What I can do in mathematics - level 1

To support assessment the adult will need to provide a range of practical resources referred to in the prompts for each of the six areas of mathematics.

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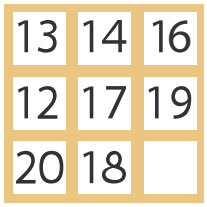
Name: ……..

Reading, writing and ordering numbers		
I can statements	**Examples of questions I can answer**	**Comments and observations – teacher, child and parent/carer**
I can count forwards and backwards to and from 20	Count up from one as far as you can, saying each number clearly. Carry this on backwards, count until you get to zero: 17, 16, 15... Numbers in this count are mixed up. Can you put them in order? 18, 16, 17, 15, 13, 14, 12, 10, 11	
I can read and write numbers to 20	Look at the grid. Point to 16, 20 and 12. Which number is in the middle of the grid? Write the number 15 into the empty box.  	
I can use numbers to label and find objects	Find the 10p coin in this purse. What coins could I use to pay 15p?	
I can put numbers in order	Look at these number cards. Which card shows the smallest number? Put the numbers in order, from smallest to largest. 	
I can say the number that is one more or one less than a number to 20	What numbers are missing from this number track? Explain how you know. What number is one more than 11, one less than nine? 	
I can use the words first, second and third	Here is a row of four coloured counters. Which coloured counter is the first, third, etc. 	

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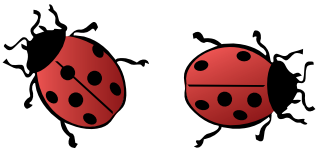
Counting and comparing numbers of objects and events		
I can statements	**Examples of questions I can answer**	**Comments and observations – teacher, child and parent/carer**
I can count how many objects are in a group	Count these shells carefully. How could you make sure that you have counted them correctly?	
I know that the number of objects in a group does not change if they are moved around but does change if any are added or taken away	Pick up a handful of large buttons and put them down on the table. Count them to see how many you picked up. Put all your buttons into a pot. How many buttons are in the pot? Put another button in the pot. How many buttons are in the pot?	
I can count in twos up to 20 and use this to count objects in pairs	Continue this count. Stop when you get to 20: 2, 4, 6... Count in twos to find how many socks are on the washing line.	
I can match objects to find which group contains more or fewer objects	Look at the toys. Are there more cars or trains? How can you find out? Count the wheels on these trains. Write the numbers down. Are there the same number of wheels?	
I can find which group of objects contains most or least by counting	Which ladybird has fewer spots? How do you know? Do the ladybirds have the same number of legs? 	
I can count sounds, actions and objects that I cannot touch	I am going to drop some coins into a tin one at a time. Count how many coins I drop in. Look around the room. How many lights can you see?	

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Use of known number facts, properties and relationships		
I can statements	**Examples of questions I can answer**	**Comments and observations – teacher, child and parent/carer**
I can quickly find pairs of numbers that add up to 10	Show me a pair of number cards that sum to 10. Can you find all the pairs? Which number is left? What would you need to make another pair? 1 2 3 4 5 6 7 8 9	
I can answer addition and subtraction calculations, using facts that I know	Point to the answer to each problem on this number track. Add together three and two. Find six take away four, five subtract three. Sum six and two. What number is three more than one, four less than nine?	
I can use the words in a problem to help me decide how to solve it, and number sentences to answer a problem	Find the answer to this problem. At my birthday party there were three girls and five boys. How many children in total came to my birthday party? Which words helped you decide how to work out the answer? Write a number sentence that matches it.	
I can use objects, pictures and number sentences to answer a problem	Use these objects. Show me how to work out this problem. There are five caterpillars on a leaf and then a bird eats two of them. How many caterpillars are left on the leaf? Draw a picture to show how you solved the problem. Write a number sentence that matches it.	
I can solve problems by ordering numbers or calculating	Amy is seven. She has a sister, Megan, who is ten, and a brother, Sam, who is five. Who is the youngest child in the family? How much older is Megan than Amy? How old will each child be in two years' time?	
I can solve problems using addition or subtraction	A domino has four dots on one side and three dots on the other. How many dots does it have altogether? Here is a tower made using two building blocks. How many more blocks do you need to make it six blocks tall?	

