Mathematics	End of Key Stage 1 statutory assessment	Working towards the expected standard					
Name:							
The pupil can:		Date of Evidence (written, observation)					
• read and write numbers in numerals up to 100							
• partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them (For example, base 10 apparatus)							
• add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)							
• recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4)							
• count in twos, fives and tens from 0 and use this to solve problems							
• know the value of different coins							
• name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).							

Mathematics	End of Key Stage 1 statutory assessment	Working at the expected standard					
Name:							
The pupil can:		Date of Evidence (written, observation)					
• read scales* in divisions of ones, twos, fives and tens (*The scale can be in the form of a number line or a practical measuring situation.)							
• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus							
• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)							
• recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)							
• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary							
• identify 1/4 , 1/3 , 1/2 , 2/4 , 3/4 , of a number or shape, and know that all parts must be equal parts of the whole							
• use different coins to make the same amount							
• read the time on a clock to the nearest 15 minutes							
• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.							

Mathematics	End of Key Stage 1 statutory assessment	Working at greater depth					
Name:							
The pupil can:		Date of Evidence (written, observation)					
• read scales* where not all numbers on the scale are given and estimate points in between (* The scale can be in the form of a number line or a practical measuring situation.)							
• recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts							
• use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)							
• solve unfamiliar 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?')							
• read the time on a clock to the nearest 5 minutes							
• describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).							