers to 20, including zero. | | Add and subtract one-digit and two-digit numbers to 20, including zero. | |
| Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations. | | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = [] - 9$. | | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = [] - 9$. | |
| Multiplication and Division | | | | | |
| Solve one-step problems involving multiplication, by calculating the answer using concrete objects and pictorial representations with the support of the teacher. | | 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. | | 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. | |
| Fractions | | | | | |
| Recognise, find and name a half as one of two equal parts of an object or shape. | | Recognise, find and name a half as one of two equal parts of an object, shape or quantity. | | Recognise, find and name a half as one of two equal parts of an object, shape or quantity, in various contexts, using reasoning. | |
| Recognise, find and name a quarter as one of four equal parts of an object or shape. | | Recognise, find and name a quarter as one of four 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, in various contexts, using reasoning. | |

| Measurement | | | | |
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| <p>Compare and describe:</p> <ul style="list-style-type: none"> 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] | | <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> 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] | | <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> 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] |
| <p>Measure the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) | | <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) | | <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <p><i>using non-standard units, moving to standard units</i></p> |
| <p>Recognise and know the value of different denominations of coins to 20p.</p> | | <p>Recognise and know the value of different denominations of coins and notes.</p> | | <p>Recognise and know the value of different denominations of coins and notes.</p> |
| <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</p> | | <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</p> | | <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</p> |

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| Recognise and use language relating to dates, including days of the week, weeks, months and years. | | Recognise and use language relating to dates, including days of the week, weeks, months and years. | | Recognise and use language relating to dates, including days of the week, weeks, months and years. | |
| Tell the time to the hour and draw the hands on a clock face to show these times. | | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | |
| Geometry - Shape | | | | | |
| Recognise and name common 2D shapes, including: <ul style="list-style-type: none"> • 2D shapes [for example, rectangles (including squares), circles and triangles] | | Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> • 2D shapes [for example, rectangles (including squares), circles and triangles] • 3D shapes [for example, cuboids (including cubes), pyramids and spheres] | | Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> • 2D shapes [for example, rectangles (including squares), circles, triangles] • 3D shapes [for example, cuboids (including cubes), pyramids and spheres] <p><i>explaining some of the properties that indicate the name of the shape.</i></p> | |
| Geometry – Position and Direction | | | | | |
| Describe position, direction and movement, including whole and half turns. | | Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | | Describe position, direction and movement, including whole, half, quarter and three-quarter turns, <i>being able to plan a short route using simple commands.</i> | |