



	Algebra	Numbers and the number system	Calculating	Using and applying mathematics	Shape, space and measure	Handling data
Level 3	<ul style="list-style-type: none"> recognise a wider range of sequences begin to understand the role of '=' (the 'equals' sign) 	<ul style="list-style-type: none"> understand place value in numbers to 1000 use place value to make approximations recognise negative numbers in contexts such as temperature use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent begin to use decimal notation in contexts such as money 	<ul style="list-style-type: none"> derive associated division facts from known multiplication facts add and subtract two-digit numbers mentally add and subtract three digit numbers using written method multiply and divide two digit numbers by 2, 3, 4 or 5 as well as 10 with whole number answers and remainders use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers solve whole number problems including those involving multiplication or division that may give rise to remainders 	<ul style="list-style-type: none"> select the mathematics they use in a wider range of classroom activities try different approaches and find ways of overcoming difficulties that arise when they are solving problems begin to organise their work and check results use and interpret mathematical symbols and diagrams understand a general statement by finding particular examples that match it review their work and reasoning 	<ul style="list-style-type: none"> classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes begin to recognise nets of familiar 3-D shapes, e.g. cube, cuboid, triangular prism, square-based pyramid recognise shapes in different orientations and reflect shapes, presented on a grid, in a vertical or horizontal mirror line describe position and movement use a wider range of measures including non-standard units and standard metric units of length, capacity and mass in a range of contexts use standard units of time 	<ul style="list-style-type: none"> gather information construct bar charts and pictograms, where the symbol represents a group of units use Venn and Carroll diagrams to record their sorting and classifying of information extract and interpret information presented in simple tables, lists, bar charts and pictograms
Level 2	<ul style="list-style-type: none"> recognise sequences of numbers, including odd and even numbers 	<ul style="list-style-type: none"> count sets of objects reliably begin to understand the place value of each digit; use this to order numbers up to 100 begin to use halves and quarters and relate the concept of half of a small quantity to the concept of half of a shape 	<ul style="list-style-type: none"> use the knowledge that subtraction is the inverse of addition and understand halving as a way of 'undoing' doubling and vice versa use mental recall of addition and subtraction facts to 10 use mental calculation strategies to solve number problems including those involving money and measures record their work in writing choose the appropriate operation when solving addition and subtraction problems 	<ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct 	<ul style="list-style-type: none"> use mathematical names for common 3-D and 2-D shapes describe their properties, including numbers of sides and corners describe the position of objects distinguish between straight and turning movements, recognise right angles in turns and understand angle as a measurement of turn begin to use a wider range of measures including to use everyday non-standard and standard units to measure length and mass begin to understand that numbers can be used not only to count discrete objects but also to describe continuous measures 	<ul style="list-style-type: none"> recognise a wider range of sequences begin to understand the role of '=' (the 'equals' sign)
Level 1		<ul style="list-style-type: none"> count up to 10 objects read, write numbers to 10 order numbers to 10 begin to use the fraction, one-half 	<ul style="list-style-type: none"> understand addition as finding the total of two or more sets of objects understand subtraction as 'taking away' objects from a set and finding how many are left add and subtract numbers of objects to 10 begin to know some addition facts solve addition/subtraction problems involving up to 10 objects record their work 	<ul style="list-style-type: none"> use mathematics as an integral part of classroom activities represent their work with objects or pictures discuss their work draw simple conclusions from their work recognise and use a simple pattern or relationship 	<ul style="list-style-type: none"> use everyday language to describe properties of 2-D and 3-D shapes use everyday language to describe positions of 2-D and 3-D shapes measure and order objects using direct comparison order events 	<ul style="list-style-type: none"> sort and classify objects represent their work demonstrate the criterion they have used

In maths assessment focus 2, number:

At level 3	Children show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.
At level 2	Children count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.
At level 1	Children count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved.

Date:			
Level:			