

End of KS1 Maths Expectations

Working Towards the Expected Standard

I can read and write numbers in numerals up to 100.

I can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though I may use structured resources to support me.

I can add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining my method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$).

I can recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).

I can count in twos, fives and tens from 0 and use this to solve problems.

I know the value of different coins.

I can name some common 2D and 3D 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).

Working at the Expected Standard

I can read scales in divisions of ones, twos, fives and tens.

I can partition any two-digit number into different combinations of tens and ones, explaining my thinking verbally, in pictures or using apparatus.

I can add and subtract any 2 two-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).

I can 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 $17 - 3 = 14$).

I can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.

I can identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.

I can use different coins to make the same amount.

I can read the time on a clock to the nearest 15 minutes.

I can name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at Greater Depth

I can read scales where not all numbers on the scale are given and estimate points in between.

I can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.

I can use reasoning about numbers and relationships to solve more complex problems and explain my thinking (e.g. 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.).

I can 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?').

I can read the time on a clock to the nearest 5 minutes.

I can describe similarities and differences of 2D and 3D shapes, using their properties (e.g. that two different 2D 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).