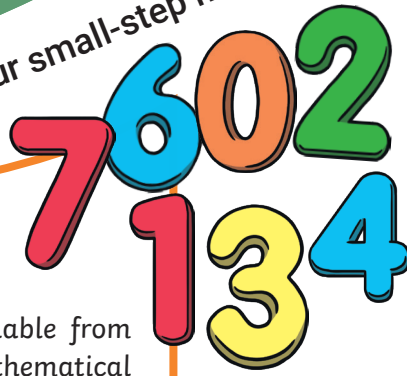


# S-Plan

Congratulations! You have discovered our small-step maths planning (or S-plan for short).



## What Is an S-Plan?

Our small-step maths planning documents, available from EYFS+, are carefully structured, breaking each mathematical concept into progressive, smaller steps of learning and identifying points in learning where possible misconceptions will need to be addressed. Links to all planning, assessments and engaging activities are provided. Our sessions are ideal for whole-class teaching, group interventions and 1:1 tuition sessions for students who simply need that extra boost to reach their potential.

## Did You Know...?

Our assessments, lesson planning and interventions are all linked into our small-step plans. This ensures that you have everything you need to teach at the .

Baseline Assessment



Main Teaching



Same-Day Interventions



End-of-Strand Assessment

Short and purposeful



Related to the DfE Ready-to-Progress Criteria

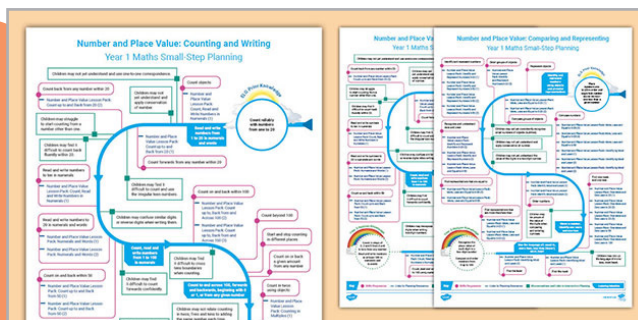


Devised to fit into your school day



Clear picture of your students' understanding

All in one document



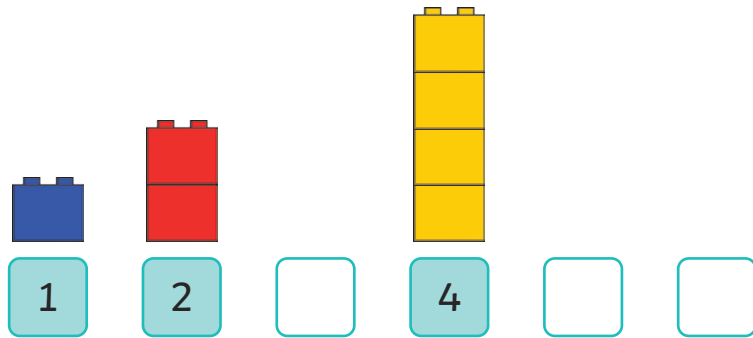
Created by maths specialists and experienced teachers to help students to 'keep' not 'catch up'.

