

Year3		Beginning	Within	Secure	End of Year Expectation
Using and Applying	Problem solving	<ul style="list-style-type: none"> ✚ Solve number problems and practical problems involving these ideas. ✚ Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. ✚ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 			
Number	Number system	<ul style="list-style-type: none"> ✚ I can count in 100's. ✚ I can find 10 more or 10 less than a given number without crossing a boundary. ✚ I can identify the place value of each digit in a 2 digit number. ✚ I can order numbers to 100 and am beginning to order numbers with the same hundred digit. ✚ I can estimate and start to explain how I got my answer. ✚ I can read and write numbers to 100 and beyond. 	<ul style="list-style-type: none"> ✚ I can count in 100's and 50's. ✚ I can find 10 more or 10 less than a given number crossing a boundary. ✚ I can partition 3 digit numbers and start to recognise the value of each digit. ✚ I can order numbers with different hundred values up to 1000. ✚ I can estimate within a reasonable range and explain my answers verbally or with jottings or pictorial representations. ✚ I can read and write numerals up to 1000. 	<ul style="list-style-type: none"> ✚ I can count in 100's, 50's 4's and 8's. ✚ I can find 100 more or 100 less than a given number crossing a boundary including 100's. ✚ I can identify the place value of each digit in a 3 digit number. ✚ I can compare and order numbers to 1000 using $< > =$ signs. ✚ I can estimate and explain my answers verbally or with jottings or pictorial representations. ✚ I can read and write numbers up to 1000 in numerals and words. 	<ul style="list-style-type: none"> ✚ Count on from 0 in multiples of 4, 8, 50 and 100. ✚ Find 10 or 100 more or less than a given number. ✚ Recognise the place value of each digit in 3 digit numbers. ✚ Compare and order numbers up to 1000. ✚ Identify, represent and estimate numbers using different representations. ✚ Read and write numbers up to 100 in numerals and words.
	Fractions and decimals	<ul style="list-style-type: none"> ✚ I can split an object into 10 equal parts. ✚ I can recognise a fraction is a part of a whole (object). ✚ I can recognise a fraction is a part of a whole (number). ✚ I can say fractions equivalent to $\frac{1}{2}$. ✚ I can use objects to show that a whole is equivalent toequal parts (of the denominator). ✚ I can use resources to compare unit fractions (say which is largest or smallest) 	<ul style="list-style-type: none"> ✚ I can divide an object into 10 equal parts and divide 1 digit numbers by 10 (e.g. 2 divided by 10). ✚ I can recognise and write fractions of objects, pictures etc. ✚ I can recognise and write fractions (number). ✚ I can use resources to find fractions equivalent to $\frac{1}{4}$. ✚ I can start to add fractions using images to explain my thinking. ✚ I can use resources to compare and order $< > =$ unit fractions (numerator is one e.g. $\frac{1}{4}$). 	<ul style="list-style-type: none"> ✚ I can divide a number by 10 and recognise that this is a tenth and can count from one whole number to the next in tenths. ✚ I can recognise, write and find a fraction with a numerator greater than 1 (non-unit fraction e.g. $\frac{5}{6}$, $\frac{3}{7}$ etc.in objects). ✚ I can recognise, write and find a fraction with a numerator greater than 1 (non-unit fraction) (numbers). ✚ I can show my understanding of equivalent fractions using pictorial representations and resources ✚ I can add and subtract fractions using images and pictorial representations. ✚ I can compare and order unit fractions and fractions with the same denominator. 	<ul style="list-style-type: none"> ✚ Count up and down in tenths and recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. ✚ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions (numerator greater than 1) with small denominators. ✚ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. ✚ Recognise and show, using diagrams, equivalent fractions with small denominators. ✚ Add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$). ✚ Compare and order unit ($\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{7}$) fractions, and fractions with the same denominators.

