

Using and Applying	Problem solving	1c I am beginning to understand maths ideas in everyday situations by using them in role play	1b I am beginning to count and measure by direct comparison in practical maths activities	1a I can sort, count and measure by direct comparison in practical maths activities	2c I use maths with increasing accuracy in classroom activities (eg role play)	2b I can find a starting point and relevant information when problem solving	2a I am beginning to adopt a systematic approach or suggested model to solve a problem	3c I can put a maths problem into my own words and find the important information needed to solve it	3b I can solve a one or two step problem involving numbers, money, measures, time	3a I try different approaches to overcome difficulties when problem solving	4c I am beginning to use a wider range of strategies to solve one and two step problems	4b I can use my own strategies for solving one and two step problems using all four operations	4a I can use my own strategies (including using a calculator) for solving problems, including those with decimals
	Communicating	With support, I can represent my maths work with objects and pictures	I am beginning to represent my maths work with objects and pictures	I can represent my maths work with objects and pictures I can discuss my maths work	I listen to explanations and I can record my work	I can use mathematical language to discuss my work	I can represent my maths work with simple diagrams and symbols 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	I can organise my work and check my results	I am beginning to present my work in a clear and organised way	I can present my work in a clear and organised way	I can present my work in a clear and organised way and explain my work using maths language
	Reasoning	With support I can draw simple conclusions from my work	I am beginning to draw simple conclusions from my work	I can draw simple conclusions from my work (eg Which is the largest set)			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	I can identify patterns as I work from my own generalisations	I can search for a solution	I can search for a solution by trying my own ideas
		I can recognise a simple pattern (eg clap/stamp)	I am beginning to continue a simple pattern (eg red/blue/red)	I can continue a simple pattern (eg red/red/blue/orange)	I can continue patterns of numbers and shapes (eg triangle, circle, square, square or 2,4,6,8)	I can predict what will come next in a simple spatial pattern/sequence and continue it							
Number	Number system	I am beginning to read, write, count and order numbers to 10	I can read, write, count and order numbers to 10 I know one more/less for numbers to 10 I can count in 2s to 10	I can read, write, count and order numbers to at least 10 (eg 15) I know one more/less for numbers to at least 10 I can count in 2s to at least 10	I am beginning to read, write, count, and order numbers to 100 I can count in 2s, 5s, 10s	I can read, write, count, and order numbers to 100 I know the value of the digits I know odd and even numbers	I can read, write, count, and order numbers to at least 100 I can continue a number sequence increasing/ decreasing in regular steps and find missing numbers in the sequence	I am beginning to read, write, order, count, order numbers to 1000 I can round 2 digit and 3 digit numbers to the nearest 10/100 I can multiply whole numbers by 10	I can read, write, order, count, order numbers to at least 1000 I know the value of the digits and can partition numbers I can divide whole numbers by 10 I can recognise negative numbers and continue positive /negative number sequences and find missing numbers	I can read, write, count and order numbers to 10,000 and know the value of the digits I can round four digit numbers to the nearest 10/100/1000 I can multiply/divide integers by 10/100/1000 I can use inequalities (eg $-3 > -5$)	I can read, write, count and order numbers to 100,000 and know the value of the digits I can round five digit numbers to the nearest 10/100/1000 I know multiples, factors, square numbers, prime number	I can read, write, count and order numbers to 1 million and know the value of the digits I can round six digit numbers to the nearest 10/100/1000	
