

# NATIONAL CURRICULUM MATHS OBJECTIVES

## OBJECTIVES and CHILD SPEAK TARGETS

### MATHEMATICS Key Stage 1 Year 1

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 1 Y1	Number Place Value			
KS 1 Y1	Number Place Value	[KEY] Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ↳ <b>GD objective:</b> Fluently count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	<i>I can count up and down from 0 to 100 and more.</i>	<i>I can count up and down from 0 to 100 and more without pausing.</i>
KS 1 Y1	Number Place Value	[KEY] Count, read and write numbers to 100 in numerals. ↳ <b>GD objective:</b> Independently count, read and write numbers to 100 in numerals.	<i>I can count, read and write numbers up to 100.</i>	<i>I can count, read and write numbers up to 100 without help.</i>
KS 1 Y1	Number Place Value	Count in multiples of twos, fives and tens. ↳ <b>GD objective:</b> Count in multiples of twos, fives and tens and use this to solve mental calculations	<i>I can count in 2 or 5 or 10.</i>	<i>I can count in 2 or 5 or 10 and use this to solve mental calculations</i>
KS 1 Y1	Number Place Value	[KEY] Given a number, identify one more and one less. ↳ <b>GD objective:</b> Given a number, quickly identify one more and one less in a range of contexts.	<i>When you show me a number, I can tell you what is one more and one less.</i>	<i>When you show me a number, amount of money or measurement, I can tell you what is one more and one less.</i>
KS 1 Y1	Number Place Value	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. ↳ <b>GD objective:</b> Accurately 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.	<i>I can find numbers on a number line when I am solving problems with questions using equal to, more than, less than, most and least.</i>	<i>I can find numbers on a number line accurately when I am solving problems with questions using equal to, more than, less than, most and least.</i>
KS 1 Y1	Number Place Value	Read and write numbers from 1 to 20 in numerals and words. ↳ <b>GD objective:</b> Independently read and write numbers from 1 to 20 in numerals and words.	<i>I read and write numbers from 1 to 20 in numbers and words.</i>	<i>I read and write numbers from 1 to 20 in numbers and words without help.</i>
KS 1 Y1	Addition Subtraction			
KS 1 Y1	Addition Subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. ↳ <b>GD objective:</b> Solve problems using mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	<i>I know and can use the maths symbols + - and = in a number sentence.</i>	<i>I know and can use the maths symbols + - and = in a number sentence to solve problems.</i>

KS 1 Y1	Addition Subtraction	[KEY] Represent and use number bonds and related subtraction facts within 20. ↳ <b>GD objective:</b> Use number bonds and related subtraction facts within 20 to solve mental calculations.	<i>I know my number bond facts to 20 - such as <math>1+5 = 6</math> and <math>5 = 6 - 1</math>.</i>	<i>I know my number bond facts to 20 - such as <math>1+5 = 6</math> and <math>5 = 6 - 1</math> and can use this to solve mental calculations.</i>
KS 1 Y1	Addition Subtraction	Add and subtract one-digit and two-digit numbers to 20, including zero. ↳ <b>GD objective:</b> Solve real-life problems by adding and subtracting one-digit and two-digit numbers to 20, including zero in different contexts.	<i>I add and subtract numbers up to 20 - such as <math>5+5</math> or <math>12-8</math>.</i>	<i>I can solve problems by adding and subtracting numbers, money and measures up to 20 - such as <math>5g+5g</math> or <math>12cm-8cm</math>.</i>
KS 1 Y1	Addition Subtraction	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ . ↳ <b>GD objective:</b> Solve one-step problems in different contexts that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $17 = ? - 9$ .	<i>I can solve some number problems such as <math>7 = ? - 9</math>.</i>	<i>I can solve some number problems such as <math>17cm = ? - 9cm</math>.</i>
KS 1 Y1	Multiplication Division			
KS 1 Y1	Multiplication Division	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ↳ <b>GD objective:</b> Solve one-step problems involving multiplication and division of money and measures, by calculating the answer using concrete objects, pictorial representations and arrays.	<i>I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means.</i>	<i>I answer maths multiplication or division problems about money and measurements using objects to see what the problem means.</i>
KS 1 Y1	Fractions			
KS 1 Y1	Fractions	[KEY] Recognise, find and name a half as one of two equal parts of an object, shape or quantity. ↳ <b>GD objective:</b> Solve practical problems by finding half of an object, shape or quantity.	<i>I know that a half is one of two equal parts, and I find half of a shape or a set of objects by sharing the shape or set into two equal parts.</i>	<i>I can solve practical problems by finding half of an object, shape or quantity.</i>
KS 1 Y1	Fractions	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. ↳ <b>GD objective:</b> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity across different subjects.	<i>I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.</i>	<i>In different subjects, I can find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.</i>
KS 1 Y1	Measurement			
KS 1 Y1	Measurement	[KEY] Compare, describe and solve practical problems for lengths and heights [for example, long or short, longer or shorter, tall or short, double or half]. ↳ <b>GD objective:</b> Independently compare, describe and solve practical problems for lengths and heights [for example, long or short, longer or shorter, tall or short, double or half].	<i>I use words such as long or short, longer or shorter, tall or short, double or half to describe my maths work when I am measuring.</i>	<i>I use words such as long or short, longer or shorter, tall or short, double or half without help, to describe my maths work when I am measuring.</i>
KS 1 Y1	Measurement	[KEY] Compare, describe and solve practical problems for mass or weight [for example, heavy or light, heavier than, lighter than]. ↳ <b>GD objective:</b> Independently compare, describe and solve practical	<i>When weighing, I use the words heavy or light, heavier than, lighter than to explain my work.</i>	<i>When weighing, I use the words heavy or light or heavier than, independently in my work</i>

