

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.

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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.

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?'

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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'.

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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)

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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)