Calculating	Addition and Subtraction	<ul style="list-style-type: none"> ✚ I can add whole numbers without crossing over the tens boundary (321+4). ✚ I can subtract unit numbers without crossing over the tens boundary (329-4). ✚ I can add a 2 digit number to a 2 digit number and show carrying. ✚ I can subtract a 2 digit number from a 2 digit number using a number line. ✚ I can use my number knowledge to make an estimate. ✚ I know that subtraction is the inverse of addition. 	<ul style="list-style-type: none"> ✚ I can add unit numbers and cross the tens boundary (327+5) and begin to add tens and cross boundaries (392+10). ✚ I can subtract unit numbers and cross the tens boundary (322-5) and begin to subtract tens and cross boundaries (392-10). ✚ I can add a 2 digit number to a 3 digit number and show carrying. ✚ I can subtract a 2 digit number from a 3 digit number using a number line. ✚ I can make a reasonable estimate. ✚ I can find and write down the inverse of an addition number sentence. 	<ul style="list-style-type: none"> ✚ I can add tens to my number and cross boundaries (392+10) and add 100's. I can subtract tens to my number and cross boundaries (392-10) and subtract 100's. ✚ I can add a 3 digit number to a 3 digit number showing carrying. ✚ I can subtract a 3 digit number from a 3 digit number using a number line and efficient jumps along it. ✚ I can explain how I have estimated my answer. ✚ I can find and write down the inverse of a subtraction number sentence. 	<ul style="list-style-type: none"> ✚ Add and subtract numbers mentally <ul style="list-style-type: none"> - Three digit number and ones - A three-digit number and tens - A three digit number and hundreds. ✚ Add numbers with up to three digits using formal written methods. ✚ Subtract numbers with up to three digits using formal written methods. ✚ Estimate the answer to a calculation. ✚ Use inverse operations to check answers
	Multiplication and Division	<ul style="list-style-type: none"> ✚ I can recall the multiplication facts for the 3 and 4 multiplication tables (in order). ✚ I can record a number sentence I have heard. ✚ I can use arrays to help me multiply. 	<ul style="list-style-type: none"> ✚ I can recall the multiplication facts for the 3 and multiplication tables (in random order). ✚ I can attempt to solve my number sentence but make errors. ✚ I can write and solve my number sentence using arrays. 	<ul style="list-style-type: none"> ✚ I can recall the multiplication and division facts for the 3,4,8 multiplication tables (in random order). ✚ I can solve my number sentence using by rounding up or down, or partitioning and explain my thinking. ✚ I can write and solve my number sentence using the grid method. 	<ul style="list-style-type: none"> ✚ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ✚ Write mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods. ✚ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using formal written methods
	Statistics	<ul style="list-style-type: none"> ✚ I can interpret and construct simple pictograms and tables. ✚ I can solve one-step problems about the data. 	<ul style="list-style-type: none"> ✚ I can interpret and construct bar charts. ✚ I am starting to use my answer to help me solve the second part of the problem. 	<ul style="list-style-type: none"> ✚ I can interpret and construct bar charts in different variations. ✚ I can solve two step problems and explain my thinking and how I solved the problem. 	<ul style="list-style-type: none"> ✚ Interpret and present data using bar charts, pictograms and tables. ✚ Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

Year 3		Beginning	Within	Secure	End of Year Expectations
Geometry	Properties	<ul style="list-style-type: none"> ✚ I can recall the name of 2D shapes. ✚ I can recall the names of 3D shapes. ✚ I can recognise that a 3D shape does not change its size, if you change its orientation. I can identify and find horizontal and vertical lines in the world around me. ✚ I can find an angle on a shape. ✚ I can find a right angle and know that they are equal to a quarter turn. ✚ I can check to find out if my angle is a right angle. 	<ul style="list-style-type: none"> ✚ I can draw 2D shapes using my knowledge of corners/vertices sides. ✚ I can make a 3D shape and identify what it is. ✚ I can describe the properties of a 3D shape. ✚ I know that parallel lines are the same distance apart for their entirety. ✚ I understand that an angle is a change of direction in a line. ✚ I know that 2 right angles equal half a turn. ✚ I can predict whether an angle is a right angle or not and then check my thinking using equipment. 	<ul style="list-style-type: none"> ✚ I can accurately draw a 2D shape. ✚ I can make a 3D shape and identify what it is and explain its properties. ✚ I can identify and describe any 3D shape, however it is presented. ✚ I can find perpendicular lines and know that they are equal to a right angle. ✚ I can relate angles to turns in direction and vice versa. ✚ I know that 3 right angles make a three quarter turn. ✚ I can view an angle and know whether an angle is less or greater than a right angle. 	<ul style="list-style-type: none"> ✚ Draw 2D shapes. ✚ Make 3D shapes using modeling materials. ✚ Recognise 3D shapes in different orientations and describe them. ✚ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. ✚ Recognise that angles are a property of shape or a description of a turn. ✚ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. ✚ Identify whether angles are greater than or less than a right angle