		problems for mass or weight [for example, heavy or light, heavier than, lighter than].		
KS 1 Y1	Measurement	[KEY] Compare, describe and solve practical problems for capacity and volume [for example, full or empty, more than, less than, half, half full, quarter]. ↳ <b>GD objective:</b> Independently compare, describe and solve practical problems for capacity and volume [for example, full or empty, more than, less than, half, half full, quarter].	<i>When working with capacity, I use the words full or empty, more than, less than, half, half full and quarter to explain my work.</i>	<i>When working with capacity, I use the words full or empty, more than, less than, half, half full and quarter in my work without help.</i>
KS 1 Y1	Measurement	[KEY] Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. ↳ <b>GD objective:</b> Independently compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].	<i>I can answer questions about time, such as Who is quicker? or What is earlier?</i>	<i>I can answer questions without help about time, such as Who is quicker? or What is earlier?</i>
KS 1 Y1	Measurement	Measure and begin to record lengths and heights. ↳ <b>GD objective:</b> Measure and record a variety of lengths and heights accurately.	<i>I can measure the length or height of something and write down what measure.</i>	<i>I can measure the length or height of something accurately and write down what measure.</i>
KS 1 Y1	Measurement	Measure and begin to record mass/weight. ↳ <b>GD objective:</b> Measure and begin to record mass/weight in different subjects	<i>I can measure how heavy an object is and write down what I find.</i>	<i>I can measure how heavy an object is and write down what I find, using this in different subjects.</i>
KS 1 Y1	Measurement	Measure and begin to record capacity and volume. ↳ <b>GD objective:</b> Measure and begin to record capacity and volume in a range of different subjects	<i>I can measure the capacity of jugs of water and write down what I measure.</i>	<i>I can measure the capacity and volume and use this to help in subjects like science.</i>
KS 1 Y1	Measurement	Measure and begin to record time (hours, minutes, seconds). ↳ <b>GD objective:</b> Measure and begin to record time (hours, minutes, seconds) in real-life situations.	<i>I can measure how long something takes to happen - such as how long it takes me to run around the playground.</i>	<i>I can measure how long something takes to happen and have used this in real-life.</i>
KS 1 Y1	Measurement	Recognise and know the value of different denominations of coins and notes. ↳ <b>GD objective:</b> Recognise, compare and order the value of different denominations of coins and notes	<i>I know that coins have different values - such as 2p, 5p, 10p and 50p.</i>	<i>I know that coins have different values and have ordered and compared them.</i>
KS 1 Y1	Measurement	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. ↳ <b>GD objective:</b> Sequence multiple events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] and apply this in different subjects.	<i>I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</i>	<i>I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening to order events in different subjects</i>
KS 1 Y1	Measurement	Recognise and use language relating to dates, including days of the week, weeks, months and years. ↳ <b>GD objective:</b> Confidently recognise and use language relating to dates, including days of the week, weeks, months and years.	<i>I can tell you the days of the week and months of the year and I can talk about weeks and months and years and what they mean.</i>	<i>I can tell you the days of the week and months of the year and I can talk about weeks and months and years confidently and what they mean.</i>

