

End of KS1 Expectations Interim Assessment Sheet - Maths

Child friendly Version

Name: _____

Working Towards the Expected Standard		Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Achieved and Evidenced
1.	I can demonstrate an understanding of place value, though may still need to use apparatus for support.							
2.	I can count in twos, fives and tens from 0 and use counting strategies to solve problems.							
3.	I can read and write numbers correctly in numerals up to 100.							
4.	I can use number bonds and related subtraction facts within 20.							
5.	I can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), I can demonstrate my method using concrete apparatus or pictorial representations.							
6.	I can recall doubles and halves to 20.							
7.	I can 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								
1.	I can partition two-digit numbers into different combinations of tens and ones (this may include using apparatus).							
2.	I can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate my method using concrete apparatus or pictorial representations.							
3.	I can use estimation to check that my answers to a calculation are reasonable.							
4.	I can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).							
5.	I can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $- 14 = 28$).							
6.	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary.							
7.	I can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and know that all parts must be equal parts of the whole.							
8.	I can use different coins to make the same amount.							
9.	I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.							
10.	I can read the time on the clock to the nearest 15 minutes.							
11.	I can describe properties of 2D and 3D shapes (sides, vertices, faces, edges, symmetry).							

Working at Greater Depth		Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Achieved and Evidenced
1.	I can reason about addition (e.g. I can reason that if I add 3 odd numbers, the answer will be odd).							
2.	I can use multiplication facts to make deductions outside known multiplication facts.							
3.	I can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).							
4.	I can solve more complex missing number problems (e.g. $14 + a - 3 = 17$; $14 + a = 15 + 27$).							
5.	I can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, I can recognise that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, I can explain that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).							
6.	I can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).							
7.	I can solve word problems that involve more than one step.							
8.	I can find and compare fractions of amounts e.g. $\frac{1}{4}$ of £20 is £5 and $\frac{1}{2}$ of £8 is £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8.							
9.	I can read the time on the clock to the nearest 5 minutes.							
10.	I can read scales in divisions of ones, twos, fives and tens in a practical situations where not all numbers on the scale are given.							
11.	I can describe similarities and differences of shape properties (e.g. finding 2 different 2D shapes that only have one line of symmetry; knowing that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).							