



| Autumn Term | | Secure | GD |
|----------------------------------|--|--------|----|
| Number : Place Value | | | |
| 1. | Can I count to ten, forwards and backwards, beginning with 0 or 1, or from any given number? | | |
| 2. | Can I count, read and write numbers to 10 in numerals? | | |
| 3. | Can I 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? | | |
| 4. | Can I, given a number within 100, identify one more or one less? | | |
| 5. | Can I count, read and write numbers to 20 in numerals? | | |
| 6. | Can I count to twenty, forwards and backwards, beginning with 0 or 1, from any given number? | | |
| 7. | Can I count, read and write numbers to 10 in words? | | |
| 8. | Can I count, read and write numbers to 20 in words? | | |
| Number: Addition and Subtraction | | | |
| 9. | Can I represent and use number bonds and related subtraction facts (within 10)? | | |
| 10. | Can I add and subtract one digit numbers (to 10), including zero? | | |
| 11. | Can I read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs? | | |
| 12. | Can I solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations? | | |
| 13. | Can I solve one step problems that involve addition and subtraction, including missing number problems such as $7 = ? - 9$? | | |
| Geometry: Shape | | | |
| 14. | Can I recognise, name and describe simple properties of common 2D shapes, including rectangles, squares, circles and triangle? | | |
| 15. | Can I recognise, name and describe simple properties of common 3D shapes, including cuboids, pyramids and spheres? | | |



| Spring Term | | Secure | GD |
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| Number: Place Value | | | |
| 16. | Can I count to 50 forwards and backwards, beginning with 0 or 1, or from any number? | | |
| 17. | Can I count, read and write numbers from 1-50 in numerals? | | |
| 18. | Can I, given a number, identify one more or one less? | | |
| 19. | Can I count forwards and backwards in multiples of tens within 100? | | |
| 20. | Can I count forwards and backwards in multiples of twos, starting from both odd and even numbers within 50? | | |
| 21. | Can I count forwards and backwards in multiples of fives up to 100? | | |
| Number: Addition and Subtraction | | | |
| 22. | Can I represent and use number bonds and related subtraction facts within 20? | | |
| 23. | Can I add and subtract one digit and two digit numbers to 20, including zero? | | |
| Measure: Length and height | | | |
| 24. | Can I compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half? | | |
| 25. | Can I measure and begin to record lengths and heights with both standard and non-standard measures? | | |
| Measure: Weight and Volume | | | |
| 26. | Can I compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]? | | |
| 27. | Can I measure and begin to record mass/weight, capacity and volume with both standard and non-standard measures? | | |



| Summer Term | | Secure | GD |
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| Number: Place Value | | | |
| 28. | Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number? | | |
| 29. | Can I count, read and write numbers from 1-100 in numerals? | | |
| Number: Multiplication and Division | | | |
| 30. | Can I solve one step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher? | | |
| 31. | Can I solve one step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher? | | |
| Number Fractions | | | |
| 32. | Can I recognise, find and name a quarter as one of four equal parts of a quantity? | | |
| 33. | Can I recognise, find and name a half as one of two equal parts of a quantity? | | |
| 34. | Can I recognise, find and name a quarter as one of four equal parts of an object or shape? | | |
| 35. | Can I recognise, find and name a half as one of two equal parts of an object or shape? | | |
| Measure: Time | | | |
| 36. | Can I tell the time to the hour? | | |
| 37. | Can I tell the time to the half past the hour? | | |
| 38. | Can I draw the hands on a clock face to show the time to the hour and half past? | | |
| 39. | Can I recognise and use language relating to dates, including days of the week, weeks, months and years? | | |
| 40. | Can I compare, describe and solve practical problems for time [for example, quicker, slower, earlier and later] | | |
| 41. | Can I begin to record the time (hours, minutes and seconds)? | | |
| 42. | Can I sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening? | | |
| Measure: Money | | | |
| 43. | Can I recognise and know the value of different denominations of coins and notes and add simple amounts together? | | |
| 44. | Can I recognise that change will be given if a item is 29p and a £5 note is given? | | |
| Geometry: Position and Direction | | | |
| 45. | Can I describe position, direction and movement, including whole, half, quarter and three quarter turns? | | |