
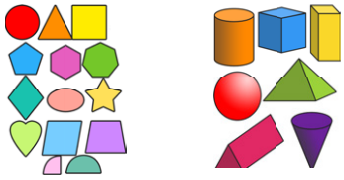
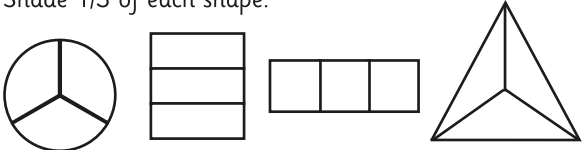





End of KS1 Expectations - Maths (with Worked Examples)

Name: _____

Working Towards the Expected Standard		Example
1.	Demonstrate an understanding of place value, though may still need to use apparatus to support them.	Partition 34 into tens and ones.
2.	Count in twos, fives and tens from 0 and use counting strategies to solve problems.	Count the number of apples in 2s. 
3.	Read and write numbers correctly in numerals up to 100.	Can write the numbers 14 and 41 correctly.
4.	Use number bonds and related subtraction facts within 20.	$18 = 9 + ?$ and $9 = 18 - ?$ $15 = 6 + ?$ and $6 = 15 - ?$
5.	Add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required.	$23 + 5 = ?$ $46 + 20 = ?$ Demonstrate method using concrete apparatus or pictorial representations.
6.	Recall doubles and halves to 20.	Double 2 = ? Double 5 = ? Half of 18 = ?
7.	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		Example
1.	Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.	23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones.
2.	Add 2 two-digit numbers within 100 and can demonstrate their method using concrete apparatus or pictorial representations.	Which are correct and which are incorrect? $25 + 36 = 61$ $54 + 39 = 93$ $46 + 45 = 81$
3.	Use estimation to check that their answers to a calculation are reasonable.	When I add together 38 and 48 my answer will be less than 100. How do I know this without solving the equation?
4.	Subtract mentally a two-digit number from another two-digit number when there is no regrouping required.	Solve these equations without using a formal method: $85 - 23$ $63 - 22$ $76 - 24$ $48 - 36$
5.	Recognise the inverse relationships between addition and subtraction and use to check calculations and solve missing number problems.	I think of a number. I take away 7 and add 2. My answer is 15. What is my number?
6.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems; demonstrate an understanding of commutativity as necessary.	'Five 10p coins is the same as ten 5p coins'. Prove whether this is right or wrong. What does it tell you about multiplication?
7.	Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.	Shade $\frac{1}{3}$ of each shape. 
8.	Use different coins to make the same amount.	How many different ways can you make 30p using no more than five coins?

9.	Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.	Weigh the following items and show which is heavier using $<$ or $>$: pencil case, stopwatch, book and cup.
10.	Read the time on the clock to the nearest 15 minutes.	Draw the hands on this clock face to show 8.15. Now try 9.30 and then 10.45.
11.	Describe properties of 2D and 3D shapes.	This cylinder only has one circular face. Agree or disagree? Explain your answer. 

Working at Greater Depth Within the Expected Standard		Example
1.	Can reason about addition.	'It does not matter what order you do an addition or subtraction calculation in.' Is this right? How do you know?
2.	Use multiplication facts to make deductions outside known \times facts.	Choose the correct answer without working it out. How did you know? 12×5 Choice of Answers: 54 63 60 57
3.	Work out mental calculations where regrouping is required.	Be the teacher. Which are right and which are wrong? $34 - 16 = 18$ $56 - 27 = 28$ $42 - 25 = 18$
4.	Solve more complex missing number problems.	Solve these: $\square + 24 = \square - 16$ $19 - \square = 14 + \square$
5.	Determine remainders given known facts.	'I know that 4×2 is 8 and that 5×2 is 10. How does this help me work out if I can make pairs of socks from 11 socks?'
6.	Solve word problems that involve more than one step.	There were 25 planes at the airport. 15 more planes landed and 9 took off. How many planes are there now at the airport?
7.	Recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements.	Check whether these answers are correct using the inverse operation: $25 + 39 = 64$ $84 - 25 = 58$ $63 + 28 = 91$ How could you make this simpler? $5+5+5+5 = 20$
8.	Find and compare fractions of amounts.	Jo bought a bag of 12 cherries. Jo ate half the number of cherries in the bag. How many cherries did Jo eat?
9.	Read the time on the clock to the nearest 5 minutes.	Show twenty past four on the clock.  What was the time ten minutes earlier? What will it be ten minutes later?
10.	Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.	I pour 15ml more water into the jug. How much do I now have? 
11.	Describe similarities and differences of shape properties.	Which one is the odd one out? How do you know? 