HfL Assessment Criteria for Phase A Steps 0/1/2/3 (based on curriculum expectations for Year 1)

Maths – Number

Understanding the number system	Calculating

Understanding the number system

Fluency Focus:

Numbers up to 100 through a wide variety of models and representations

- counts to and across 100, forward and backwards, beginning with 0 or 1, or from any given number (1N1a)

- counts, reads and writes numbers to 100 in numerals (1N2a) and numbers 1-20 in words (1N2c)

  - *pupils practise counting (1, 2, 3..), ordering (for example, first, second, third), or to indicate a quantity (for example, 3 apples, 2 centimetres)*

- finds one more and one less (1N2b)

- counts in multiples of twos, fives and tens (1N1b)

- identifies and represents numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least (1N4)

- recognises and names half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity (1F1a and 1F1b)

Calculating

Arithmetical laws and relationships

- begins to establish the relationship between addition and subtraction *e.g. 2 + 5 = 7, 7 – 2 = 5, 2 = 7 – 5*
- realises the effect of adding and subtracting zero

Mental fluency

- represents and uses number bonds and related subtraction facts within 20 (1C1)

- adds and subtracts one-digit and two-digit numbers to 20, including zero (1C2a)

Written fluency

- reads, writes and interprets mathematical statements involving addition (+), subtraction (–) and equals (=) signs (1C2b)

Solving numerical problems

- solves one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9 (1C4)

- solves one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (1C8)

Fractions, decimals and percentages

- finds half and a quarter of an object, shape or quantity – discrete quantities (*e.g. cherries on a plate*) and continuous quantities (*e.g. water*) (1F1a and 1F1b)

Algebra
- recognises and creates repeating patterns with objects and shapes
- creates equivalent expressions (2 + 5 = 5 + 2)

Herts for Learning

Measurement	Geometry

Measurement

Money
- recognises and knows the value of different denominations of coins and notes (1M3)

Metric measures
- measures and begins to record metric measurements *(moving on from non-standard units)* in a variety of contexts *e.g.*
    - *length and height*
    - *mass/weight*
    - *capacity and volume* (1M2)
- compares and describes measures using appropriate mathematical language e.g.
    - length and height (long/short, longer/shorter, tall/short, double/half)
    - mass/weight (heavy/light, heavier than/lighter than)
    - capacity and volume (full/empty, more than/less than, half, half full, quarter) (1M1)

Chronology
- measures and begins to record time in hours, minutes and seconds (1M2)
- uses appropriate language *(e.g. before, after, next, first, today, tomorrow, morning, afternoon and evening)* to sequence events in chronological order (1M4b)
- uses the language of time relating to dates including days of the week, weeks, months and years (1M4c)
- tells the time to the hour and half past the hour and draws hands on a clock face (1M4a)
- uses the vocabulary related to time (seconds, minutes, hours and days)

Solves problems
- solves practical problems in a variety of contexts (1M1)

Geometry

Properties of shape
- recognises and names common 2-D shapes e.g; rectangles (including squares), circles and triangles (1G1a)
    - *in different orientations*
    - *in different sizes*
- recognises and names common 3-D shapes e.g; cuboids (including cubes, pyramids and spheres) (1G1b)
    - *in different orientations*
    - *in different sizes*

Position and direction
- describes position, direction and movement, including whole, half and three quarter turns (1P2)
    - *uses language such as left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside*

Statistics

(In preparation for year 2 criteria)
- begins to compare, sort and classify information, including cross curricular links *e.g. in science, using one criterion*
- begins to construct simple pictograms and tables

Evidence of none or just a few of these skills – refer to EYFS Outcomes or P-levels	**Entering** (some of these aspects secure, or occasional evidence across most skills) = **A0**	**Developing** (many of these aspects secure, or more frequent evidence across most skills) = **A1**	**Securing** (most of these aspects secure most of the time) = **A2**	**Deepening** (almost all of these aspects secure) = **A3**

Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

Herts
for Learning