		Maths Target 2	E	D	S
Number & Place Value	1	I can count in steps of 2 and 5 from 0, and in tens from any number, forward or backward.			
	2	I can compare and order numbers from 0 up to 100;			
	3	I can use <, > and = signs.			
	4	Use place value and number facts to solve problems.			
	5	Recognise the place value of each digit in a two-digit number (tens, ones) which may include using apparatus.			
	6	I can use estimation to check my answers to a calculation are reasonable.			
	7	I can read and write numbers to at least 100 in numerals.			
Add and Sub	1	I can solve problems with addition and subtraction, as well as quantities and measure: using concrete objects and pictorial representations;			
	2	I can apply my increasing knowledge of mental and written methods.			
	3	I can recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100 with apparatus.			
	4	I can add and sub nos using concrete objects, pictorial representations, including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers.			
	5	I can subtract mentally a 2 digit number from another 2 digit number where no re-grouping is required. (74 – 33)			
	6	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.			
	7	I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.			
Mult and Div	1	The pupils can recall doubles and halves to 20.			
	2	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, to solve simple problems.			
	3	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.			
	4	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.			
	5	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.			
Frac	1	I recognise/find/name/write fractions ⅓, ¼, 2/4, 3/4of a length, shape, set of objects or quantity.			
	2	I am able to write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4and ½.			
Measure	1	I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.			
	2	I can read scales and divisions of 1, 2, 5 and 10s where all numbers on the scale are given e.g. temperature and capacity.			
	3	I can compare and order lengths, mass, volume/capacity and record the results using >, < and = .			
	4	I am able to recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.			
	5	I can find different combinations of coins that equal the same amounts of money.			
	6	I can compare and sequence intervals of time.			
	7	I can read the time on the clock to the nearest 15 minutes including quarter past/to the hour.			
	8	I know the number of minutes in an hour and the number of hours in a day.			
Shape	1	Compare and sort common 2D and 3D shapes and everyday objects.			
	2	Identify and name 2D and 3D shapes: triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres.			
	3	Identify and describe the properties of 2D and 3D shapes, inc the no. of sides, edges, vertices, faces and lines of symmetry			
	4	Identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder; a triangle on a pyramid.			
	5	Use math vocab to describe position, direction & movement inc movement in a straight line and distinguishing rotation as a turn & in terms of right angles for ¼, ½, & 3/4 turns (clock/anti-clockwise).			
	6	Order and arrange combinations of mathematical objects in patterns and sequences.			
Stats	1	I can ask and answer questions about totalling and comparing categorical data.			
	2	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.			
	3	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity;			