Working towards the expected standard

1. The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36).	
2. The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).	
3. The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).	
4. The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?).	
5. The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations.	
6. The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).	
7. The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.	

Possible Assessment Activities

WT 1a. I can demonstrate an understanding of place value, though may still need to use apparatus to support them

(e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36).
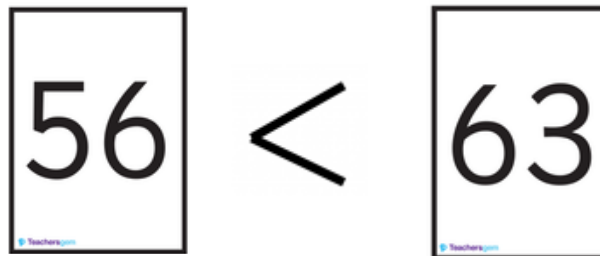
Resources required

a pack of 2 digit number cards to 100

Assessment Challenge: I can use the < , > and = symbols when I compare numbers

Take two cards and use the symbols to make a statement which is correct

example

56 < 63

WT2a. The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems

(e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
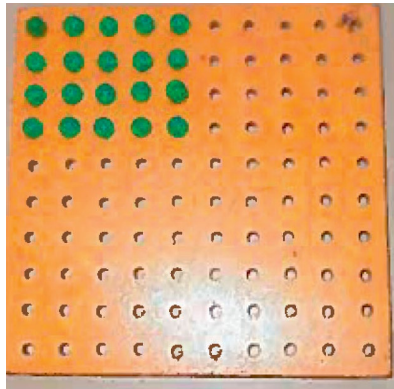
Resources required

Peg boards and pegs, cards with different counting challenges e.g. 4 2s or 3 x 5 or 6 lots of 10

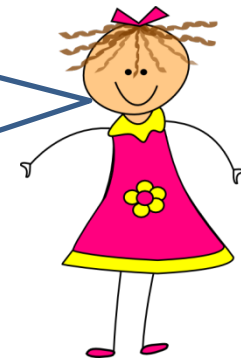**Assessment Challenge: I can count in 2s, 5s and 10s,**

Take a challenge card and make the array on your peg board. Use your counting skills to work out the answer.

e.g.

Challenge

Make 4 5s

5, 10, 15, 20… there are 20 pegs

WT 2a. Supporting Challenge Cards

Challenge make 6 x 2	**Challenge** make 7 2s	**Challenge** make 4 groups of 2	**Challenge** make 6 2s
Challenge make 5 x 10	**Challenge** make 3 5s	**Challenge** make 6 groups of 5	**Challenge** make 4 5s
Challenge make 3 x 5	**Challenge** make 5 2s	**Challenge** make 7 groups of 5	**Challenge** make 5 x 5

WT2b. The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems

(e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).

Resources required

counting challenge cards

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

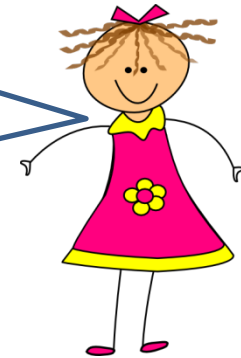Take a challenge card and use pictures and your counting skills to solve the puzzles

WT 2a. Supporting Challenge Cards

How many wheels do 5 bikes have?	How many eyes do 7 puppies have?	How many fingers do 6 children have?
How much do 8 10p toffees cost?	How much do 3 5p lollies cost?	If each runner wins 10 points, how many points do 4 runners get?

WT3a. The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).

Resources required

100 square, Whiteboard and a barrier

Assessment Challenge: I can read and write numbers to 100

Assessment Game: Number battle.

You will need 2 players.

Put the divide between you so your partner can't see your work

Partner 1 has a 100 square

Parter 2 has a whiteboard

Partner 1 picks a number from their 100 square and says it out loud.

Partner 2 tries to write that number on the board

If both numbers are the same both partners get a point.

If one is wrong see if you can work out where you went wrong.

WT4. The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?).

Resources required

2 packs of number cards to 20 1 for the teacher one for the pupil

Assessment Challenge: I can make any number bond within 20

Assessment Game: Challenge tennis

Pick a number card from the pack, this is your starting card

Your teacher will then show you the challenge card. This is the number you are trying to reach

To win a point work out what you have to add or subtract from your starting number to make the number on the challenge card

e.g.

+ 6

I have to add 6

11 + 6 =17

11

Challenge card

17

WT5. The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations.

