

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 1c

MA1 *Using and applying mathematics*

- T1 I can share 6 objects between 2 children.
- T2 I can write and use numbers (less than 10) in role play.
- T3 I can compare 'bigger than' and 'smaller than' in role play.
- T4 I can show my work in pictures or objects.
- T5 With support, I can explain why I have sorted objects in a particular way.

MA2 *Number*

- T1 I can count up to 10 objects independently.
- T2 I can read and write numbers to 10 independently.
- T3 I know and understand that '0' is less than '1'.
- T4 I can arrange numbers in order from 1 to 10.
- T5 I can add or take 1 from a number up to 10 and know the new number.
- T6 I can use repeating patterns using 2 objects.

MA3 *Shape, space and measure*

- T1 I can pick out 2D shapes in a picture.
- T2 I can point to a corner, face and edge on a 3D shape.
- T3 I can name a circle, triangle and square.
- T4 I can sort shapes by simple criteria such as roll, large, small, stack, 4 corners and triangle.
- T5 I can compare the size of 2 objects using smaller or shorter.
- T6 I know the days of the week.

MA4 *Handling data*

- T1 I can sort objects into 2 groups.

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TARGETS IN MATHEMATICS

Working towards Level 1b

MA1 *Using and applying mathematics*

- T1 I know the meaning of plus, more than, take away, add and fewer than.
- T2 I can recognise and use coins in role play.
- T3 I am beginning to use maths for simple problem solving. (there are 10 children in the room and 2 leave - how many are left?)
- T4 I can estimate how many objects are in a group of 10.
- T5 If asked, I can explain why I have sorted objects in a particular way.
- T6 I can follow simple patterns.

MA2 *Number*

- T1 I can take away 1 from any number to 10 and show my answer.
- T2 I can add 1 to any number to 10 and show my answer.
- T3 I can add 2 sets together up to 10.
- T4 I can recognise some coins and understand 10p is more than 1p.
- T5 I am beginning to understand and use language like estimate, before, after, total, sum, difference and between.

MA3 *Shape, space and measure*

- T1 I can use positional language like behind, under, on top and beside.
- T2 I can name some simple 2D and 3D shapes.
- T3 I can compare 2 lengths and say which one is shorter/longer.
- T4 I can make a repeating pattern of 3 objects.
- T5 I can talk about 3D shapes using words such as solid, curved, corner, edge, face, straight.

MA4 *Handling data*

- T1 I can put objects into the correct section of a Venn or Carroll diagram.
- T2 I can explain why I have sorted objects in a particular way.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 1a

MA1 *Using and applying mathematics*

T1 I understand and can use these symbols: + (plus), - (minus) and = (equals).

T2 I can work out 'how many more' I need to make another number within 10.

MA2 *Number*

T1 I can make 'half' of a shape, length of string or container of water.

T2 I can subtract objects from a set and say how many are left.

T3 I can order numbers to 20.

T4 I can add 2 coins together and say how much I have.

T5 I can solve problems involving 1p and £1 coins.

T6 I can record simple calculations using objects, picture and numbers.

T7 I understand and use doubles of numbers to 5.

MA3 *Shape, space and measure*

T1 I can read the hour times on a clock and am beginning to know the half hour signs.

T2 I can create my own repeating pattern using up to 3 colours or shapes.

T3 I can find objects that are longer / shorter than a metre.

T4 I can find objects that are heavier / lighter than 500grams.

T5 I can show liquid that is less / more than 1 litre.

T6 I can use positional words like next to, in between and over.

T7 I can follow directions to turn objects and move them forwards and backwards.

T8 I can order things that happen during the day and talk about the sequence.

MA4 *Handling data*

T1 I can use the objects I have sorted to make a simple block graph (big / small)

T2 I can explain how and why I have sorted objects into groups.