Measurement				
	<ul style="list-style-type: none"> ✚ I can compare lengths, mass and volume (through discussion and observation of practical experiences) ✚ I can show you the perimeter of a 2D shape. ✚ I know that £1 = 100 pence. ✚ I can read an analogue clock and say if it is am. or pm. ✚ I recognise the numerals I, V and X. ✚ I can say what time of the day it is e.g, morning, afternoon, midnight. ✚ I can say how many seconds there are in a minute. ✚ I can say how long something lasts within a given timeframe (less than an hour, but not crossing the hour boundary). 	<ul style="list-style-type: none"> ✚ I can measure length, mass and volume on different labeled scales ✚ I can find the perimeter of a 2D shape by counting squares ✚ I can add amounts of money and give the answer as £'s or pence. ✚ I can read an analogue and digital clock. ✚ I can read Roman numerals I to XII. ✚ I can make an estimate of the time, based on the time of day. ✚ I know how many days there are in a year or a leap year. ✚ I can say how long something lasts within a given timeframe (less than an hour, and crossing the hour boundary). 	<ul style="list-style-type: none"> ✚ I can read scales and solve addition and subtraction problems using standard units. ✚ I can find the perimeter of a 2D shape by measuring. ✚ I can add amounts of money together and then subtract this in order to find the change. ✚ I can write the time correctly. ✚ I can write Roman numerals I to XII. ✚ I can estimate and read the time to the nearest minute. ✚ I can say how many days there are in each month. ✚ I can say how long something lasts within a given timeframe (more than an hour, and crossing the hour boundary). 	<ul style="list-style-type: none"> ✚ Measure, compare, add and subtract: <ul style="list-style-type: none"> -lengths (m/cm/mm) -mass (kg/g) -volume/capacity (l/ml). ✚ Measure the perimeter of simple 2-D shapes. ✚ Add and subtract amounts of money to give change, using both £ and p in practical contexts. ✚ Tell and write the time from an analogue clock (including using Roman numerals from I to XII in topic), and 12-hour and 24- hour clocks. ✚ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock. Use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. ✚ Know the number of seconds in a minute and the number of days in each month, year and leap year. ✚ Compare durations of events, for example to calculate the time taken by particular events or tasks.

Year 4		Beginning	Within	Secure	End of Year Expectations
Using and Applying	Problem solving	<ul style="list-style-type: none"> ✚ Solve simple measure and money problems involving fractions and decimals to two decimal places. ✚ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. ✚ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number ✚ Solve number and practical problems that involve all of the above and with increasingly large positive numbers. ✚ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 			
Number	Number system	<ul style="list-style-type: none"> ✚ I can count in multiples of 1000. ✚ I can find 100 more or less than a given number (crossing 1000's boundary). ✚ I can recognise negative numbers in a context. ✚ I can identify the place value of each digit in a 3 digit number and partition them. ✚ I can order numbers up to 1000 using < and > signs. ✚ I can make estimations. ✚ I can round any whole number to the nearest 10. ✚ To recognise numerals I, V, X and C and read number to 12. 	<ul style="list-style-type: none"> ✚ I can count in multiples of 25 and 6. ✚ I can find 1000 more or less than a given number (not crossing 10 000's boundary) ✚ I can order negative numbers and understand their size. ✚ I can partition 4 digit numbers and explain the value of each digit. ✚ I can order numbers to 5000 using < and > signs. ✚ I can make estimations and explain my answers verbally or with jottings or pictorial representations. ✚ I can round any whole number to the nearest 10 and 100. ✚ To read Roman numerals to 50. 	<ul style="list-style-type: none"> ✚ I can count in multiples of 7 and 9. ✚ I can find 1000 more or less than a given number (crossing 10 000's boundary). ✚ I can count forwards and backwards on a number line which includes negative and positive numbers. ✚ I can identify the place value of each digit in a four digit number. ✚ I can order and compare numbers up to 10 000 using <, > and = signs. ✚ I can make reasonable estimate and explain my answers verbally or with jottings or pictorial representations. ✚ I can round any whole number to the nearest 10, 100 and 1000 and explain my thinking. ✚ To read Roman numerals to 100. 	<ul style="list-style-type: none"> ✚ Count in multiples of 6, 7, 9, 25 and 1000. ✚ Find 1000 more or less than a given number. ✚ Count backwards through zero to include negative numbers. ✚ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). ✚ Order and compare numbers beyond 10000. ✚ Identify, represent and estimate numbers using different representations. ✚ Round any number to the nearest 10, 100 or 1000 ✚ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

