| Orange Emerging | Orange Expected | Orange Greater Depth |
|---|---|---|
| **Number, Place Value and rounding** | | |
| **Count in 2's, 5's and 10's from 0 and use this to solve problems.**<br><br>I can count forward in steps of 10 from any number up to 100 (e.g. 34, 44, 54, 64 …).<br><br>I am confident recording my thinking or working out on a number line.<br><br>**Read and write numbers in numerals up to 100.**<br><br>Compare numbers from 0 up to 100 using the greater than > and the less than < signs.<br><br>**I understand what tens and ones are and can use structured resources to begin to partition.**<br><br>I am confident in knowing the value of each digit in a 2-digit number. | I can count in 3's.<br><br>I can count backward in steps of 10 from any given number.<br><br>I can identify, represent and estimate numbers using a number line.<br><br>Compare and order numbers from 0 up to 100 using the greater than > and less than < and = signs.<br><br>I can identify, represent and estimate numbers using the expanded column method.<br><br>I can read and write numbers to at least 100 (numerals and words).<br><br>I can use my knowledge of place value and number facts to solve problems.<br><br>**I can partition any 2 digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.** | Recognise and identify a multiple of 2, 5 and 10 of any given number.<br><br>Recognise and understand the place value of each digit in a three-digit number (hundreds, tens, and ones).<br><br>Accurately estimate numbers on an empty line and explain why they have placed my number in that position.<br><br>Solve problems using <, > and = signs numbers up to 100 and explain my reasoning.<br><br>Read numbers correctly in words when solving a mathematical problem.<br><br>Explain the method I have used and how the problem was solved and why the answer is correct. |

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| Addition and Subtraction | | |
| Recall at least four of the six number bonds for 10 and reason about the associated facts (eg 6+4=10, therefore 4+6=10 and 10-6=4)<br><br>I can solve addition and subtraction problems (with numbers up to and beyond 20) and then with numbers, quantities and measures up to 100.<br><br>I can add 1 digit to a 2 digit number by putting the biggest number in my head and counting on or using objects.<br><br>I can add multiples of 10 to a 2-digit number (e.g. 34+20=54) in my head.<br><br>I can add three 1-digit numbers in my head (e.g. 8+6+4=18) or use objects.<br><br>I understand that numbers can be added in any order.<br><br>Recognise the inverse relationship between addition and subtraction (e.g. 6+4=10 so 10-4=6).<br><br>I understand that when subtracting, the biggest number must go first. | I can recall and use number facts up to 100 (e.g. 70+30=100 and also 75+25=100).<br><br>When solving problems I can apply my knowledge of mental and written methods (expanded column method for addition and number line for subtraction).<br><br>I can add and subtract two digit and ones, and two digit numbers and tens where no regrouping is required, explaining their method verbally, in picture or using apparatus ( eg 23 + 5, 46 + 20, 16 – 5, 88 – 30).<br><br>I can add and subtract two 2-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (eg 48 + 35, 72 – 17)<br><br>I can demonstrate my understanding that addition of 2 numbers can be done in any order and subtraction of 1 number from another cannot.<br><br>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to 20, recognising other associated additive relationships (eg 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) | Solve unfamiliar word problems that involve more than one step (eg which has the most biscuits, 4 packet of biscuits with 5 in each packer or 3 packets of biscuits with 10in each packet?)<br><br>Use fluent recall of subtraction and addition facts to support mental calculations.<br><br>Use a written method to add and subtract two 2 digit numbers from 2 digit numbers.<br><br>Be able to make 2 correct additions and 2 subtractions using 2 digit numbers.<br><br>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. |