TARGETS IN MATHEMATICS

Working towards Level 2c

MA1 *Using and applying mathematics*

- T1 With support, I can identify one of the key facts in a problem.
- T2 With support, I am able to use apparatus, role play and diagrams to help to show a problem.
- T3 I am beginning to use symbols to represent parts of problems. (= for equals)
- T4 I am able to predict in a simple number sequence the next number. (2, 4, 6...)

MA2 *Number*

- T1 I can read all numbers to 100.
- T2 I can use and understand all number facts to 10.
- T3 I can recognise odd and even numbers.
- T4 I can use a number line to add two numbers together up to 20.
- T5 I understand and can use the + sign when looking for the total and the – sign when asked for the difference.
- T6 I can add simple doubles. (5+5, 10+10, 2+2)

MA3 *Shape, space and measure*

- T1 I know and can recognise simple 3D shapes. (cube, sphere, cylinder and pyramid)
- T2 I can show the line of symmetry in a shape.
- T3 With support, I can begin to use standard units to measure.
- T4 I can compare the weight of two objects.
- T5 I can compare and judge which of two containers has the most liquid.
- T6 I understand that a shape stays the same even though it is shown at different angles.

MA4 *Handling data*

- T1 I can sort some objects using two criteria. (triangle/not triangle, blue/not blue)
- T2 I can use the correct words when looking at data. (table, group, list, set)
- T3 I can show my findings on a simple pictogram.
- T4 I can put information on a tally chart.

TARGETS IN MATHEMATICS

Working towards Level 2b

MA1 *Using and applying mathematics*

- T1 I can identify two of the key facts in a problem.
- T2 I can find the correct apparatus to use to help solve a problem.
- T3 With support, I can use a diagram to represent a problem.
- T4 I am able to use mathematical language to talk about my work.
- T5 I am beginning to show my methods of working out a problem.
- T6 With support, I am able to explain how to solve a simple problem.

MA2 *Number*

- T1 I can count numbers up to 100 in order.
- T2 I can recognise odd and even numbers to 50 in a sequence.
- T3 I can double or halve numbers to 20.
- T4 I can understand that subtraction is the inverse of addition. ($6+8=14$, $14-8=6$)
- T5 I can understand place value within 100. (partitioning)

MA3 *Shape, space and measure*

- T1 I can identify a range of 2D and 3D shapes. (square, triangle, hexagon, pentagon, octagon, cube, cylinder, sphere, cuboid and pyramid)
- T2 I can recognise a right angle.
- T3 I can make whole turns, half turns and quarter turns.
- T4 I can read the time to o'clock, half past and quarter past.
- T5 I am beginning to use the terms litres, kilograms and metres correctly.
- T6 I am beginning to understand the difference between 2D and 3D shapes.

MA4 *Handling data*

- T1 I can gather and record information on a simple table.
- T2 I can gather and record information on a block graph.
- T3 I can answer simple questions about the data I have collected.

PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 2a

MA1 *Using and applying mathematics*

- T1 I can choose and use the correct operation for solving simple problems.
- T2 I can solve a range of problems using the methods I have been shown.
- T3 With support, I can check my work to see if it is correct.
- T4 I can predict what comes next in a more complex sequence (15, 10, 5.....) and explain why.
- T5 I can show the steps I have taken to solve a problem.
- T6 I can think of my own way of showing how I have solved a problem.

MA2 *Number*

- T1 I know 'one more than' and 'one less than' any number within 100.
- T2 I can order numbers in size within 10.
- T3 I can add and subtract multiples of ten. ($3+4 - 30+40$)
- T4 I can work out simple operations using halves and quarters. ($\frac{1}{4}$ of 20, $\frac{1}{2}$ of a circle)
- T5 I can use mental calculations to solve number problems including those involving money and measure.
- T6 I can use repeated addition/subtraction to solve multiplication/division problems.
- T7 I can count objects in groups of 2, 5 and 10 .
- T8 I know that halving is the opposite of doubling.