# Addition and Subtraction

## Baseline Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Draw the missing towers and write the missing numbers.



2. There are 5 rabbits.  
1 hops away.  
How many rabbits are left?


  
rabbits

3 marks

1 mark

3. Work out 1 more than the bead string.




1 mark

4. Solve the calculations.

$7 + 1 = \square \quad \square = 19 + 1$

$11 - 1 = \square \quad \square = 16 - 1$

3 marks

5. Use the number lines to solve the problems

$1 \text{ more than } 9 = \square$



3 marks

$1 \text{ less than } 18 = \square$



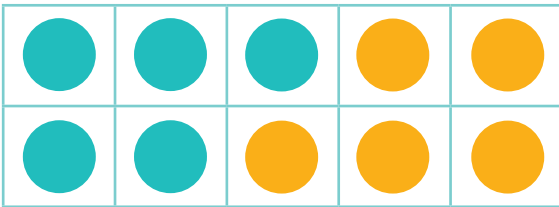
2 marks

6. There are 8 flowers.  
1 more grew.  
How many flowers are there altogether?


  
flowers

  
1 mark

7. Count the counters.



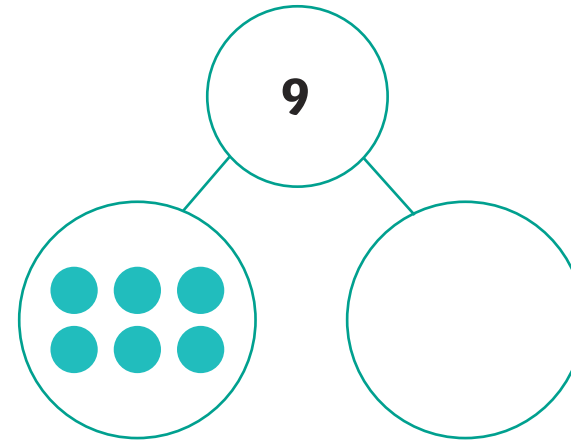
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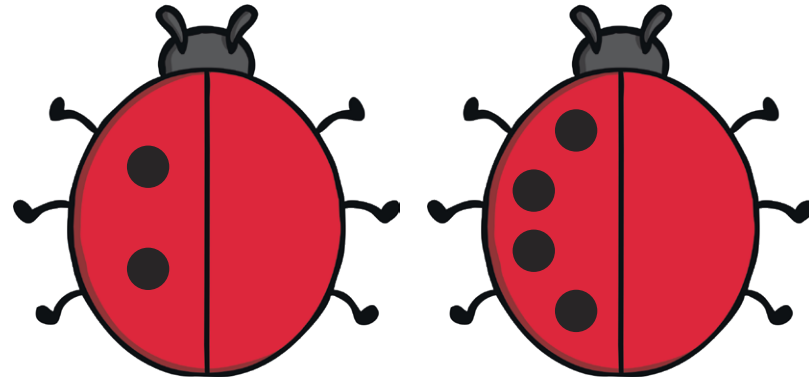
There are  counters altogether.

  
1 mark

8. Complete the part-whole model by filling in the empty circle.

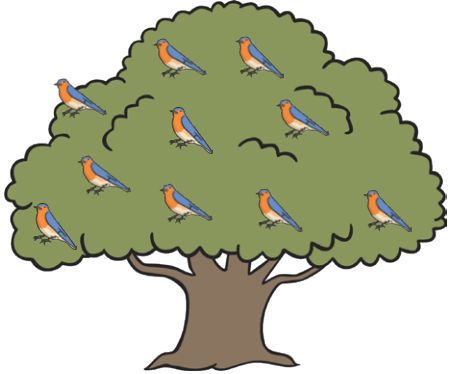

  
2 marks

9. Double the spots on each ladybird.



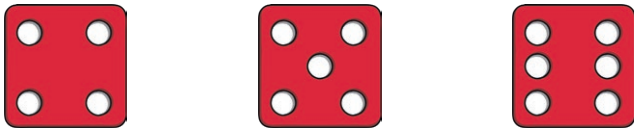

  
2 marks

10. 10 birds are in a tree.  
2 fly away.  
How many are left?

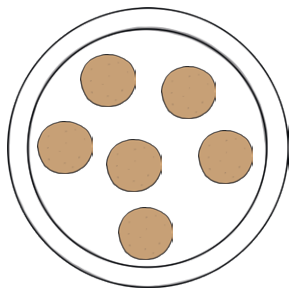

  
birds

  
1 mark

11. Circle two numbers that make 11.

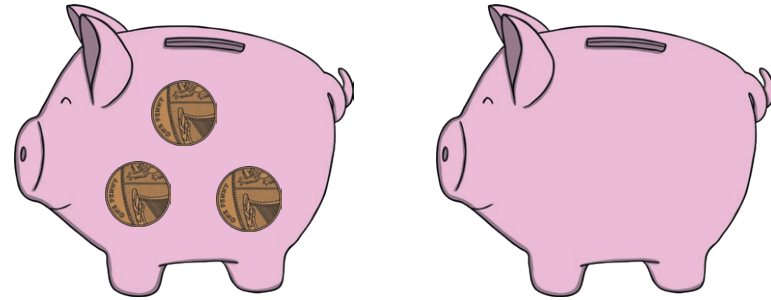

  
1 mark

12. There are 6 biscuits.  
How many need to be eaten so there are 2 left?


  
biscuits

  
1 mark

13. Ali has double the amount Pam has.  
Draw Ali's coins.



Ali has  coins.

