

# Maths Targets     A Stage 2 Mathematician

TARGETS							
<b>Number and Place Value</b>							
E	I can begin to count in steps of 2 and 5 from 0 and in tens from any number						
E	I can recognise each digit in a 2-digit number up to 20						
E	I can begin to compare and order numbers from 0 to 100 and use the = sign						
E	I can begin to read and write numbers to at least 50 in numerals and words						
E	I can use the language equal to, more than, less than, most and least						
D	I can count in steps of 2 and 5 from 0 and in tens from any number forward and backward						
D	I can begin to recognise each digit in a 2-digit number						
D	I can compare and order numbers from 0 to 100 and use the = sign						
D	I can read and write numbers to at least 50 in numerals and words						
D	I can use number facts to solve problems						
S	I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.						
S	I recognise the place value of each digit in a 2-digit number.						
S	I can compare and order numbers from 0 up to 100; using < > = signs.						
S	I can read and write numbers to at least 100 in numerals and in words.						
S	I can identify, represent and estimate numbers using different representations, eg number line.						
S	I can use place value and number facts to solve problems.						
Emerging		Developing			Secure		
<b>Addition and Subtraction</b>							
E	I can begin to recall and use addition and subtraction facts to 20 and use related facts up to 50						
E	I can add and subtract mentally, including: a 2-digit number and ones, 3 1-digit numbers						
E	I can add and subtract numbers using concrete objects and pictorial representations, including: a 2-digit number and ones, three 1-digit numbers						
E	I can solve 1 step problems with addition and subtraction						
D	I can recall and use addition and subtraction facts to 20 and use related facts up to 100						
D	I can add and subtract mentally, including: 2-digit number and tens						
D	I can add and subtract numbers using concrete objects and pictorial representations including: a 2-digit number and tens						
D	I can begin to solve 1 and 2 step problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.						
D	I can begin to recognise and use the inverse relationship between addition and subtraction and use this to solve missing number problems to 50						
S	I can recall and use addition and subtraction facts to 20, and derive and use related facts to 100.						
S	I can add and subtract mentally, including two 2-digit numbers						
S	I can add and subtract numbers using concrete objects and pictorial representations including two 2-digit numbers						
S	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.						
S	I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.						
S	I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.						
S	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.						
Emerging		Developing			Secure		

Multiplication and Division									
E	I can begin to recall $\times$ and $\div$ facts for the $\times 2$ and $\times 10$ tables and recognise odd/even numbers up to 50.								
E	I can begin to calculate mathematical statements for $\times$ and $\div$ within the tables and write them using the $\times$ , $\div$ and $=$ signs using concrete objects, pictorial representations and arrays.								
D	I can begin to recall $\times$ and $\div$ facts for the $\times 5$ tables and can recognise odd and even numbers up to 100.								
D	I can begin to solve problems involving $\times$ and $\div$ using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context.								
D	I can show that multiplication of 2 numbers can be done in any order								
S	I can recall and use $\times$ and $\div$ facts for $\times 2$ , $\times 5$ and $\times 10$ tables, and recognise odd/even numbers.								
S	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.								
S	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.								
S	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.								
Emerging		Developing			Secure				
Fractions									
E	I recognise, find, name and write $\frac{1}{4}$ and $\frac{1}{2}$ of a length, shape, set of objects or quantity.								
D	I recognise, find, name and write $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.								
D	I recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .								
S	I recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ ( $\frac{1}{2}$ ) and $\frac{3}{4}$ of a length, shape, set of objects or quantity.								
S	I can write simple fractions eg $\frac{1}{2}$ of 6 is 3								
Emerging		Developing			Secure				
Measurement									
E	I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.								
E	I can choose and use standard units to estimate and measure mass in kg and g using scales.								
E	I can compare and order lengths, mass, volume/capacity and record the results								
E	I recognise and use symbols for £ and p								
E	I can solve simple problems in a practical context involving addition of money of the same units, including giving change.								
D	I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.								
D	I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$ .								
D	I recognise and use symbols for £ and p and combine amounts to make a particular value.								
D	I can begin to sequence intervals of time								
D	I can tell and write the time to quarter to/past and draw the hands on a clock face.								
S	I can choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.								
S	I can find different combinations of coins that equal the same amount of money.								
S	I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.								
S	I can compare and sequence intervals of time.								
S	I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.								
S	I know the number of minutes in an hour and the number of hours in a day.								
Emerging		Developing			Secure				

<b>Shape and Geometry</b>							
E	I can begin to identify and describe the properties of 2D shapes including the number of sides						
E	I can begin to identify properties of 3D shapes including number of faces and vertices						
E	I can describe position, movement and direction including movement in a straight line and distinguishing between rotation as a turn for quarter, half and three-quarter turns.						
D	I can identify and describe properties of 2D shapes, including the vertical line of symmetry						
D	I can begin to identify and describe the properties of 3D shapes, shapes including the number of edges, vertices and faces – cube, cuboid, pyramid, sphere, cone						
D	I can identify 2D shapes on the surface of 3D shapes.						
S	I can identify and describe the properties of all 3D shapes including the number of edges, vertices and faces.						
S	I can compare and sort common 2D and 3D shapes and everyday objects.						
S	I can order and arrange combinations of mathematical objects in patterns and sequences.						
S	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)						
Emerging		Developing			Secure		
<b>Statistics</b>							
E	I can interpret and construct simple pictograms and block diagrams where symbols show 1:1 correspondence						
E	I can ask and answer questions about totalling objects						
D	I can interpret and construct pictograms where symbols show many to one correspondence						
D	I can interpret and construct tally charts.						
S	I can interpret and construct block diagrams where the scale is divided into 2s and 5s.						
S	I can interpret and construct simple tables.						
S	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.						
S	I can ask and answer questions about totalling and comparing categorical data.						
Emerging		Developing			Secure		