Steps 16 to 18	Mathematics: Planning and Assessment from National Curriculum Year 1			27 Statements	12 KPIs
Step 15 must have been attained	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1	The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1	
	Statements routinely required	7	14	22, including all underlined KPIs	
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.					

Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measurement	Geometry: Properties of Shapes
❖ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ❖ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. ❖ Given a number, identify one more and one less. ❖ 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. ❖ Read and write numbers from 1 to 20 in numerals and words.	❖ Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. ❖ Represent and use number bonds and related subtraction facts within 20. ❖ 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, and missing number problems such as 7 = ☐ – 9.	❖ 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.	❖ Recognise, find and name a half as one of two 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.	*Compare, describe and solve practical problems for:* ❖ 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].* *Measure and begin to record the following:* ❖ lengths and heights; ❖ mass/weight; ❖ capacity and volume; ❖ time (hours, minutes, seconds). ❖ Recognise and know the value of different denominations of coins and notes. ❖ Sequence events in chronological order using language *[for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].* ❖ Recognise and use language relating to dates, including days of the week, weeks, months and years. ❖ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	*Recognise and name common 2-D and 3-D shapes, including:* ❖ 2-D shapes *[for example, rectangles (including squares), circles and triangles];* ❖ 3-D shapes *[for example, cuboids (including cubes), pyramids and spheres].* **Geometry: Position & Direction** ❖ Describe position, direction and movement, including whole, half, quarter and three-quarter turns.