	Fractions, decimals, percentage and ratio	I am beginning to recognise one half (eg orange)	I can use the fraction one half (eg fold paper in half)	I can practically half an even number of objects to 10	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 $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{10}$ etc in shapes	I can use fractions such as $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{10}$ and $\frac{2}{5}, \frac{4}{10}$ in shapes	I can use fractions such as $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{10}$ for sets of objects	I can recognise equivalent fractions in diagrams (eg $\frac{1}{2} = \frac{2}{4}$) I can find fractions of shapes /numbers (eg $\frac{3}{8}$ of a 6 x 4 rectangle, $\frac{1}{5}$ of 30)	I can recognise simple equivalence between fractions, decimals and percentages (eg $\frac{1}{2}, \frac{1}{4}, \frac{1}{10}, \frac{3}{4}$)	I can use and order decimals to 3dp and continue a decimal number sequence inc. negative numbers
										I can recognise some fractions that are equivalent to $\frac{1}{2}$	I can understand mixed numbers and position them on a number line I know pairs of fractions that total 1	I can convert mixed numbers to improper fractions and vice versa	I can solve problems involving proportions of quantities (eg increase the quantities in a recipe for 2 people to feed 6 people)
										I am beginning to use decimal notation in context (eg £3.06 = 306p)	I can use and order decimals to 1dp and continue a decimal number sequence inc. negative numbers I understand and know simple percentages (eg 10%, 25%, 50%, 75%, 100%) and know their fraction equivalents	I can use and order decimals to 2dp and continue a decimal number sequence inc. negative numbers I can find simple percentages (eg 10%, 25%, 50%, 75%) of quantities.	I can find percentages (eg 30%, 60%) of quantities (multiples of ten)
Calculating	Operations	I am beginning to know that addition is the combining of two groups of objects and subtraction is taking them away	I know that addition is the 'total' of two sets I know that subtraction is 'taking away' and finding out how many are left	I am beginning to use the vocabulary related to addition and subtraction (eg add, subtract)	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 $14 \times 5 = 70, 70 \div 5 = 14$)	I can find the associated number statements for a given multiplication fact (eg $14 \times 5 = 70, 70 \div 5 = 14, 70 \div 14 = 5$)	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 $7 \times 10 = 82 -$)	I can use inverses in number problems	I can complete balancing equations with all four operations (eg $7 \times 10 = 82 - P$)	I can use brackets in simple calculations
	Mental, written and calculator methods	I am beginning to add and subtract numbers to 10	I can add and subtract numbers to 10	I can add and subtract to at least 10	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 I can use addition and subtraction facts for pairs of multiples to 1000 (eg $300 + 700 = 1000$)	I know complements of 1000 (eg $1000 - 350 = 650$)			
		I am beginning to record my work using + and =	I am beginning to record my work using + and - and =	I can record my work using + and - and = I am beginning to recall some addition facts to 10 (eg $5 + 5$)	I can add /subtract a one digit number to/from a two digit number (eg $18 + 7 =, 38$) I can recall addition facts to 10 I can add/subtract a multiple of 10 to/from a two digit number (eg $24 + 20 =, 38 - 20 =$) I can recognise the multiples of 2, 5, 10 I know the doubles of numbers to 10 + 10	I can add/ subtract two, two digit numbers (eg $34 + 16 =, 45 - 21 =$) I can recall addition facts to 20 I can add/subtract multiples of 10 (eg $30 + 70 =$) I know the multiplication tables: 2x, 5x, 10x I know the multiplication tables: 2x, 5x, 10x and the corresponding division facts I know significant doubles (eg $10 + 10, 50 + 50 =$) I know the halves of numbers to 20	I can add and subtract two, two digit numbers.	I can add and subtract two, three digit numbers. I can add and subtract decimals in context (eg money)	I can use an expanded column method for addition calculations. I can use a number line efficiently for subtraction calculations.	I can add and subtract four/five digit numbers. I can use an expanded column method for addition calculations. I can use a number line efficiently for subtraction calculations.	I can add/subtract four/five digit numbers	I can add/subtract four/five digit numbers including decimals	I can use a formal short method for addition calculations. I can use an expanded column method for subtraction calculations.