MA3 *Shape, space and measure*

- T1 I can identify the number of edges, faces and corners of 3D shapes .
- T2 I can describe the position of objects. (first, second and third)
- T3 I can give directions of left and right, clockwise and anti-clockwise using a programmed robot.
- T4 I can use a time line to order daily events.
- T5 I can read scales to the nearest labelled division.
- T6 I can sort 2D and 3D shapes to a single criterion. (right angles)
- T7 I can visualise 2D and 3D shapes.

MA4 *Handling data*

- T1 I can test a statement by collecting and sorting data. (most children in the class go to bed at 7.30pm)
- T2 I am able to use the computer to enter data that I have collected.
- T3 I can explain my findings and recordings .
- T4 I am able to ask questions about other children.

TARGETS IN MATHEMATICS

Working towards Level 3c

MA1 *Using and applying mathematics*

- T1 I can choose my own equipment when I'm solving a problem. (including calculators)
- T2 I can try different approaches to solving a problem.
- T3 I can check and correct my work.
- T4 I can answer simple 'What if?' questions.
- T5 I can begin to understand statements such as 'two numbers less than 100 cannot give a total of more than 200'.
- T6 I am beginning to have an organised approach when recording my problem solving.

MA2 *Number*

- T1 I can partition numbers into 100s, 10s and units.
- T2 I can compare numbers using apparatus. (100 squares, number lines)
- T3 I can multiply and divide whole numbers by 10.
- T4 I can recognise a wider range of sequences of numbers including multiples of 2, 5 and 10.
- T5 I can understand and use unit fractions ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{1}{10}$) of shapes and sets of objects.
- T6 I can use my knowledge of times tables facts to help me with division. ($3 \times 10 = 30$, $30 \div 10 = 3$)
- T7 I can use number facts to 20 when solving problems using bigger numbers.
- T8 I can multiply and divide 2-digit numbers by 2, 3, 4 or 5. ($36 \div 3 = 12$)

MA3 *Shape, space and measure*

- T1 I can sort shapes into 'regular' and 'irregular' groups.
- T2 I can recognise right angles in shapes from different orientations.
- T3 I can recognise obtuse and acute angles.
- T4 I understand reflective symmetry in shapes.
- T5 I can give directions such as left, right, clockwise, anticlockwise, quarter turn, 90° .
- T6 I am able to use metric units of length, capacity and mass.
- T7 I can read scales with increments of 2, 5 and 10.

MA4 *Handling data*

- T1 I can choose what data to collect to answer a question and record the data on the appropriate chart.
- T2 I can construct bar charts and pictograms.
- T3 I can understand and explain information presented on lists, bar charts and pictograms.
- T4 I can read scales labelled in 2s, 5s and 10s, including reading between labelled divisions.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 3b

MA1 *Using and applying mathematics*

- T1 I can use my mathematical skills to help me solve a problem.
- T2 I can look for patterns in my results.
- T3 I have a systematic approach to recording my work.
- T4 I am able to use mathematical vocabulary.
- T5 I can talk about the strategies I have used to solve a problem.
- T6 With support, I can make some general statements about my work .

MA2 *Number*

- T1 I can use place value to round numbers up or down to the nearest 10, 100, 1000.
- T2 I can recognise fractions that are equal to $\frac{1}{2}$. (5/10, 4/8)
- T3 I can convert pence into pounds and order amounts according to their value. (306p = £3.06)
- T4 I can solve problems using the inverse operation. (double a number + 5 = 35 - what is the number?)
- T5 I can add and subtract 2-digit numbers mentally eg. 36+19.
- T6 I can choose to calculate mentally, on paper or with apparatus.
- T7 I can solve 2-step problems using the appropriate operation.
- T8 I can add and subtract 3-digit numbers.

