

## Number and Place Value

Demonstrate an understanding of place value supported by the use of apparatus if required 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  $42 > 36$ .

*I can say how much numbers are worth in a bigger number with support.*

**Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.**

*I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.*

Recognise the place value of each digit in a two-digit number (tens, ones).

*I can find the place value of each digit of a number with tens and units.*

Identify, represent and estimate numbers using different representations, including the number line.

*I can find and show numbers using different equipment such as number lines and number squares.*

**Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.**

*I can compare and order numbers from 0 to 100 using  $<$ ,  $>$  and  $=$ .*

Read and write numbers up to at least 100 in numerals.

*I can read and write numbers up to 100 in numbers.*

Read and write numbers up to at least 100 in words.

*I can read and write numbers up to 100 in words.*

**Use place value and number facts to solve problems.**

*I can use place value and number facts to answer questions.*

Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.

*I can partition two-digit numbers into different combinations of tens and ones using apparatus.*

Use reasoning within addition e.g. reason that the sum of 3 odd numbers will always be odd.

*I can use reasoning within addition.*

Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70.

*I can recall the multiples of 10 below and above any 2 digit number.*

## Addition and Subtraction

**Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.**

*I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.*

**Solve problems with addition and subtraction, applying his/her increasing knowledge of written methods and mental methods where regrouping may be required.**

*I can answer simple addition and subtraction questions in my head as well as by writing them down.*

**Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.**

*I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.

*I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.

*I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.

*I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.

*I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures.*

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

*I can show that adding 2 numbers can be done in any order but subtraction cannot.*

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

*I can show that subtraction is the opposite of addition and use this to check my work.*

Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9.

*I can remember doubles and halves up to 20.*

Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that  $48 + 35$  will be less than 100.

*I can use estimation to check that my answers to a calculation make sense.*

Solve missing number problems using addition and subtraction.

*I can solve missing number problems using addition and subtraction.*

## Multiplication and Division

**Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.**

*I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.*

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.

*I can answer multiplication and division problems within the tables using  $\times$ ,  $\div$  and  $=$ .*

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

*I can show that multiplying 2 numbers can be done in any order but division cannot.*

**Solve problems involving multiplication and division, using concrete materials and mental methods.**

*I can answer questions involving multiplication and division mentally and with objects.*

**Solve problems involving multiplication and division using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.**

*I can answer questions involving multiplication and division using arrays and repeated addition.*

Use multiplication facts to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5.

*I can use multiplication facts to make deductions outside known multiplication facts.*

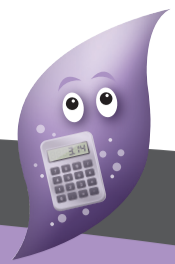
Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet.

*I can solve multiplication and division word problems with more than one step.*

Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ .

*I can rewrite addition statements as simplified multiplication statements.*





## Properties of Shape

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

*I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry.*

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

*I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces.*

Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid.

*I can spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid.*

**Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them.**

*I can compare and sort common 2-D and 3-D shapes and everyday objects.*

## Position and Direction

Order and arrange combinations of mathematical objects in patterns and sequences.

*I can order mathematical objects in patterns and sequences.*

**Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).**

*I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.*

## Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

*I can read and draw simple pictograms, tally charts, block diagrams and simple tables.*

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

*I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.*

**Ask and answer questions about totalling and comparing categorical data.**

*I can ask and answer questions about totalling and comparing grouped data.*

## Fractions

**Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.**

*I can find, name and write fractions of a length, shape, set of objects or amount, including  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$ .*

Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

*I can write simple fractions facts such as  $\frac{1}{2}$  of 6 = 3 and  $\frac{2}{4} = \frac{1}{2}$ .*

## Measurement

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml), to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

*I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales.*

Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .

*I can compare amounts using these signs:  $>$ ,  $<$  or  $=$ .*

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

*I can use the £ sign and p sign. I can use notes and coins to make a particular amount.*

Find different combinations of coins that equal the same amounts of money.

*I can find different ways for coins to add up to an amount.*

**Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.**

*I can add and subtract money and give change.*

Compare and sequence intervals of time.

*I can put different events in order and compare them.*

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

*I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock.*

Remember the number of minutes in an hour and the number of hours in a day.

*I can tell you how many minutes are in an hour and how many hours are in a day.*

Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given e.g. read the temperature on a thermometer or measure capacities using a measuring jug.

*I can read scales in divisions of ones, twos, fives and tens.*

Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given e.g. a number line with missing labels.

*I can read scales in divisions of ones, twos, fives and tens when some numbers are missing.*

Read the time on a clock to the nearest 15 minutes.

*I can read the time on a clock to the nearest quarter of an hour.*

