

# Maths Targets     A Stage 1 Mathematician

TARGETS							
<b>Number and Place Value</b>							
E	I can count forwards and backwards orally with numbers to 20						
E	I can count, read and write numbers to 10 in numerals.						
E	I can begin to sort objects into 2s, 5s and 10s						
E	I can begin to count forwards in 2s, 5s and 10s						
E	I can say the numbers that come before and after a given number within 20						
E	I can identify and represent numbers using objects and pictorial representations including the number line up to 20						
D	I can count forwards and backwards orally with numbers to 50						
D	I can count, read and write numbers to 50 in numerals.						
D	I can begin to count forwards in 2s, 5s and 10s, starting from both odd and even numbers						
D	I can say the numbers that come before and after a given number within 50						
D	I can identify and represent numbers using objects and pictorial representations including the number line up to 50						
D	I can use the language of: equal to, more than, less than (fewer), most, least, up to 50						
S	I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.						
S	I can count, read and write numbers to 100 in numerals.						
S	I can read and write numbers from 1 to 20 in numerals and words.						
S	I can count in multiples of 2, 5 and 10.						
S	I can say what is one more or one less than any number.						
S	I can identify and represent numbers using objects and pictorial representations including the number line up to 100						
S	I can use the language of: equal to, more than, less than (fewer), most least up to 100						
Emerging		Developing			Secure		
<b>Addition and Subtraction</b>							
E	I can recognise and use +, - and = with numbers up to 10						
E	I can represent and use number bonds and related subtraction facts to 10.						
E	I can begin to add and subtract 1-digit numbers to 10, including 0						
E	I can solve 1-step problems with addition and subtraction, using concrete objects						
D	I can recognise and use +, - and = with numbers up to 20						
D	I can begin to add and subtract 1-digit and 2-digit numbers to 20, including 0						
D	I can begin to solve 1-step problems with addition and subtraction, using concrete objects and pictorial representations						
S	I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.						
S	I can represent and use number bonds and related subtraction facts to 20.						
S	I can add and subtract 1-digit and 2-digit numbers to 20, including zero.						
S	I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.						
S	I can solve missing number problems.						
Emerging		Developing			Secure		
<b>Multiplication and Division</b>							
E	I can begin to understand the process of grouping and sharing small quantities						

E	I can double numbers to 10						
D	I can begin to solve 1-step problems for mult/div with concrete objects & pictorial representations						
S	I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays with teacher support.						
Emerging		Developing			Secure		
<b>Fractions</b>							
E	I can find and name a half as 1 of 2 equal shapes or parts of an object						
D	I can begin to find halves of quantities						
D	I can recognise, find and name a quarter as one of four equal parts of an object or shape						
S	I can recognise, find and name a half of an object, shape or quantity.						
S	I can recognise, find and name a quarter of an object, shape or quantity.						
Emerging		Developing			Secure		
<b>Measurement</b>							
E	I can compare and use mathematical language: length/height (long, short, longer, shorter), mass/weight (heavy, light), capacity/volume (full, empty, more than, less than), time (quicker, slower)						
E	I can measure and begin to record using non-standard units						
E	I can recognise and know the value of different coins						
E	I can use language relating to dates, including days of the week						
E	I can tell the time to the hour.						
D	I can solve simple practical problems for length/height, mass/weight, capacity/volume, time. Language - double, half, heavier than, lighter than, half, half full, quarter, earlier, later						
D	I can measure using a ruler, scales, and containers and am moving to using standard units						
D	I can begin to sequence events in chronological order – before, after, next, first, yesterday, tomorrow, morning, afternoon, evening						
D	I can tell the time to half past the hour.						
S	I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.						
S	I can measure and begin to record lengths and heights; mass/weight; capacity/volume; time.						
S	I recognise and know the value of different denominations of coins and notes.						
S	I can sequence events in chronological order using language.						
S	I can use language relating to dates, including days, weeks, months and years						
S	I can draw hands on a clock face to show hour and half hour times.						
Emerging		Developing			Secure		
<b>Shape and Geometry</b>							
E	I can relate everyday objects to 2D and 3D shapes						
E	I can use everyday language to talk about position eg behind, next to						
E	I can give and follow simple directional instructions						
D	I recognise and can name common 2D shapes (rectangles (including squares) circles and triangles.)						
D	I can recognise shapes in different orientations and sizes and know they are not always similar						
D	I can understand and follow positional vocabulary						
D	I can understand and follow directions such as forwards, backwards, sideways, whole/half turn						
S	I recognise and can name common 3D shapes (cuboids (including cubes) pyramids and spheres.)						
S	I can describe position, directions and movement, including half, quarter and three-quarter turns.						
Emerging		Developing			Secure		