MA3 *Shape, space and measure*

- T1 I can recognise common 3D shapes. (triangular prism, square-based pyramid)
- T2 I can recognise 3D shapes from drawings and photographs.
- T3 I can reflect simple shapes using a mirror.
- T4 I can measure a length to the nearest $\frac{1}{2}$ cm.
- T5 I can read a 12-hour clock.
- T6 I can find the area of a shape by counting squares.

MA4 *Handling data*

- T1 I can choose the best recording method to show my data. (Venn diagram, pictogram)
- T2 I can use a Venn and Carroll diagram to record and sort information using two criteria. (shapes sorted using properties such as right angles and equal sides)
- T3 I can read between labelled divisions such as halfway between 40 and 50.
- T4 I can compare data. (say how many more than..)
- T5 I can respond to questions such as 'How would the data differ if we asked the children in Year 6?'

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 3a

MA1 *Using and applying mathematics*

- T1 I can explain what I need to do to solve a problem.
- T2 I can find ways of overcoming difficulties when I am solving problems.
- T3 I can use patterns to help me find other possible answers.
- T4 I can begin to develop my own ways of recording.
- T5 I can use and interpret mathematical symbols and diagrams.
- T6 I can make up a problem for my partner to solve.

MA2 *Number*

- T1 I can recognise negative numbers. (temperature)
- T2 I can recognise a wider range of sequences. (12, 24, 36...)
- T3 I can recognise and record fractions that are several parts of the whole. ($\frac{3}{4}$, $\frac{5}{8}$, $\frac{2}{3}$)
- T4 I can solve balancing problems. ($7 \times 10 = 82 - 12$)
- T5 I know multiplication facts for x6, x7, x8, x9
- T6 I can add and subtract decimals.
- T7 I can do division with remainders.

MA3 *Shape, space and measure*

- T1 I can begin to recognise nets of familiar 3D shapes. (cube, triangular prism)
- T2 I understand area and perimeter measurements.
- T3 I can calculate time durations on a 12-hour clock up to 1 hour.
- T4 I know one whole turn is 360° and can recognise angles within it.

MA4 *Handling data*

- T1 I can choose an appropriate scale for a graph. (divisions of 2)
- T2 I can choose an appropriate symbol to represent a number on a pictogram. (one symbol to represent 2 or 5)
- T3 I can use a key to talk about data.
- T4 When looking at data, I can understand the idea of 'certain' and 'impossible'.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 4c

MA1 *Using and applying mathematics*

- T1 I can make suggestions of ways to tackle problems.
- T2 I can use my mathematical knowledge and skills to help me investigate and solve problems.
- T3 I am able to identify the correct units of measurement when solving problems.
- T4 I can record my results in an organised way.
- T5 I can solve a problem by trying out my own ideas.

MA2 *Number*

- T1 I can sequence decimals.
- T2 I can multiply/divide whole numbers by 10 or 100.
- T3 I can use a calculator to find missing numbers including decimals.
- T4 I can do balancing sums including division. ($20 + \Delta = 100 \div 4$)
- T5 I can use brackets in my calculations.
- T6 I can recall multiplication facts up to $\times 12$ and work out corresponding division facts.
- T7 I can do calculations involving negative numbers.
- T8 I can use and interpret coordinates in the first quadrant.

MA3 *Shape, space and measure*

- T1 I can recognise an oblique line of symmetry.
- T2 I can use mathematical terms such as horizontal, vertical and congruent.
- T3 I can recognise more complex properties of shapes. (square v rectangle)
- T4 I can use a grid to plot the reflection in a mirror line presented at 45° .
- T5 I can measure a length using mm to within 2mm.
- T6 I can find areas by counting squares and part squares.
- T7 I can find the area of squares and rectangles.
- T8 I can calculate time durations that go over the hour.

