



Working at the expected standard

WX1. The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).	
WX2. The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.	
WX3. The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).	
WX4. The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).	
WX5. The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).	
WX6. The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).	
WX7. The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.	
WX8. The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).	
WX9. The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).	
WX10. The pupil can read the time on the clock to the nearest 15 minutes.	
WX11. The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).	

Possible Assessment Activities

WX1. The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).

Resources required

a pack of 2 digit number cards to 100, base 10 or place value counters

Assessment Challenge: I can partition numbers in different ways

Take a digit card and think of 4 different ways to partition that number



$$48$$

$$40 + 8 = 48$$

$$30 + 18 = 48$$

$$20 + 28 = 48$$

$$10 + 38 = 48$$



WX2a. The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.

Resources required

Challenge cards

Assessment Challenge: I can count in 2s, 5s and 10s,

Take a challenge card and use addition to find the answer. Remember to show how you worked it out.

e.g.

Can I add?

$$50 + 26 = 76$$

50 20 6

Supporting Challenge Cards

Challenge $36 + 24$	Challenge $47 + 34$	Challenge $77 + 13$	Challenge $14 + 39$
Challenge $28 + 23$	Challenge $54 + 40$	Challenge $30 + 53$	Challenge $29 + 29$

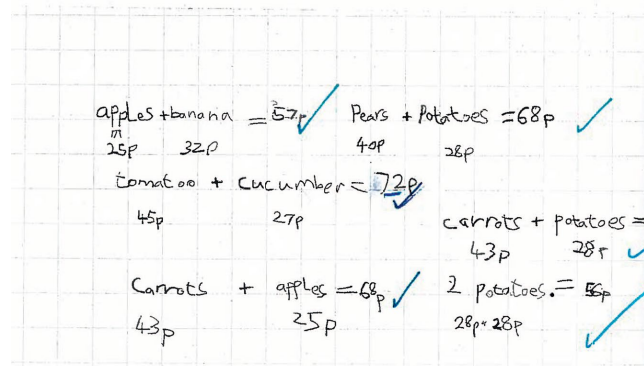
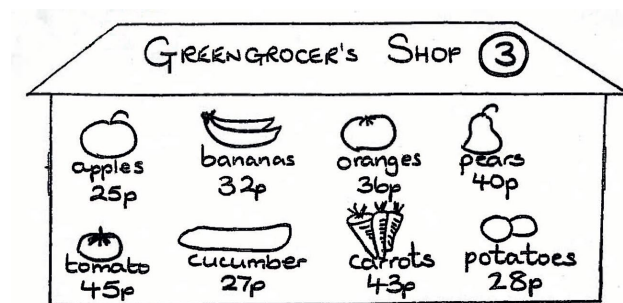
WX2b. The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.

