**Maths Moderation Using the Teacher Assessment Framework**

**Key Stage 1 – Working Towards the Expected Standard**

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| **Assessment requirement** | **Evidence** |
| Read and write numbers in numerals up to 100 |  |
| 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 (For example, base 10 apparatus.) |  |
| 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) |  |
| 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)  Key number bonds to 10 are: 0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5. |  |
| Count in twos, fives and tens from 0 and use this to solve problems |  |
| Know the value of different coins |  |
| 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). |  |

**Maths Moderation Using the Teacher Assessment Framework**

**Key Stage 1 – Working at the Expected Standard**

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| **Assessment requirement** | **Evidence** |
| Read scales in divisions of ones, twos, fives and tens  The scale can be in the form of a number line or a practical measuring situation. |  |
| Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus |  |
| 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) |  |
| 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) |  |
| Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary |  |
| Identify 1/3 , 1/4 , 1/2 , 2/4 , 3/4 of a number or shape, and know that all parts must be equal parts of the whole |  |
| Use different coins to make the same amount |  |
| Read the time on a clock to the nearest 15 minutes |  |
| Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry |  |

**Maths Moderation Using the Teacher Assessment Framework**

**Key Stage 1 – Working at Greater Depth within the Expected Standard**

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| **Assessment requirement** | **Evidence** |
| Read scales where not all numbers on the scale are given and estimate points in between  The scale can be in the form of a number line or a practical measuring situation. |  |
| Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts |  |
| 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.) |  |
| 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?’) |  |
| Read the time on a clock to the nearest 5 minutes |  |
| 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) |  |