Interim pre-key stage 1 standards

Key Stage 1 Maths	
Standard 1	
The pupil can:	
· demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item 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 an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).	
Standard 2	
The pupil can:	
· 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 number of objects when asked	
· copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).	
Standard 3	
The pupil can:	
· 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 many are now present	
· copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.).	
Standard 4	
The pupil can:	
· 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 (e.g. 2 + 2 = 4 and 3 + 1 = 4)	
· demonstrate an understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5)	
· demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if 3 + 2 = 5, then 5 – 2 = 3)	
· 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	
· recognise some common 2-D shapes.	