

<u>BAND 1</u>	<u>BAND 2</u>	<u>BAND 3</u>	<u>BAND 4</u>	<u>BAND 5</u>	<u>BAND 6</u>
<b>Number and place value</b>					
I can count and write to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number(1)	I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward(2)	I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number(3)	I can count in multiples of 6, 7, 9, 25 and 1000(4)	I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit(5)	I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit(6)
I can count in multiples of twos, fives and tens(1)	I can recognise the place value of each digit in a two-digit number (tens, ones)(2)	I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)(3)	I can find 1000 more or less than a given number(4)	I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000(5)	I can round any whole number to a required degree of accuracy(6)
I can identify one more and one less of a given number(1)	I can identify, represent and estimate numbers using different representations, including the number line(2)	I can compare and order numbers up to 1000(3)	I can count backwards through zero to include negative numbers(4)	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero(5)	I can use negative numbers in context, and calculate intervals across zero(6)
I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least(1)	I can compare and order numbers from 0 up to 100; use <, > and = signs(2)	I can identify, represent and estimate numbers using different representations(3)	I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)(4)	I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000(5)	I can solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero(6)
I can read and write numbers from 1 to 20 in numerals	I can read and write numbers to at least 100 in numerals(2)	I can read, write and order numbers up to 1000 in numerals(3)	I can identify, represent and estimate numbers using different representations including measures(4)	I can solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding(5)	
	I can use place value and number facts to solve problems(2)	I can solve number problems and practical problems.	I can round any number to the nearest 10, 100 or 1000(4)		
			I can solve number and practical problems involving larger numbers.		
<b>Addition and Subtraction</b>					

I can read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs(1)	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures(2)	I can add and subtract numbers mentally, including a three-digit number and ones(3)	I can add numbers with up to four digits using the formal method of columnar addition(4)	I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)(5)	I can perform mental calculations with mixed operations to carry out calculations involving the four operations(6)
I can write mathematical statements involving addition (+), subtraction (-) and equals (=) signs(1)	I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods(2)	I can add numbers with up to three digits using the formal method of columnar addition(3)	I can subtract numbers with up to four digits using the formal method of columnar subtraction(4)	I can add and subtract numbers mentally with increasingly large numbers(5)	I can solve multi-step problems in contexts, deciding which operations and methods to use and why(6)
I can represent and use number bonds within 20(1)	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100(2)	I can subtract numbers with up to three digits using the formal method of columnar subtraction(3)	I can estimate and use inverse operations to check answers to a calculation(4)	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy(5)	I can solve problems involving addition and subtraction(6)
I can represent and use subtraction facts within 20(1)	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones(2)	I can add and subtract numbers mentally, including a three-digit number and tens(3)	I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why(4)		I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy(6)
I can add one-digit and two-digit numbers to 20, including zero(1)	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens(2)	I can add and subtract numbers mentally, including a three-digit number and hundreds(3)			
I can subtract one-digit and two-digit numbers to 20, including zero(1)	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers(2)	I can estimate the answer to a calculation and use inverse operations to check answers(3)			
I can solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations(1)	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers(2)	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction(3)			
	I understand the commutative law(2)	I can use the inverse to check calculations (3)			
<b>Multiplication and Division</b>					

I can solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher(1)	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers(2)	I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables(3)	I can recall multiplication and division facts for multiplication tables up to $12 \times 12$ (4)	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers(5)	I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication(6)
	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs(2)	I can write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods(3)	I can 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(4)	I can know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers(5)	I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context(6)
	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot(2)	I can solve problems, including missing number problems, involving multiplication and division, including basic ratio and word problems	I can recognise and use factor pairs and commutativity in mental calculations(4)	I can establish whether a number up to 100 is prime and recall prime numbers up to 19(5)	I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context(6)
	I can solve problems involving multiplication and division, using concrete materials and mental methods(2)		I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout(4)	I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers(5)	I can perform mental calculations, including with mixed operations and large numbers(6)
	I can solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts(2)		I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, basic algebra, ratio and word problems	I can multiply and divide numbers mentally drawing upon known facts(5)	I can identify common factors, common multiples and prime numbers(6)

