



### Number and Place Value

Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.

*I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.*

Recognise the place value of each digit in a two-digit number (tens, ones).

*I can find the place value of each digit of a number with tens and units.*

Identify, represent and estimate numbers using different representations, including the number line.

*I can find and show numbers using different equipment such as number lines and number squares.*

Compare and order numbers from 0 up to 100; use <, > and = signs.

*I can compare and order numbers from 0 to 100 using <, > and =.*

Read and write numbers up to at least 100 in numerals.

*I can read and write numbers up to 100 in numbers.*

Read and write numbers up to at least 100 in words.

*I can read and write numbers up to 100 in words.*

Use place value and number facts to solve problems.

*I can use place value and number facts to answer questions.*

Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.

*I can partition two-digit numbers into different combinations of tens and ones using apparatus.*

Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g.  $29 + 17 = 15 + 4 + ?$ ; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.

*I can use reasoning within addition.*

Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70.

*I can recall the multiples of 10 below and above any 2 digit number.*

### Fractions

Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.

*I can find, name and write fractions of a length, shape, set of objects or amount, including  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$ .*

Write simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

*I can write simple fractions facts such as  $\frac{1}{2}$  of  $6 = 3$  and  $\frac{2}{4} = \frac{1}{2}$ .*

### Addition and Subtraction

Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

*I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.*

Solve problems with addition and subtraction, applying his/her increasing knowledge of written methods and mental methods where regrouping may be required.

*I can answer simple addition and subtraction questions in my head as well as by writing them down.*

Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )

*I can recall all number bonds to 10, use these to work out bonds to 20, and link other related facts*

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

*I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.*

Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones

*I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.

*I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.

*I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.

*I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures.*

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

*I can show that adding 2 numbers can be done in any order but subtraction cannot.*

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

*I can show that subtraction is the opposite of addition and use this to check my work.*

Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9.

*I can remember doubles and halves up to 20.*

Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that  $48 + 35$  will be less than 100.

*I can use estimation to check that my answers to a calculation make sense.*

Solve missing number problems using addition and subtraction.

*I can solve missing number problems using addition and subtraction.*

### Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

*I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.*

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.

*I can answer multiplication and division problems within the tables using  $\times$ ,  $\div$  and  $=$ .*

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

*I can show that multiplying 2 numbers can be done in any order but division cannot.*

Solve problems involving multiplication and division, using concrete materials and mental methods.

*I can answer questions involving multiplication and division mentally and with objects.*

Solve problems involving multiplication and division using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.

*I can answer questions involving multiplication and division using arrays and repeated addition.*

Use multiplication facts to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5.

*I can use multiplication facts to make deductions outside known multiplication facts.*

Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet.

*I can solve multiplication and division word problems with more than one step.*

Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ .

*I can rewrite addition statements as simplified multiplication statements.*

