		1c	1b	1a	2c	2b	2a
Using and Applying	Problem solving	I am beginning to understand maths ideas in everyday situations by using them in role play	I am beginning to count and measure by direct comparison in practical maths activities	I can sort, count and measure by direct comparison in practical maths activities	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
	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 listen to explanations and I can record my work		I can represent my maths work with simple diagrams and symbols
	Communicating			I can discuss my maths work		I can use mathematical language to discuss my work	I am beginning to describe strategies used
	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
	Reasoning	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 can read, write, count and order numbers to at least 10 (eg 15)	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
	Number system		I know one more/less for numbers to 10	I know one more/less for numbers to at least 10		know the value of the digits	
	Number system		I can count in 2s to 10	I can count in 2s to at least 10	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
	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)
Calulating	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 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
	Operations		I know that subtraction is 'taking away' and finding out how many are left				
	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 =)	
	Mental, written and calculator methods	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 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**.
	Mental, written and calculator methods			I am beginning to recall some addition facts to 10 (eg 5 +5)	I can recall addition facts to 10	I can recall addition facts to 20	
	Mental, written and calculator methods				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=)	

Name

		1c	1b	1a	2c	2b	2a
Number	**Solving numerical problems**				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 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 know the halves of numbers to 20
		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 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 am beginning to recall some subtraction facts to 10 (eg 10 – 2 = 8)		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)
Shape	**Properties**	I am beginning to recognise circles, squares, triangles, rectangles	I can name circles, squares, triangles, rectangle	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 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)
	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 can recognise right angles/quarter turns
						I know clockwise/anticlockwise	I can give directions and programme a robot along a path
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 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 can find objects longer/shorter than a metre, lighter /heavier than a kilogram, holds more/less than a litre		I can draw and measure lines to the nearest centimetre	I can read scales to the nearest divisions (eg 2, 5, 10)
			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
Data	**Specifying the problem.**			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
	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.
	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