Year 1		Beginning	Within	Secure	End of Year NC Expectation
Using and Applying	**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, quarter) Time (quicker, slower, earlier, later)			
Number	**Number system**	I can count to 10, forwards and backwards, beginning from 0 or 1. I can count, read and write numbers to 10. I can count in multiples of ten. I am beginning to know one more/less for number to 10. I am beginning to identify and represent number using objects and use the language more/ less. I am beginning to read and write numbers from 1 to 10 in numerals and words	I can count across 10 to 20, forwards and backwards, beginning from 0 or 1, or from any given number. I can count, read and write numbers to 20. I can count in multiples of fives. I know one more/less for numbers to 10. I can identify and represent numbers using objects and use the language more/less (fewer) most and least. I can read and write numbers from 1 to 10 in numerals and words.	I can count across 20 to 50, forwards and backwards, beginning from 0 or 1, or from any given number. I can count, read and write numbers to 50. I can count in multiples of twos. I know one more/less for numbers to at least 10. I am beginning to identify and represent numbers using pictorial representations including the number line, and use the language of: equal to, more then, less than (fewer), most and least. I am beginning to read and write numbers from 1 to 20 in numerals and words.	I can count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number. I can count, read and write numbers to 100 in numerals. I can count in multiples of twos, five and tens. When given a number, I can identify one more and one less. I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more then, less than (fewer), most and least. I can read and write numbers from 1 to 20 in numerals and words.
	Fractions and decimals	I can recognise, find and name a half as one of two equal parts of an object. I can recognise, find and name a quarter as one of four equal parts of an object.	I can recognise, find and name a half as one of two equal parts of a shape. I can recognise, find and name a quarter as one of four equal parts of a shape.	I am beginning to recognise, find and name a half as one of two equal parts of a quantity. I am beginning to recognise, find and name a quarter as one of four equal parts of a quantity.	I can recognise, find and name a half as one of two equal parts of an object, shape or quantity. I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Calculating	**Addition and Subtraction**	I am beginning to know that addition is the combining of two groups of objects and subtraction is taking them away. I can recall addition facts to 10. I can add two 1-digit numbers. I can record my work using +, - and =.	I know that addition is the total of two sets and that subtraction is taking away and finding out how many are left. I can use addition facts to 10 to determine related subtraction facts. I can subtract two 1-digit numbers. I am beginning to work out the value of a missing number.	I can use the vocabulary related to addition and subtraction. I can recall addition facts to 20. I am beginning to add and subtract 1-digit and 2-digit numbers to 20, including zero. I can work out the value of a missing number, e.g. 30 - ? = 24.	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. I can represent and use number bonds and related subtraction facts within 20. I can add and subtract 1-digit and 2-digit numbers to 20, including zero. I can solve missing number problems such as 7 = ? – 9.
	Multiplication and Division	I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects.	I can solve one-step problems involving multiplication and division, by calculating the answer using pictorial representations.	I am beginning to solve one-step problems involving multiplication and division, by calculating the answer using arrays with the support of the teacher.	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.

Year 1		Beginning	Within	Secure	End of Year Expectations
Geometry	**Properties**	I am beginning to recognise 2-D shapes.	I can recognise and name 2-D shapes.	I am beginning to recognise 3-Dshapes.	I can recognise and name common 2-D shapes including: shapes (e.g. ○ rectangles (including ○ squares) circles and triangles 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
	Position and direction	I can describe positions (e.g. behind, on top of).	I know forwards, backwards and half turn.	I am beginning to recognise quarter and three- quarter turns.	I can describe position, directions and movements, including half, quarter and three-quarter turns.

