

Year 1 Summer 2 Progress check


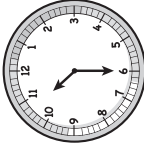
Marking guidance


↓ NC objective in a year below ↑ NC objective in a year above * Key question

Qu.	National curriculum objectives	Progression map outcome	Answers	Marks	Possible errors	Advice
1*	Y1.NPV.2 Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	NPV Locate 2-digit numbers on a 1–100 grid and beaded line.	15, 16, 21, 29, 30, 34, 35 and 40 in correct places on the grid. Give $\frac{1}{2}$ mark if at least four are correct.	1	Some children may write teen numbers incorrectly, e.g. 15 as 51. Others may not know what comes on the next row, after 20 for example, or what comes after 29 or 39 when a new decade is started.	When reciting numbers to 100, in Starters for example, point to numbers on the 1–100 square so that children make a link between how these numbers are said and written. Take care to pronounce ‘-ty’ and ‘-teen’ clearly to help children to distinguish between 15 and 50, for example. Children with hearing difficulties will find this particularly difficult. Give lots of practice in counting through multiples of 10.
2*	Y1.NPV.4 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	NPV Compare and order 2-digit numbers and say a number between two numbers.	Any of the following: 26, 27, 28, 29, 30, 31, 32, 33, 34, 35 or 36	1	Some children may write any number in the space, not understanding that the question is asking for a number that is more than 25 but less than 37. Some may not realise that the number needs to have 2 or 3 in the 10s place.	Help children to use a number square or number line to look at numbers between 25 and 37 and then discuss what they notice. Repeat with other intervals.

3*	<p>Y1.NPV.4 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</p> <p>† Y2.NPV.2 Recognise the place value of each digit in a two-digit number (tens, ones)</p>	<p>NPV Identify 10s and 1s in 2-digit numbers, and say how many 10s and 1s in a given 2-digit number. Locate 2-digit numbers on a 1–100 grid and beaded line.</p>	<p>a) 7 b) 27</p> <p>correctly labelled on the beaded line</p>	1	<p>If children do not answer 7, it is likely that their understanding of place value is insecure. They may have counted on incorrectly. Watch out for children who count on in 1s to label 27 on the beaded line, rather than in 10s, then 1s.</p>	<p>If children are confident in using coins, ask them to make 2-digit numbers from 10p and 1p coins to help them to see that 2-digit numbers are made from 10s and 1s. Provide lots of practice in counting along a bead bar in 10s, then add a few more beads to show 2-digit numbers, matching them to place-value cards.</p>
4*	<p>Y1.NPV.2 Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Y1.NMD.1 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</p>	<p>MD Begin to multiply by 2, 5 and 10 by counting in 2s, 5s and 10s, using repeated addition and spotting patterns.</p>	8	1	<p>Some children may misread the \times sign and add the two numbers together, ignoring the picture. Watch out for children who count in 1s instead of 2s.</p>	<p>Children have only recently been introduced to the \times sign, but will gain more experience in using it in Year 2. What is more important at this stage is that children count on in 2s rather than in 1s. Give children lots of opportunity to count pairs of objects in 2s, and model recording the corresponding multiplication.</p>

5*	<p>Y1.NPV.2 Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Y1.NMD.1 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</p>	<p>MD Begin to multiply by 2, 5 and 10 by counting in 2s, 5s and 10s, using repeated addition and spotting patterns.</p>	15	1	<p>Some children may misread the \times sign and add the two numbers, ignoring the picture. Watch out for children who count in 1s instead of 5s.</p>	<p>Some children may need more practice counting in 5s with the aid of a 1–100 square or bead bar. Point out the pattern of numbers ending alternately in 5 and 0.</p>
6*	<p>Y1.NMD.1 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</p> <p>Y1.NAS.2 Represent and use number bonds and related subtraction facts within 20</p>	<p>MD Know doubles to double 10 and find related halves.</p>	a) 14 b) 5	1	<p>If children do not know their doubles by heart, they may make a mistake when counting on 7 to find double 7. More children are likely to get part (b) wrong if they do not understand the relationship between halving and doubling, or do not know their doubles by heart. Some may double 10 and write 20.</p>	<p>Cover halves of dominoes and ask children to use their doubles facts to find the total spots on each domino, rather than counting on. Some children may need to make pairs of towers of interlocking cubes for doubles, from double 5 to double 10, to help them to see the doubles and related halves. Say that you have secretly doubled a number and got 10, for example. They make a stick of 10 interlocking cubes and break it in half to find what number you doubled.</p>

