My Maths Goals
Name: _____

		Teacher Assessment						
Number & place value	1. I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward							
	2. I can recognise the place value of each digit in a two-digit number (tens, ones)							
	3. I can identify, represent and estimate numbers using different representations, including the number line							
	4. I can compare and order numbers from 0 up to 100; use <, > and = signs							
	5. I can read and write numbers to at least 100 in numerals and in words							
	6. I can use place value and number facts to solve problems							
Addition & subtraction	7. I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures							
	8. I can solve problems with addition and subtraction applying their increasing knowledge of mental and written methods							
	9. I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100							
	10. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones							
	11. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens							
	12. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers							
	13. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit numbers							
	14. I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot							
	15. I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.							
Multiplication & division	16. I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers							
	17. I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs							
	18. I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot							
	19. I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.							
Fractions	20. I can recognise, find, name and write fractions 3 1 , 4 1 , 4 2 and 4 3 of a length, shape, set of objects or quantity							
	21. I can write simple fractions for example, 2 1 of 6 = 3 and recognise the equivalence of 4 2 and 2 1 .							
Measurement	22. I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels							
	23. I can compare and order lengths, mass, volume/capacity and record the results using >, < and =							
	24. I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value							
	25. I can find different combinations of coins that equal the same amounts of money							
	26. I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change							

	27. I can compare and sequence intervals of time							
	28. I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times							
	29. I can know the number of minutes in an hour and the number of hours in a day.							
Geometry	30. I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line							
	31. I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces							
	32. I can identify 2-D shapes on the surface of 3-D shapes							
	33. I can compare and sort common 2-D and 3-D shapes and everyday objects.							
	34. I can order and arrange combinations of mathematical objects in patterns and sequences							
	35. 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							
Statistics	36. I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables							
	37. I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity							
	38. I can ask and answer questions about totalling and comparing categorical data.							