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

**Name:**

|  |  |  |  |
| --- | --- | --- | --- |
| 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
 |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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
 | * $\frac{1}{3}$ of shape
 |  |  |
| * $\frac{1}{3}$ of number
 |  |
| * $\frac{1}{4}$ of shape
 |  |
| * $\frac{1}{4}$ of number
 |  |
| * $\frac{1}{2}$ of shape
 |  |
| * $\frac{1}{2}$ of number
 |  |
| * $\frac{2}{4}$ of shape
 |  |
| * $\frac{2}{4}$ of number
 |  |
| * $\frac{3}{4}$ of shape
 |  |
| * $\frac{3}{4}$ 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
 |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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)