End of KS1 Maths Expectations

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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 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.

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).