

Name: _____

ADDITION AND SUBTRACTION

1. <i>I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.</i>	4. I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures.	7. I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures.	10. I can remember doubles and halves up to 20.
2. <i>I can answer simple addition and subtraction questions in my head as well as by writing them down.</i>	5. I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures.	8. I can show that adding 2 numbers can be done in any order but subtraction cannot.	11. I can use estimation to check that my answers to a calculation make sense.
3. <i>I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.</i>	6. I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures.	9. I can show that subtraction is the opposite of addition and use this to check my work.	12. I can solve missing number problems using addition and subtraction.

NUMBER AND PLACE VALUE

13. <i>I can say how much numbers are worth in a bigger number with support.</i>	15. I can find the place value of each digit of a number with tens and units.	17. <i>I can compare and order numbers from 0 to 100 using <, > and =.</i>	19. I can read and write numbers to 100 in words.	21. I can partition two-digit numbers into different combinations of tens and ones using apparatus.
14. <i>I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.</i>	16. I can find and show numbers using different equipment such as number lines and number squares.	18. I can read and write numbers to 100 in numbers.	20. <i>I can use place value and number facts to answer questions.</i>	22. I can use reasoning within addition.

MULTIPLICATION AND DIVISION

23. <i>I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.</i>	24. I can answer multiplication and division problems within the tables using \times , \div and $=$.	25. I can show that multiplying 2 numbers can be done in any order but division cannot.	26. <i>I can answer questions involving multiplication and division mentally and with objects.</i>	27. <i>I can answer questions involving multiplication and division using arrays and repeated addition.</i>
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FRACTIONS

28. <i>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 $\frac{3}{4}$.</i>	29. I can write simple fractions facts such as $\frac{1}{2}$ of $6 = 3$ and $\frac{2}{4} = \frac{1}{2}$.
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MEASUREMENT

29. 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.	32. I can find different ways for coins to add up to an amount.	35. 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.	38. I can read scales in divisions of ones, twos, fives and tens when some numbers are missing.
30. I can compare amounts using these signs: $>$, $<$ or $=$.	33. <i>I can add and subtract money and give change.</i>	36. I can tell you how many minutes are in an hour and how many hours are in a day.	39. I can read the time on a clock to the nearest quarter of an hour.
31. I can use the £ sign and p sign. I can use notes and coins to make a particular amount.	34. I can put different events in order and compare them.	37. I can read scales in divisions of ones, twos, fives and tens.	

PROPERTIES OF SHAPE

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

41. 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.

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

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

POSITION AND DIRECTION

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

46. 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.

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

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

STATISTICS

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

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

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

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p>The pupil can:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of place value, though may still need to use apparatus to support them (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 $42 > 36$). 2. count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives). 3. read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly). 4. use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$). add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations. 5. recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9). 6. recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes. 	<p>The pupil can:</p> <ol style="list-style-type: none"> 1. partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones) 2. add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations 3. use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100) 4. subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$) 5. recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$) 6. recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins) 7. identify 13, 14, 12, 24, 34 and knows that all parts must be equal parts of the whole 8. use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note) 9. read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug) 10. read the time on the clock to the nearest 15 minutes 11. describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square). 	<p>The pupil can:</p> <ol style="list-style-type: none"> 1. reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd) 2. use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5) 3. work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$) 4. solve more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$) 5. determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left) 6. solve word problems that involve 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?) 7. recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$). 8. The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8). 9. The pupil can read the time on the clock to the nearest 5 minutes. 10. The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. 11. The pupil can describe similarities and differences of shape properties (e.g. finds 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 but can describe what is different about them).