	Fractions and decimals	<ul style="list-style-type: none"> ✚ I can find some equivalent fractions using pictorial representations and resources. ✚ I can explain that a hundredth is when an object is split into 100 equal parts. ✚ I can add and subtract fractions using resources and pictorial representations. ✚ I can recognise that a number divided by ten is a tenth. ✚ I know $\frac{1}{2} = 0.5$ and some equivalent fractions that equal this. ✚ I can divide a one or two-digit number by 10 using resources (e.g. sliders). ✚ I can identify the place value of each digit (e.g. 8.2 or 23.6). ✚ I can identify the place value of each digit (e.g. 3.45). 	<ul style="list-style-type: none"> ✚ I can identify equivalent fractions with/without representations. ✚ I recognise that a hundredth is the same as a tenth divided by ten. I am starting to count on and back in hundredths without crossing tenth boundaries. ✚ I can add and subtract fractions with the same denominator. ✚ I can recognise that a number divided by 100 is a hundredth. ✚ I know that $\frac{1}{4} = 0.25$ and some equivalent fractions that equal this. ✚ I can divide a one or two-digit number by 100 using resources (e.g. sliders). ✚ I can round numbers up or down by looking at the last digit. If it is 1, 2, 3, 4 I know I need to round down. If it is 5, 6, 7, 8, 9, I need to round up/down. ✚ I recognize that if more than one digit has the same value, I need to look to the number right of it and decide if it is smaller or larger (e.g. 3.45, 3.48). 	<ul style="list-style-type: none"> ✚ I can identify equivalent fractions and explain why they are equivalent. ✚ I can count up and down across boundaries in tenths. ✚ I can add and subtract fractions with the same denominator and explain my workings. ✚ I can identify and write decimal equivalents to fractions expressed as tenths or hundredths. ✚ I can use my knowledge of $\frac{1}{2}$ and $\frac{1}{4}$ to explain how I would find $\frac{3}{4} = 0.75$. ✚ I can use my knowledge of place value to identify the value of the digits once a number has been divided by 10 or 100. ✚ I can round decimals to the nearest number (crossing boundaries e.g. 9.9) and explain my workings. ✚ I can order numbers with up two-decimal places and explain how I have ordered them. I can use the < and > signs to compare numbers. 	<ul style="list-style-type: none"> ✚ Recognise and show, using diagrams, families of common equivalent fractions. ✚ Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. ✚ Add and subtract fractions with the same denominator. ✚ Recognise and write decimal equivalents of any number of tenths or hundredths. ✚ Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$. ✚ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths. ✚ Round decimals with one decimal place to the nearest whole number ✚ Compare numbers with the same number of decimal places up to two decimal places
Calculating	Addition and Subtraction	<ul style="list-style-type: none"> ✚ I can add three digit numbers where I have to carry using an expanded written method. ✚ I can subtract three digit numbers where I have to exchange (using practical equipment and then a written method). ✚ I can use my knowledge of number to make an estimation. ✚ I know that subtraction is the inverse of addition and vice versa. 	<ul style="list-style-type: none"> ✚ I can add three digit numbers to four digit numbers and show carrying using an expanded or column method. ✚ I can subtract a three digit number from a four digit number where I have to exchange (using practical equipment and then a written method to show exchanging). ✚ I can make a reasonable estimate. ✚ I can write down the inverse of an addition or subtraction number sentence. 	<ul style="list-style-type: none"> ✚ I can add four digit numbers to four digit numbers and show carrying with a column method. ✚ I can subtract a four digit number from a four digit numbers using a formal written method that shows exchanging. ✚ I can explain how I have estimated my answer and use my estimation to check my answer. ✚ I can calculate inverses and use them to check my answers. 	<ul style="list-style-type: none"> ✚ Add numbers with up to 4 digits using the formal written methods. ✚ Subtract numbers with up to 4 digits using the formal written methods. ✚ Make estimations. ✚ Use inverse operations to check answers to a calculation.