KS 1 Y1	Measurement	[KEY] Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. ↳ <b>GD objective:</b> Confidently tell the time to the hour and half past the hour and accurately draw the hands on a clock face to show these times.	<i>I can tell the time and draw hands on a clock for to the hour and half past the hour times.</i>	<i>I can tell the time confidently and draw hands on a clock for to the hour and half past the hour times.</i>
KS 1 Y1	Shape			
KS 1 Y1	Shape	[KEY] Recognise and name common 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles]. ↳ <b>GD objective:</b> Name, investigate and compare more 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles].	<i>I can name common 2-D shapes such as rectangles, squares, circles and triangles.</i>	<i>I can name, investigate and compare common 2-D shapes such as rectangles, squares, circles and triangles.</i>
KS 1 Y1	Shape	[KEY] Recognise and name common 2-D and 3-D shapes, including 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. ↳ <b>GD objective:</b> Name and classify more 2-D and 3-D shapes, including 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	<i>I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.</i>	<i>I can name and sort 3-D shapes such as cuboids and cubes, pyramids and spheres.</i>
KS 1 Y1	Position			
KS 1 Y1	Position	Describe position, direction and movement, including whole, half, quarter and three-quarter turns. ↳ <b>GD objective:</b> Describe position, direction and movement, including whole, half, quarter and three-quarter turns and use this to follow and create sets of directions.	<i>I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.</i>	<i>I can describe the position, direction and movement of objects, including whole turns, half turns, quarter turns and three-quarter turns and use this to create sets of directions</i>

# MATHEMATICS Key Stage 1 Year 2

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 1 Y2	Number Place Value			
KS 1 Y2	Number Place Value	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. ↳ <b>GD objective:</b> Confidently and quickly count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	<i>I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.</i>	<i>I can count forward and backward confidently in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.</i>
KS 1 Y2	Number Place Value	[EXS] [KEY] Recognise the place value of each digit in a two-digit number (tens, ones). ↳ <b>GD objective:</b> Recognise the place value of each digit in a two-digit number (tens, ones) and use this to solve calculations.	<i>I know what each digit means in two-digit numbers such as 24.</i>	<i>I know what each digit means in two-digit numbers such as 24 and I can use this to solve calculations.</i>
KS 1 Y2	Number Place Value	Identify, represent and estimate numbers using different representations, including the number line. ↳ <b>GD objective:</b> Accurately identify, represent and estimate numbers using different representations, including the number line.	<i>I can find and show numbers on a number line.</i>	<i>I can accurately find and show numbers, money and measures on a number line.</i>
KS 1 Y2	Number Place Value	Compare and order numbers from 0 up to 100. ↳ <b>GD objective:</b> Compare and order numbers from 0 up to 100 in different contexts.	<i>I can order numbers up to 100 and tell you which numbers are bigger or smaller.</i>	<i>I can order numbers, money and different measurements up to 100 and tell you which numbers are bigger or smaller.</i>
KS 1 Y2	Number Place Value	Use greater than, less than and = signs. ↳ <b>GD objective:</b> Confidently use greater than, less than and = signs to compare numbers, measures and money.	<i>I use the greater than, less than and equals signs in maths and know what they mean.</i>	<i>I use the greater than, less than and equals signs in maths and know what they mean when comparing numbers, measures and money.</i>
KS 1 Y2	Number Place Value	Read and write numbers to at least 100 in numerals and in words. ↳ <b>GD objective:</b> Independently read and write numbers to at least 100 in numerals and in words.	<i>I can read and write numbers to 100 in digits and words.</i>	<i>I can read and write numbers to 100 in digits and words without help.</i>
KS 1 Y2	Number Place Value	[EXS] [KEY] Use place value and number facts to solve problems. ↳ <b>GD objective:</b> Use place value and number facts to solve problems in a range of contexts	<i>I solve problems using number facts such as <math>18+2=20</math> and what I know about the value of digits in a number.</i>	<i>I solve problems using number facts in different contexts such as <math>18\text{cm}+2\text{cm}=20\text{cm}</math> and what I know about the value of digits in a number.</i>
KS 1 Y2	Addition Subtraction			
KS 1 Y2	Addition Subtraction	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. ↳ <b>GD objective:</b> Solve more difficult problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	<i>I answer addition and subtraction maths problems using objects or pictures to help me work it out.</i>	<i>I answer more difficult addition and subtraction maths problems using objects or pictures to help me work it out.</i>
KS 1 Y2	Addition Subtraction	Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.	<i>I can solve addition and subtraction problems and work out how I answer it on paper or show you how I</i>	<i>I can solve addition and subtraction problems using money and measures, and work out how I answer it</i>

