



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.

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 18×5 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.

