

# Key Stage 1 Teacher Assessment Framework for Maths (from 2018/19) Linked to the DfE Mathematics Guidance [Ready to Progress Criteria](#)

Working TOWARDS the expected standard	Working AT the expected standard	Working at GREATER DEPTH
read and write numbers in numerals up to 100 (1NPV-1)		
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 (2NPV-1 standard partitioning)	partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus (2NPV-1 standard & non-standard partitioning)	
add and subtract two-digit numbers and ones, and two-digit numbers and tens, where <b>no regrouping is required</b> , explaining their method verbally, in pictures or using apparatus (eg $23 + 5$ ; $46 + 20$ ; $16 - 5$ ; $88 - 30$ ) (2AS-3)	add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (eg $48 + 35$ ; $72 - 17$ ) (2AS-4)	use reasoning about numbers and relationships to solve more complex problems and explain their thinking (eg $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.') (2AS-2)
recall at least four of the six number bonds for 10 and reason about associated facts (eg $6 + 4 = 10$ , therefore $4 + 6 = 10$ and $10 - 6 = 4$ ) (1NF-1 & 2NF-1)	recall all number bonds to and within 10 (2NF-1) and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (2AS-1) (eg 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 $17 - 3 = 14$ )	
count in twos, fives and tens from 0 and use this to solve problems (1NF-2)	recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary (2MD-1 & 2MD-2)	recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts (2MD-1 & 2MD-2)
		solve unfamiliar word problems that involve more than one step (eg 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
know the value of different coins (1NF-2)	use different coins to make the same amount (2AS-3)	
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 (eg triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres) (1G-1 & 2G-1)	name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry (2G-1) 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	describe similarities and differences of 2-D and 3-D shapes, using their properties (eg 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). (2G-1)
	read the time on a clock to the nearest 15 minutes	read the time on a clock to the nearest 5 minutes
	read scales in divisions of ones, twos, fives and tens (2NPV-2)	read scales where not all numbers on the scale are given and estimate points in between (2NPV-2)