WWW.LEARNINGLADDERS.INFO

Parkfield Community School

MATHS YEARS 1, 2 and 3 (2015 ONWARDS)

NAME _____

CLASS _____

Learning Ladders has been developed by School Explained Ltd and Hiltingbury Junior School.

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NOTES

I can read the time on a 12 and 24 hour digital clock (including using Roman numerals from I to XII).

M21

I can count to and across 100 (forwards and backwards) beginning with 0 or 1 or from any number.

N9

I can identify and represent numbers using a range of concrete objects and pictorial representations.

N8

I can read and write numbers up to 20 in numerals and words.

N7

I can read and write numbers up to 100 in numerals and words.

N6

I can estimate (within 10) up to 100 objects.

N5

I can recall my number bonds up to 10 and for all the numbers from 0-10 (using a ten's frame).

N4

I can count up to 100 objects and say how many.

N3

I can say how many 10s and 1s there are in any two digit number.

N2

When given a number, I can identify 1 more/less and use the language of equal to, more than , less than , fewer, most and least.

N1

I can count on and back in fives and tens from any number up to 100.

N19

I can use number facts and place value to solve problems.

N18

I can compare and order numbers up to 100.

N17

I can partition a 2 digit numbers in different ways using a part/whole diagram.

N16

I can put things in order and use the words first, second and third in a range of contexts.

N15

I can place any number (up to 50) in the correct place on a number line.

N14

I understand 0 as a place holder and that it is used to show that there are no 1s.

N13

I can suggest which number comes next in a number sequence.

N12

I understand 0 as an empty set and can show its position on a number line.

N11

I can count in multiples of 10 and say how the number changes.

N10

I can measure/calculate the perimeter of simple 2D shapes.

M20

I can read measures (with increasing accuracy) and convert simple units of measure e.g. 5m equals 500cm.

M19

I know the number of seconds in a minute, days in a month and in a year/leap year.

M18

I can write/read time in hours and minutes and compare lengths of time e.g. which is longer (analogue and digital clocks).

M17

I can compare and calculate time durations.

M16

I can read and write the time to the nearest 5 minutes and draw the hands on a clock face to show these times.

M15

I know how many hours there are in a day and minutes in an hour.

M14

I can compare and sequence intervals of times.

M13

I can read and write time on an analogue clock to the nearest quarter of an hour (linking to my understanding of fractions).

M12

I can compare and order measures and record using the <, > and = symbols.

M11

I can measure using appropriate equipment e.g. using a ruler, scales, measuring jug etc.

M10

I can choose appropriate units of measure and estimate lengths, height, mass and capacity.

M9

I can find different combinations of coins that equal the same amounts or make a given value (using the symbols £ and p appropriately).

M8

I can compare, describe, measure and record capacity and volume (non-standard then standard).

M7

I can compare, describe, measure and record weight and mass (non-standard then standard.

M6

I recognise the value of all of the different denominations of notes and coins.

M5

I can sequence events in chronological order using before, after, tomorrow etc.

M4

I can recognise and use language relating to dates, including days of the week, months and term year.

M3

I can compare describe, measure and record time (o'clock and half past) and use the language quicker, slower, earlier, later etc.

M2

I can compare, describe, measure and record length and height (non-standard then standard).

M1

I can compare and order numbers up to 1000 using the <, > and = symbols.

N28

I can count from 0 in multiples of 4, 8, 50 and 100.

N27

I can use my knowledge of place value to solve number problems.

N26

I can partition numbers up to 1000 in a variety of ways using a part/whole diagram.

N25

I can use the <, > and = signs correctly with numbers up to 100

N24

I can recognise and explain the value of each digit in a 2 digit number.

N23

I can count on and back in 2s and 3s.

N22

I can identify odd an even numbers up to 20.

