Name

		2c	2b	2a	3c	3b	3a
Using and Applying	Problem solving	I use maths with increasing accuracy in classroom activities (eg role play)	I can find a starting point and relevant information when problem solving	I am beginning to adopt a systematic approach or suggested model to solve a problem	I can put a maths problem into my own words and find the important information needed to solve it	I can solve a one or two step problem involving numbers, money, measures, time	I try different approaches to overcome difficulties when problem solving
	Communicating	I listen to explanations and I can record my work		I can represent my maths work with simple diagrams and symbols			I can organise my work and check my results
			I can use mathematical language to discuss my work	I am beginning to describe strategies used	I can describe strategies used	I can discuss my maths work, explain my thinking and use appropriate maths language	
	Reasoning			I can explain why an answer is correct	I can review my work and ask questions about it	I am beginning to recognise general statements/ patterns/ relationships to solve problems	I can understand a general statement by finding examples to match it
Number	Number system	I am beginning to read, write, count, and order numbers to 100	I can read, write, count, and order numbers to 100	I can read, write, count, and order numbers to at least 100	I am beginning to read, write, order, count, order numbers to 1000	I can read, write, order, count, order numbers to 1000	I can read, write, count and order numbers to at least 1000
			know the value of the digits			I can round 2 digit and 3 digit numbers to the nearest 10/100	I know the value of the digits and can partition numbers
		I can count in 2s,5s, 10s	I know odd and even numbers	I can continue a number sequence increasing/ decreasing in regular steps and find missing numbers in the sequence		I can multiply whole numbers by 10	I can divide whole numbers by 10
							I can recognise negative numbers and continue positive /negative number sequences and find missing numbers
	Fractions, decimals, percentage and ratio	I can shade one half/quarter of a shape	I can find one half/quarter of a set of objects	I can find one half/quarter/three-quarters of a set of objects and shade a shape including those divided into equal regions (eg twelfths)	I can use fractions such as ½, 1/4, 3/4, 1/5, 1/6, 1/10 etc in shapes	I can use fractions such as ½, 1/4, 3/4, 1/5, 1/6, 1/10 and 2/5, 4/10 in shapes	I can use fractions such as ½, 1/4, 3/4, 1/5, 1/6, 1/10 for sets of objects
							I can recognise some fractions that are equivalent to ½
							I am beginning to use decimal notation in context (eg £3.06 = 306p)
Calulating	Operations	I am beginning to recognise number statements (eg 6+8=14, 8+6=14)	I can make all related number sentences (eg 6+8=14 ,8+6=14, 14–6=8, 14–8=6)	I know that halving/doubling, addition/subtraction are inverse operations	I can find a division fact from a multiplication fact (eg 14 x 5 = 70, 70 ÷ 5 = 14)	I can find the associated number statements for a given multiplication fact (eg 14 x 5 = 70, 70 ÷ 5 =14 , 70 ÷ 14 = 5)	I can use inverses in number problems (eg I think of a number, double it and add 5.The answer is 35. What is the number?)
							I can understand the = sign in balancing equations (eg 7 x 10 = 82 -)
	Mental, written and calculator methods	I can add mentally add a one digit number/multiple of 10 to any two digit number. (eg 18 + 7=, 24 + 20 =)	I can add /subtract mentally a one digit number/multiple of 10 to/from any two digit number (eg 18 + 7 =, 24 + 20 =, 38 – 7 =, 57 – 20 =)		I know number pairs that total 100 (eg 37 + 63 = 100)	I know the complements of number additions to 100 (eg 100 – 37 = 63)	I can add/subtract two, 2-digit numbers mentally (eg 39 +19 = 58 , 91 – 35 = 56)
		I can add /subtract a one digit number to/from a two digit number (eg 18 + 7 = , 38 - 7 =)	I can add/ subtract two, two digit numbers (eg 34 + 16 =, 45 – 21 =)	**I can use a number line effeciently for addition calculations**.	I can add and subtract two, two digit numbers.	I can add and subtract two, three digit numbers.	**I can use an expanded column method for addition calculations.**
		I can recall addition facts to 10	I can recall addition facts to 20			I can add and subtract decimals in context (eg money)	**I can use a number line effeciently for subtraction calculations.**
		I can add/subtract a multiple of 10 to/from a two digit number (eg 24 + 20 =, 38 - 20 =)	I can add/subtract multiples of 10 (eg 30 + 70=)				
		I can recognise the multiples of 2, 5, 10	I know the multiplication tables: 2x, 5x, 10x	I know the multiplication tables: 2x, 5x, 10x and the corresponding division facts		I know the multiplication tables: 2x, 3x, 4x, 5x, 6x, 10x	I know the multiplication tables: 7x , 8x, 9x
		I know the doubles of numbers to 10 + 10	I can work out the halves of numbers to 20	I know significant doubles (eg 10 + 10, 50 + 50=)		I understand that to find a quarter of a number I can half it and half it again	I know the doubles of numbers to 50 (eg 32 + 32 =)
				I know the halves of numbers to 20		I can multiply a two digit numbers by 2,3,4,5, 6, 10	I can divide a two digit numbers by 2,3,4,5,10 with whole number answers and remainders
							I can effeciently use the grid method for multiplying 2-digit by 1-digit numbers.

