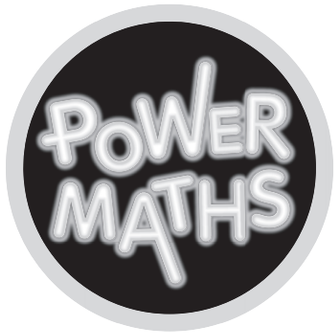

Year group:	1
Type of test:	End of Half Term
Term:	Autumn 1
Test content:	Reasoning
Power Maths topic:	Book 1A, Units 1–3

Q	ANSWER	MARK	INCORRECT ANSWERS AND MISCONCEPTIONS	EVIDENCE OF GREATER DEPTH
1	**9**	1	**Possible incorrect answer 1 (An answer like this may suggest children have subtracted 4 from 5)** When using a ten frame, children may not realise it is not important which counters are coloured or filled in for a certain amount to be successfully counted. This topic is covered in Unit 1, Lesson 2.	Children can correctly count a group of objects up to and including 10. Children can relate the abstract numeral to a group of concrete objects.
2	**2**	1	**Possible incorrect answer 12 (An answer like this may suggest children have added 7 and 5 together)** When using a ten frame, children may not realise it is not important which counters are coloured or filled in for a certain amount to be successfully counted. This topic is covered in Unit 1, Lesson 2.	Children can correctly count a group of objects up to and including 10. Children can relate the abstract numeral to a group of concrete objects and can recognise that adding one more increases the count by one.
3	**4**	1	**Possible incorrect answer 2 (An answer like this may suggest children have subtracted 1 from 3)** Children may be able to recite counting forwards in ones but may not be able to explain how counting forwards one more actually changes the amount. This topic is covered in Unit 1, Lesson 5.	Children can reliably and confidently count one more from any given number between 0 and 10. Children can explain what 'one more' means in terms of a number's comparative place value.

Q	ANSWER	MARK	INCORRECT ANSWERS AND MISCONCEPTIONS	EVIDENCE OF GREATER DEPTH
4	**6**	1	**Possible incorrect answer 14 (An answer like this may suggest children have added 10 and 4)** Children may confuse the parts and the whole, particularly when the part-whole model is oriented differently. This topic is covered in Unit 2, Lesson 1.	Children can partition numbers to ten using a part-whole model.
5	**2 5 8**	1	**Possible incorrect answer 8 - 5 - 2 (A mistake like this may suggest children have not understood the concept of 'smallest')** Children may lack conceptual understanding of the mathematical vocabulary used in the question. Children may instinctively start with the largest number and list them in decreasing size, regardless of what the question asks. This topic is covered in Unit 1, Lesson 10.	Children can compare more than two amounts and arrange these amounts in both ascending and descending order, justifying their ideas using pictorial representations and concrete materials.
6	**3**	1	**Possible incorrect answer 5 or 1 (An answer like this may suggest children have confused the signs < and >)** Children may not have a deep understanding of numbers from 1 to 10. Children may not be confident using the signs < and >. This topic is covered in Unit 1, Lesson 9.	Children can correctly compare numbers using <, > and =. They link the words 'equal', 'greater/more than' and 'less/fewer than' to the symbols =, > and <.
7	**7**	1	**Possible incorrect answer 13 (An answer like this may suggest children have added instead of subtracting)** Children may have difficulty interpreting the words in a problem that suggest which operation they need to use. Children may interpret the vocabulary 'How many does he give to?' as 'How many have left and gone away', rather than 'How many remain, after some are taken away'. This topic is covered in Unit 3, Lesson 3.	Children can read different contexts and problems, identifying the numbers with which they need to work (including the whole, parts and the whole or part that is unknown) and the operations to be used.

Q	ANSWER	MARK	INCORRECT ANSWERS AND MISCONCEPTIONS	EVIDENCE OF GREATER DEPTH
8	**1, 2 or 3**	1	**Possible incorrect answer 4, 5, 6, 7, 8 or 9 (An answer like this suggests children do not understand the inequalities sign)** Children may not understand the rule of the inequality sign and not realise that the right hand number bond must be less than 9. This topic is covered in Unit 2, Lesson 5.	Children can use the < and > symbols to compare number bond sentences. Children can tackle questions with multiple answers and be systematic with their approach.
9	**5 + 3 = 8** **8 = 5 + 3** **8 = 3 + 5** Note: the latter two additions can be given in either order	2 marks for all 3 1 mark for any 2	**Possible incorrect answer repeats the given calculations or one of their own. (An answer like this may suggest the child did not understand the task or was not able to be organised enough to check)** This topic is covered in Unit 2, Lesson 4.	Children will identify all related number sentences, beginning to do this without the scaffold.

Mark range	Level
0 – 2	Below
3 – 4	Towards
5	Expected
6 – 7	Secure
8	Towards greater depth
9 – 10	Greater depth