



Number, Money and Measure	First level	Second level
Estimation and Rounding	<p>I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.</p> <p>MNU 1-01A <a href="#">Four Go</a></p>	<p>I can use my knowledge of rounding to routinely estimate the answer to a problem, then after calculating, decide if my answer is reasonable, sharing my solution with others.</p> <p>MNU 2-01A <a href="#">Back to School</a></p>
Number Processes	<p>I have investigated how whole numbers are constructed, can understand the importance of zero within the system and use my knowledge to explain the link between a digit, its place and its value.</p> <p>MNU 1-02A <a href="#">6 Beads</a></p>	<p>I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value.</p> <p>MNU 2-02A <a href="#">One Million to Seven</a></p>
Addition, Subtraction, Multiplication and Division	<p>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</p> <p>MNU 1-03A <a href="#">Totality</a></p>	<p>Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.</p> <p>MNU 2-03A <a href="#">Got It</a> <a href="#">Intersection Sums Sudoku</a></p> <p>I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods.</p> <p>MNU 2-03B <a href="#">Route Product</a></p> <p>Having explored the need for rules for the order of operations</p>

		<p>in number calculations, I can apply them correctly when solving simple problems.</p> <p>MTH 2-03C <a href="#">Magic Potting Sheds</a></p>
Negative Numbers		<p>I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.</p> <p>MNU 2-04A <a href="#">First Connect Three Consecutive Numbers</a></p>
Multiples, Factors and Primes		<p>Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.</p> <p>MTH 2-05A <a href="#">Factors and Multiples Game</a> <a href="#">Factors and Multiples Puzzle</a></p>
Fractions, Decimals and Percentages	<p>Having explored fractions by taking part in practical activities, I can show my understanding of:</p> <ul style="list-style-type: none"> <li>• how a single item can be shared equally</li> <li>• the notation and vocabulary associated with fractions</li> <li>• where simple fractions lie on the number line.</li> </ul> <p>MNU1-07A <a href="#">Same Shapes</a></p> <p>Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.</p> <p>MNU1-07B <a href="#">Chocolate Bars</a></p> <p>Through taking part in practical activities including use of pictorial representations, I can</p>	<p>I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.</p> <p>MNU 2-07A <a href="#">100 Percent</a></p> <p>I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method.</p> <p>MNU 2-07B <a href="#">Matching Fractions Decimals Percentages</a></p> <p>I have investigated how a set of equivalent fractions can be created, understanding the</p>

	<p>demonstrate my understanding of simple fractions which are equivalent.</p> <p>MTH 1-07C Adapted simpler version of <a href="#">Fractions Jigsaw</a></p>	<p>meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions.</p> <p>MTH 2-07C <a href="#">Fractions Jigsaw</a> <a href="#">Dark Blue Light Blue</a></p>
Money	<p>I can use money to pay for items and can work out how much change I should receive.</p> <p>MNU 1-09A <a href="#">The Puzzling Sweet Shop</a></p> <p>I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.</p> <p>MNU 1-09B <a href="#">Five Coins</a></p>	<p>I can manage money, compare costs from different retailers, and determine what I can afford to buy.</p> <p>MNU 2-09A <a href="#">The Money Maze</a> <a href="#">Are You a Smart Shopper?</a></p> <p>I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.</p> <p>MNU 2-09B</p> <p>I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.</p> <p>MNU 2-09C</p>
Time	<p>I can tell the time using 12 and 24 hour clocks, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.</p> <p>MNU 1-10A <a href="#">Two Clocks</a></p> <p>I can use a calendar to plan and be organised for key events for myself and my class throughout the year.</p>	<p>I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.</p> <p>MNU 2-10A <a href="#">Stop the Clock</a></p> <p>I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most</p>

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<p>Measurement</p>	<p>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.</p>	<p>I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.</p> <p>MNU 2-11A <a href="#">All in a Jumble</a></p>