MA4 *Handling data*

- T1 I can suggest possible answers and data to collect to solve a problem.
- T2 I can record data using a frequency table.
- T3 I can represent data in frequency diagrams.
- T4 I can represent data in bar charts, Venn diagrams and pictograms.
- T5 I can represent sorting using two criteria. (multiples of 8, multiples of 6)
- T6 I can interpret the scale on bar graphs and line graphs, reading between labeled divisions. (reading 17 on a scale labelled in fives)

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 4b

MA1 *Using and applying mathematics*

- T1 I can use my skills and knowledge to solve problems.
- T2 I can ask and answer questions about a problem.
- T3 I can check my answers and make sure they make sense.
- T4 I can use accurate vocabulary to explain my solutions.
- T5 I can check my methods and justify my answers.

MA2 *Number*

- T1 I can recognise and describe number relationships including multiple, factor and square .
- T2 I can recognise equivalence between fractions, decimals and percentages. ($1/2 = 50\% = 0.5$)
- T3 I can order decimals to three decimal places.
- T4 I can do calculations with multiples of 10. ($180 \div 3$)
- T5 I can use written methods and add and subtract decimals to two places .
- T6 I can multiply a decimal by a single digit. (36.2×8)
- T7 I can check if my answer is reasonable.
- T8 I can read a calculator display of 4.5 as £4.50 in context of money.

MA3 *Shape, space and measure*

- T1 I can recognise and name most quadrilaterals. (rhombus, parallelogram)
- T2 I can visualise shapes and recognise them in different orientations.
- T3 I can complete a rectangle which has two sides drawn at an oblique angle to the grid.
- T4 I understand and can explain the term 'area' and 'perimeter'.
- T5 I am beginning to find the area of shapes that need to be divided into rectangles.

MA4 *Handling data*

- T1 I can test hypotheses about the frequency of an event by collecting data.
- T2 I can choose a suitable class interval when collecting or representing data. (hours spent watching TV)
- T3 I can construct simple line graphs.
- T4 I can interpret simple pie charts.
- T5 I can interpret the total amount of data represented.
- T6 I understand the language of probability including 'more likely', 'equally likely', 'fair', 'unfair', 'certain'.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 4a

MA1 *Using and applying mathematics*

- T1 I am able to review my work and the different methods I have used.
- T2 I can identify patterns in number and make my own rules. (multiples of 2 = even numbers)

MA2 *Number*

- T1 I can convert mixed numbers to improper fractions and vice versa.
- T2 I am beginning to understand simple ratio.
- T3 I am beginning to use formulae expressed in words.

MA3 *Shape, space and measure*

- T1 I can recognise right-angled, equilateral, isosceles and scalene triangles.
- T2 I am beginning to rotate a simple shape or object about its centre or a vertex.
- T3 I can translate shapes horizontally or vertically.
- T4 I can read and interpret timetables.
- T5 I can measure and draw acute and obtuse angles to the nearest 5° , when one edge is horizontal/vertical.

MA4 *Handling data*

- T1 I can use mode and range to compare data.
- T2 I can compare data sets and respond to questions.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 5c

MA1 *Using and applying mathematics*

- T1 I can recognise key information needed to solve problems and develop lines of enquiry.
- T2 I can solve multiple-step problems.
- T3 I can organise my work and record systematically.
- T4 I can decide how best to represent my conclusions using appropriate recording.
- T5 I can explain my methods and conclusions in problem solving.

MA2 *Number*

- T1 I can multiply and divide whole numbers and decimals by 10, 100 and 1000.
- T2 I can reduce a fraction to its simplest form by cancelling common factors.
- T3 I can multiply a 2-digit number by a single digit. (39 x 7)
- T4 I can calculate simple fractions or percentages of a number/quantities. ($\frac{5}{8}$ of 400g)
- T5 I know and can use the order of operations including brackets.
- T6 I can solve problems involving ordering, adding, subtracting negative numbers.
- T7 I can approximate to check my answers.
- T8 I can use and interpret coordinates in all four quadrants.