Resources required

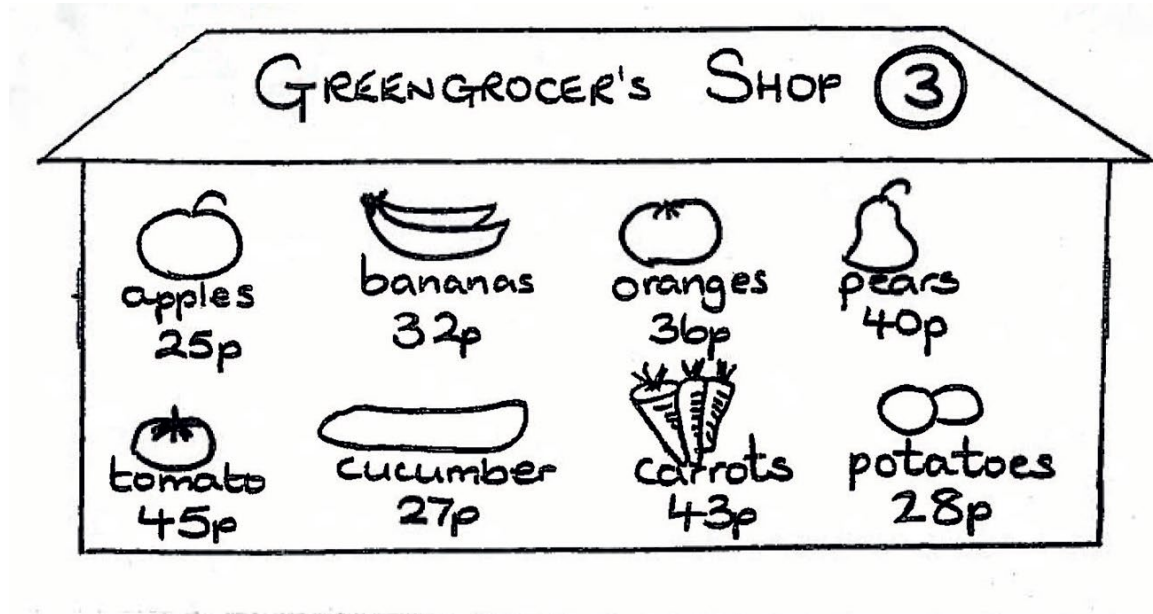
Grocers shop resource

Assessment Challenge: I can add 2 digit numbers









Pick 2 items you would like to buy from the shop. Add them together to see how much you spent.



Supporting Resource



A hand-drawn price list for a shop named 'GREENGROCER'S SHOP'. The shop name is written on a sign above the list. The list is organized into two rows and four columns. Each item is represented by a simple drawing, followed by the item name and its price in pence (p).

GREENGROCER'S SHOP ③			
 apples 25p	 bananas 32p	 oranges 36p	 pears 40p
 tomato 45p	 cucumber 27p	 carrots 43p	 potatoes 28p

WX3a. The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).

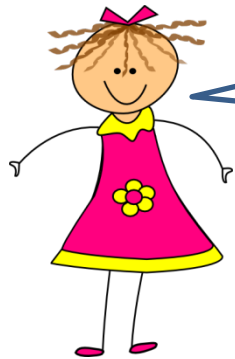
Resources required

Assessment Challenge: I can estimate the answer to a calculation

Conjectures

Tilly has been given the calculation $41 + 21$

She says;



**The answer will
be about 60
because $40 + 20$ is
60**

Do you agree with her? Explain your answer.

Can you estimate the answer to this calculation. $39 + 22$ Explain your estimation

WX3b. The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).

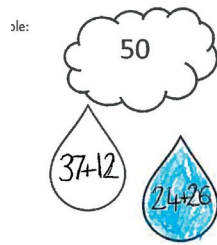
Resources required

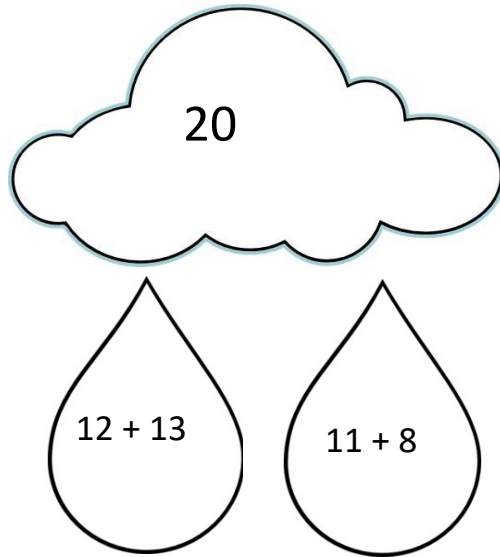
Estimation task sheet

Assessment task: I can use estimation to check calculation answers

Colour the raindrop you estimate to be correct in each example.

e.g.