				I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context(5)	I can use my knowledge of the order of operations to carry out calculations involving the four operations(6)
				I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000(5)	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why(6)
				I can recognise and use square numbers and the notation for squared (2)(5)	I can solve problems involving addition, subtraction, multiplication and division(6)
				I can recognise and use cube numbers and the notation for cubed (3)(5)	I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy(6)
				I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes(5)	
				I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign(5)	
				I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates(5)	

Fractions					
I can recognise, find and name a half as one of two equal parts of an object, shape or quantity(1)	I can recognise, find, name and write fractions $1/3$ , $1/4$ , $2/4$ and $3/4$ of a length, shape, set of objects or quantity(2)	I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators(3)	I can recognise and show, using diagrams, families of common equivalent fractions(4)	I can compare and order fractions whose denominators are all multiples of the same number(5)	I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination(6)
I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity(1)	I can write simple fractions for example, $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$ (2)	I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators(3)	I can recognise hundredths and understand how they correlate to percentage	I can identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths(5)	I can compare and order fractions, including fractions $> 1$ (6)
		I can recognise and show, using diagrams, equivalent fractions with small denominators(3)	I can 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(4)	I can write equivalent fractions of a given fraction, represented visually, including tenths and hundredths(5)	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions(6)
		I can add fractions with the same denominator within one whole e.g. $5/7 + 1/7 = 6/7$ (3)	I can add and subtract fractions with the same denominator(4)	I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements $> 1$ as a mixed number e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ (5)	I can multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $1/4 \times 1/2 = 1/8$ (6)
		I can subtract fractions with the same denominator within one whole e.g. $6/7 - 1/7 = 5/7$ (3)	I can recognise and write decimal equivalents of any number of tenths or hundredths(4)	I can add and subtract fractions with the same denominator and denominators that are multiples of the same number(5)	I can divide proper fractions by whole numbers e.g. $1/3 \div 2 = 1/6$ (6)
		I can compare and order unit fractions, and fractions with the same denominators(3)	I can recognise and write decimal equivalents to $1/4$ , $1/2$ , $3/4$ (4)	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams(5)	I can associate a fraction with division and calculate decimal fraction equivalents e.g. $0.375$ for a simple fraction e.g. $3/8$ (6)
		I can solve fraction problems(3)	I can 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 ones, tenths and hundredths(4)	I can read and write decimal numbers as fractions e.g. $0.71 = 71/100$ (5)	I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places(6)

			I can round decimals with one decimal place to the nearest whole number(4)	I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents(5)	I can multiply one-digit numbers with up to two decimal places by whole numbers(6)
			I can compare and solve simple measure and money problems involving fractions and decimals to two decimal places(4)	I can round decimals with two decimal places to the nearest whole number and to one decimal place(5)	I can use written division methods in cases where the answer has up to two decimal places(6)
				I can read, write, order compare and solve problems with numbers with up to three decimal places(5)	I can solve problems which require answers to be rounded to specified degrees of accuracy(6)
				I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal(5)	I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts(6)
				I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25(5)	
<b>Measurement</b>					
I can compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half(1)	I can choose and use appropriate standard units to estimate and measure e.g. cm/m, g/kg, l/ml and celcius	I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)(3)	I can convert between different units of measure e.g. kilometre to metre; hour to minute(4)	I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)(5)	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate(6)
I can compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than(1)	I can compare and order lengths, mass, volume/capacity and record the results using >, < and =(2)	I can measure the perimeter of simple 2-D shapes(3)	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres(4)	I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints(5)	I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time using decimal notation to up to three decimal places(6)

