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| http://pix.iemoji.com/images/emoji/apple/8.3/256/direct-hit.png **Maths Progress Tracker** **Year 1 Targets 2018-2019** **Number** | http://emojipedia.org/wp-content/uploads/2013/07/4-smiling-face-with-smiling-eyes.png**Seen** | http://pix.iemoji.com/images/emoji/apple/8.3/256/smiling-face-with-open-mouth-and-smiling-eyes.png**Secure** |
| **Master EYEs:** 1. **I can use my knowledge of maths to solve problems by selecting an appropriate method and working systematically and accurately in all areas of maths. (1M1, 1C4, 1C8)**
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| 1. **I can explain my mathematical thinking using a variety concrete apparatus and pictorial representations, including number lines. (1N4)**
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| 1. **I can use and apply my maths skills to help me in other areas of the curriculum. (1M1)**
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| 1. I can count up to and across 100, forwards and backwards from any number. **(1N1a)**
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| 1. I can read and write numbers to 20 in digits and words. **(1N2c)**
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| 1. I can read and write numbers up to 100 in digits and know what each digit represents. **(1N2a)**
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| 1. I can identify one more and one less of a given number. **(1N2b)**
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| 1. I can read and write number sentences using + - and = signs. **(1C2b)**
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| 1. I can count in multiples of 1, 2, 5 and 10. **(1N1b)**
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| 1. I know number bonds to 10 by heart. **(1C1)**
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| 1. I can use number bonds and subtraction facts to 20. **(1C1)**
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| 1. I can add: 1 digit and 2 digit numbers to 20, including zero. **(1C2a)**
 |  |  |
| 1. I can subtract: 1 digit and 2 digit numbers to 20, including zero. **(1C2a)**
 |  |  |
| 1. I can solve a one-step addition problem, using concrete objects and pictorial representations. **(1C4)**
 |  |  |
| 1. I can solve a one-step subtraction problem, using concrete objects and pictorial representations. **(1C4)**
 |  |  |
| 1. I can solve simple one step multiplication problems with apparatus and arrays. **(1C8)**
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| 1. I can solve simple one step division problems with apparatus & arrays. **(1C8)**
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| 1. I can solve a missing number problem to an appropriate level e.g. 7 = - 9 **(1C4)**
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| 1. I can recognise, find and name halves and quarters as one equal piece of an object, shape or quantity. **(1F1a, 1F1b)**
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| http://pix.iemoji.com/images/emoji/apple/8.3/256/direct-hit.png **Maths Progress Tracker**  **Year 1 Targets 2018-2019** **Geometry, Measures and Statistics** | http://emojipedia.org/wp-content/uploads/2013/07/4-smiling-face-with-smiling-eyes.png**Seen** | http://pix.iemoji.com/images/emoji/apple/8.3/256/smiling-face-with-open-mouth-and-smiling-eyes.png**Secure** |
| 20. I can sequence events in order using appropriate language (e.g.  before, after, today, yesterday, tomorrow, morning,  afternoon, evening). **(1M4b)** |  |  |
| 21. I can use language of day, week, month and year. **(1M4c)** |  |  |
| 22. I can tell time to hour and half past. **(1M4a)** |  |  |
| 23. I can recognise and order all coins and know the value of  notes. **(1M3)** |  |  |
| 24. I can recognise and name the 2D shapes: circle, triangle,  square and rectangle. **(1G1a)** |  |  |
| 25. I can recognise and name the 3D shapes: cuboid, pyramid,  sphere. **(1G1b)** |  |  |
| 26. I can describe movement using full, ½, ¼ and ¾ turns**. (1P2)** |  |  |
| 27. I can measure, compare and record different quantities: a) length b) mass c) capacity/volume d) time **(1M1, 1M2)** |  |  |
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| **Key:** | **(1N4), (1P2) etc**. – linked to KS1 test framework | KS1 Teacher Assessment Framework - WTS | KS1 Teacher Assessment Framework - EXS | KS1 Teacher Assessment Framework - GDS |