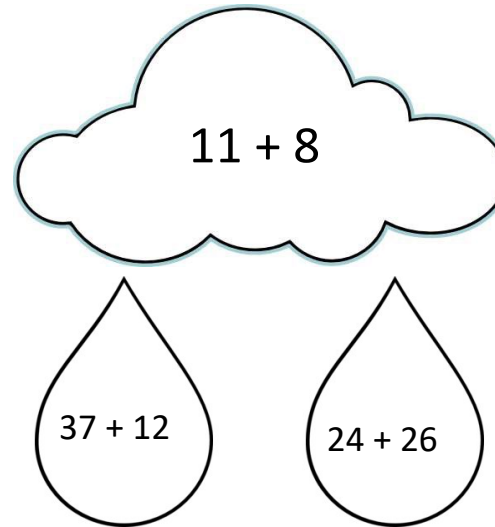




20

$12 + 13$

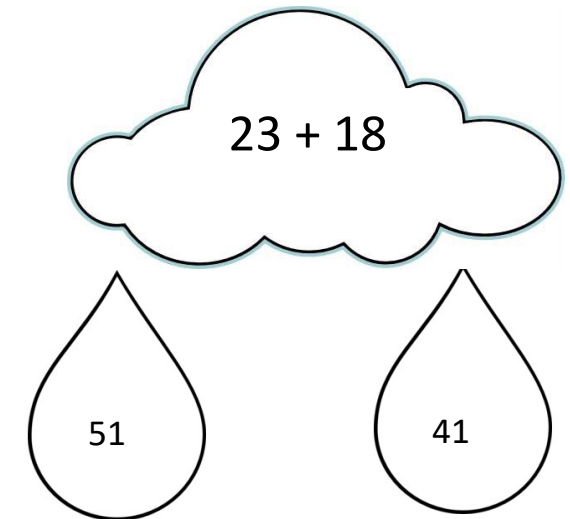
$11 + 8$



$11 + 8$

$37 + 12$

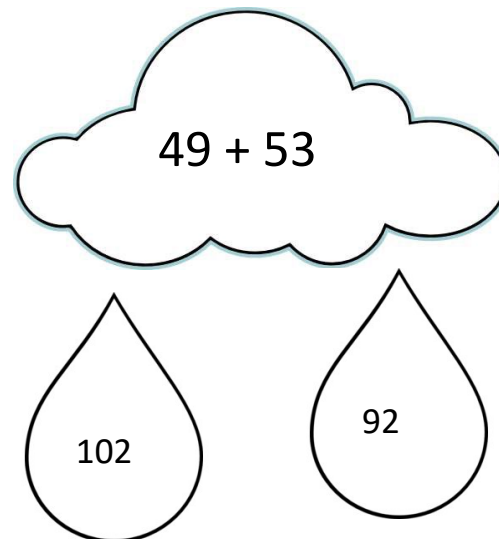
$24 + 26$



$23 + 18$

51

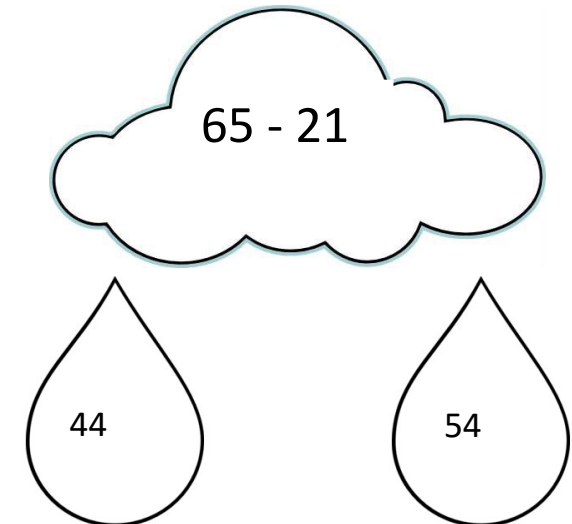
41



$49 + 53$

102

92



$65 - 21$

44

54

WX4. The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).

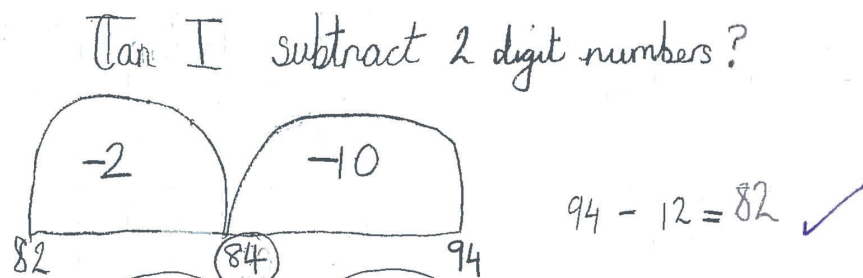
Resources required

Challenge cards

Assessment Challenge: I can subtract 2 digit numbers

Pick a challenge card to solve. You can use apparatus, number squares or number lines to help you.

e.g.