		↳ <b>GD objective:</b> Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods in a range of contexts.	<i>did it in my head by explaining step by step.</i>	<i>on paper or show you how I did it in my head by explaining step by step.</i>
KS 1 Y2	Addition Subtraction	Solve problems with addition and subtraction recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. ↳ <b>GD objective:</b> Solve problems with addition and subtraction rapidly recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	<i>I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.</i>	<i>I answer problems with addition and subtraction quickly, using my number facts to 20 and other number facts up to 100.</i>
KS 1 Y2	Addition Subtraction	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. ↳ <b>GD objective:</b> Solve real-life problems by adding and subtracting numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.	<i>I can add and subtract numbers such as <math>34 - 8</math> or <math>52 + 5</math> using objects or pictures to help.</i>	<i>I can solve real-life problems by adding and subtracting numbers such as <math>31 - 9</math> or <math>56 + 5</math> using objects or pictures to help.</i>
KS 1 Y2	Addition Subtraction	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. ↳ <b>GD objective:</b> Solve real-life problems by adding and subtracting numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.	<i>I add and subtract two-digit numbers using objects to help me.</i>	<i>I can solve real-life problems by adding and subtracting two-digit numbers using objects to help me.</i>
KS 1 Y2	Addition Subtraction	[EXS] [KEY] Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. ↳ <b>GD objective:</b> Add and subtract numbers in different contexts, using concrete objects, pictorial representations, and mentally, including two two-digit numbers.	<i>I can add or subtract numbers such as <math>42 - 22</math> or <math>56 + 29</math> using objects or pictures to help me.</i>	<i>I can add or subtract money and measures such as <math>42g - 22g</math> or <math>56p + 29p</math> using objects or pictures to help me.</i>
KS 1 Y2	Addition Subtraction	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers. ↳ <b>GD objective:</b> Rapidly add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.	<i>I can add or subtract three numbers such as <math>2 + 5 + 9</math>.</i>	<i>I can add or subtract three numbers such as <math>2 + 7 + 9</math> quickly.</i>
KS 1 Y2	Addition Subtraction	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. ↳ <b>GD objective:</b> Solve a range of problems demonstrating that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	<i>I know that adding two numbers together can be done in any order but subtracting numbers can only be done in one order.</i>	<i>I can solve problems that show adding two numbers together can be done in any order but subtracting numbers can only be done in one order.</i>
KS 1 Y2	Addition Subtraction	[EXS] [KEY] Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. ↳ <b>GD objective:</b> Confidently use the inverse relationship between addition and subtraction to accurately check calculations and solve missing number problems.	<i>I can check my answers or solve missing number problems by doing an inverse check.</i>	<i>I can confidently check my answers accurately or solve missing number problems by doing an inverse check.</i>

