

Curriculum prioritisation in primary maths 2020/21

Evaluation document: Current Year 1 pupils

Using the *2020 DfE guidance ready-to-progress criteria, listed in the table below, identify aspects that have:

- been taught in school to children by the class teacher
- been taught remotely, or by someone who does not know the children as well
- not been taught at all.

Reflect on how effectively pupils have learnt, remembered and are able to apply what has been taught. Where you are unsure, you should note this down.

From these reflections, prioritise criteria for teaching and learning and use the **Curriculum planning grid** to plan your curriculum for the remainder of this academic year. This evaluation, used continuously over the rest of the year, will also be a useful transition document for the next class teacher.

	Previous experience	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher	Year 1 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher
Number and Place Value	Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.			1NPV-1 Count within 100, forwards and backwards, starting with any number.		
	Play games that involve moving along a numbered track and understand that larger numbers are further along the track.			1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.		
Number Facts	Begin to experience partitioning and combining numbers within 10.			1NF-1 Develop fluency in addition and subtraction facts within 10.		
	Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.			1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.		

Addition and Subtraction	Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers.			1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.		
	Devise and record number stories, using pictures, numbers and symbols (such as arrows).			1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.		
Geometry	See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).			1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.		
	Select, rotate and manipulate shapes for a particular purpose, for example rotating a cylinder so it can be used to build a tower or rotating a puzzle piece to fit in its place			1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.		

*DfE Guidance: 'Teaching mathematics in primary schools June 2020', can be downloaded in full, or per year group, from this page: www.gov.uk/government/publications/teaching-mathematics-in-primary-schools Summary tables on pages 9-15 (of the full, Years 1-6 document) track criteria across year groups. Within the year group documents, the 'Making connections' blue boxes, detail connections across criteria.