



Pre Key Stage One Standards

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5 (working towards the KS1 expected standard)	Standard 6 (working at the KS1 expected standard)
<p>The pupil can:</p> <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 for another, during a role-play activity) • Distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects • Demonstrate and understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil) 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Identify the big or small object from a selection of two • Sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles) • Say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) • Demonstrate an understanding of the concept of numbers up to 5 by putting together the right 	<p>The pupil can:</p> <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 • Demonstrate an understanding that the last number counted represents the total number of the count • Use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how 	<p>The pupil can:</p> <ul style="list-style-type: none"> • 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 	<p>The pupil can:</p> <ul style="list-style-type: none"> • 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 one, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Read scales in divisions of ones, twos, fives and tens • 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



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	<p>number of objects when asked</p> <ul style="list-style-type: none">• Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange etc.)	<p>many are now present</p> <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.)	<p>(e.g. $2+2=4$ and $3+1=4$)</p> <ul style="list-style-type: none">• Demonstrate an understanding of the commutative law (e.g. $3+2=5$, therefore $2+3=5$)• 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	<p>apparatus(e.g. $23+5$; $46+20$; $16-5$; $88-30$)</p> <ul style="list-style-type: none">• 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 $10-6=4$)• 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)	<p>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 $17-3=14$)</p> <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• 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
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			<ul style="list-style-type: none">• Recognise some common 2-D shapes		<p>be equal parts of the whole</p> <ul style="list-style-type: none">• 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
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