Key: Date the box to show what level each child has achieved at the end of each objective	Working Within	Mastery	Greater Depth
Children can demonstrate their methods for solving mathematical problems using concrete apparatus or pictorial representations.			

			Working Within	Mastery	Greater Depth
Number	**1 KPI**	**Compare and order numbers from 0 up to 100; use <, > and = signs**			
	2 KPI	**(TAF) Recognise, find, identify and write fractions (⅓, ¼, ½, ⅔, ¾) of a number of shape and know that all parts must be equal parts of the whole.**			
	3 KPI	**(TAF) Recognise the place value of each digit in a two-digit numbers and partition into different combinations of tens and ones.**			
	4 KPI	**(TAF) Recall all number bonds to and within 10 and use these to reason with calculate bonds to and within 20, recognising other associated additive relationships (to 100 – not TAF statement).**			
	5 KPI	**(TAF) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables** *(TAF – GDS) make deductions outside known multiplication facts (e.g. know that 75 is in the 5x)*			
	6	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.			
	7	Read and write numbers to at least 100 in numerals and in words (phonetically plausible)			
	8	(TAF) Add and subtract 2 digit numbers using concrete objects, pictorial representations, and mentally (e.g. 48+35; 72-17).			
	9	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems being able to use estimation to check answers are reasonable (e.g. knowing that 48 + 35 will be less than 100). *(TAF – GDS) Use reasoning about numbers and relations to solve more complex problem and explain their thinking: 29+17 = 15 + 4 + ___)*			
	10	Solve problems with addition and subtraction: using objects, pictorial representations, numbers, quantities and measures: applying increasing knowledge of mental & written methods.*			
	11	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.*			
	12	Show that addition or multiplication of two numbers can be done in any order (commutative) and subtraction and division cannot.			
	13	Can quickly recall doubling and halving facts to 20 and recognise odd and even numbers (to 100).			
	14	Recognise the equivalence of ½ and ¾ and find simple fractions of amounts (e.g. ½ of 6 = 3)			
	15	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.			
	16	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the X, ÷, = signs.			
Measure	17	(TAF) Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and find different combinations of coins that equal the same amounts of money.			
	18	Choose and use appropriate standard units to estimate, measure, compare and order length/height in any direction; mass ; temperature ; capacity and record the results using >, < & =.			
	19	(TAF) 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. pupils reads the temperature on a thermometer or measures capacities using a measuring jug). *(TAF – GDS) Read scales where not all numbers on the scale are given and estimate points in between.*			
	20	(TAF) Read the time on a clock to the nearest 15 minutes. *(TAF – GDS) Read time on a clock to the nearest 5 minutes*			
	21	Compare and sequence intervals of time and know the number of minutes in an hour and the number of hours in a day.			
Geometry	22	(TAF) Name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges and faces and lines of symmetry. *(TAF – GDS) Describe similarities and differences of 2D and 3D shapes using their properties*			
	23	Order and arrange combinations of mathematical objects in patterns and sequences.			
	24	Use mathematical vocabulary to describe position, direction and movement, and rotation in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).			
S	25	Construct, interpret, ask and answer simple questions about simple pictograms, tally charts, block diagrams, simple tables and comparing categorical data.			