MA3 *Shape, space and measure*

- T1 I understand parallel and perpendicular in relation to edges or faces.
- T2 I can sort quadrilaterals.
- T3 I can give the fourth coordinate of a parallelogram .
- T4 I can find lines of reflection symmetry in shapes and diagrams.
- T5 I can translate shapes along an oblique line.
- T6 I can visualise a 3D shape from its net and match vertices that will be joined.
- T7 I can measure and draw reflex angles to the nearest degree when neither edge is horizontal or vertical.
- T8 I can solve problems involving the conversion of units .

MA4 *Handling data*

- T1 I can formulate questions and collect the data required to answer them.
- T2 I understand that different outcomes may result from repeating an experiment.
- T3 I can understand and use the mean of discrete data.
- T4 When drawing conclusions, I can identify further questions to ask.
- T5 I can describe and predict outcomes from data using words such as 'chance' and 'likelihood'.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 5b

MA1 *Using and applying mathematics*

- T1 I can find efficient methods to solve problems.
- T2 I can identify more complex patterns and make generalisations.
- T3 I am beginning to express generalisations using symbolic notation.

MA2 *Number*

- T1 I can round decimals to the nearest decimal place.
- T2 I can order fractions with different denominators.
- T3 I can order decimals that have a mixture of one, two or three decimal places.
- T4 I can calculate decimal complements to 10 or 100.
- T5 I can add and subtract negative numbers in context.
- T6 I can add and subtract numbers that do not have the same decimal places.
- T7 I am beginning to use multiplication to solve ratio problems.
- T8 I can use symbols to represent an unknown number or variable.

MA3 *Shape, space and measure*

- T1 I can talk about special triangles and quadrilaterals.
- T2 I can calculate missing angles in triangles.
- T3 I can calculate angles within shapes .
- T4 I can recognise the order of rotation symmetry.
- T5 I can rotate shapes through 90° and 180° , where the centre of rotation is a vertex of the shape.
- T6 I can construct a triangle given the length of two sides and the angle between them.
- T7 I can find the length of a rectangle given its perimeter and width.
- T8 I can change metric into imperial measurement.

MA4 *Handling data*

- T1 I can select different methods for probability work.
- T2 I can decide whether a probability can be calculated or estimated.
- T3 I can understand the probability scale from 0 to 1.
- T4 I can describe and compare two sets of football results by using range and mode.
- T5 I can interpret graphs, diagrams and pie charts, and draw conclusions.
- T6 I can recognise the difference between discrete and continuous data.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN MATHEMATICS

Working towards Level 5a

MA1 *Using and applying mathematics*

- T1 I can check my work, spotting and correcting errors and reviewing my methods.
- T2 I am beginning to understand and use formulae and symbols to represent problems.
- T3 I can use examples and counter-examples to justify conclusions.

MA2 *Number*

- T1 I can find two-digit prime numbers.
- T2 I can make generalisations about sequencing.
- T3 I can convert fractions into decimals or percentages.
- T4 I can multiply and divide decimal numbers by a single digit. (31.62 x 7)
- T5 I can multiply and divide 3-digit numbers by 2-digit numbers.
- T6 I can understand simple expressions using symbols. (2 less than n , $n - 2$)

MA3 *Shape, space and measure*

- T1 I can draw a parallelogram or trapezium to a given area on a square grid.
- T2 I can reflect shapes not presented on a grid by measuring perpendicular distances to and from a mirror
- T3 I can reflect shapes on two mirror lines when the shape is not perpendicular or parallel to either mirror.
- T4 I can find the area or perimeter of an L shape given an edge length.

MA4 *Handling data*

- T1 I can compare two spinners to find out which is more likely to result in an even number.
- T2 I can create and interpret line graphs where the intermediate values have meaning. (draw and use a conversion graph for pounds and euros)
- T3 I can solve complex problems. (find 5 numbers where the mode is 6 and the range is 8)
- T4 I can recognise when information is presented in a misleading way. (2 pie charts with different sample sizes)