



Answers

Page 1 More than and ordering numbers

1. 17 2. 15 3. 50 4. 70

5. 7 8 13 15 6. 53 67 72 80

In year 1 children will be taught to count forwards and backwards up to 100. They will also be taught to identify one more than and one less than a given number.

If your child has found any of the first 4 questions difficult then they will need more practice at both counting and finding one more than a number. Questions 3 and 4 move on to the next whole ten using larger numbers.

Try our worksheets at:

[Year 1 Counting](#)

[Year 1 More Than or Less Than](#)

The key concept with placing numbers in order is that the place a number is in determines its value eg the 6 in 26 has a value of 6, but the 6 in 61 has a value of 60. Question 5 looks at ordering 4 numbers below 20, including teen numbers. With teen numbers the name does not always suggest the place value: eg 15 does not make it clear that the value of the 1 is 10.

Question 6 looks at ordering 4 numbers between 50 and 100.

Further work on ordering numbers can be found at:

[Year 1 Ordering Numbers](#)

Page 2 Less than and ordering numbers on a number grid

7. 24 8. 78 9. 60

10.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



11.

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

If your child has found questions 7 to 9 difficult then they will need more practice at both counting and finding one less than a number. Question 9 moves forward to the next whole ten above.

Further worksheets on less than can be found at:

Year 1 More Than or Less Than

Question 10 and 11 look at completing number grids from 1 to 20 and then 31 to 60. Children should be familiar with number grids and successfully complete the missing numbers.

Further work on number grids can be found at:

Year 1 Counting

Page 3 Counting in twos, fives and tens; understand the relationship between addition and subtraction.

12. 2 4 6 8 10 12 14

13. 5 10 15 20 25 30 35

14. 10 20 30 40 50 60 70

15. 6 16. 4 17. 6 18. 6

19. Any pair of whole numbers that total 13.

Questions 12, 13 and 14 look at counting on in steps of 2, 5 and 10.

Further work on counting in twos, fives and tens can be found at:

Year 1 Counting



Questions 15 to 19 look at simple addition and subtraction with totals up to 20.

Further work on addition and subtraction can be found at:

Year 1 Addition

Year 1 Subtraction

Page 4 Addition and subtraction.

20. 8 21. 18 22. 20 23. 6 24. 4 25. 13 26. 7 27. 10 28. 14

Children are expected to know and use number bonds related to addition and subtraction facts up to 20. Children may appear to know pairs of numbers that make 10 but may not be able to use them to help with other calculations. Simple word problems are also introduced in Year 1. Sometimes problems can arise with reading and understanding terms such as 'how many altogether', 'how many more' etc.

Further work on addition and subtraction can be found at:

Year 1 Addition

Year 1 Subtraction

Page 5 Doubling, halving and multiplication

29. six balls drawn. 30. 10
31. 4 balls coloured. 32. 7 33. 12

Multiplication and division are introduced, usually in a pictorial way and concentrating on doubling and halving. Arrays are also a great help (eg 4 rows of 3)

Further work on multiplication and division can be found at:

Year 1 Multiply and Divide

Page 6 Money

34. 9p 35. 20p 36. £15 37. 10p.

Children should be able to recognise and know the value of different coins and notes. Coins are also great for counting on in 2s, 5s and 10s.

Further work on multiplication and division can be found at:

Year 1 Money

Page 7 Shape and Measurement

38. Check that the shapes have been divided into two equal parts. Children need to understand that halving means dividing into two equal parts, not just two parts.

39. Any two smaller rectangles coloured.

40. a 41. Cake

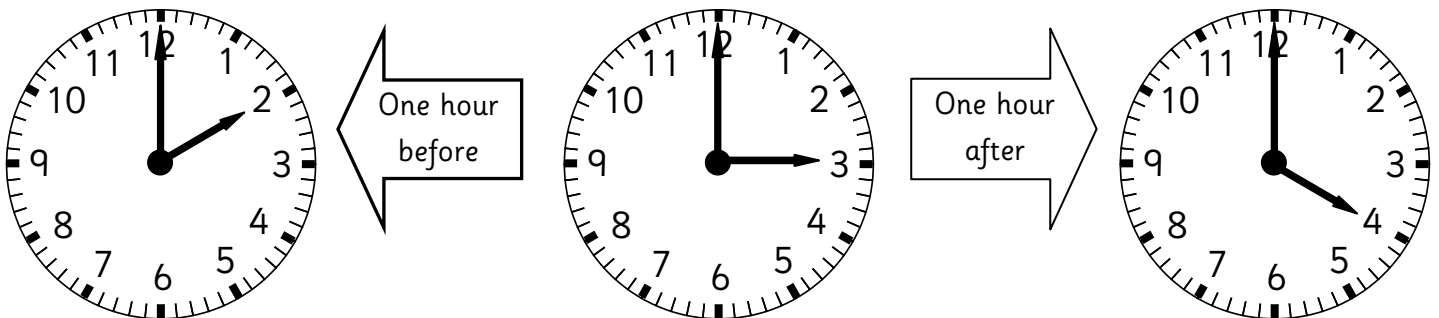
Children will be expected to use terms such as longer, longest, heavier, heaviest etc and compare lengths, weights and capacities.

Further work on Measurement can be found at:

Year 1 Measurement

Page 8 Time

42.



43. half past one half past four

44. circles round I day, 1 month and I year

45. Thursday 46. Thursday

By the end of year 1 children are expected to recognise and use the language related to days of the week and months of the year. They should also be able to read the time to the hour and half past the hour. And draw the hands on a clock face.

Further work on Time can be found at:

Year 1 Time



Page 9 Shape

47. Ticks in A C and E

48. 2 cubes coloured green, the rest coloured red.

By the end of Year 1 children are expected to be able to name common 3-D shapes such as cubes, cuboids, pyramids and spheres. And 2-D shapes such as triangles and squares. It is important that a variety of triangles are introduced to them, not just equilateral/isosceles.

Further work on Geometry (shape) can be found at:

[Year 1 Geometry \(Shape\)](#)

Further guidance

It is suggested that this test is done over several periods of time and could even be done at different times of year. The point of the test is to highlight what children can and can't do and give some suggestions of where to go to get further worksheets to help with any particular area of the curriculum.

However, answers to a written test are not enough in themselves to see if a child has mastered a particular concept. It is strongly suggested that an adult should be with the child whilst carrying out the test to see how they go about answering; are they guessing, are they using their knowledge; can they read the questions? etc. It is also suggested that there should be a good deal of oral questioning to check understanding

eg with counting on, a question could be:

I am counting on in twos from 10. Will I say the number 17? Why?