Supporting Challenge Cards

Challenge 56 - 23	Challenge 38 - 12	Challenge 54 - 23
Challenge 43 - 21	Challenge 72 - 21	Challenge 40 - 34

WX5. The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).

Resources required

Pokemon Challenge cards

Assessment Challenge: I can add and subtract 2 digit numbers

Pokemon challenge


Take a pokemon challenge card. Use your knowledge of inverse to work out the missing number















e.g.

$$\underline{\quad} + 12 = 39$$

$$39 - 12 = \underline{\quad}$$

$$39 - 12 = \mathbf{27}$$

39	
	12

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$39 = 24 +$ 	<table border="1"><tr><td colspan="2" style="text-align: center;">64</td></tr><tr><td style="text-align: center;"></td><td style="text-align: center;">23</td></tr></table>	64			23	<table border="1"><tr><td colspan="2" style="text-align: center;">66</td></tr><tr><td style="text-align: center;">35</td><td style="text-align: center;"></td></tr></table>	66		35	
64										
	23									
66										
35										

WX6a. The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).

Resources required

Series of number cubes or arrays that pupils can use to investigate linked multiplications

Assessment Challenge: I can find linked multiplication and division facts

Take one of the block sets. What multiplication and division facts can you see?

e.g.

$$5 \times 4 = 20$$

$$20 \div 5 = 4$$

$$4 \times 5 = 20$$

$$20 \div 4 = 5$$



WX6b. The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).

Resources required

Multiplication and division fact cards

Assessment Challenge: I can sort multiplication and division cards

Tilly has been doing some calculating. Some of her answers are right and some are wrong.

Can you sort them in to calculations which are correct and calculations which are wrong?





Supporting resources

$4 \times 5 = 25$	$6 \times 2 = 12$	$4 \times 10 = 20$	$3 \times 5 = 15$
$30 \div 5 = 5$	$18 \div 2 = 9$	$50 \div 5 = 8$	$60 \div 10 = 6$
$7 \times 2 = 15$	$5 \times 5 = 20$	$40 \div 10 = 3$	$50 \div 5 = 10$



WX7a. The pupil can identify $\frac{1}{3}$, $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{4}$ $\frac{1}{4}$ and knows that all parts must be equal parts of the whole.

Resources required

Fraction challenge cards

Assessment Challenge: I can identify fractions of different shapes

Take a fraction challenge card

How many ways can you make $\frac{1}{2}$, how many ways can you make $\frac{1}{4}$?



WX7b. The pupil can identify $\frac{1}{3}$, $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{4}$ $\frac{1}{4}$ and knows that all parts must be equal parts of the whole.

Resources required

Fraction bar strips , target questions

Assessment Challenge: I can identify fractions of different shapes

Take the fraction strips. Fold them to show the following fractions

I can show 1 whole

I can show halves

I can show quarters

Your teacher will then ask you some questions about your fractions.

Supporting resources – teacher questions

What fractions have you made?

What is the biggest fraction here?

What is the smallest?

Where is $\frac{3}{4}$? Is it bigger or smaller than a half?

Can you see any fractions that take up the same amount of space?

WX8a. The pupil can use different coins to make the same amount

(e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).

Resources required

Coins

Assessment Challenge: I can use different coins to make the same amount

Can you solve this challenge



The bag of sweets costs 45p

How many different ways can you find to pay for the sweets, using **only** silver coins?

WX8b. The pupil can use different coins to make the same amount

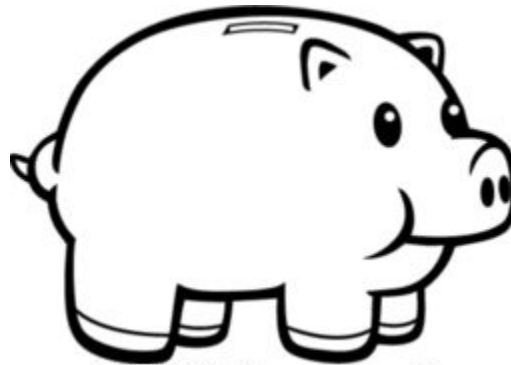
(e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).

