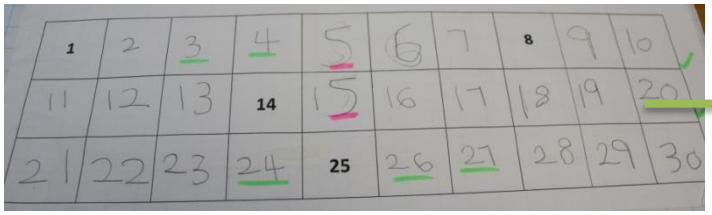
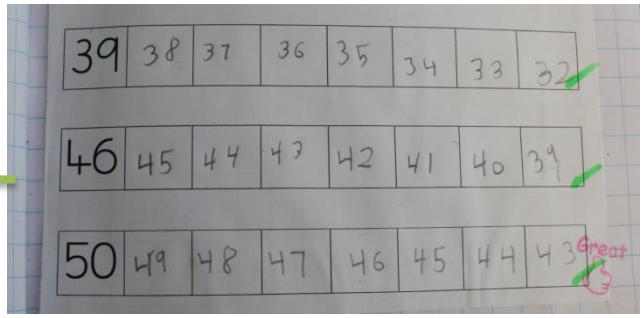
KPI: Number and place value - Count to and across 100, forwards and backwards, beginning with 0 or one, or from any given number.

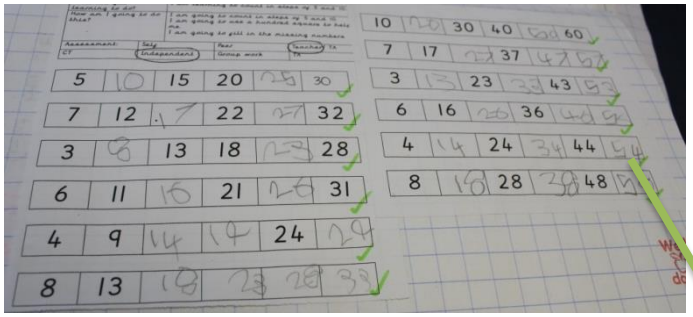


Children can independently count forwards from any given number.

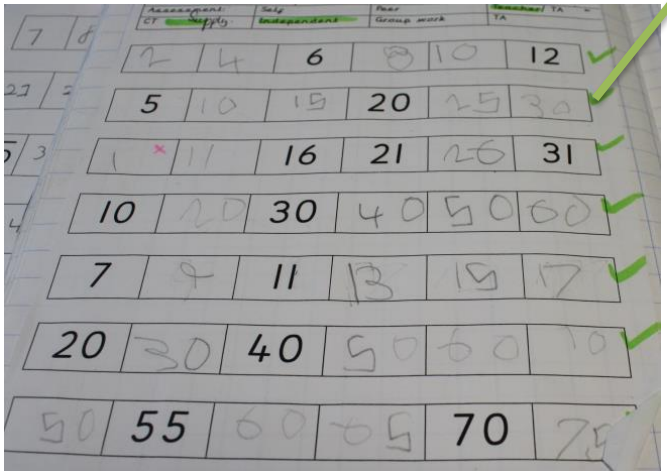
Children can independently count backwards from any given number.



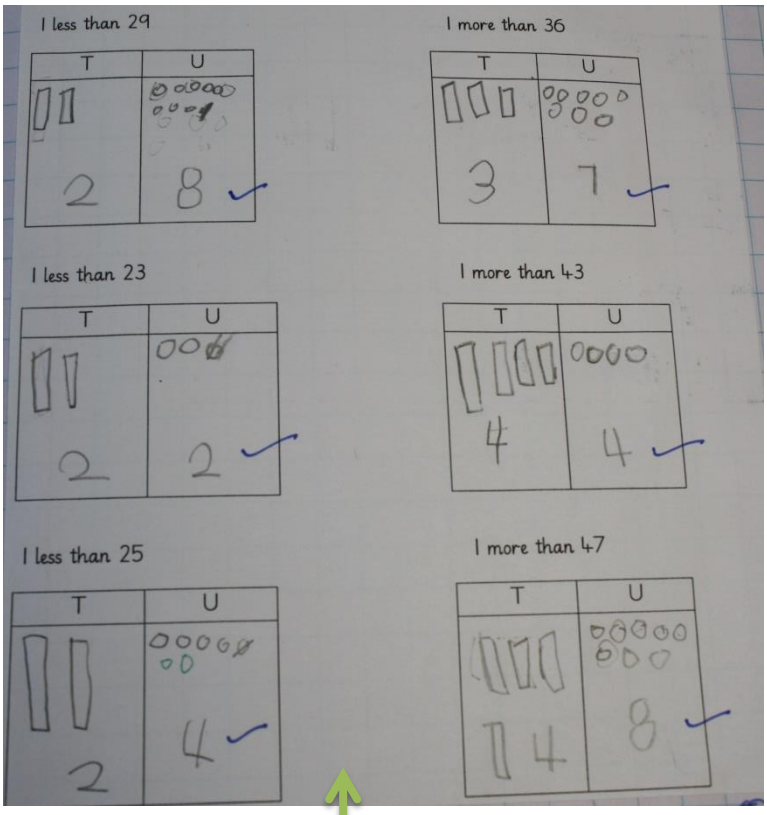
KPI: Number and place value – Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens.



