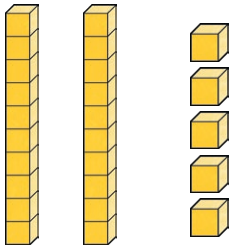
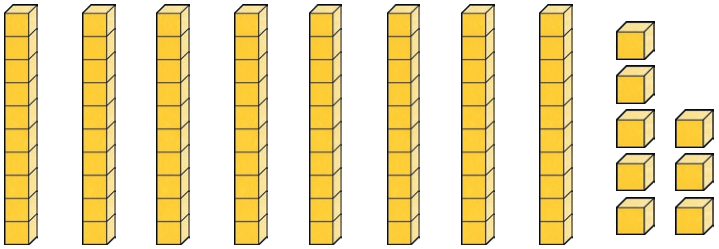
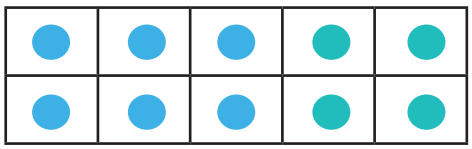
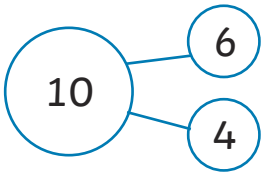
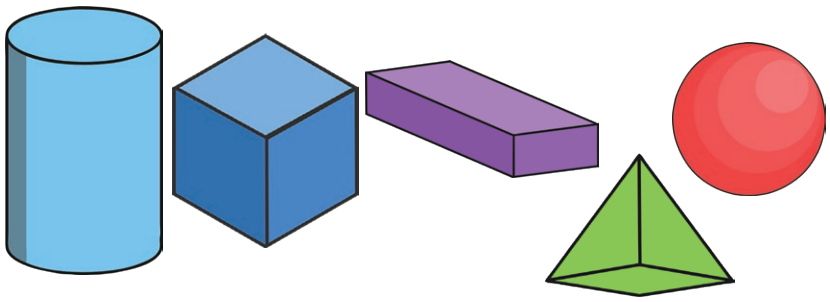
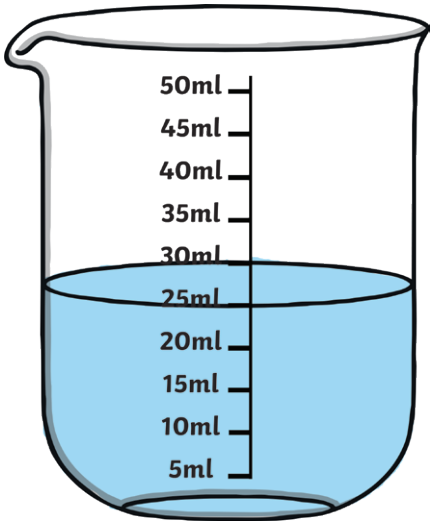
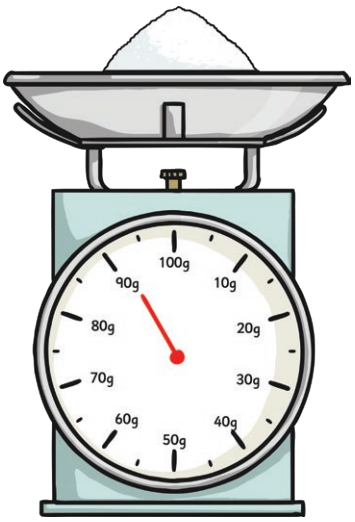
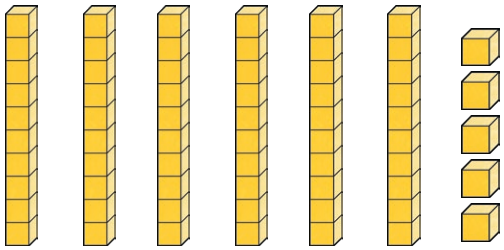
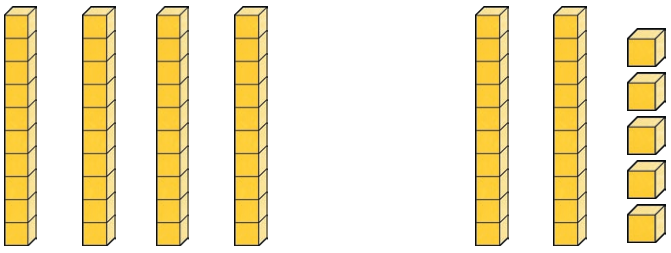
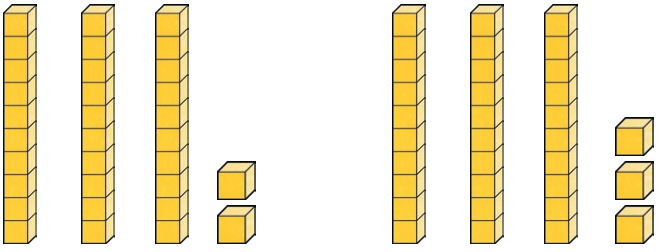
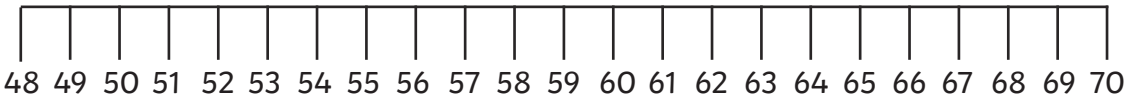
End of KS1 Expectations - Maths (with Worked Examples)

