**Optional Record Sheet for end of KS1 Mathematics Teacher Assessment**

**Name:**

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| --- | --- | --- | --- | --- |
| Working towards the expected standard | **The pupil can:** | | **Evidence** | **Criteria Met** |
| * 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[[1]](#footnote-1) to support them | |  |  |
| * 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 | |  |  |
| * recall at least four of the six[[2]](#footnote-2) number bonds for 10 and reason about associated facts | |  |  |
| * count in twos, fives and tens from 0   and use this to solve problems | |  |  |
| * know the value of different coins | |  |  |
| * name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes * and describe some of their properties |  | | |
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| Working at the expected standard | **The pupil can:** | | | **Evidence** | **Criteria Met** |
| * read scales\* in divisions of ones, twos, fives and tens | | |  |  |
| * 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 | | |  |  |
| * recall all number bonds to and within 10 and… * use these to reason with * calculate bonds to and within 20 * recognise other associated additive relationships | | |  |  |
| * recall multiplication and division facts and use them to solve simple problems, demonstrating an understanding of commutativity as necessary | * 2x | |  |  |
| * 5x | |  |  |
| * 10x | |  |  |
| * Identify Fractions: one third, one half, one quarter, two quarters, three quarters. of a number or shape, and know that all parts must be equal parts of the whole | | * of shape |  |  |
| * of number |  |
| * of shape |  |
| * of number |  |
| * of shape |  |
| * of number |  |
| * of shape |  |
| * of number |  |
| * of shape |  |
| * of number |  |
| * use different coins to make the same amount | | |  |  |
| * read the time on a clock to the nearest 15 minutes | | |  |  |
| * name and describe properties of 2D and 3D shape including: | * number of sides, vertices, edges, faces | |  |  |
| * lines of symmetry | |  |  |

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|  | **The pupil can:** | **Evidence** | **Criteria Met** |
| Greater Depth | * read scales\* where not all numbers on the scale are given and estimate points in between |  |  |
| * 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 |  |  |
| * solve unfamiliar word problems that involve more than one step |  |  |
| * read the time on a clock to the nearest 5 minutes |  |  |
| * describe similarities and differences of 2D and 3D shapes, using their properties |  |  |

1. E.g. base 10 apparatus [↑](#footnote-ref-1)
2. Key number bonds to 10 are:0+10, 1+9, 2+8, 3+7, 4+6, 5+5

   \*The scale can be in the form of a number line, a practical situation or a graph axis [↑](#footnote-ref-2)