End of KS1 Expectations Interim Assessment Sheet - Maths Child friendly Version

	Working Towards the Expected Standard	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Achieved and Evidenced
1	I can read and write numbers in numerals up to 100.							
2	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.							
3	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).							
4	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).							
5	I can count in twos, fives and tens from 0 and use this to solve problems.							
6	I know the value of different coins.							
7	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								
1	I can read scales in divisions of ones, twos, fives and tens.							
2	I can partition any two-digit number into different combinations of tens and ones, explaining my thinking verbally, in pictures or using apparatus.							
3	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).							

4	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) .								
5	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.								
6	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.								
7	I can use different coins to make the same amount.								
8	I can read the time on a clock to the nearest 15 minutes.								
9	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									
1	I can read scales where not all numbers on the scale are given and estimate points in between.								
2	I can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.								
3	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.).								
4	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?').								
5	I can read the time on a clock to the nearest 5 minutes.								
6	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).								