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Understanding addition and subtraction		
I can statements	**Examples of questions I can answer**	**Comments and observations – teacher, child and parent/carer**
I can understand and use words that link to adding and subtracting	There are eight pennies in this bag. I spend 5p. How much money will be left? I want to save 10p. How much more money do I need?	
I can answer addition calculations by putting groups of objects together or by counting on	In a bowl of fruit there are four pears and five apples. Work out how many pieces of fruit there are altogether. Josh collects toy bears. He has six and then is given three more for his birthday. How many bears does he have now?	
I can answer subtraction calculations by taking away objects or by counting back	Use counters or a number track to help you with these questions: Bilal has seven computer games. Anya has two fewer than Bilal. How many computer games does Anya have? There are 11 birds on a roof, six fly away. How many are left?	
I know that I can add numbers in any order but that I have to use a particular order for subtraction	Nisha is two years younger than Hitan. Nisha is nine. How old is Hitan? To answer this problem, Kieran says he has to work out two take away nine. Is he correct? Explain why you think that. Add together these numbers: one, eight and two. Which numbers did you add together first? Why?	
I can write number sentences using symbols	Write a number sentence for each of these problems. Billy buys a box of 12 eggs. He cooks four of them. How many are still in the box? Sam has five raisins in one hand and six in the other. How many raisins does he have altogether?	

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Describing shape, position and movement		
I can statements	**Examples of questions I can answer**	**Comments and observations – teacher, child and parent/carer**
I can sort shapes and explain how I sorted them	Look at these solid shapes. Put all of the shapes that have triangular faces into a hoop. What shapes are left? Why? Sort the shapes in your own way and then tell me how you chose to sort them.	
I can name and describe common shapes	Find a rectangle and a triangle in this set of shapes. Tell me one thing that is the same about them. Tell me one thing that is different. Look at these two identical shapes. What shape are they? Show me how can you put them together to make a square.	
I can follow instructions to position myself or objects	Go and stand: under a light; in front of a window; beside the door. Place these shapes on the table so that: the square is above the triangle the circle is to the right of the square the rectangle is between the square and the oval.	
I can describe the position of objects	I am going to place toys in different positions around the room. Go and find one toy at a time. Bring each one back and describe to me exactly where you found it. Tell me how I should arrange this plate, knife, fork, spoon and cup to lay the table properly.	
I can follow and give instructions to move along a route	Follow my instructions as you move around the outdoor area: Walk along the log, then make a half-turn and walk back. Turn to your right and walk beside the climbing frame. Turn to your left and walk forwards until you reach the tyre. Give me directions that take me from here to the hopscotch grid.	

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Measuring and ordering objects using comparison		
I can statements	**Examples of questions I can answer**	**Comments and observations – teacher, child and parent/carer**
I can compare how long or tall objects are and describe what I have found out	Find objects that are longer than a pencil and objects that are shorter than one. Tell me how you decided whether each object was shorter or longer than the pencil. Ask three friends to stand in front of you. Tell me who is the tallest and who is the shortest and show me how you know.	
I can compare how heavy two objects are and describe what I have found out	Which do you think will be lighter, this book or this apple? Find a way to compare the weights of the two objects. Show me what you did and explain what you found out.	
I can compare how much two containers hold and describe what I have found out	Fill a jug with water. Use it to find out which holds more liquid, the jug or a small bucket. Explain what you have found out. How many spoonfuls of water do you think it will take to fill a cup? What about a different one? Test out your ideas. Tell me what you have found out and which cup holds less water.	
I can use objects and equipment to make measurements and compare objects	Use your pencil to work out which is longer, the table or the board. Use these balance scales to work out how many cubes weigh the same as your shoe. Now weigh one of your plimsolls. Tell me which is heavier and which is lighter. How do you know? I drink three cups of tea each day. In a week, would my tea fill a bucket? If I used a mug for my tea would that fill it?	

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