Resources required

Challenge cards

Assessment Challenge: I can add and subtract 2 digit numbers

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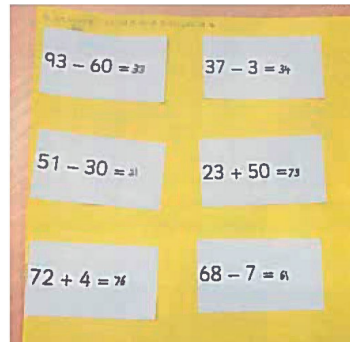
Supporting Challenge Cards

Challenge	Challenge	Challenge
23 + 12	56 + 30	67 – 6
Challenge	Challenge	Challenge
36 – 12	45 + 23	45 - 11
Challenge	Challenge	Challenge
66 + 21	34 – 20	62 - 20

WT6a. The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).

Resources required

Domino Challenge cards

Assessment Challenge: I can add and subtract 2 digit numbers
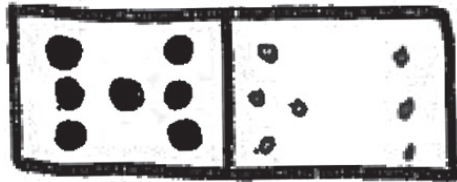
Double Domino Challenge

Take a domino challenge card. Finish the domino so that it is a double, then add the numbers together to work out the total
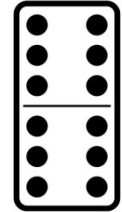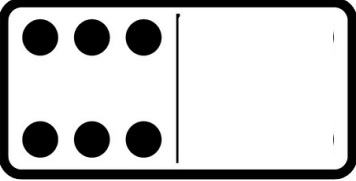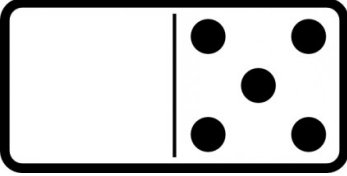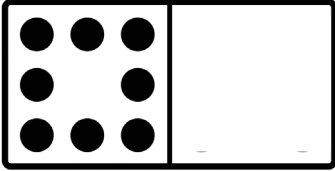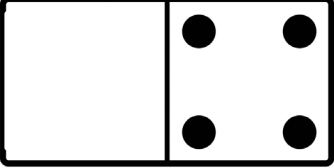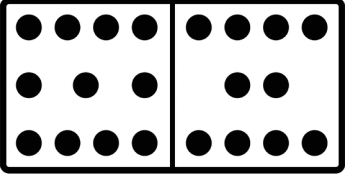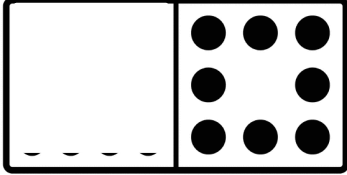
e.g.
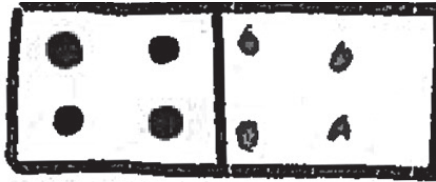
double 4 = 8

double 7 = 14

Domino double challenge cards

WT6b. The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
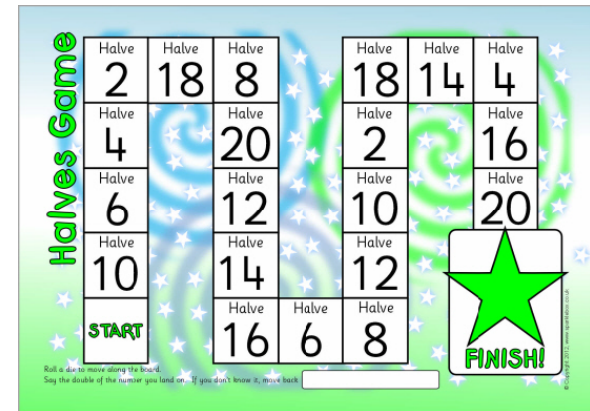
Resources required

Double and Halves board game, dice , counters

Assessment Game: Halves and double board games

Roll the dice

Move to the spot

solve the challenge to get a point

Board game resource

Halves Game

Halve 2	Halve 18	Halve 8		Halve 18	Halve 14	Halve 4
Halve 4		Halve 20		Halve 2		Halve 16
Halve 6		Halve 12		Halve 10		Halve 20
Halve 10		Halve 14		Halve 12		⭐
START		Halve 16	Halve 6	Halve 8		FINISH!

Roll a die to move along the board.
Say the double of the number you land on. If you don't know it, move back

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