Resources required

Coins

Assessment Challenge: I can use different coins to make the same amount

How many ways can you make 50p pocket money for the piggy banks?

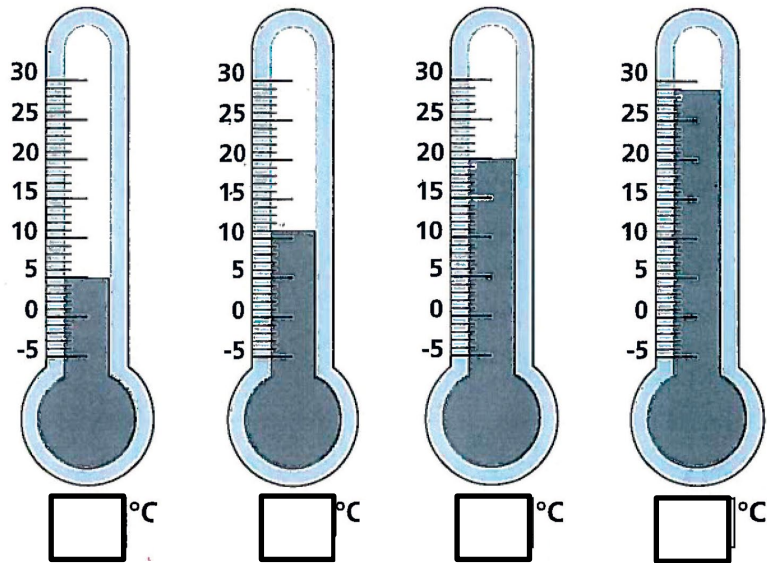


WX9. The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).

Resources required

Assessment Challenge: I can read scales

Can you read these thermometers



WX9. The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).

Resources required

Measuring jugs, range of 5 items that capacity can be measured e.g. bottles, pots

Assessment Challenge: I can read scales

Your teacher will support you with this task.

Look at the items in front of you. How could you measure how much they hold?

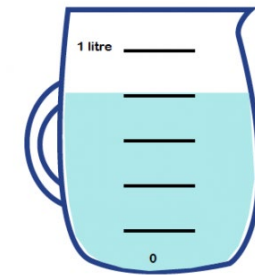
Which do you think holds the most water?

Which do you think holds the least water?

Can you put the items in order of which you think will hold the least to the one which you think will hold the most?

Measure the capacity of the items

Record their capacity



	1 (smallest capacity)	2	3	4	5 (largest capacity)
Item					
Capacity measurement					

WX10. The pupil can read the time on the clock to the nearest 15 minutes.

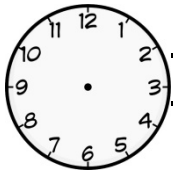
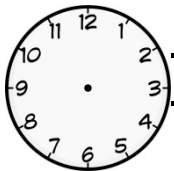
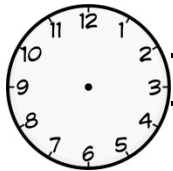
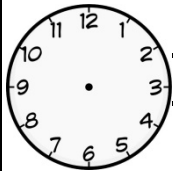
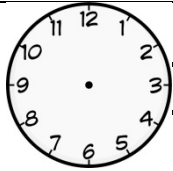
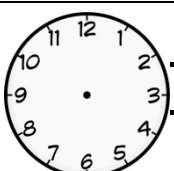
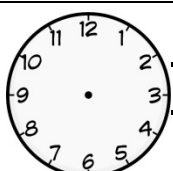
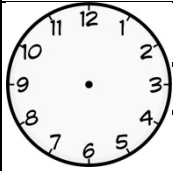
Resources required

Draw the correct times on the clocks before photocopying

Assessment Challenge: I can read the time to the nearest 15 minutes

Can you order the key events in the day

Get up, play time, home time, Go to school, lunchtime, bed time, breakfast, dinner time

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