N21

I can recognise and continue number sequences

N20

Maths - Number and Place Value (New)

I can read and write (in numerals and words) and represent (concrete and pictorial) any numbers up to 1000. N36		
I can compare any two numbers up to 1000 stating what's the same and different about them. N35		
I can recognise, continue and describe number sequences up to 1000 (constant size). N34		
I can suggest numbers up to 1000 to fit a given criteria. N33		
I can explain the value of each digit in a three digit number. N32		
I can estimate the answer to calculations. N31		
I can write Roman numerals up to 12. N30		
I can count on/back in 10s/100s and can add/subtract 10 or 100 from any given number up to 1000. N29		

Maths - Statistics (New)

I can interpret data in charts and graphs including reading scales of 2, 5 and 10. S6		
I can present data in charts and graphs including scales of 2, 5 and 10. S5		
I can solve two step problems involving the information in charts and graphs. S4		
I can answer questions about quantities, looking at tally charts, simple tables, pictograms and block charts/diagrams (scale of 1 or 2). S3		
I can construct simple tally charts, tables, pictograms and block charts/diagrams. S2		
I can answer questions by comparing data (one step problems) in simple charts. S1		

I can recognise and show (using diagrams) equivalent fractions with small denominators.

F13

I can count up/down in tenths; recognise that tenths arise from dividing a objects/number/quantity into 10 equal parts.

F12

I can recognise and use fractions as numbers (unit and non-unit) with small denominators.

F11

I can add/subtract fractions with the same denominator within one whole.

F10

I can compare and order unit fractions with the same denominator.

F9

I can solve worded problems involving fractions.

F8

I can recognise, write and describe the value of a tenth as a decimal using my understanding of place value.

F7

I can add two digit numbers and ones, two digit numbers and tens and three one digit numbers.

A10

I can use a bar model to represent addition and subtraction problems.

A9

I can represent addition/subtraction problems on a part/whole diagram.

A8

I can recall my Year 1 addition facts fluently.

A7

I can use my addition and subtraction facts to 20.

A6

I can solve one step addition and subtraction problems (using concrete and pictorial representations).

A5

I can read, write and interpret calculations involving addition and subtraction with the = sign in different places (including empty box problems)

A4

I can add and subtract one and two digit numbers (in different ways).

A3

I can show that I understand that subtraction and addition are inverses of one another.

A2

I can use subtraction (counting on) to find the difference.

A1

I can calculate (+ and -) through 10/100 mentally e.g. 96+7 = or 104-9 =.

A20

I can add and subtract using £ and p in practical contexts (including change).

A19

I know pairs of numbers that equal 100 e.g. what number is added to 43 to make 100?

A18

I can add and subtract numbers up to three digits using the most efficient strategy (and explain my choice).

A17

I can solve one step problems with addition and subtraction in a variety of ways (including making 10).

A16

I can recall my Year 2 addition facts fluently.

A15

I can fluently recall and use addition/subtract facts to 20 and use these to solve problems (numbers up to 100).

A14

I can recognise and use the inverse relationships (shown on a part/whole diagram) between addition and subtractions to check answers and answer empty box questions.

A13

I understand that addition is communicative, but subtraction is not.

A12

I can estimate the answers to addition/subtraction problems and check.

A11

I can recognise, find and write unit and non-unit fractions of shapes and amounts.

F6

I can recognise, find, name and write fractions a third, a quarter, two quarters and three quarters of length, shape, a set or a quantity.

F5

I can order and compare simple fractions (which is smallest/largest).

F4

I can recognise and show the equivalence of two quarters and a half.

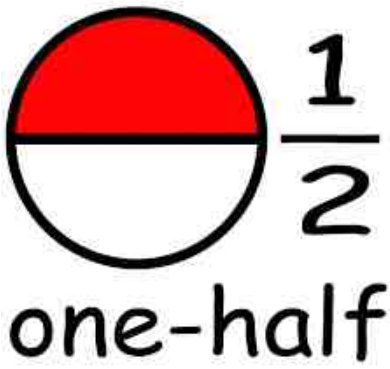
F3

I can count in halves, quarters and thirds up to 10, recognising that fractions are positions along a number line.

F2

I can recognise, find, name and describe half an object, shape or quantity in context (understanding part/whole relationship and equal).