KS 1 Y2	Multiplication Division			
KS 1 Y2	Multiplication Division	[EXS] [KEY] Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ↳ <b>GD objective:</b> Rapidly recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	<i>I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.</i>	<i>I know my 2 and 5 and 10 times tables by heart, can recall the answer quickly and can tell whether a number is odd or even.</i>
KS 1 Y2	Multiplication Division	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. ↳ <b>GD objective:</b> Solve a range of problems using mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.	<i>I use multiplication (x), division (÷) and equals (=) signs when writing out my times tables.</i>	<i>I can solve mathematical problems using multiplication (x), division (÷) and equals (=) signs.</i>
KS 1 Y2	Multiplication Division	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. ↳ <b>GD objective:</b> Solve a range of problems demonstrating that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	<i>I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.</i>	<i>I can solve problems to show that multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.</i>
KS 1 Y2	Multiplication Division	[EXS] [KEY] Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. ↳ <b>GD objective:</b> Solve problems in different subjects involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	<i>I can solve multiplication and division problems using times table facts and objects or pictures to help me.</i>	<i>I can solve multiplication and division problems in different subjects, using times table facts and objects or pictures to help me.</i>
KS 1 Y2	Fractions			
KS 1 Y2	Fractions	[EXS] [KEY] Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. ↳ <b>GD objective:</b> Solve practical problems by finding and writing fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	<i>I can find <math>\frac{1}{3}</math> or <math>\frac{1}{4}</math> or <math>\frac{2}{4}</math> or <math>\frac{3}{4}</math> of a shape, length or set of objects.</i>	<i>I can solve practical problems by finding and writing <math>\frac{1}{3}</math> or <math>\frac{1}{4}</math> or <math>\frac{2}{4}</math> or <math>\frac{3}{4}</math> of a shape, length or set of objects.</i>
KS 1 Y2	Fractions	Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ . ↳ <b>GD objective:</b> Write simple fractions for example, $\frac{1}{4}$ of $8 = 2$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ and relate this to real-life situations.	<i>I can write simple fractions sentences such as <math>\frac{1}{2}</math> of <math>6 = 3</math> and know that <math>\frac{2}{4}</math> equals <math>\frac{1}{2}</math>.</i>	<i>I can solve real-life problems involving writing simple fractions sentences such as <math>\frac{1}{4}</math> of <math>8 = 2</math> and knowing that <math>\frac{2}{4}</math> equals <math>\frac{1}{2}</math>.</i>
KS 1 Y2	Measurement			
KS 1 Y2	Measurement	[EXS] [KEY] Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature	<i>I can choose, use and measure the correct unit to measure length or height in any direction (m/cm);</i>	<i>I can solve a range of problems and investigations by choosing, using and measuring the correct unit to</i>

		(°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. ↳ <b>GD objective:</b> Solve a range of problems and investigations involving choosing and using appropriate standard units to estimate and measuring length/height in any direction (m,cm); mass (kg,g); temperature (°C); capacity (litres,ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	<i>weight (kg/g); temperature (°C); or capacity (litres/ml).</i>	<i>measure length or height in any direction (m,cm); weight (kg,g); temperature (°C); or capacity (litres,ml).</i>
KS 1 Y2	Measurement	Compare and order lengths, mass, volume/capacity and record the results using symbols for greater than, less than and =. ↳ <b>GD objective:</b> Compare and order lengths, mass, volume,capacity and record the results using symbols for greater than, less than and = across a range of subjects.	<i>I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals.</i>	<i>I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals across a range of subjects.</i>
KS 1 Y2	Measurement	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. ↳ <b>GD objective:</b> Solve practical problems using symbols for pounds (£) and pence (p); combine amounts to make a particular value.	<i>I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.</i>	<i>I can solve practical problems using symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.</i>
KS 1 Y2	Measurement	[EXS] [KEY] Find different combinations of coins that equal the same amounts of money. ↳ <b>GD objective:</b> Find all of the different combinations of coins that equal the same amounts of money in a systematic way.	<i>I can find different combinations of coins that equal the same amounts of money.</i>	<i>I can find all of the different combinations of coins that equal the same amounts of money using a system.</i>
KS 1 Y2	Measurement	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. ↳ <b>GD objective:</b> Solve more complex problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	<i>I have solved money problems such as how much change do I get from 50p if I buy an apple for 35p?</i>	<i>I have solved more difficult money problems such as how much change do I get from £1.00 if I buy an apple for 37p?</i>
KS 1 Y2	Measurement	Compare and sequence intervals of time. ↳ <b>GD objective:</b> Compare and sequence intervals of time to solve real-life problems.	<i>I can put the time of events in order.</i>	<i>I can put the time of events in order to solve real-life problems.</i>
KS 1 Y2	Measurement	[EXS] [KEY] Tell and write the time to fifteen minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. ↳ <b>GD objective:</b> Confidently 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.	<i>I can tell and write the time, including quarter past/to the hour and draw the hands on a clock face to show these times.</i>	<i>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 confidently</i>
KS 1 Y2	Measurement	Know the number of minutes in an hour and the number of hours in a day. ↳ <b>GD objective:</b> Solve real-life problems involving the number of minutes in an hour and the number of hours in a day.	<i>I know there are 60 minutes in an hour and 24 hours in a day.</i>	<i>I can solve real-life problems involving the number of minutes in an hour and hours in a day.</i>
KS 1 Y2	Shape			
KS 1 Y2	Shape	[EXS] [KEY] Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	<i>I can describe the properties of some 2-D shapes, including the number of sides they have and facts</i>	<i>I investigate and compare the properties of some 2-D shapes, including the number of sides they have and</i>