Measurement	I am beginning to compare and describe: - Lengths and heights (e.g.long/short) - Mass or weight (e.g. heavy/light) - Capacity/ volume (full/empty), - Time (quick, slow) - I am beginning to measure: lengths and heights, mass/weight, capacity and volume and time (hours, minutes, seconds). - I am beginning to understand the language involved with money. - I am beginning to recognise the language first, next, today, yesterday and tomorrow.	I can compare and describe: - Lengths and heights (e.g. longer/ shorter, tall/ short, double/half) - Mass or weight (e.g. heavier than, lighter than) - Capacity/ volume (e.g. more than, less than, quarter) - Time (e.g. quicker, slower, earlier, later) - I can measure: lengths and heights, mass/weight, capacity and volume and time (hours, minutes and seconds). - I can recognise that money has a value. - I can recognise the language first, next, today, yesterday and tomorrow.	I am beginning to 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, earlier, later) - I am beginning to record: lengths and heights, mass/weight, capacity and volume and time (hours, minutes, seconds). - I am beginning to recognise different denominations of coins. - 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 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, quarter) - Time (quicker, slower, earlier, later) - I can measure and record the following: lengths and heights, mass/weight, capacity and volume and time (hours, minutes and seconds). - I can recognise and know the value of different denominations of coins and notes. - I can 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 recognise the days of the week. - I am beginning to tell the time to the hour.	- I know the days of the week and their order. - I can tell the time to the hour and draw the hands on a clock face to show these times.	- I am beginning to know the months of the year. - I am beginning to 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 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Year 2		Beginning	Within	Secure	End of Year Expectations
Using and Applying	**Problem solving**	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. I can 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	**Number system**	I can count in steps of 2, 5 and 10 forwards. I can recognise the value of 1-digit number as a unit value. 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 can count in steps of 2, 5 and 10 forwards and backwards. I can recognise the value of the tens digit in multiples of 10. I can partition numbers into tens and ones using a number sentence. I can compare numbers from 0 to 100 using mathematical language. I can read and write numbers to at least 100.	I can count in steps of 3 forwards, and in tens from any number backwards. I am beginning to understand place value of 2-digit numbers. I can partition numbers in different ways (e.g. 23 = 20 + 3; 23 = 10 + 13). I am beginning to use <, > and = signs when comparing and ordering numbers. I am beginning to read and write numbers to at least 100 in words.	I can count in steps of 2, 3 and 5 from 0, and in tens from any number forward and backward. I can recognise the place value of each digit in a 2-digit number (tens and ones). I can identify, represent and estimate number using different representations including number line. I can compare and order numbers from 0 up to 100; use <, > and = signs. I can read and write numbers to at least 100 in numerals and in words.
	Fractions and decimals	I can recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a shape. I am beginning to write simple fractions e.g. ½ of 6 = 3.	I can recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length. I can write simple fractions e.g. ½ of 6 = 3.	I am beginning to recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a set of objects or quantity. I am beginning to recognise the equivalence of 2/4 and ½.	I can recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. I can write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.

