

Maths

Pupils will need to have demonstrated ALL of the statements within a standard

Foundations	Working Towards Expected	Working At the Expected Standard	Working at Greater Depth
<p><u>number and place value</u></p> <ul style="list-style-type: none"> Demonstrate an understanding of place value of 10s and 1s in a two digit number, using resources to support them if necessary (eg representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number) Count forward and back from 0-20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number Reads and writes numerals from 0 – 9 and demonstrates an understanding of the symbols of, add, subtract and equal to <p><u>calculation</u></p> <ul style="list-style-type: none"> Use number bonds from 1-5 (eg partitioning the number 5 as 0+5, 1+4...;use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction) Solve problems involving addition and subtraction of single digit numbers to 10 Put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (eg 5 hoops and 15 objects to share equally) 	<p><u>number and place value</u></p> <ul style="list-style-type: none"> Demonstrates understanding of place value, though may still need to use apparatus for support (eg: by stating the difference in tens and ones between 77 and 33, by writing statements such as $35 < 53$ and $42 > 36$) Can count in twos, fives and tens from 0 and use counting strategies to solve problems (eg: count the number of chairs in the diagram when organised in in 7 rows of 5 by counting in fives) Can read and write numbers correctly in numerals up to 100 (eg: can write 14 and 41 correctly) <p><u>calculation</u></p> <ul style="list-style-type: none"> The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$) Can add and subtract a two-digit number and ones and a two-digit number and tens where no re-grouping is required (eg: $23 + 5$, $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations Can recall doubles and halves to 20 (eg: double 2 is 4, double 5 is 10, half of 18 is 9) <p><u>geometry</u></p> <ul style="list-style-type: none"> Can recognise and name triangle, rectangles, circles, squares, cuboids, cubes, pyramids, spheres from a group of shapes or from pictures of the shapes 	<p><u>number and place value</u></p> <ul style="list-style-type: none"> Can partition two-digit numbers in to different combinations of tens and ones. This may include using apparatus (eg: 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones) <p><u>calculation</u></p> <ul style="list-style-type: none"> Can add 2 two-digit numbers within 100 (eg: $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations Uses estimation to check that answers to a calculation are reasonable (eg: $48+35$ will be less than 100) Subtracts mentally a two-digit number from another two-digit number where no re-grouping is required (eg:$74-33$) Recognises the inverse relationship between addition and subtraction and use this to check calculations and work out missing number problems (eg: $_ - 14 = 28$) Can recall and use multiplication and division facts for the 2,5 and 10 multiplication tables to solve simple problems, demonstrating and understanding of commutativity as necessary (eg: know they can make 7 groups of 5 from 35 blocks and writing $35 \div 5=7$; share 40 cherries between ten people and writing $40 \div 10 = 4$, stating the total value of six 5p coins) <p><u>fractions</u></p> <ul style="list-style-type: none"> Can 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 <p><u>measurement</u></p> <ul style="list-style-type: none"> Can use different coins to make the same amount (eg: make 50p in different ways; work out how many £2 coins can be exchanged for a £20 note) Can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (eg: temperature on a thermometer) Can read time to the nearest 15 minutes <p><u>shape</u></p> <ul style="list-style-type: none"> Can describe properties of 2d and 3d shapes (eg: a pyramid has 8 edges, 5 faces 4 of which are triangles and 1 is square) 	<p><u>calculation</u></p> <ul style="list-style-type: none"> Can reason about addition (eg: that the sum of three odd numbers will always be odd) Can use multiplication facts to make deductions outside known multiplication facts (eg: multiples of five have the ones digit as 0 or 5 so 18×5 cannot equal 92 and is not a multiple of 5) Can work out mental calculations where regrouping is required (eg: $52-27$ or $91-73$) Solves more complex missing number problems (eg: $14 + _ - 3 = 17$; $14+_ =15+27$) Can determine remainders given known facts (eg: $15 / 5 = 3$, so $16 / 5 = 3$ remainder 1) Solves word problems of more than one step (which has the most biscuits, 4 packets of 5 biscuits or 3 packets of 10 biscuits?) Recognises the relationship between addition and subtraction and can re-write addition statements as simplified multiplication statements (eg: $10+10+10+5+5 = 3 \times 10 +2 \times 5 =4 \times 10$) <p><u>fractions</u></p> <ul style="list-style-type: none"> Can find and compare fractions of amounts (eg: $\frac{1}{4}$ of £20=£5 and $\frac{1}{2}$ of £8=£4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8) <p><u>measurement</u></p> <ul style="list-style-type: none"> Reads the time on a clock to the nearest 5 minutes Can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given <p><u>shape</u></p> <ul style="list-style-type: none"> Can describe similarities and differences of shape properties (eg: find two different 2D shapes that have only one line of symmetry)