Children can independently count in 2's, 5's and 10's from different given numbers; recognising, reading and writing those numbers.

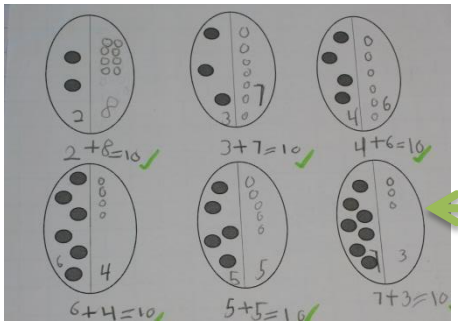


KPI: Number and place value – Given a number, identifies one more and one less.



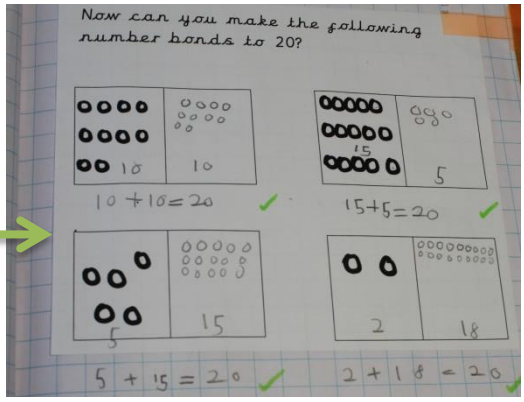
Children independently use a method which they know to find one more or less than a given number.

KPI: Addition and subtraction: represents and uses number bonds and related subtraction facts within 20.

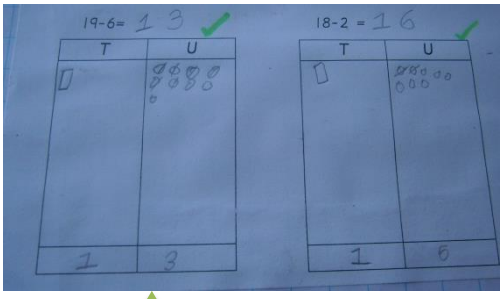


Children independently can show and use their knowledge of number bonds to 10 in a range of representations.

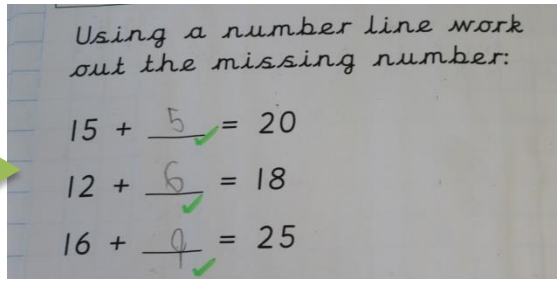
Children can independently show and use their knowledge of number bonds to 20 in a range of representations.

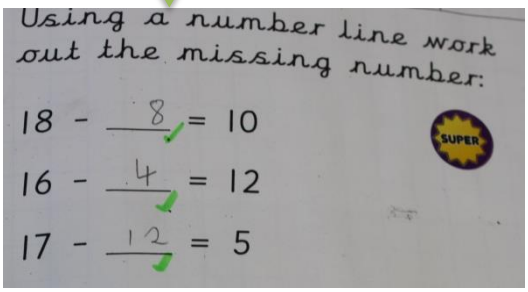


KPI: Addition and subtraction: add and subtract one and two-digit numbers to twenty, including finding missing numbers.