7	<p>Y1.NF.1 Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>	<p>FDRP Begin to halve odd numbers to 10.</p>	<p>$2\frac{1}{2}$</p>	1	<p>Some children may find it difficult halving odd numbers. Some may not realise that the two halves need to be equal and so split the five biscuits into 3 and 2.</p>	<p>Give children more experience of sharing between two people, items that can be cut in half, e.g. five sandwiches, three apples, etc., emphasising the importance of fairness so that they realise that each half must be equal.</p>
8	<p>Y1.M.6 Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p>	<p>MEA Tell the time to the hour and half past the hour on digital and analogue clocks and draw the hands on a clock face to show these times.</p>	<p>a)  b) </p>	1	<p>Some children may confuse the minute and hour hands. Others may not draw the hour hand halfway between one hour and the next to show 10:30.</p>	<p>Many children find time a difficult concept, and sometimes their attainment in this area does not match their attainment in other areas of maths. Extra lessons on time may not be helpful at this stage, but drawing attention to the time as part of daily routines should help. Also use a classroom display clock, if you can, to count on in steps of half an hour, pointing out how this is shown on both analogue and digital clocks.</p>

9	<p>Y1.GPS.1 Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>↑ Y2.GPD.1 Order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>GEO Identify and continue a repeating pattern of shapes.</p> <p>Identify and describe with reference to their properties common 2D and 3D shapes.</p>	<p>a) </p> <p>b) Circle and triangle circled</p>	1	<p>Some children find it difficult to spot patterns. Others may not remember the names of the shapes. Some may not recognise the triangle as a triangle because it is not shown sitting on one side.</p>	<p>Some children may need more opportunities to see, describe and make simple repeating patterns.</p> <p>Show shapes in a range of sizes, orientations and proportions (e.g. irregular triangles) so that children learn to understand what makes a triangle a triangle, a rectangle a rectangle, and so on. Ask children to look for simple 2D shapes in their environment so they see many different examples of squares, circles, rectangles and triangles.</p>
10*	<p>Y1.NPV.1 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Y1.NAS.3 Add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>AS Add 1-digit and 2-digit numbers to 20, including using number facts to add 1-digit numbers to 2-digit numbers.</p>	<p>a) 9</p> <p>b) and c) Two additions using this fact, e.g. $26 + 3 = 29$, $56 + 3 = 59$</p> <p>Give $\frac{1}{2}$ mark for two correct answers.</p>	1	<p>If children are not secure with bonds for each number up to 10, they may count on 3 and make a mistake, e.g. including the first number in the count and so give the answer 8 instead of 9. If they do not understand how they can use number bonds and pattern to answer other additions, they will have difficulty with the second part of the question.</p>	<p>Show $6 + 3$ on a bead bar, then $16 + 3$, $26 + 3$, $36 + 3 \dots 96 + 3$, pointing to the 6 and 3 beads each time so children see that they can use the answer to $6 + 3$ to answer many questions.</p> <p>Using number facts helps to avoid mistakes when counting on.</p>

