

Year 2/3		Step 9	Step 10
<b>Problem Solving</b>		<ul style="list-style-type: none"> <li>- I can use place value and number facts to solve problems.</li> <li>- I can solve problems with addition and subtraction: <i>using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying my increasing knowledge of mental and written methods.</i></li> <li>- I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> <ul style="list-style-type: none"> <li>- To solve one-step and two-step questions</li> <li>- To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> <li>- To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence</li> <li>- To solve problems in which n objects are connected to m objects.</li> <li>- To solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> <li>- I can solve problems that involve all of the information on fractions.</li> </ul>	
<b>Number</b>	<b>Place Value</b>	<ul style="list-style-type: none"> <li>- I can understand the place value of 2 digit numbers through relating concrete objects to pictorial representations (e.g. the 100 square).</li> <li>- I can partition numbers in different ways. e.g. (23= 20+3: 23=10+13).</li> <li>- I can use &lt;, &gt; and = signs when comparing and ordering numbers.</li> <li>- I can read and write numbers to at least 100 in words.</li> </ul>	<ul style="list-style-type: none"> <li>- I can find 10 and 100 more and less than a given number using concrete materials</li> <li>- I am beginning to recognise the place value of each digit in a 3-digit number</li> </ul>
	<b>Counting</b>	<ul style="list-style-type: none"> <li>- I can count in steps of 2,5 and 3 forwards and backwards and can count in tens from any given number.</li> </ul>	<ul style="list-style-type: none"> <li>- I can count fluently from 0 in steps of 50 and 100</li> <li>- I can count forwards and backwards from 0 in steps of 3 and 4.</li> </ul>
	<b>Fractions and Decimals</b>	<ul style="list-style-type: none"> <li>- I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a shape, length and discrete (countable) and continuous (measures) quantities.</li> <li>- I can recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> <li>I can count in steps of <math>\frac{1}{3}</math> to 5.</li> </ul>	<ul style="list-style-type: none"> <li>- I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts</li> <li>- I can begin to recognise, find and write fractions of a discrete set of objects: unit fractions</li> <li>- I can begin to recognise and show, using diagrams, equivalent fractions with small denominators. (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>)</li> <li>- I can compare fractions with the same denominators.</li> </ul>
<b>Calculating</b>	<b>Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>- I can derive and use related facts up to 100.</li> <li>I am beginning to record the addition of 2 2-digit numbers in a vertical format.</li> </ul>	<ul style="list-style-type: none"> <li>- I can add a three-digit number and 1s (HT1s1s), mentally</li> <li>- I can add and subtract up to 3 digit numbers informally.</li> <li>- I can add and subtract numbers with 2 digits, using formal written methods of columnar addition and subtraction without regrouping.</li> <li>-I can add and subtract 2 2-digit numbers within 100, mentally.</li> <li>- I can begin to estimate the answer to a calculation.</li> </ul>
	<b>Multiplication and Division</b>	<ul style="list-style-type: none"> <li>- I can recall and use multiplication and division facts for the 5 times tables, including recognising odd and even numbers.</li> <li>- I can use the fact that multiplication of two numbers can be done in any order and division of one number by another cannot.</li> <li>-I know the 5 times table facts up to x12 without counting.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recall and use multiplication and division for the 3 and 4 times tables up to x 5</li> <li>- I can use the multiplication tables I know to help me calculate (mentally) mathematical statements for multiplication and division (e.g. <math>2 \times 3 = 6</math> so <math>2 \times 30 = 60</math>; <math>6 \div 2 = 3</math> so <math>60 \div 2 = 30</math>).</li> <li>-I understand multiplication as scaling.</li> <li>-I show multiplication is distributive using arrays. (e.g. <math>2 \times 24 = (2 \times 20) + (2 \times 4)</math>)</li> </ul>
<b>Geometry</b>	<b>Properties of shape</b>	<ul style="list-style-type: none"> <li>- I can identify and describe symmetry in a vertical line of 2-D shapes.</li> <li>-I can read and write the names for common 2D and 3D shapes andam beginning to use the suffixes (e.g. oct, hex, dec etc) to help me remember the number of sides/ faces.</li> <li>I can draw lines and shapes with a straight edge.</li> </ul>	<ul style="list-style-type: none"> <li>- I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</li> <li>-I can recognise 2D and 3D shapes with line symmetry.</li> </ul>
	<b>Position and direction</b>	<ul style="list-style-type: none"> <li>- I can recognise directions using mathematical vocabulary in terms of right angles for quarter, half and three-quarter turns (ant/clockwise).</li> </ul>	
<b>Measurement</b>		<ul style="list-style-type: none"> <li>- I can choose an appropriate standard unit to the nearest appropriate unit</li> </ul>	<ul style="list-style-type: none"> <li>- I can add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity</li> </ul>

	<p>using rulers, scales, thermometers and measuring vessels.</p> <ul style="list-style-type: none"> <li>- I can record my results using &lt;, &gt; and =.</li> </ul> <p>I can compare measures including simple multiples (e.g. <i>half as high, twice as heavy</i>)</p>	(l/ml) using mixed units
<b>Measurement - Money</b>	<ul style="list-style-type: none"> <li>- I can find combinations of coins that equal the same amounts of money.</li> <li>- <b>I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</b></li> <li>- I am beginning to solve problems involving giving change including change from non-multiples of 10 using counting up.</li> </ul>	- I can add and subtract amounts of money to give change, beginning to use both £ and p in practical contexts up to £5
<b>Measurement - Time</b>	<ul style="list-style-type: none"> <li>- I can tell the time in 5 minute intervals and begin to write the hands on a clock to show these times.</li> <li>- I know the amount of hours in a day.</li> <li>- <b>I can compare and sequence intervals of time</b></li> </ul>	<ul style="list-style-type: none"> <li>- I can tell and write the time from a 12- hour digital and analogue clock</li> <li>- I can estimate and read time in 5 minute and 1 minute intervals.</li> <li>- I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>- I am beginning to know the number of seconds in a minute and the number of days in each month, year and leap year.</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>- I can collect data and record it in a simple pictogram (using ratios of 2, 5 and 10) and block diagram.</li> <li>- I can draw simple conclusions about the data that I have collected.</li> <li>- I can make comparisons about the data I have collected.</li> </ul>	- I can read and insert data into bar charts, pictograms and tables.