



Number: Place value

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| I can read and write numbers to at least 100 in numerals and in words. | | | |
| I can recognise the place value of each digit in a two digit number (tens, ones) | | | |
| I can partition a 2 digit number into different combinations of tens & ones. | | | |
| I can identify, represent and estimate numbers using different representations, including the number line. | | | |
| I can compare and order numbers from 0 up to 100; use $>$ $<$ and $=$ signs. | | | |
| I can use place value and number facts to solve problems. | | | |
| I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. | | | |

Number: Addition and Subtraction

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| I can recall and use + and - number bonds to 20 fluently, and derive and use related facts up to 100. | | | |
| I can + and - a two-digit number and ones using objects, pictorial representations, and mental methods. | | | |
| I can + and - a two-digit number and tens using objects, pictorial representations, and mental methods. | | | |
| I can + and - two two-digit numbers within 100 using objects, pictorial representations, and mental methods. | | | |
| I can add three one-digit numbers using concrete objects, pictorial representations, and mentally. | | | |
| I recognise and use the inverse relationship between + & - and can use this to check calculations and missing number problems e.g. $\quad - 14 = 28$ | | | |
| I can solve + and - problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures. | | | |
| I can show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot. | | | |
| I can solve more complex missing number problems e.g. $14 + \quad - 3 = 17$ GDS | | | |
| I can work out mental calculations where regrouping is required e.g. $52 - 27$ or $91 - 73$ GDS | | | |
| I can recognise the relationship between + & - and can rewrite addition statements as simplified multiplication statements. GDS | | | |
| I can reason about numbers and their relationships to solve more complex problems and explain my thinking GDS | | | |

Number: Multiplication & division

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| I can recall and use x and \div facts for the 2, 5 and 10x tables, including recognising odd and even numbers. | | | |
| I can calculate mathematical statements for x and \div within the x tables and write them using $x \div$ and $=$ | | | |
| I can solve problems involving x and \div , using materials, arrays, repeated addition, mental methods, and x & \div facts, including problems in context. | | | |
| I can show that multiplication of 2 numbers can be done in any order (commutative) and division of one number by another cannot. | | | |
| I can use multiplication facts to make deductions outside known multiplication facts. GDS | | | |
| I can determine remainders given known facts e.g. $15 \div 5 = 3$ r0 so $16 \div 5 = 3$ r1 GDS | | | |
| I can solve unfamiliar word problems that involve more than one step. GDS | | | |

Number: Fractions

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| I recognise, find, name and write fractions ($1/3$, $1/4$, $2/4$ and $3/4$) of a shape and know that all parts must be equal parts of the whole. | | | |
| I recognise, find, name and write fractions ($1/3$, $1/4$, $2/4$ and $3/4$) of a length, set of objects or quantity and know that all parts must be equal parts of the whole. | | | |
| I can write simple fractions. | | | |
| I recognise the equivalence of $2/4$ and $1/2$. | | | |
| I can find and compare fractions of amounts $1/4$ of £20 = £5 $1/2$ of £8 = £4 so $1/4$ of £20 is greater than $1/2$ of £8 GDS | | | |

Measurement: Money

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| I recognise and use symbols for £ and p and know the value of different coins. | | | |
| I can find different combinations of coins that equal the same amount of money. | | | |
| I can solve simple problems in a practical context involving + and – of money of the same unit, including giving change. | | | |
| Measurement: Time | | | |
| I know the number of minutes in an hour and hours in a day. | | | |
| I can compare and sequence intervals of time. | | | |
| I can read the time on the clock to the nearest 15 mins. | | | |
| I can read and write the time on the clock to the nearest five minutes. GDS | | | |
| Measurement: Length and height | | | |
| I can choose & use the appropriate standard units to estimate & measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers. | | | |
| I can compare & order lengths and record the results using > < and = signs. | | | |
| Measurement: Mass, capacity and temperature | | | |
| I can choose & use the appropriate standard units to estimate & measure mass (kg/g); temperature(°C); capacity (l/ml) to the nearest appropriate unit using scales, thermometers and measuring vessels. | | | |
| I can compare & order mass, volume/capacity and record the results using > < and = signs. | | | |
| I can read scales in divisions of 1s, 2s, 5s & 10s where all numbers on the scale are given. | | | |
| I can read scales in divisions of 1s, 2s, 5s & 10s where not all numbers on the scale are given and estimate points in between. GDS | | | |
| Geometry: Properties of shapes | | | |
| I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line. | | | |
| I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. | | | |
| I can identify 2D shapes on the surface of 3D shapes (e.g. a circle on a cylinder). | | | |
| I can compare and sort common 2D and 3D shapes, using their properties. | | | |
| I can describe similarities and differences of shapes, using their properties. GDS | | | |
| Geometry: Position and direction | | | |
| I can 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 order and arrange combinations of mathematical objects in patterns and sequences. | | | |
| Statistics | | | |
| I can interpret and construct simple pictograms, tally charts, block diagrams & tables. | | | |
| I can 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 questions about totalling and comparing categorical data. | | | |