Coast Academies Maths Framework Band 1
Number

	Objective	Almost	Meeting	Exceeding
1	Count forwards, to and across 100, beginning with 0 or 1, or from any given number.	Pupil can count forwards from 1 to 70.	Pupil can count forwards from 94 to 120.	Pupil can count forwards from 180 to 220.
2	Count backwards from and beyond 100.	Pupil can count backwards from 70 to 0.	Pupil can count backwards from 120 to 84.	Pupil can count backwards from 205.
3	Given a number, identify one more.	Pupil can answer 9 when asked 'I have eaten 8 grapes and eat one more. How many have I eaten?'	Pupil can answer 27 when asked 'I have eaten 26 grapes and eat one more. How many have I eaten?	Pupil can answer 27 when asked 'I have eaten 25 grapes and eat two more. How many have I eaten?'
4	Given a number, identify one less.	Pupil can answer 8 when asked 'I have 9 grapes and eat one of them. How many are left?	Pupil can answer 27 when asked 'I have 28 grapes and eat one of them. How many are left?	Pupil can answer 27 when asked 'I have 29 grapes and eat two of them. How many are left?'
5	Count in multiples of twos, fives and tens.	Pupil can count beads in twos	Pupil can count beads in groups of two, five and ten.<	Pupil can predict whether a given number will be in the sequence when they count in twos, fives and tens.

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6	Read and write numbers to 100 in numerals	Pupil can record familiar numbers and identify numbers beyond 20.	Pupil can record the page number in their reading book and identify a friend's house from the number	Pupil can write the counting sequence in numerals and complete a jigsaw of the 100 square.
7	Read and write numbers from 1 to 20 in words	Pupil can match the numeral 5 to the word 'five' and fill in the missing word or numeral for numbers to 10.<	Pupil can match the numeral 13 to the word 'thirteen' and fill in the missing word or numeral for numbers to 20	Pupil can arrange the words for the numbers to 20 in alphabetical order and then replace them with their numerals.
8	Identify and represent numbers using objects and pictorial representations including the number line.	Pupil can make numbers below ten using manipulatives.	Pupil can place numbers on an empty number line.	Pupil can represent and recognise numbers from a wide variety of representations.
9	Use the language of: equal to, more than, less than (fewer), most, least	Pupil can identify the largest or smallest of a set of numbers below ten and compare two of them, saying which is smaller. They use the language of 'first' and 'second'.	Pupil can compare three numbers using sets of counters, making statements such as 12 is more than 5; 27 is the number with the most counters; 5 is fewer counters than 12. They use the language of 'first', 'second' and 'third'.	Pupil can sort sets of objects (or pictures of them on cards) using a Venn diagram labelled 'smaller than or equal to 12' and 'greater than or equal to 12', correctly identifying the cards which belong to both sets. They use the language of ordinal numbers up to ninth and tenth.

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10	Solve number problems with number and place value from the Year 1 curriculum.	Pupil can solve problems such as 'There are three people on the bus. One more gets on, how many are on the bus now?', with supporting equipment.	The pupil can solve problems such as 'There are five birds in a nest. One flies off, how many are left?	Pupil can solve problems such as 'I am thinking of a number. It is greater than seven and smaller than ten. I don't say it when I count in multiples of two. What is my number?'
11	Represent and use number bonds and related subtraction facts within 20	Pupil can use manipulatives to find pairs of numbers that add to totals less than 20.	Pupil can deduce from 3 + 12 = 15, that 15 ? 12 = 3 or 4 + 12 = 16 or 3 + 13 = 16.	Pupil can solve problems such as 'Use the numbers 1, 3, 6, 11 adding and subtracting them in pairs to make as many different numbers as possible.'
12	Begin to understand multiplication, division and doubling through grouping and sharing small quantities.	Pupil can select three more counters in order to double the set of three counters they already have.	Pupil arrange a set of 12 counters into two groups of six each.	Pupil can predict the number of counters in a set when an equal number of counters is added to it for small numbers.

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13	Mentally add and subtract one- and two-digit numbers to 20, including zero.	Pupil can calculate the sum and difference of numbers up to ten.<	Pupil can find pairs of numbers below 20 with a difference of four or a sum of 18.	Pupil can solve problems such as 'Two numbers have a sum of 19 and a difference of five. What are they?'
14	Mentally double numbers up to 10.	Pupil can add another three counters to a set of three counters to double it.	Pupil can answer six when asked to double three.	Pupil can answer 16 when asked to double eight.
15	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.	Pupil can use counters to work out simple number problems such as 2 + 3 = ?	Pupil can use counters to work out the missing number in 8 + ? = 14	Pupil can solve missing number problems such as 28 - ? = 11.

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16	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	Pupil can work out how many pieces of paper are needed on a table with four children if each child has two pieces each	Pupil can work out how many grapes each child gets if 12 are shared between four children using counters to represent the grapes.	Pupil can work out how many pencils each child gets when 20 pencils are shared equally between five children, by imagining the pencils.
17	Begin to memorise number bonds to 10 and 20, including noticing the effect of adding or subtracting zero	Pupil can recall number bonds to 10 with prompting.	Pupil can recall number bonds to 10 and 20 and reason with them	Pupil can recall number bonds to 10 and 20 in both additive and subtractive forms.
18	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	Pupil can use counters to demonstrate 3 + 5 = 8, with prompting.	Pupil can use counters to demonstrate 3 + 7 = 10 and write the correct number sentence for five counters, remove two counters to leave three counters.	Pupil can match a set of number sentences involving addition and subtraction to ten with their representations using counters.
19	Use arrays to represent multiplication and record grouping when doing division.	Pupil can draw two lines of five dots to represent repeated addition, with prompting.	Pupil can draw two lines of five dots to represent repeated addition independently.	Pupil can draw an array to represent multiplication.
20	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Pupil can group 12 counters into four equal groups of three each and choose one of them as a quarter, with supporting prompts.	Pupil can identify four equal parts of a rectangle and choose one of them as a quarter.	Pupil can sort a number of situations consisting of four parts to select those which are one of four equal parts and those which are one of four unequal parts.

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21	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Pupil can group 12 counters into four equal groups of three each and choose one of them as a quarter, with supporting prompts.	Pupil can identify four equal parts of a rectangle and choose one of them as a quarter.	Pupil can sort a number of situations consisting of four parts to select those which are one of four equal parts and those which are one of four unequal parts.