Year 1/2		Step 6	Step 7
Problem Solving		**- I can solve one-step problems that can involve addition and subtraction, using concrete objects and pictorial representations.** **- I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.** **- I can compare, describe and solve practical problems for:** ***- Lengths and heights (e.g. long/short, longer/ shorter, tall/ short, double/half)*** ***- Mass or weight (e.g. heavy/light, heavier than, lighter than)*** ***- Capacity/ volume (full/empty, more than, less than, half, quarter)*** ***- Time (hours, minutes and seconds, quicker, slower, earlier, later).*** **- I can use place value and number facts to solve problems.** **- I can solve problems with addition and subtraction:** ***using concrete objects and pictorial representations, including those involving numbers, quantities and measures*** ***applying my increasing knowledge of mental and written methods.*** **- I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.** **- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.**	
Number	**Place Value**	-I can read and write numbers to 100. - I can count, read and write numbers to 20 in numerals and words. -I know one more/less for numbers to at least 100 without counting. - I can identify and represent numbers using objects (e.g. Diennes or Numicon) and pictorial representations including the number line, and use the language of: equal to, more then, less than (fewer – when comparing quantities), most and least.	- I can partition numbers into tens and ones using practical apparatus. - I can order numbers from 0 to 100. - I can read and write numbers to 50 in words. - I am beginning to understand the role of 0 as a place holder.
	Counting	- I can count to 100, forwards and backwards, beginning from any given number and relate this to counting up to 100 objects. - I can count in multiples of fives.	- I can count in steps of 2, 5 and 10 forwards and backwards
	Fractions and Decimals	I can read and represent half as ½ I can read and represent quarter as ¼ I can recognise that a quarter is a half of a half using pictorial representations and quantities.	- I can recognise, read, find, name and write fractions 1/4 , 2/4 and of a shape, length and discrete (countable) and continuous (measures) quantities. - I can count in steps of ½ to 10. - I can write simple fractions e.g. $^1/_2$ of 6 = 3.
Calculating	**Addition and Subtraction**	- I can recall addition and subtraction facts within 20. - I can add and subtract 1-digit and 2-digit numbers to 20, including zero using manipulatives or pictorial representations I am beginning to know that addition is commutative but subtraction is not. - I can work out the value of a missing number, e.g. 30 - ? = 24.	- I am beginning to recall and use addition and subtraction facts to 20. I know that addition is commutative but subtraction is not. I know that addition and subtraction are inverses - I can add and subtract numbers using concrete objects, pictorial representations and mentally including: *A 2-digit number and ones* *A 2-digit number and tens* *Adding three 1-digit numbers.*
	Multiplication and Division	- I can solve one-step problems involving multiplication and division, by calculating the answer using arrays with the support of the teacher. - I know doubles of numbers to 10 and corresponding halves to 20, relating to the x2 table.	- I am beginning to recall and use multiplication and division facts for the 2 times tables including recognising odd and even numbers. - I am beginning to use x and ÷ and = to record my work. - I am beginning to know that multiplication can be done in any order but

		I know 2, 5 and 10 table facts up to x5 without counting.	division cannot. I am beginning to know the 2 and 10 times table facts up to x12 without counting.
Geometry	**Properties of shape**	I can recognise and name 2D and 3D shapes in different orientations and sizes.	- I am beginning to describe the properties of 2-D shapes. - I am beginning to describe the properties of 3-D shapes. - I am beginning to compare and sort 2D and 3D shapes and everyday objects according to their geometrical properties
	Position and direction	- I can recognise whole, half, quarter and three-quarter turns. I can give instruction using the language of position and direction *(e.g. left, right and half-, quarter and three-quarter turn in both directions)* when I am in a fixed position.	- I can respond to instructions using mathematical vocabulary to describe position, direction and movement (including movement in a straight line) - I can order and arrange combinations of mathematical objects.
Measurement		- I can solve practical problems for: *- Lengths and heights (e.g. long/short, longer/ shorter, tall/ short, double/half)* *- Mass or weight (e.g. heavy/light, heavier than, lighter than)* *- Capacity/ volume* *(full/empty, more than, less than, quarter)* *-Time (quicker, slower, quicker, later)* - I can compare and am beginning to record in manageable: *- Lengths and heights (cm/m)* *- Mass/weight (Kg)* *- Capacity and volume (L)* *- Time (hours, minutes, seconds).*	- I am beginning to measure length/ height in any direction (m/cm); mass (kg/g); temperature (℃); capacity (litres/ml). - I can directly compare lengths, mass, volume/capacity.
Measurement - Money		- I can recognise and know the value of different denominations of coins and notes (50p, £1, £5, £10 and £20) and am beginning to understand their relative values.	- I can recognise and use the symbols for pounds (£) and pence (p). I can count coins up to a value of £5 I can combine amounts to make a particular value (up to £2) - I am beginning to solve addition/ subtraction problems involving money
Measurement - Time		- I am beginning to sequence events in a chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. - I am beginning to know the months of the year. - I can tell the time to half past - I can recognise and use language relating to dates, including days of the week, weeks, months and years	- I can compare and sequence intervals of time. - I am beginning to know quarter past/to the hour. - I am beginning to recognise 5 minutes intervals.
Statistics			- I can discuss how I collected the data - I can discuss the data I have collected