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	Solving numerical problems	I can solve simple addition and subtraction problems	I can solve addition/subtraction problems including money /measures	I can solve addition /subtraction, multiplication /division problems including money /measures	I can solve more complex one step problems (including money and measures) that involve any of the four operations	I can use the mental recall of addition and subtraction facts to 20 to solve problems	I can solve two step problems (including money and measures) that involve any of the four operations and remainders
			I am beginning to solve multiplication/division problems (eg repeated addition/subtraction)	I can work out the value of a missing number (eg 30 - ? = 24, ? - 2 = 6)		I can solve two step problems that involve addition and subtraction	
Shape	Properties	I can name a circle, square, triangle, rectangle, cube, cylinder, sphere, cuboid, cone	I can name a circle, square, triangle, rectangle, pentagon, hexagon, octagon,cube, cylinder, sphere, cuboid, cone, pyramid	I can name the shapes in Level 2b and describe some of their properties (eg number of sides/edges, corners, faces)	I can describe the properties of the shapes in Level 2b (eg flat faces, curved edges)	I understand 'regular' and 'irregular'	I can recognise the nets of a cone, cube, cuboid, triangular prism, triangular /square based pyramid
		I am beginning to recognise a pentagon, hexagon, octagon, pyramid		I can sort 2D shapes (eg shapes with right angles) and 3D shapes (eg flat/curved faces)	I can sort the shapes in Level 2b using more than one criterion (eg pentagon/not pentagon or edges equal/not equal)	I can name 'acute' and 'obtuse' angles	I can compare and order angles less than 180 degrees
					I can recognise right angles in different orientations	I can name 'right angled ' and 'equilateral' triangles	
						I can draw the reflection of a shape in a mirror line	
						I am beginning to recognise the nets of a cone, cube, cuboid, triangular prism, triangular/square based pyramid	
	Position and movement	I can describe the position of objects (eg first, second, third)	I know the difference between straight and turning movements	I can recognise right angles/quarter turns	I can recognise the shapes in Level 2b in different orientations		
			I know left/right		I can draw the reflection of a shape in a vertical/horizontal mirror line which is along the side of the shape	I can draw the reflection of a shape in a vertical/horizontal mirror line which does not touch the sides of the shape	I can reflect a shape in a diagonal mirror line which runs along the side of the shape
			I know clockwise/anticlockwise	I can give directions and programme a robot along a path	I can give directions using left and right	I can give directions using clockwise and anti clockwise	I can give directions using 900 /quarter turns
Measures	Measures	I can use non standard measures and I am beginning to use standard measures	I can measure length and mass using whole metres and kilograms	I can use whole metres and kilograms and I am beginning to use litres	I can draw and measure lines to the nearest ½ cm	I can use km/ m/cm, kg/g, l/ml and I know which units to use	I can use km/ m/cm /mm, kg/g, l/ml and I know which units to use
			I can draw and measure lines to the nearest centimetre	I can read scales to the nearest divisions (eg 2, 5, 10)	I can use m/cm, kg/g, l/ml and I know which measuring tool to use	I can read scales (eg 2, 10) to the nearest half division	
		I know o'clock, half and quarter hours	I am beginning to tell the time in 5 minute intervals	I can tell the time in 5 minute intervals and work out time durations that do not go over the hour	I can tell the time to the nearest 5 minutes and calculate time durations that go over the hour	I can tell the time to the nearest minute	I can tell the time, know am/pm and I can calculate time intervals
						I understand angle as a measure of turn and know 3600 is a whole turn	I can find the area of shapes by counting squares
							I am beginning to find the perimeter of squares and rectangles
Data	Specifying the	I can plan an investigation and know what data to collect	I can collect discrete data (eg record how many scores of 6 in fifty throws of the dice) and record in a frequency table	I can group data into equal class intervals			
	Processing/	I can sort objects using more than one criterion (eg triangle/not triangle, blue/not blue)	I can collect data and record it in a simple list, table, pictogram	I can collect data and record it in a simple block graph/ computer database.	I can gather data to answer a question using a tally chart and frequency (totals) table	I can use a Venn /Carroll diagram using more than one criterion (eg right angles and equal sides)	I can construct a bar chart (eg scale of 2) and pictogram (eg one symbol represents 10)
	Interpreting	I can discuss how I sorted the objects	I can draw simple conclusions about the data in a simple list, table, pictogram	I can draw simple conclusions about the data in a simple block graph/computer database and pose questions about the data	I can interpret a tally chart and frequency (totals) table	I can extract and interpret information in bar charts, pictograms, Venn/Carroll diagrams	I understand 'certain' and 'impossible' in probability.