



## Number and Place Value

**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.**  
*I can count to and past 100, forwards and backwards starting from any number.*

**Count and read numbers to 100 in numerals.**  
*I can count and read numbers to 100 in numerals.*

**Count and write numbers to 100 in numerals.**  
*I can count and write numbers to 100 in numerals.*

**Count in multiples of twos, fives and tens from 0.**  
*I can count in jumps of 2, 5 and 10.*

**Identify one more and one less of a given number.**  
*I can identify one more and one less, given a starting number.*

Identify and represent numbers using objects and pictorial representations including the number line, and use the language: equal to, more than, less than (fewer), most, least.  
*I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least.*

Read and write numbers from 1 to 20 in numerals.  
*I can read and write numbers from 1 to 20 in numbers.*

Read and write numbers from 1 to 20 in words.  
*I can read and write numbers from 1 to 20 in words.*

Count in twos, fives and tens 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  
*I can count in twos, fives and tens to solve problems*

Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones.  
*I can partition and combine numbers using apparatus if I need it.*

## Addition and Subtraction

Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  
*I can read and understand number statements using +, - and =.*

Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs  
*I can write number statements using +, - and =*

Demonstrate an understanding of the commutative law (e.g.  $3 + 2 = 5$ , therefore  $2 + 3 = 5$ )  
*I can change calculations to give the same answers, for example  $3 + 2 = 5$  so  $2 + 3 = 5$*

Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if  $3 + 2 = 5$ , then  $5 - 2 = 3$ )  
*I can show that addition is the opposite of subtraction, for example if  $3 + 2 = 5$ , then  $5 - 2 = 3$*

Recall at least four of the six number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )  
*I can remember most of the number bonds for 10 and link the connected facts*

**Represent and use number bonds within 20.**  
*I can use number bonds up to 20.*

**Represent and use subtraction facts within 20.**  
*I can use subtraction facts up to 20.*

Add one-digit and two-digit numbers to 20, including zero.  
*I can add one digit and two digit numbers to 20.*

Subtract one-digit and two-digit numbers to 20, including zero.  
*I can subtract one digit and two digit numbers to 20.*

Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.  
*I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures.*

## Multiplication and Division

Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.  
*I can answer multiplication questions using objects, pictures and other equipment.*

Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.  
*I can answer division questions using objects, pictures and other equipment.*

## Fractions

**Recognise, find and name a half as one of two equal parts of an object, shape or quantity.**  
*I can find and name  $1/2$  (half) of an object, shape or amount.*

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  
*I can find and name  $1/4$  (quarter) as one of four equal parts of an object, shape or amount.*

## Properties of Shape

**Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.**  
*I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles.*

**Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.**  
*I can recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres.*

## Position and Direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.  
*I can talk about whole, half, quarter and three quarter turns. I can then use this to explain movement, direction and position.*

## Measurement

**Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.**  
*I can solve problems for length and height by telling which objects are longer or shorter/taller or shorter.*

**Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than.**  
*I can solve problems for mass and weight by telling which objects are heavier or lighter.*

**Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter.**  
*I can solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another.*

**Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later.**  
*I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later.*

Measure and begin to record mass/weight.  
*I can measure weight or mass and write these measurements down.*

Measure and begin to record capacity and volume.  
*I can measure capacity or volume and write these measurements down.*

Measure and begin to record time (hours, minutes, seconds)  
*I can measure time in hours, seconds or minutes and write these measurements down*

Recognise and know the value of different denominations of coins and notes.  
*I can tell how much different coins or notes are worth.*

Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.  
*I can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.*

Recognise and use language relating to dates, including days of the week, weeks, months and years.  
*I can talk about dates using the days of the week, weeks, months and years.*

**Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.**  
*I can tell what the time is in hours and half past the hour. I can draw these on a clock face.*

Measure and begin to record length/height.  
*I can measure and begin to record length/height.*