										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 50 (eg $32 + 32 =$) I understand that to find a quarter of a number I can half it and half it again I can multiply a two digit numbers by 2,3,4,5, 6, 10	I know the multiplication tables: 2x to 12x I know the multiplication tables: 7x, 8x, 9x I know the doubles of numbers to 50 (eg $32 + 32 =$) I can halve whole numbers (eg 126,23)	I can use my multiplication tables knowledge to calculate with multiples of 10 (eg $30 \times 7, 180 \div 6$) I can halve decimals	I can multiply a decimal to 1 dp by a single digit (eg $36.2 \times 8 =$) I can multiply a two digit number by a two digit number (TU x TU) I can use a range of efficient mental methods of computations with the four operations

	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	
Solving numerical problems	I am beginning to add and subtract numbers to 10	I can add and subtract numbers to 10	I can add and subtract numbers to at least 10 I am beginning to recall some subtraction facts to 10 (eg $10 - 2 = 8$)	I can solve simple addition and subtraction problems	I can solve addition/subtraction problems including money/measures I am beginning to solve multiplication/division problems (eg repeated addition/subtraction)	I can solve addition/subtraction, multiplication/division problems including money/measures I can work out the value of a missing number (eg $30 - ? = 24$, $? - 2 = 6$)	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 that involve addition and subtraction	I can solve two step problems (including money and measures) that involve any of the four operations and remainders	I can do simple calculations using negative numbers	I can solve two step word problems with or without a calculator	I can check the reasonableness of my answer	
	Algebra									I can read and plot coordinates in the first quadrant	I can read and plot coordinates in the two upper quadrants	I am beginning to use simple formulae expressed in words	
Shape	Properties	I am beginning to recognise circles, squares, triangles, rectangles	I can name circles, squares, triangles, rectangle and I am beginning to recognise a cube, cuboid, cylinder, sphere and cone	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 can name and draw polygons from 3 to 12 sides and can describe their properties	I can recognise quadrilaterals – square, rectangle, trapezium, parallelogram, rhombus, kite and describe their properties	I can draw an oblique line of symmetry in a shape	
		I am beginning to use everyday language to describe the properties of 2D and 3D shapes	I can sort simple 2D and 3D shapes I can use everyday language to describe the properties of 2D and 3D Shape	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 draw the nets of the 3D shapes listed in Level 3b	I can recognise right angled, isosceles, equilateral and scalene triangles and describe their properties	I know vertical, horizontal and congruent		
	Position and movement	I can describe positions (eg behind, on top of)	I know forwards, backwards and turn	I can describe positions (eg front /first) and movements (eg forwards)	I can describe the position of objects (eg first, second, third)	I know the difference between straight and turning movements I know left/right I know clockwise/anticlockwise	I can recognise right angles/quarter turns	I can recognise the shapes in Level 2b in different orientations 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 diagonal mirror line which runs along the side of the shape	I can reflect a shape in a diagonal mirror line which does not touch the shape	I can draw polygons in different orientations on a grid	I can complete a shape (eg rectangle) which has two sides drawn at an oblique angle on a grid	I am beginning to rotate a shape about its centre or vertex
Measures	Measures	I am beginning to order the events in the day	I am beginning to order the days of the week	I can order at least 3 events or objects	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 $\frac{1}{2}$ 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 know and can use the units of measure in length, mass, capacity. I can use decimal notation (eg $3.06m = 3m 6cm$)		
		I can order using direct comparison	I am beginning to find objects longer/shorter than a metre, lighter/heavier than a kilogram, that hold more/less than a litre	I know o'clock	I can order the days of the week	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 can use timetables and calendars I can use the 24 hour clock	I can measure accurately in mm
			I can find objects longer/shorter than a metre, lighter/heavier than a kilogram, holds more/less than a litre					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	I can find the perimeter of simple shapes (eg squares/rectangles)	I can calculate angles along a straight line I can draw and measure acute angles	I can find the area of a shape that can be divided into small squares (eg centimetre squares) by counting the squares/ part squares.	
Data	Specifying the problem, planning and		With support I can create a simple block graph	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				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/representing	I am beginning to sort objects using one criterion	I can sort objects using one criterion	I can sort objects and represent them in a Venn/Carroll diagram using one criterion.	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)	I can calculate the median of a set of data	I can use Venn/Carroll diagrams using two criteria such as 'multiples of 8' and 'multiples of 6'	I can draw a line graph
	Interpreting	I am beginning to discuss how I sorted the objects	I can explain how I have sorted objects	I can draw simple conclusions from the objects I have sorted (eg largest set)	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.	I understand 'certain', 'impossible', 'more likely', 'equally likely', 'fair', 'unfair' in probability.	I can interpret data in frequency tables	I can interpret data in line graphs with various scales