| Working towards the expected standard - Pupil can: | Teacher assessment at end of Keystage 1 (2020) Maths | Name: | Date |
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| • demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36) | |
| • count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives) | |
| • read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly) | |
| • use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$) | |
| • add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations | |
| • recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9) | |
| • recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes. | |

**Working at the expected standard** − pupil can:

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| • partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones) | |
| • add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations | |
| • use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100) | |
| • subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 − 33$) | |
| • recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\triangle − 14 = 28$) | |
| • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 ÷ 5 = 7$; sharing 40 cherries between 10 people and writing $40 ÷ 10 = 4$; stating the total value of six 5p coins) | |
| • identify 1/3 , 1/4 , 1/2 , 2/4, 3/4 and knows that all parts must be equal parts of the whole. | |
| • use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note) | |
| • read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug) | |
| • read the time on the clock to the nearest 15 minutes | |
| • describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square). | |

**Working at greater depth** − pupil can:

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| • reason about addition (e.g. that the sum of 3 odd numbers will always be odd) | |
| • use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that $18 × 5$ cannot be 92, as it is not a multiple of 5) | |
| • work out mental calculations where regrouping is required (e.g. $52 − 27$; $91 − 73$) | |
| • solve more complex missing number problems (e.g. $14 + \blacklozenge − 3 = 17$; $14 + \triangle = 15 + 27$) | |
| • determine remainders given known facts (e.g. given $15 ÷ 5 = 3$ and has a remainder of 0, pupil recognises that $16 ÷ 5$ will have a remainder of 1; knowing that $2 × 7 = 14$ and $2 × 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left) | |
| • solve word problems that involve more than one step (e.g. "which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?") | |
| • recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$) | |

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| • find and compare fractions of amounts (e.g. ¼ of £20 = £5 and ½ of £8 = £4, so ¼ of £20 is greater than ½ of £8) | |
| • read the time on the clock to the nearest 5 minutes | |
| • read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. | |
| • describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them). | |