Maths - ALL, MOST, SOME Statements

Year 1

(Some of the problem solving objectives to be differentiated according to complexity of problem)

Number – number and place value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
ALL – I can count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number
MOST – I can count to and across 100, forwards and backwards, from any given number

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
ALL – I can count, read and write numbers to 20 in numerals
MOST – I can count, read and write numbers to 100 in numerals

ALL – I can count in multiples of two and ten
MOST – I can count in multiples of two, five and ten
SOME – I can count forwards and backwards in multiples of two, five and ten

Given a number, identify one more and one less
ALL – I can identify one more or one less than a given number
SOME – I can identify one and ten more and one less than a given number up to and beyond 100

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
ALL – I can identify and represent numbers to 20 using objects and pictorial representations and use the language of: equal to, more than, less than
MOST – I can identify and represent numbers to 100 using objects and pictorial representations and use the language of: equal to, more than, less than, most, least
SOME - I can identify and represent numbers beyond 100 using objects and pictorial representations and use the language of: equal to, more than, less than, most, least

Read and write numbers from 1 to 20 in numerals and words
ALL – I can read and write numbers from 1 to 10 in numerals and words
MOST – I can read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
ALL – I can write mathematical statements involving addition, subtraction and equals signs
MOST – I can read, write and interpret mathematical statements involving addition, subtraction and equals signs

Represent and use number bonds and related subtraction facts within 20
ALL – I can represent and use number bonds and related subtractions facts within 10
MOST – I can represent and use number bonds and related subtraction facts within 20
SOME – I can, recalling from memory, represent and use number bonds and related subtraction facts within 20, and begin to derive related facts

Add and subtract one-digit and two-digit numbers to 20, including zero
ALL – I can add and subtract one-digit and two-digit numbers 10
MOST – I can add and subtract one-digit and two-digit numbers to 20

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

Number - multiplication and division

(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)
ALL – I understand the concept of equal groups, and begin to understand the links between multiplication and repeated addition
MOST – I can interpret and represent multiplication and division using pictorial representations and arrays (with support)

Number – Fractions (including decimals and percentages)

Recognise, find and name a half as one of two equal parts of an object, shape or quantity
ALL – I can recognise a half as one of two equal parts of an object or shape
MOST – I can recognise a half as one of two equal parts of and object, shape or quantity
SOME – I can recognise a half in a range of contexts

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
ALL – I can recognise a quarter as one of four equal parts of an object or shape
MOST – I can recognise a quarter as one of four equal parts of and object, shape or quantity
SOME – I can recognise a quarter in a range of contexts

Measurement

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]

ALL – I can compare and describe measurements using simple vocabulary
SOME – I can compare and describe measurements using the full range of well-chosen vocabulary

Measure and begin to record the following:
- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)

ALL – I can measure length, mass, capacity and time (with support)
MOST – I can measure and begin to record length, mass, capacity and time
MOST – I can begin to use, and understand the importance of, a standard unit of measurement
SOME – I can measure and record, with increasing accuracy, length, mass, capacity and time

Recognise and know the value of different denominations of coins and notes
ALL – I can recognise and know the value of coins up to one pound
MOST – I can recognise and know the value 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]
ALL – I can sequence given events in chronological order
MOST – I can sequence events in chronological order using the appropriate language
SOME – I can use the correct language of time to sequence given, and my own, events

Recognise and use language relating to dates, including days of the week, weeks, months and years
ALL – I can recognise and use language relating to days of the week
MOST – I can 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

ALL – I can tell the time to the hour and draw the hands on a clock face to show these times
MOST – I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry – properties of shapes

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]

ALL – I can recognise and name common 2D shapes
MOST – I can recognise 2D shapes on the surfaces of 3D shapes
MOST – I can sort 2D shapes according to simple properties
SOME – I can sort a set of 2D shapes in more than one way

ALL – I can recognise and name common 3D shapes
MOST – I can sort 3D shapes according to simple properties
SOME – I can sort a set of 3D shapes in more than one way

Geometry – position and direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns
ALL – I can identify when a shape or object has turned or changed position
MOST – I can describe position and movement using appropriate language

NB Differentiation and depth of understanding may also be demonstrated by: the learning stage (concrete, pictorial or abstract), level of support or the pupil's ability to:

- solve problems of greater complexity,
- apply their understanding within a wider range of contexts,
- explain processes and reason mathematically,
- justify their choice of method or approach,
- or work systematically.