		↳ <b>GD objective:</b> Investigate and compare the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	<i>about their symmetry.</i>	<i>facts about their symmetry.</i>
KS 1 Y2	Shape	[EXS] [KEY] Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. ↳ <b>GD objective:</b> Investigate and compare the properties of 3-D shapes, including the number of edges, vertices and faces	<i>I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.</i>	<i>I can investigate and compare the properties of some 3-D shapes, including the number of edges, faces and vertices they have.</i>
KS 1 Y2	Shape	Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]. ↳ <b>GD objective:</b> Identify 2-D shapes on the surface of 3-D shapes and describe how they have been rotated to fit.	<i>I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid.</i>	<i>I can tell you which 2-D shapes appear as the faces on 3-D shapes and say how they have been turned to fit</i>
KS 1 Y2	Shape	Compare and sort common 2-D and 3-D shapes and everyday objects. ↳ <b>GD objective:</b> Compare and classify common 2-D and 3-D shapes and everyday objects according to their geometric properties, and can explain their choices.	<i>I can compare 2-D and 3-D shapes with everyday objects around me.</i>	<i>I can compare and classify 2-D and 3-D shapes with everyday objects around me based on their properties and can explain my choices.</i>
KS 1 Y2	Position			
KS 1 Y2	Position	Order and arrange combinations of mathematical objects in patterns and sequences. ↳ <b>GD objective:</b> Order and arrange combinations of mathematical objects in patterns and sequences and begin to spot rules.	<i>I can order combinations of mathematical objects in patterns and sequences.</i>	<i>I can order combinations of mathematical objects in patterns and sequences, and I have begun to spot mathematical rules.</i>
KS 1 Y2	Position	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). ↳ <b>GD objective:</b> Independently use mathematical vocabulary to describe position, direction and movement of any object, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	<i>I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.</i>	<i>I can describe the position, direction and movement of any object, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions, without support.</i>
KS 1 Y2	Statistics			
KS 1 Y2	Statistics	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ↳ <b>GD objective:</b> Confidently interpret and construct simple pictograms, tally charts, block diagrams and simple tables across different subject areas.	<i>I can read and construct picture graphs, tally charts and tables.</i>	<i>I can confidently read and construct picture graphs, tally charts and tables in different subject areas</i>
KS 1 Y2	Statistics	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. ↳ <b>GD objective:</b> Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity, using this to solve practical problems.	<i>I can sort objects into categories and tell you how many objects are in each category and show which category has the most.</i>	<i>I can solve practical problems by sorting objects into categories and telling you how many objects are in each category and show which category has the most.</i>

KS 1 Y2	Statistics	Ask and answer questions about totalling and comparing categorical data. ↳ <b>GD objective:</b> Ask and answer questions to solve real-life problems about totalling and comparing categorical data.	<i>I work on sorting objects and can answer questions about the groups of objects I have sorted.</i>	<i>I work on sorting objects and can answer questions about the groups of objects I have sorted to solve real-life problems.</i>
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