

# 2018–19 Maths Exemplification Overview

The following tables contain the statements for each standard from the 2018-19 Teacher Assessment Framework. The tables provide a checklist to demonstrate which statements have been met for each piece of work and can be used as a cross-reference tool to help identify examples of statements across the collection of work.

End of Key Stage 1 Statutory Assessment	Working Towards the Expected Standard						
Name:	A	B	C	D	E	F	Collection
The pupil can, after discussion with the teacher:							
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, e.g. base ten 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.							
recall at least four of the six number bonds for 10 and reason about associated facts.							
count in twos, fives and tens from 0 and use this to solve problems.							
know the value of different coins.							
name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of the properties.							

End of Key Stage 1 Statutory Assessment	Working at the Expected Standard						
Name:	A	B	C	D	E	F	Collection
The pupil can, after discussion with the teacher:							
read scales in divisions of ones, twos, fives and tens.							
partition a 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, explain their method verbally, in pictures or using apparatus.							
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.							
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 be equal parts of a 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 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.							

End of Key Stage 1 Statutory Assessment	Working at Greater Depth within the Expected Standard						
Name:	A	B	C	D	E	F	Collection
The pupil can, after discussion with the teacher:							
read scales (on a number line, a practical situation or graph axis) where not all numbers on the scale are given and estimate points in between.							
recall and use multiplication and division facts for 2, 5 and 10 and make deductions of outside known multiplication facts.							
use reasoning about numbers and relationships to solve more complex problems and explain their thinking.							
solve unfamiliar word problems that involve more than one step.							
read the time on a clock to the nearest 5 minutes.							
describe the similarities and differences of 2D and 3D shapes, using their properties.							