11*	<p>Y1.NPV.1 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Y1.NAS.3 Add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>AS Subtract 1-digit and 2-digit numbers to 20, including using number facts to subtract 1-digit numbers from 2-digit numbers.</p>	<p>4, 14, 24 and 44</p> <p>Give $\frac{1}{2}$ mark for two or three correct.</p>	1	<p>Some children may not use the number fact $8 - 4 = 4$ to answer the other parts of the question but may count back in 1s instead. Common incorrect answers will be 5, 15, 25 and 45 if children include the first number when counting back. Watch out for children who get the first part correct, but then do not see the pattern and use this to answer the other parts of the question. It is likely that children will be less familiar with subtraction facts than addition facts.</p>	<p>Show $8 - 4$ on a bead bar, then $18 - 4$, $28 - 4$... $98 - 4$, pointing to the four beads each time so children see that they can use the answer to $8 - 4$ to answer many questions. Using number facts helps to avoid mistakes when counting back.</p> <p>When practising addition facts, e.g. pairs to 8, also practise the linked subtraction facts. For example, if children see that 5 and 3 make 8, help them to also see that if we take away one number, we are left with the other. Use an image such as pegs on a coat hanger to model this.</p>
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12	<p>Y1.NAS.2 Represent and use number bonds and related subtraction facts within 20</p> <p>↑ Y2.M.5 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p>MEA Find change from 10p and 20p using counting up and number facts.</p>	4p	1	<p>Children's experience of handling money outside of school is likely to be varied, and so some children may be less familiar with the concept of finding change than others. Some children may see the subtraction sign and instead of counting on from 16 to 20, try to count back 16, which is a method prone to errors.</p>	<p>To begin with, some children may need to swap a 20p coin for 20 pennies, subtract the number of pennies according to the price of the item, and then see what is left. As soon as children can, encourage them to count on from the price with 1p coins to 20p.</p>
13*	<p>Y1.NPV.4 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</p>	<p>NPV Compare and order 2-digit numbers and say a number between two numbers.</p>	17, 38, 83	1	<p>Some children may find it difficult to compare and order numbers because their understanding of place value is not secure. For example, they may confuse 38 and 83.</p>	<p>Help children to make 2-digit numbers from towers of 10 interlocking cubes and loose cubes, or on separate bead strings so that they can compare the quantities each number represents. Link this to locating the numbers on a beaded line or 1–100 square to see that smaller numbers come earlier and larger numbers later.</p>

14*	<p>Y1.NPV.3 Given a number, identify one more and one less</p>	<p>NPV Say the number 1 or 10 more or 1 or 10 less than any number up to 100.</p>	<p>a) 47 b) 34</p>	1	<p>Some children may find the second part of this question difficult because they need to work out what number 1 was added to, to make 35. Some children may add 35 and 1 to give 36.</p>	<p>Make sure that children have lots of opportunities to say the number before any given number up to 100, as well as the next number. Children often have less experience of counting backwards than forwards.</p> <p>When the missing number in a number sentence is before the equals sign, encourage children to check their completed number sentence. They may well work out what is wrong and self-correct.</p> <p>Treating the missing number as a mystery hidden number can help.</p>
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15*	<p>Y1.NPV.2 Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p>	<p>NPV Say the number 1 or 10 more or 1 or 10 less than any number up to 100. Identify patterns on a 100-square.</p>	<table border="1" data-bbox="129 1216 316 1249"> <tr><td>33</td></tr> <tr><td>43</td></tr> <tr><td>53</td></tr> <tr><td>63</td></tr> <tr><td>73</td></tr> </table> <p>Give $\frac{1}{2}$ mark if two or three numbers are correct.</p>	33	43	53	63	73	1	<p>Some children may not visualise the strip as a section of the 1–100 square and so be insecure in what they need to do. Some may see this as a ladder, and so write the smaller numbers at the bottom, and the larger numbers at the top. If their counting on and back in 10s is correct, mark this as correct. Children may be more successful in counting on 10 than counting back 10.</p>	<p>Some children may need more practice counting on and back in 10s with the visual aid of a 1–100 square.</p>
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