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| **Multiplication and Division** | | |
| I recognise odd and even numbers.<br><br>I can recall the multiplication facts for the 2, 5 and 10 times tables.<br><br>Solve simple multiplication and division sums using apparatus and arrays (e.g. multi-link).<br><br>I am beginning to recall some related division facts (e.g. 6x2=12 so 12÷2=6).<br><br>I understand that numbers can be multiplied in any order. | I am beginning to recall some related division facts (e.g. 6x2=12 so 12÷2=6).<br><br>I am beginning to recall some related division facts (e.g. 6x2=12 so 12÷2=6).<br><br>Solve multiplication and division sums in my head or using a number line.<br><br>I understand that when dividing, the biggest number must go first.<br><br>**I can recall and use the multiplication and division facts for the 2, 5 and 10 times tables and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.** | Use commutativity and inverse relations to develop multiplicative reasoning (e.g. 4 X 5 = 20 and 20 ÷ 5 = 4).<br><br>Recognise and use the inverse relationships between multiplication and division.<br><br>Show and explain how knowing a multiplication fact helps me to solve a division word problem and record related number sentences.<br><br>**Recall and use multiplication and division facts for 2,5 and 10 and make deductions outside known multiplication facts.** |
| **Fractions, decimals and percentages** | | |
| I am beginning to find, name and write 1/3, $\frac{1}{4}$, 2/4 (1/2) and $\frac{3}{4}$ of a length, shape, set of objects or quantity.<br><br>I recognise there are 2 halves in a whole, 3 thirds in a whole and 4 quarters in a whole.<br><br>I am beginning to recognise equivalent fractions (e.g. 2/4 is equal to $\frac{1}{2}$, or 6 halves are equal to 3 wholes). | **Identify $\frac{1}{4}$, 1/3, $\frac{1}{2}$, 2/4, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole.**<br><br>I can use my knowledge of equivalent fractions. | Solve and explain how to use fractions when solving problems using shape, objects and quantities.<br><br>Count in halves and quarters up to 10 on a number line and begin to understand the concept of fractions as numbers. |

| Measurement | | |
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| I can carefully measure length, height (m/cm), mass (kg, g), temperature (°c) and capacity (l/ml)<br><br>I can estimate length, height (m/cm), mass (kg, g), temperature (°c) and capacity (l/ml) using standard units.<br><br>**I can read scales in divisions of ones, twos, fives and tens.**<br><br>I can recognise and use the £ and p symbols.<br><br>**Know the value of different coins**<br><br>I am beginning to solve simple problems practically involving the addition and subtraction of money.<br><br>There are 60 minutes in an hour and 24 hours in a day.<br><br>**I can tell** and write **the time to the nearest 15 minutes including quarter past and quarter to the hour.** | I can choose appropriate units to measure in and compare and order measurements.<br><br>I can record measurements using the <, > and = signs.<br><br>I can combine amounts of money to make a given value.<br><br>**I can use different coins to make the same amount.**<br><br>I can solve simple problems involving money and give the correct change.<br><br>**I can tell** and write **the time to the nearest 15 minutes including quarter past and quarter to the hour.**<br><br>I can draw the hands on a clock face to show these times.<br><br>I can compare and sequence intervals of time. | Add and subtract different measures to help me solve and explain a problem.<br><br>**I can read scales in 1's, 2's, 5's and 10's in practical situations when not all the numbers are on the scale and estimate points in between.**<br><br>Solve and explain problems involving addition and subtraction of money of the same unit, including giving change.<br><br>Solve and explain simple problems involving time using a number line.<br><br>**I can read the time on a clock to the nearest 5 minutes.** |

# Moor First School – Progression in Maths

| Geometry: Properties of Shapes | | |
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| I can compare and sort common 2D and 3D shapes and everyday objects.<br><br>Name some common 2D and 3D shapes from a group of pictures of the shapes and describe some of their properties (eg triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).<br><br>I can identify 2D shapes on the surface of 3D shapes. | xI can identify and describe the properties of 2D shapes including the number of sides, vertices and lines of symmetry.<br><br>I can identify and describe the properties of 3D shapes including the number of edges, vertices, faces and lines of symmetry.<br><br>I can identify and describe a vertical line of symmetry. | Describe similarities and differences of 2D and 3D shapes, using their properties (eg, that two different 2D shapes both have only one line of symmetry, that a cube and cuboid have the same number of edges, faces and vertices, but different dimensions. |
| **Geometry: Position, Direction, Motion** | | |
| I can recognise, continue and make my own patterns.<br><br>I can use the correct mathematical words to describe position, direction and movement.<br><br>I can recognise right angles as quarter turns. | I can recognise, continue and make my own sequences of numbers.<br><br>I can make quarter, half and three quarter turns clockwise and anti-clockwise. | Work with patterns of shapes and predict what will come next.<br><br>Understand the concept and language of angles (right angles) to describe 'turn' by applying rotations, including in practical contexts. |
| **Statistics** | | |
| Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantities.<br><br>I can make my own simple pictograms, tally charts, block diagrams and simple tables. | I can interpret simple pictograms, tally charts, block diagrams and simple tables.<br><br>I can ask and answer questions about totalling and compare data. | Recognise simple pictograms, tally charts, block diagrams and tables.<br><br>Be able to ask more complex questions about simple pictograms, tally charts, block diagrams and tables. |