  
2 marks

14. Start at 17 and count on 3 =

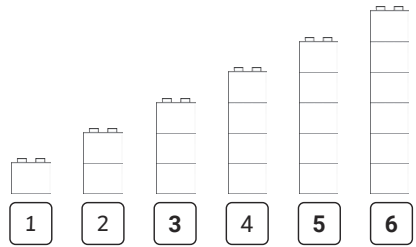
Start on 12 and count back 4 =

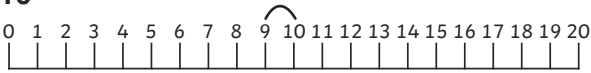
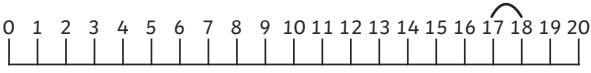


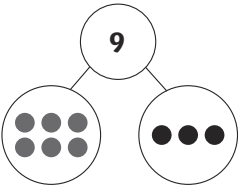
  
2 marks

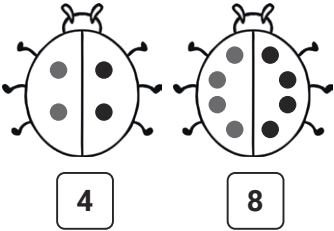
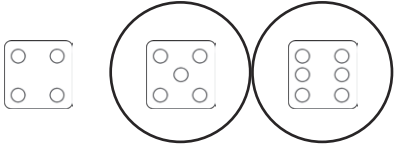
15. Write these numbers in the correct order from lowest to highest.


    
  
1 mark

  
Total  
24 marks

		<b>Answer</b>	<b>Assessment Focus</b>	<b>Possible Misconceptions and Interventions</b>
<b>1.</b>	3 marks  1 mark for each correctly drawn tower with the matching number written below		Understanding the relationship of one more/one less and consecutive number	<p>Children may not make the connection that one more/one less are linked to counting and consecutive numbers.  <a href="#">EYFS Maths Comparison Same-Day Intervention Plan: May Not Realise That the Number after a Given Number Is One More</a></p> <p><a href="#">EYFS Maths Comparison Same-Day Intervention Plan: May Not Realise That the Number before a Given Number Is One Less</a></p>
<b>2.</b>	1 mark	<b>4 rabbits</b>	Identify one less with quantities to 5	<p>Children may muddle the terms 'more' and 'less' when solving problems.  <a href="#">EYFS Maths Comparison Same-Day Intervention Plan: Muddles 'Less' and 'More' When Finding One More or One Less from a Group of Objects</a></p> <p>Children may not have made the connection that one less is the same as counting back by one.  <a href="#">EYFS Maths Comparison Same-Day Intervention Plan: May Not Fully Understand What One Less Requires</a></p>
<b>3.</b>	1 mark	<b>14</b>	Identify one more with numbers up to 20	<p>Children may struggle to find one more than a given quantity.  <a href="#">EYFS Maths Comparison Same-Day Intervention Plan: Muddles 'Less' and 'More' When Finding One More or One Less from a Group of Objects</a></p> <p>Children may not have made the connection that one more is the next number on the numberline.  <a href="#">EYFS Maths Comparison Same-Day Intervention Plan: May Not yet Understand That One More Will Always Be the Next Number on a Number Line</a></p>

		Answer	Assessment Focus	Possible Misconceptions and Interventions
4.	3 marks 1 mark for two correct answers 2 marks for three correct answers 3 marks if all the answers are correct	$7 + 1 = \boxed{8} \quad \boxed{20} = 19 + 1$ $11 - 1 = \boxed{10} \quad \boxed{15} = 16 - 1$	Solve one more and one less than number statements with numbers up to 20	Children may not understand that the number before a given number is one less and the number after a given number is one more. <a href="#">EYFS Maths Comparison Same-Day Intervention Plan: May Not Realise That the Number before a Given Number Is One Less</a>  <a href="#">EYFS Maths Comparison Same-Day Intervention Plan: May Not Realise That the Number after a Given Number Is One More</a>
5.	2 marks 1 mark for each correct answer	<b>10</b>  <b>17</b> 	Use number lines to calculate one more or one less than a number to 20	When using number lines to count on or back the children may start the count from the number they are on rather than the number jumps. <a href="#">EYFS Maths Addition Same-Day Intervention Plan: May Think They Need to Count the Number They Are on When Counting on</a>  <a href="#">EYFS Maths Subtraction Same-Day Intervention Plan: May Think They Need to Count the Number They Are on When Counting Back</a>
6.	1 mark.	<b>9 flowers</b>	Identify one more with quantities to 10 to find out how many there are altogether	Children may be unfamiliar with the term altogether and how it links to addition. <a href="#">Maths Addition Same-Day Intervention Plan: May Not Understand the Terms 'Altogether' or 'Total'</a>
7.	1 mark.	  There are <b>10</b> counters altogether.	Combine quantities to find the total	When children are adding two groups they may revert back to counting from one when adding the second group. <a href="#">EYFS Maths Addition Same-Day Intervention: May Count One Group Then Count from One Again When Counting the Next Group</a> Children may be unfamiliar with the term altogether and how it links to addition. <a href="#">Maths Addition Same-Day Intervention Plan: May Not Understand the Terms 'Altogether' or 'Total'</a>
8.	1 mark.	<b>Mark correct if the numeral 3 is written or 3 counters are drawn in the missing part.</b> 	Count on to identify the value of the missing part	Children may not understand the relationship between parts, wholes, addition and subtraction. <a href="#">Year 1 Maths Same-Day Intervention Plan: Parts and Wholes</a>

