

Green Lane CE Primary School 2018-19 Maths: Stage 2 (expected standard by end of KS1)

NAME:				Date objective when child has shown evidence of using the skill.	Highlight green when child has SECURED the skill.
CLASS:		Starting Stage:			
YEAR GROUP:		End Stage:			

Number and Place Value					
I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward					
I can identify, represent and estimate numbers using different representations, including the number line					
I can compare and order numbers from 0 up to 100; use <, > and = signs					
I can read and write numbers to at least 100 in numerals and in words					
<u>I can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).</u>					
Addition and Subtraction					
<u>I can add and subtract any 2 two-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)</u>					
<u>I can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).</u>					
<u>I can 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 $17 - 3 = 14$)</u>					
<u>I can use estimation to check that my answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).</u>					
Multiplication and Division					
<u>I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing I can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).</u>					
I can show that multiplication of two numbers can be done in any order (commutative) so that $4 \times 5 = 20$ and $20 \div 5 = 4$ and division of one number by another cannot					
I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including word problems					
Fractions					
<u>I can identify $1/3$, $1/4$, $1/2$, $2/4$, $3/4$ and know that all parts must be equal parts of the whole.</u>					
I can write simple fractions for example, $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and count in fractions up to 10, starting from any number e.g. $1 \frac{1}{4}$, $1 \frac{2}{4}$, $1 \frac{3}{4}$, 2					
Measurement					
<u>I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).</u>					
<u>I can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).</u>					
<u>I can compare and sequence intervals of time: tell and write the time to fifteen minutes, including quarter past/to the hour and draw the hands on a clock face to show these times, know the number of minutes in an hour and the number of hours in a day.</u>					
Geometry – Properties of Shapes					
<u>I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line, comparing and sorting quadrilaterals and polygons including in patterns and sequences</u>					
<u>I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces, comparing and sorting cuboids, prisms and cones including in patterns and sequences</u>					
I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (<i>clockwise and anti-clockwise</i>)					
Statistics					
I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables, ask and answer questions about totalling and <i>comparing</i> categorical data					

2B Working BELOW 0 – 2 2B+ BELOW WORKING TOWARDS 3 – 5	2W WORKING TOWARDS National Standard 6 – 12	2W+ WORKING AT THE NATIONAL STANDARD Must include all underlined KO's 13 – 16	2S SECURELY WORKING AT NATIONAL STANDARD Refer to additional grid
---	--	--	---

Green Lane CE Primary School 2018-19 Maths: Stage 2 (greater depth by end of KS1)

NAME:			Date objective when child has shown evidence of using the skill.	Highlight green when child has SECURED the skill.
CLASS:	Starting Stage:			
YEAR GROUP:	End Stage:			

Number and Place Value				
Addition and Subtraction				
I can use reasoning about numbers and relationships to solve more complex problems and explain my thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.				
I can solve unfamiliar word problems that involve 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 more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$).				
I can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).				
Multiplication and Division				
I can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).				
I can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).				
I can solve word problems that involve 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?).				
Fractions				
I can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8).				
Measurement				
I can read the time on the clock to the nearest 5 minutes.				
I can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.				
Geometry – Properties of Shapes				
I can describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).				
Statistics				

2S+
SHOWING GREATER DEPTH
11+