

Maths Progress Tracker

Master EYES: Exceeding		
M1. I can use my knowledge of maths to solve problems by selecting an appropriate method and working systematically and accurately in all areas of maths.		
M2. I can explain my mathematical thinking using a variety concrete apparatus and pictorial representations, including number lines.		
M3. I can use and apply my maths skills to help me in other areas of the curriculum.		
 Your Targets Number	 Emerging	 Expected
1. I can compare and order numbers from 0 to 100 using < > and = signs (including for length, mass, volume and capacity).		
2. I can read and write all numbers to 100 in digits and words.		
3. I can count forwards and backwards in tens from any number up to 100.		
4. I can count forwards and backwards in steps of 2, 3 and 5 from 0 (positive numbers only).		
5. I can recall and use multiplication and division facts for 2, 5 and 10 times tables.		
6. I can read and write number sentences using X ÷ and = signs within the 2, 5 and 10 multiplication tables.		
7. I can recall and use addition and subtraction facts to 20, and derive and use related facts to 100.		
8. I can use inverse to check calculations and solve missing number problems using +, - and =		
9. I can use estimation to check that my answers to a calculation are reasonable (e.g. 48 + 35 will be less than 100).		
10. I can recognise place value of each digit in a 2-digit number (tens and ones).		
11. I can partition any 2- digit number in different combinations of tens and ones (using apparatus if necessary) e.g. 23 = 20 + 3 or 13 + 10		
12. I can mentally add:		
a) a 2-digit number and ones,		
b) a 2-digit number and tens,		
c) two 2-digit numbers,		
d) three 1-digit numbers.		
13. I can mentally subtract:		
a) a 2-digit number and ones,		
b) a 2-digit number and tens,		
c) two 2-digit numbers.		
14. I can recognise, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$, and find these fractions of;		
a) shapes,		
b) a number of a objects,		
c) quantities.		
15. I can recognise equivalences of simple fractions e.g. $\frac{2}{4} = \frac{1}{2}$		

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 <p>Your Targets Geometry, Measures, Statistics</p>	 Emerging	 Expected
19. I can tell the time to fifteen minutes, including quarter past/to.		
20. I can estimate and measure length, temperature, mass and capacity and use the appropriate unit.		
21. I can read scales in divisions of ones, twos, fives and tens in a practical situation where all the numbers are given on the scale.		
22. I can describe the properties of 2D shapes including number of sides and lines of symmetry.		
23. I can describe the properties of 3D shapes including number of edges, faces and vertices.		
24. I can recognise and use the symbols for £ and p, and can combine amounts to make a given value e.g. how many ways can you make £1?		
25. I can construct and interpret simple pictograms, tally charts, block charts and simple tables.		
26. I can ask and answer simple questions about data by: <ul style="list-style-type: none"> a) counting number of objects in a category and sorting categories by quantity. b) totalling and comparing categories. 		