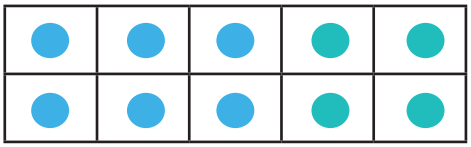
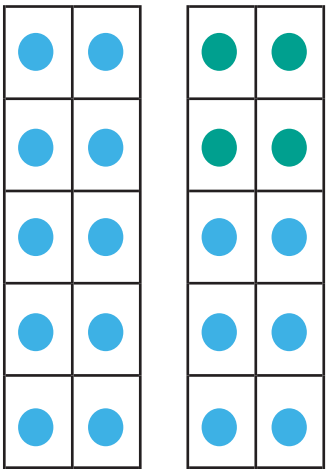
Working Towards the Expected Standard		Example
1	Read and write numbers in numerals up to 100.	Can you read...? 17 21 89 Can you write...? 90 54 13?
2	Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.	25 = 20 and 5 Tens Ones  **25**
3	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 (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30).	23 + 5 = 28 "I put 23 in my head and counted on 5 fingers." 88 - 30  **88** "78, 68, 58. It's 58."

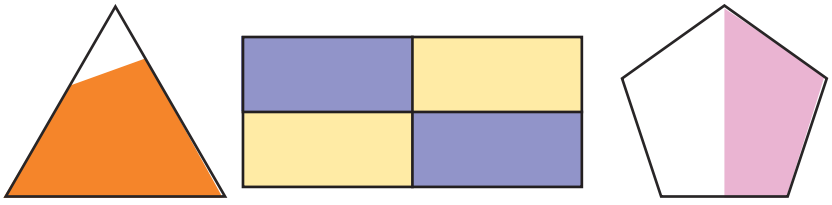
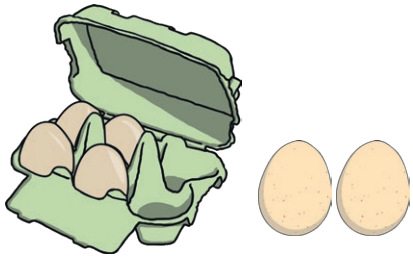
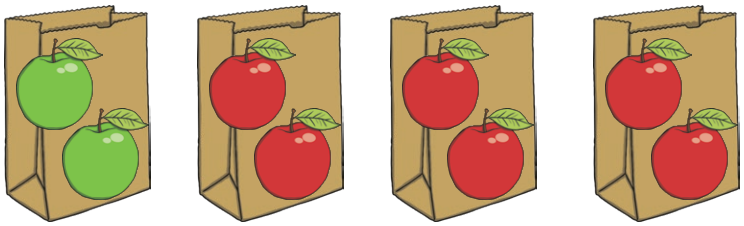
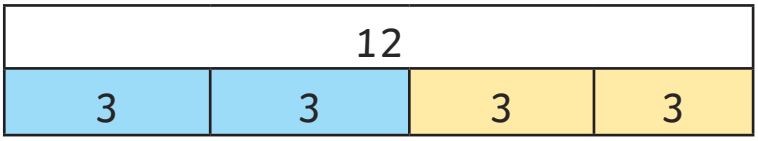
4	Recall at least four of the six number bonds to 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4).	  4 + 6 = 10 6 + 4 = 10 10 - 6 = 4 10 - 4 = 6
5	Count in twos, fives and tens from 0 and use this to solve problems.	How many shoes are there altogether?  Alex has 6 10ps. How much money does he have?  Alice buys 9 packets of crayons. How many crayons does she have?
6	Know the value of different coins.	 Can you point to the 1p? Can you point to the 20p? What is the value of this coin? 
7	Name some common 2-D and 3-D 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).	I know this is a triangle because it has 3 sides.  

