Optional Record Sheet for KS1 Mathematics Teacher Assessment

Name:

	The pupil can:		Evidence	Criteria Met
Working towards the expected standard	• demonstrate an understanding of place value, though may still need apparatus to support them			
	• count from 0	in twos		
		in fives		
		in tens		
	• use counting strategies to solve problems			
	• read and write numbers correctly in numerals up to 100			
	• use number bonds and related subtraction facts within 20			
	• add and subtract	a two digit number and ones		
		a two digit number and tens where no regrouping is required		
		demonstrate their method using concrete operations or pictorial representations		
	• recall doubles and halves to 20			
	recognise and name shapes from a group of shapes or pictures of the shapes	triangles, rectangles, squares, circles		
		cuboids, cubes, pyramids, spheres		

	The pupil can:		Evidence	Criteria Met
Working at the expected standard	partition two-digit numbers into different combinations of tens and ones. This may include using apparatus			
	add 2 two digit numbers within 100 and can demonstrate their method using concrete apparatus or pictorial representations			
	use estimation to check that their answers to a calculation are reasonable			
	subtract mentally a two-digit number from another two- digit number when no regrouping is required			
	recognise the inverse relationships between addition and subtraction	use this to check calculations		
		work out missing number problems		
	recall and use multiplication and division facts to solve simple problems, demonstrating an understanding of commutativity as necessary	2x		
		5x		
		10x		
	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			
	use different coins to make the same amount			
	read scales in a practical situation where all numbers on the scale are given	in divisions of ones/twos		
		fives/tens		
	read the time on the clock to the nearest 15 minutes			
	describe properties of shapes	2D		
		3D		

	The pupil can:	Evidence	Criteria Met
Greater Depth	reason about addition		
	use multiplication facts to make deductions outside known multiplication facts		
	work out mental calculations where regrouping is required		
	solve more complex missing number problems		
	determine remainders given known facts		
	solve word problems that involve more than one step		
	recognise relationships between addition and subtraction		
	rewrite addition statements as simplified multiplication statements		
	find and compare fractions of amounts		
	read the time on the clock to the nearest 5 minutes		
	read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given		
	describe similarities and differences of shape properties		