<p>Mathematics – its Impact on the World, Past, Present and Future</p>	<p>I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers.</p> <p>MTH 1-12A <a href="#">Which Scripts?</a></p>	<p>I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions.</p> <p>MTH 2-12A <a href="#">Code Breaker</a></p>
<p>Patterns and Relationships</p>	<p>I can continue and devise more involved repeating patterns or designs, using a variety of media.</p> <p>MTH 1-13A</p> <p>Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I've applied.</p> <p>MTH 1-13B</p>	<p>Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern.</p> <p>MTH 2-13A <a href="#">1 Step 2 Step</a></p>
<p>Expressions and Equations</p>	<p>I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.</p> <p>MTH 1-15A <a href="#">One to Fifteen</a></p> <p>When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others.</p> <p>MTH 1-15B <a href="#">Secret Number</a> <a href="#">Getting the Balance</a></p>	<p>I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter.</p> <p>MTH 2-15A <a href="#">Shape Times Shape</a> <a href="#">What's it Worth?</a></p>

<b>Shape, Position and Movement</b>		
Properties of 2D Shapes and 3D Objects	<p>I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.</p> <p>MTH 1-16A <a href="#">Where Are They?</a></p> <p>I can explore and discuss how and why different shapes fit together and create a tiling pattern with them.</p> <p>MTH 1-16B <a href="#">Repeating Patterns</a> <a href="#">Semi-regular Tessellations</a></p>	<p>Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment.</p> <p>MTH 2-16A <a href="#">Building Stars</a> <a href="#">Lafayette</a></p> <p>Through practical activities, I can show my understanding of the relationship between 3D objects and their nets.</p> <p>MTH 2-16B <a href="#">Triangular Faces</a></p> <p>I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources.</p> <p>MTH 2-16C <a href="#">The Third Dimension</a></p>
Angle, Symmetry and Transformation	<p>I can describe, follow and record routes and journeys using signs, words and angles and associated with direction and turning.</p> <p>MTH 1-17A</p>	<p>I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.</p> <p>MTH 2-17A <a href="#">Nine-pin Triangles</a></p> <p>I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context.</p> <p>MTH 2-17B <a href="#">A Patchwork Piece</a> <a href="#">Take the Right Angle</a></p> <p>Through practical activities,</p>

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	<p>I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position.</p>	<p>I can use my knowledge of the co-ordinate system to plot and describe the location of a point on a grid.</p> <p>MTH 2-18A</p>

<p>Data and Analysis</p>	<p>I have explored a variety of ways in which data is presented and can ask questions about the information it contains</p> <p>MTH 1-20A <a href="#">Butterfly Cards</a></p> <p>I have used a range of ways to collect information and can sort it in logical organised and imaginative way using my own and others' criteria</p> <p>MTH 1-20B <a href="#">Carroll Diagrams</a> <a href="#">More Carroll Diagrams</a></p>	<p>Having discussed the variety of ways and range of media used to present data I can interpret and draw conclusions from the information displayed recognising that the presentation may be misleading</p> <p>MTH 2-20A <a href="#">Match the Matches</a></p> <p>I have carried out investigations and surveys devising a variety of ways to other information and have worked with others to collate organise and communicate the results in an appropriate way</p> <p>MTH 2-20B <a href="#">Compare the Squares</a> <a href="#">Real Statistics</a></p>
	<p>Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale.</p> <p>MTH 1-21A <a href="#">Presenting the Project</a></p>	<p>I can display data in a clear way using a suitable scale by choosing appropriately from an extended range of tables, charts diagrams and graphs making effective use of technology</p> <p>MTH 2-21A</p>
<p>Ideas of Chance and Uncertainty</p>	<p>I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.</p> <p>MTH 1-22A <a href="#">Game of PIG – Ones You Never Get a Six</a></p>	<p>I can conduct simple experiments involving chance and can communicate my predictions and findings using the vocabulary of probability</p> <p>MTH 2-22A <a href="#">It's a Tie</a></p>