

Key:		Working Within	Mastery	Greater Depth	
Date the box to show what level each child has achieved at the end of each objective.					
Children can demonstrate their methods for solving mathematical problems using concrete apparatus or pictorial representations.					
Number	1 KPI	Count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.			
	2 KPI	Count, read and write numbers to 100 in numerals.			
	3 KPI	Represent and use addition and subtraction facts for all numbers up to 10 and some facts to 20.			
	4 KPI	Make connections between arrays, number patterns, and counting in twos, fives and tens (multiplication times tables).			
	5 KPI	Add and subtract one-digit and two-digit numbers to 20, including zero (mentally, without concrete apparatus by the end of the year).			
	6	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.			
	7	Given a number, identify one more and one less (to 100).			
	8	Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts.			
	9	Solve one-step problems that involve addition & subtraction, using concrete objects, pictorial representations and missing number problems (such as $7 = ? - 9$).			
	10	Identify & represent numbers using objects/ pictorial representations including the number line, and use the language of : < > =.			
	11	Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.			
	12	Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.			
	13	Read and write numbers from 1 to 20 in words (phonetically plausible).			
Measure	14	Compare, describe and solve practical problems for: lengths and height (long/short, longer/shorter, tall/short, double/half): mass/weight (heavy, light, heavier than / lighter than): capacity and volume (full/empty, more than/less then, half/half full, quarter)..			
	15	Measure and begin to record the following: lengths and: mass/weight: capacity and volume (full/empty, more than/less then, half/half full, quarter).			
	16	Compare, describe and solve practical problems for time (quicker/slower, earlier/later).			
	17	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].			
	18	Recognise and use language relating to dates, including days of the week, weeks, months and years.			
	19	Record and tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.			
Geometry	20	Recognise and know the value of different denominations of coins and notes (£1, 50p, 20p, 10p and, 5p, 2p, 1p).			
	21	Recognise, name and describe the properties of common 2-D shapes (pentagons and hexagons) and 3-D shapes (cubes, cones, spheres and pyramids).			
	22	Describe position, direction and movement, i.e.: left and right, top, middle and bottom, above, in front of, between, around, near, close and far, up and down, forwards/backwards, inside/outside.			
	23	Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.			
St	24	Recognise and create repeating patterns with objects and with shapes.			
	25	To interpret and construct simple pictograms, simple tally charts and block diagrams.			

