

Pre-Key Stage 2 Standards – Maths

Standard 1	The pupil can:	D	S	E
	<ul style="list-style-type: none"> demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) 			
	<ul style="list-style-type: none"> distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects 			
	<ul style="list-style-type: none"> demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil). 			

Standard 2	The pupil can:	D	S	E
	<ul style="list-style-type: none"> identify the big or small object from a selection of two 			
	<ul style="list-style-type: none"> sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles) 			
	<ul style="list-style-type: none"> say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) 			
	<ul style="list-style-type: none"> demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked 			
	<ul style="list-style-type: none"> copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.). 			

Standard 3	The pupil can:	D	S	E
	<ul style="list-style-type: none"> identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10 			
	<ul style="list-style-type: none"> demonstrate an understanding that the last number counted represents the total number of the count 			
	<ul style="list-style-type: none"> use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present 			
	<ul style="list-style-type: none"> copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.). 			

Standard 4	The pupil can:	D	S	E
	• read and write numbers in numerals from 0 to 9			
	• demonstrate an understanding of the mathematical symbols of add, subtract and equal to			
	• solve number problems involving the addition and subtraction of single-digit numbers up to 10			
	• demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$)			
	• demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$)			
	• demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$)			
	• demonstrate an understanding that the total number of objects changes when objects are added or taken away			
	• demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away			
	• count to 20, demonstrating that the next number in the count is one more and the previous number is one less			
• recognise some common 2-D shapes.				

Standard 5 (working towards the KS1 expected standard)	The pupil can:	D	S	E
	• 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			
	• 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 $10 - 6 = 4$)			

	<ul style="list-style-type: none"> count in twos, fives and tens from 0 and use this to solve problems 			
	<ul style="list-style-type: none"> know the value of different coins 			
	<ul style="list-style-type: none"> 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). 			

Standard 6 (working at the KS1 expected standard)	The pupil can:	D	S	E
	<ul style="list-style-type: none"> read scales in divisions of ones, twos, fives and tens 			
	<ul style="list-style-type: none"> partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus 			
	<ul style="list-style-type: none"> add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) 			
	<ul style="list-style-type: none"> 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 $17 - 3 = 14$) 			
	<ul style="list-style-type: none"> recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary 			
	<ul style="list-style-type: none"> identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole 			
	<ul style="list-style-type: none"> use different coins to make the same amount 			
	<ul style="list-style-type: none"> read the time on a clock to the nearest 15 minutes 			
	<ul style="list-style-type: none"> name and describe properties of 2-D and 3-D shapes. 			

D = Developing, S = Secure, E = Exceeding