	Multiplication and Division	<ul style="list-style-type: none"> ✚ I can recall the multiplication facts for the 6 and 7 in any order. ✚ I can mentally multiply and divide two numbers together. ✚ I understand that multiplication can be done in any order. ✚ I can multiply two-digit numbers by one-digit numbers using an expanded written method. 	<ul style="list-style-type: none"> ✚ I can recall the multiplication facts for the 9 and 11 multiplication tables in any order. ✚ I can mentally multiply three numbers together and explain my thinking. ✚ I understand that factors are numbers that divide exactly into another number. ✚ I can multiply three-digit numbers by one-digit numbers using short multiplication. 	<ul style="list-style-type: none"> ✚ I can recall the multiplication and division facts for 6, 7, 9, 11 and 12 multiplication tables (in any order). ✚ I can mentally multiply and divide numbers and explain my thinking. ✚ I can find factor pairs of numbers. ✚ I can multiply three-digit numbers by a one-digit number using short multiplication. 	<ul style="list-style-type: none"> ✚ Recall multiplication and division facts for multiplication tables up to 12×12. ✚ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. ✚ Recognise and use factor pairs and commutativity in mental calculations. ✚ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
Year 4		Beginning	Within	Secure	End of Year Expectations
Geometry	Properties	<ul style="list-style-type: none"> ✚ I can name the different types of triangles and quadrilaterals. ✚ I know a right angle is 90 degrees. ✚ I know that a line of symmetry means that each side of the shape is the same size etc. ✚ I can use mirrors or counting squares to draw a reflection in a horizontal line of symmetry. 	<ul style="list-style-type: none"> ✚ I can describe the properties of triangles and squares (using my knowledge of parallel and perpendicular lines). ✚ I can identify acute angles and know they are smaller than a right angle. ✚ I can find lines of symmetry by folding 2D shapes in half. ✚ I can use mirrors or counting squares to draw a reflection in a horizontal or vertical line of symmetry. 	<ul style="list-style-type: none"> ✚ I can identify geometric shapes and explain how I would compare them according to their properties (lines of symmetry, angles etc.). ✚ I can identify obtuse angles and know they are larger than a right angle. ✚ I can identify lines of symmetry in 2D shapes however they are presented, by using mirrors. ✚ I can select and use resources to draw a reflection in a diagonal line of symmetry. 	<ul style="list-style-type: none"> ✚ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ✚ Identify acute and obtuse angles and compare and order angles up to two right angles by size. ✚ Identify lines of symmetry in 2-D shapes presented in different orientations. ✚ Complete a simple symmetric figure with respect to a specific line of symmetry.
	Position and direction	<ul style="list-style-type: none"> ✚ I can identify the x (horizontal) and y (vertical) axis on a grid. ✚ I can move shapes in a given direction e.g. left/right and up/down. ✚ With support I can plot coordinates. 	<ul style="list-style-type: none"> ✚ I can locate the x and y values of a point on a quadrant. ✚ I can move shapes accurately to a given position. ✚ I know the order to plot coordinates (x, y). 	<ul style="list-style-type: none"> ✚ I can record coordinates in brackets and identify what the x and y values are. ✚ I can explain how a shape has been moved and recognise this is known as translation. ✚ I can plot coordinates accurately and use my knowledge of 2D shapes to draw and name polygons. 	<ul style="list-style-type: none"> ✚ Describe positions on a 2-D grid as coordinates in the first quadrant. ✚ Describe movements between positions as translations of a given unit to the left/right and up/down. ✚ Plot specified points and draw sides to complete a given polygon.

Measurement	<ul style="list-style-type: none"> I can recall there are 60 minutes in an hour and convert hours to minutes. I can identify and measure the perimeter of a rectilinear shape (and squares) by counting squares. I can identify the area of rectilinear shapes. I can use my knowledge of number and different measures to make estimations. I can read and write 12 and 24-hour clock times. I know there are 12 months in a year and 7 days in a week. 	<ul style="list-style-type: none"> I can recall there are 1000m in a km and 1000g in a kg. I can measure the perimeter of a rectilinear shape (and squares) to the nearest cm. I am starting to find the area of rectilinear shapes by counting squares. I can make reasonable estimations and calculate different measures. I know there are 24 hours in a day and I am aware which digital times are p.m. times. I can convert years to months and weeks to days. 	<ul style="list-style-type: none"> I can use my knowledge of measures to convert them. I can measure the perimeter of a rectilinear shape (and squares) to the nearest m. I can find the area of rectilinear shapes (with no missing lengths). I can calculate and compare measures. I can convert 24-hour clock times to 12-hour clock times and vice versa. I can use my knowledge of conversions to solve simple problems. 	<ul style="list-style-type: none"> Convert between different units of measure (e.g. kilometre to metre; hour to minute). Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12 and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
	Statistics	<ul style="list-style-type: none"> I can interpret and construct bar charts with discrete data. I can solve simple problems related to finding the sum of data in bar charts, pictograms and tables. 	<ul style="list-style-type: none"> I can interpret continuous data presented in a time graph. I can solve simple problems related to finding the difference in data in bar charts, pictograms and tables. 	<ul style="list-style-type: none"> I can present and interpret data in a time graph. I can solve comparison problems.