F1



I can distinguish between rotation as a turn and in terms of right angles for a quarter, half and three quarter turns (clockwise). P4		

I can order and arrange combinations of objects and shapes in patterns. P3		

I can use mathematical vocabulary to describe position, direction and movement, including on a straight line. P2		

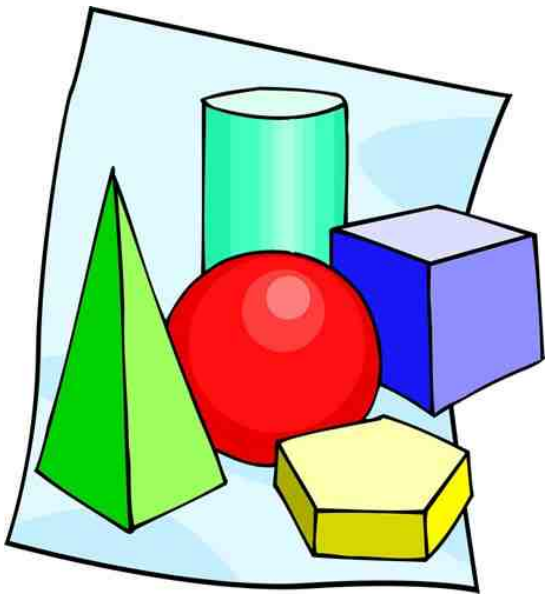
I can use mathematical vocabulary to describe position and direction in everyday activities (half turn, quarter turn, three-quarter turn etc.). P1		

I can cross 100 boundaries when adding and subtracting. A22		

I can add and subtract numbers using a variety of mental strategies (three digit numbers and ones, three digit numbers and tens, three digit numbers and hundreds). A21		

I can double/halve any teen number mentally. MD8		
I can double/halve any single digit number. MD7		
I can solve one-step problems using multiplication/division, calculating the answer using concrete object and pictorial representation. MD6		
I can recognise multiplication and division as inverses. MD5		
I can share objects out equally and record this using jottings. MD4		
I can suggest what to do with remainders after division (in a practical context). MD3		
I can use repeated addition to solve multiplication questions MD2		
I can recall my 2, 5 and 10 times tables. MD1		

I can make 3D shapes using modelling materials of different sizes, name them and describe their properties. SH12		
I understand angles as a turn and recognise angles as a property of shapes. SH11		
I can compare and sort everyday objects by their properties and name/describe the shapes. SH10		



I can identify right angles and recognise that 2 right angles make a half-turn, three make a three quarter turn and four a complete turn (link also with time) and can identify angles larger/smaller[...]

SH9

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines (in the environment as well as the classroom).

SH8

I can draw 2D shapes in different orientations, name them and describe their properties.

SH7

I can identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.

SH6

I can identify, describe and sort 2D shapes by their properties (including vertical line of symmetry).

SH5

I can identify, describe and sort 3D shapes by their properties (faces, edges and vertices).

SH4

I can identify 2D shapes on the surface of 3D shapes, e.g. the circle face on a cylinder.

SH3

I can recognise, name and describe the properties of common 2D shapes (rectangle, square, circle, triangle) in different sizes and orientations.

SH2

I can recognise, name and describe the properties of common 3D shapes (cube, cuboid, pyramid, sphere) in different sizes and orientations.

SH1

I can show multiplication and division using a variety of concrete objects and pictorial representations including arrays.

MD17

I know and can show that multiplication is commutative (and division is not).

MD16

I can multiplication instead of repeated addition as I know that this is more efficient.

MD15

I can complete/present multiplication/division questions with the = sign in different positions.

MD14

I can use my understanding of multiplication and division to solve empty box questions.

MD13

I know by heart my 2, 5 and 10 times tables.

MD12

I understand that multiples of two are always even.

MD11

I can represent division as grouping and sharing.

MD10

I can count in threes (beginning to learn three times table).

MD9

I can quickly double/halve any two digit number mentally.

MD26

I can use multiplication to solve scaling problems.

MD25

I can explore the effect of partitioning a number to multiply (distributive law) e.g. 7x8 by splitting 7 into 2 and 5 and then 2x8 and 5x8.

MD24

I can use related facts to multiply by 10.

MD23

I can recognise and describe patterns in multiplication tables (5, 10, 2, 4 and 8).

MD22

I can answer empty box questions involving multiplication and division.

MD21

I can answer questions about multiples e.g. true/false 38 is a multiple of 8.

MD20

use my knowledge of numbers to calculate mentally e.g. 28x5 I could do 30x5 and adjust or 28x10 and halve.

MD19

I can use my times table knowledge to solve problems.

MD18

I recognise multiples of 2, 5 and 10 up to 1000.

MD29

I recall and use times table facts for the 8 times tables (recognising the relationship with the 2s and 4s).

MD28

I have an instant recall of the 3 and 4 times tables.

MD27