Calculating	**Addition and Subtraction**	I am beginning to recall and use addition and subtraction facts to 20. I can add and subtract numbers using concrete objects, including: A 2-digit number and ones A 2-digit number and tens Two 2-digit numbers. I can add two 1-digit numbers using concrete objects. I know that addition / subtraction are inverse operations. I am beginning to find missing numbers by using concrete objects.	I can recall and use addition and subtraction facts to 20 fluently. I can add and subtract numbers using pictorial representations, including: A 2-digit number and ones A 2-digit number and tens Two 2-digit numbers. I can add three 1-digit numbers using concrete objects. I can make all related number statements (e.g. 6+8=14, 8+6=14, 14-8 =6, 14-6=8). I can work out the value of a missing number, e.g. 30 - ? = 24	I am beginning to derive and use related facts up to 100. I am beginning to add and subtract numbers mentally, including: A 2-digit number and ones A 2-digit number and tens Two 2-digit numbers. I can add three 1-digit numbers. I am beginning to show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot I can use inverses to find simple missing numbers and explain my thinking.	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 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 Two 2-digit numbers. I can add three 1-digit numbers. I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
	Multiplication and Division	I can recall and use the multiplication facts for the 2 times table. I can use resources to find odd and even numbers. I am starting to write number sentences using these symbols: x, ÷ and =. I can use arrays to investigate multiplication.	I can recall and use multiplication and division facts for the 10 times tables. I recognise that odd numbers end with 1, 3, 5, 7, 9 and even numbers end with 0, 2, 4, 6 and 8. I can record my work in a written form using some mathematical symbols. I realise that multiplication can be done in any order and can explain this pictorially, with resources, or using what I know etc.	I can recall and use multiplication and division facts for the 5 times tables. I can explain why a number is odd and even. I can record my work using symbols correctly. I can use resources to explain why division cannot be done in any order.	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. I can recognise odd and even numbers. I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Year 2		Beginning	Within	Secure	End of Year Expectations
Geometry	**Properties**	I am beginning to describe the properties of 2-D shapes e.g. corners. I am beginning to describe the properties of 3-D shapes. With support I can locate some simple 2-D shapes on the surface of 3-D shapes.	I can describe the properties of 2-D shapes including the number of sides. I can describe the properties of 3-D shapes. I can locate 2-D shapes on the surface of 3-D shapes when asked to find them e.g. does your 3-D shape have a circular face? Where is it?	I am beginning to recognise symmetry in 2-D shapes. I am beginning to recognise the number of edges, vertices and faces in 3-D shapes I can independently locate 2-D shapes on 3-D shapes and talk about their properties.	I can identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. I can identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.
		I can sort 2-D and 3-D shapes using my own criteria.	I can compare 2-D and 3-D shapes using appropriate vocabulary.	I can sort 2-D and 3-D shapes in everyday objects and explain my sorting.	I can compare and sort common 2-D and 3-D shapes and everyday objects.
	Position and direction	I can start to order objects in a given pattern. I can use mathematical vocabulary to describe position e.g. right, left, behind, above etc. I can turn ¼ of a turn.	I can order and arrange mathematical objects and I am starting to spot patterns. I can use mathematical vocabulary (clockwise and anticlockwise) to describe direction and movement including distinguishing between rotation as a turn	I can order and arrange combinations of mathematical objects and explain my thinking. I can use mathematical vocabulary in terms of right angles for quarter, half and three-quarter turns.	I can order and arrange combinations of mathematical objects in patterns I can use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line

Measurement	Using standard units, I can estimate length/ height in any direction (m/cm); mass (kg/g),temperature (C) and capacity (litres/ml). I can compare lengths, mass, volume/capacity. I am beginning to recognise and use the symbols for pounds (£) and pence (p). I am beginning to add/ subtract using money.	I am beginning to measure length/ height in any direction, (m/cm); mass (kg/g),;temperature (C) and capacity (litres/ml). I can order lengths, mass, volume/capacity. I can recognise and use the symbols for pounds (£) and pence (p). I can add/ subtract using money.	I can measure to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. I am beginning to record my results using <,> and =. I am beginning to combine amounts to make a particular value. I am beginning to find combinations of coins that equal the same amounts of money	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (C) and capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. I can compare and order lengths, mass, volume, capacity and record the results using <, > and = I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. I can find different combinations of coins that equal the same amounts of money
	I am beginning to solve addition/ subtraction problems involving money using resources. I can compare different times. I am beginning to know quarter past/to the hour. I am beginning to recognise minutes.	I can solve simple addition/subtraction problems involving money I am beginning to work out time durations for half/ quarter hours. I can draw the hands on a clock to show quarter hours. I know the amount of minutes in an hour.	I am beginning to solve problems involving giving change. I can work out time durations that do not go over the hour. I can tell the time in 5 minute intervals and begin to write the hands on a clock to show these times. I am beginning to know the amount of hours in a day.	I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change I can compare and sequence intervals of time. I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. I know the number of minutes in an hour and the number of hours in a day

Statistics	With support I can collect data and record it as block diagram. With support I can discuss the data I have collected. I am starting to find totals in my data.	I can collect data and record it in a simple list or tally chart. I can answer questions about the data I have collected. I am beginning to compare the data.	I can collect data and record it in a simple pictogram. I can draw simple conclusions about the data that I have collected. I can make comparisons about the data I have collected	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity I can ask and answer questions about totalling and comparing categorical data