		Answer	Assessment Focus	Possible Misconceptions and Interventions
9.	2 marks 1 mark for each correct answer		Double quantities up to 5	When doubling quantities, children may struggle to copy the quantity being doubled. <a href="#">EYFS Maths Doubling Same-Day Intervention Plan: May Not Be Able to Copy the Quantity to Complete a Double</a>
10.	1 mark.	<b>8 birds</b>	Use quantities to solve subtraction problems	Children may not understand that when they subtract an amount from a quantity the amount of the group changes and becomes smaller than the amount you started with. <a href="#">EYFS Maths Subtraction Same-Day Intervention Plan: May Not Understand When Objects Are Taken Away, the Quantity of the Group Changes</a>
11.	1 mark.		Solve problems related to addition	Children may not understand that adding involves combining two groups to find the total. <a href="#">EYFS Maths Addition Same-Day Intervention Plan: May Not Understand That a Total Is Made by Combining Two Groups</a>
12.	1 mark.	<b>4 biscuits</b>	Solve problems related to subtraction	Children may not be familiar with other mathematical language and concepts linked to subtraction other than takeaway.. <a href="#">EYFS Maths Subtraction Same-Day Intervention Plan: May Only Understand Subtraction as 'Taking Away'</a>  <a href="#">EYFS Maths Subtraction Same-Day Intervention Plan: May Not Understand the Terms Used for Subtraction</a>

		Answer	Assessment Focus	Possible Misconceptions and Interventions
13.	2 mark  1 mark is six 1p coins drawn inside the pig  1 mark if 6 coins is written in answer box	<b>Six 1p coins drawn inside the pig</b>  <b>6 coins</b>	Solve problems linked to doubling	When doubling quantities children may struggle to copy the quantity being doubled. <a href="#">EYFS Maths Doubling Same-Day Intervention Plan: May Not Be Able to Copy the Quantity to Complete a Double</a>
14.	1 mark.	<b>20</b>  <b>8</b>	Count on and back to add and subtract	Children may struggle to deal with two counts when counting on backwards or forwards. Counting aloud while remembering how many steps to count on can be very hard to manage and will often result in errors. <a href="#">Year 1 Maths Same-Day Intervention Plan: Counting Back to Subtract</a>  <a href="#">Year 1 Maths Same-Day Intervention Plan: Counting On to Add</a>
15.	1 mark  1 mark if all numbers are correctly ordered	<b>6, 7, 8, 9, 10</b>	Order a set of numbers below 10 from the lowest to the highest	Children may struggle to order a set of numbers that do not start from one because they are unable to count on from a given number. <a href="#">Year 1 Maths Same-Day Intervention Plan: Counting on from a Number Other Than One</a>



# Year 1 Addition and Subtraction Baseline Assessment Tracker

## How to use this spreadsheet:

Enter the names of the children who took the test into column A.

For each question:

- a) Type 1 into the question cell if that child answered the question correctly (e.g. scored 1 mark)
- b) Type 0 into the question cell if that child answered the question incorrectly (e.g. scored 0 marks)
- c) For questions that score more than 1 point for a correct answer the individual marks are assigned across adjacent columns.

## Colour Key

1: Student has answered the question correctly.

0: Student has answered the question incorrectly.

Each student's score is then broken down and analysed by assessment focus to show you the proportion that were answered correctly. This may help you identify areas where children need further support. You can refer to the 'Addressing Misconceptions' tab for further information on potential misconceptions and links to interventions that can help address them.