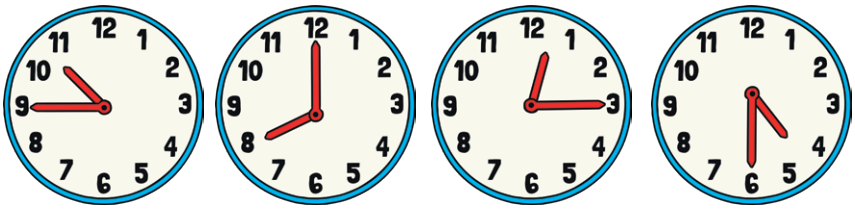
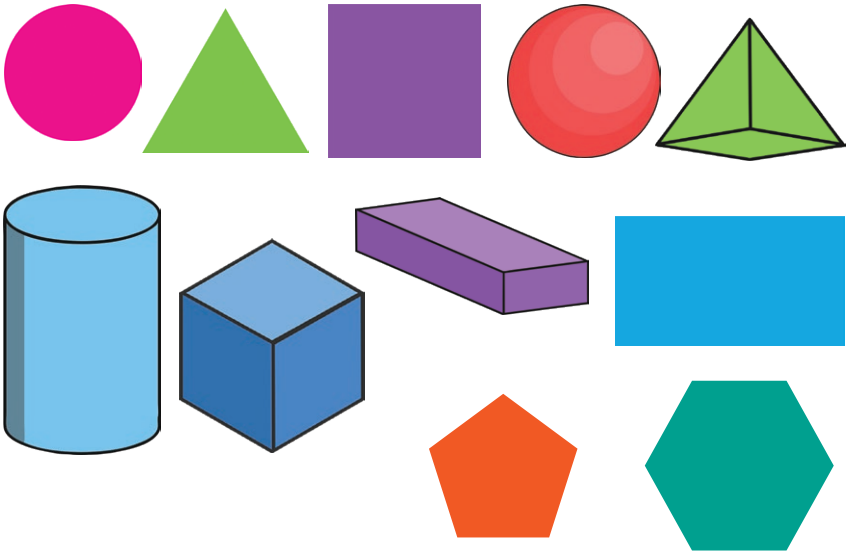
	Working at the Expected Standard	Example
1	Read scales in divisions of ones, twos, fives and tens.	How much water is in the beaker?  How much flour is on the scales? 
2	Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	65 can be:  60 and 5  40 and 25  32 and 33