I can compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter(1)	I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value(2)	I can add and subtract amounts of money to give change, using both £ and p in practical contexts(3)	I can find the area of rectilinear shapes by counting squares(4)	I can measure and calculate the perimeter of shapes in cm and m	I can convert between miles and kilometres(6)
I can compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later(1)	I can find different combinations of coins that equal the same amounts of money(2)	I can tell the time from an analogue clock,(3)	I can estimate, compare and calculate different measures, including money in pounds and pence(4)	I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) and estimate the area of irregular shapes(5)	I can recognise that shapes with the same areas can have different perimeters and vice versa(6)
I can measure and begin to record mass/weight(1)	I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change(2)	I can write the time using an analogue clock, and 12-hour and 24-hour clocks(3)	I can read, write and convert time between analogue and digital 12- and 24-hour clocks(4)	I can estimate volume e.g. using 1 cm <sup>3</sup> blocks to build cuboids (including cubes) and capacity e.g. using water(5)	I can recognise when it is possible to use formulae for area and volume of shapes(6)
I can measure and begin to record capacity and volume(1)	I can compare and sequence intervals of time(2)	I can estimate, read and record time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight(3)	I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days(4)	I can solve problems involving converting between units of time(5)	I can calculate the area of parallelograms and triangles(6)
I can measure and begin to record time (hours, minutes, seconds)(1)	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(2)	I can know the number of days in a year (3)		I can use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling(5)	I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm <sup>3</sup> ) and cubic metres (m <sup>3</sup> ), and extending to other units e.g. mm <sup>3</sup> and km <sup>3</sup> (6)
I can recognise and know the value of different notes and coins	I can remember the number of seconds in a minute, minutes in an hour and the number of hours in a day(2)	I can compare durations of events e.g. to calculate the time taken by particular events or tasks(3)			
<b>Geometry - Properties of Shape</b>					
I can recognise and name common basic 2-D shapes (1)	I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line(2)	I can draw 2-D shapes and make 3-D shapes using modelling materials.	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes(4)	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations(5)	I can draw 2-D shapes using given dimensions and angles(6)

I can recognise and name common 3-D shapes (1)	I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces(2)	I can identify right angles and identify whether other angles are greater or less than a right angle(3)	I can identify acute and obtuse angles and compare and order angles up to two right angles by size(4)	I can know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles(5)	I can recognise, describe and build simple 3-D shapes, including making nets(6)
	I can compare and sort common 2-D and 3-D shapes and everyday objects(2)	I can recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn(3)	I can identify lines of symmetry in 2-D shapes and complete a symmetrical pattern (4)	I can measure and draw angles to 5 degrees. I also know how 90,180 and 360 degrees relates to quarter, half and whole turns.	I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius(6)
		I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines(3)	I can recognise angles greater than two right angles and understand the term straight angle(4)	I can use the properties of rectangles to deduce related facts and find missing lengths and angles(5)	I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles(6)
				I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles(5)	
<b>Position and Direction</b>					
I can describe position, direction and movement, including whole, half, quarter and three-quarter turns(1)	I can order and arrange objects in patterns and sequences (2)	I can describe movements between positions as translations of a given unit to the left/right and up/down(4)	I can describe positions on a 2-D grid as coordinates in the first quadrant(4)	I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language (5)	I can describe positions on the full coordinate grid (all four quadrants)(6)
	I can use mathematical vocabulary to describe position, direction and movement and rotation (quarter turn etc) (2)		I can plot specified points and draw sides to complete a given polygon(4)		I can draw and translate simple shapes on the coordinate plane, and reflect them in the axis(6)
<b>Statistics</b>					
	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables(2)	I can interpret and present data using bar charts, pictograms and tables(3)	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs(4)	I can solve comparison, sum and difference problems using information presented in a line graph(5)	I can interpret and construct pie charts and line graphs and use these to solve problems(6)
	I can ask and answer simple questions relating to quantity and total	I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables(3)	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs(4)	I can complete, read and interpret information in tables, including timetables(5)	I can calculate and interpret the mean as an average(6)