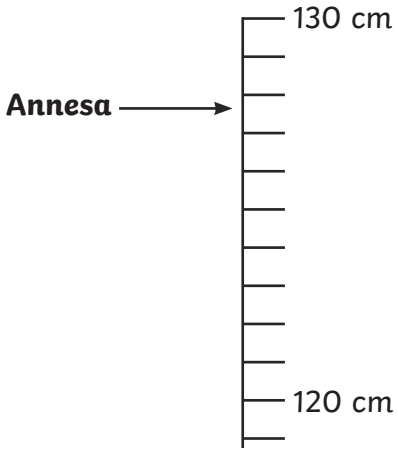
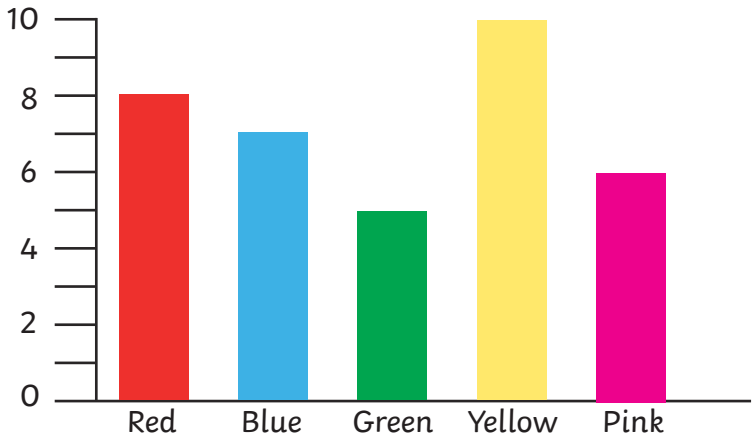
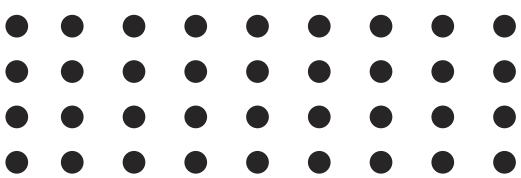
3	Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17).	48 + 20 = 68 68 + 2 = 70 70 + 6 = 76 62 – 2 = 60 60 – 5 = 55



4	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).	If we know that 6 + 4 = 10, what else do we know?  What can you see now? Can you write some more sentences? 

5	Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	How many 2s make 24? If 5 × 6 = 30, can you work out 6 × 5? There are 10 sweets in each packet. How many packets do I need to buy to have 70 sweets?
6	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.	Which shapes are $\frac{1}{2}$ shaded? Can you explain why? Which are not $\frac{1}{2}$ shaded? Can you explain why?  Can you use the words 'whole', 'equal parts', 'half', 'quarter', 'third', 'two quarters' and 'three quarters' to describe these pictures?   

7	Use different coins to make the same amount.	Can you find some different ways to make 23p with just these coins? 
8	Read the time on a clock to the nearest 15 minutes.	Can you read the time on the clocks? 
9	Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	Can you find a shape that has a line of symmetry? What is this shape called? Can you describe these shapes using some of these words...? sides, vertices, edges, faces 

	Working above the Expected Standard	Example
1	Read scales* where not all numbers on the scale are given and estimate points in between.	How tall is Aneesa?  How many children chose green as their favourite colour? 
2	Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.	If I know 10 × 5, how might I work out 15 × 5 or 20 × 5? What is 20 ÷ 2? How could you use this fact to work out 60 ÷ 2?  Can you use your 2 times table to work out the number of dots without counting them all? What is the quickest way you can find?

3	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + •; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.).	Ben thinks of a number and subtracts 5 from it. "My number is now $\frac{1}{2}$ of 18." What number did Ben think of? Ben is 5 years older than Harry. Phil is 4 years younger than Ben. If Ben is 17, how old are the other 2 boys? 52 – 17 = 22 + ? + ? Can you find different ways to solve this?
4	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?').	Aima goes to the shops. She buys a cake for 45p and a packet of crisps for 28p. She now has 23p. How much money did she have to begin with? I need 54 balloons for the party. I want to waste as few as possible. Should I buy packets with 10 in or packets with 5 in and how many packets will I need to buy? 
5	Read the time on a clock to the nearest 5 minutes.	What time do the clocks show? 

6	Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D 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).	What is the same and what is different about these shapes? Think of as many things as you can.  Can you do the same for these shapes?