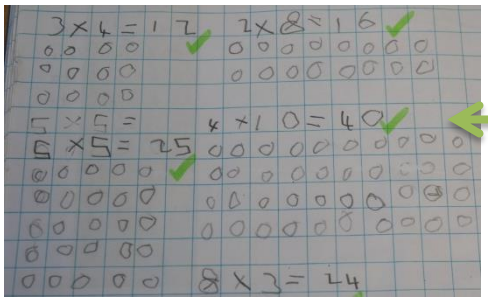


Children can independently add and subtract numbers to 20 and apply this to finding missing numbers using a range of concrete and pictorial methods.

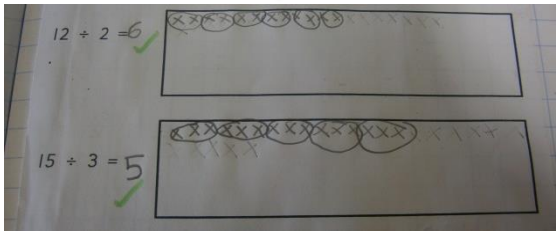




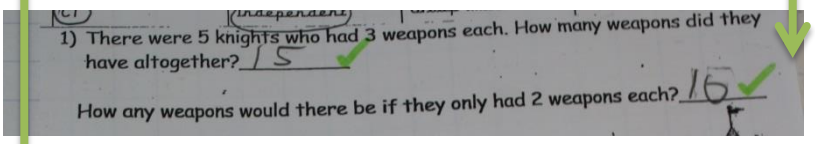
KPI: Multiplication and Division – Solving one-step problems involving multiplication and division using concrete objects, pictorial representations or arrays.

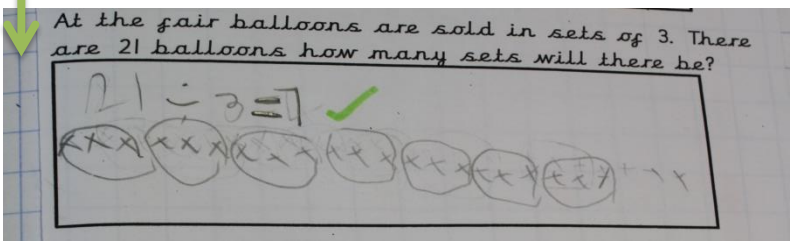


Children can independently use objects or arrays to multiply or divide.

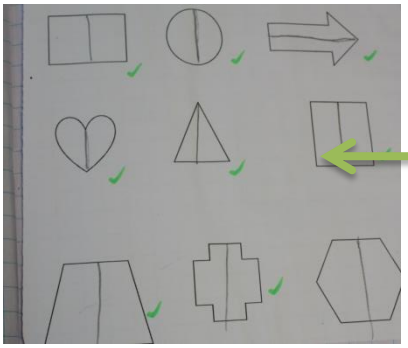


Children can apply their multiplication and division knowledge to one-step problems. Children may have teacher support to support reading and the conceptual understanding of a question but will independently apply the method they know to solve this.

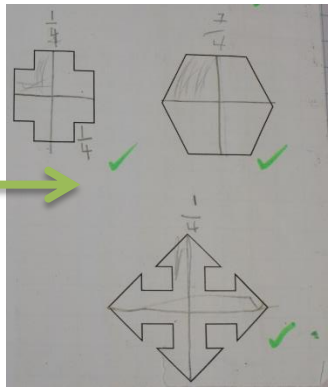


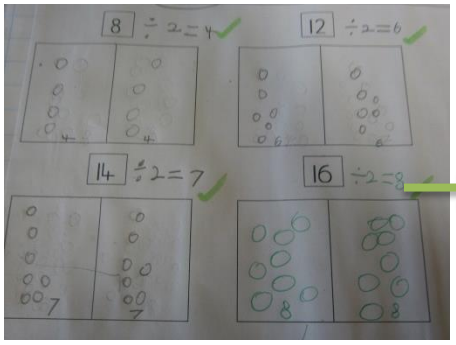


KPI: Fractions (including decimals) – recognises, finds and names a half as one of two equal parts of an object, shape or quantity.

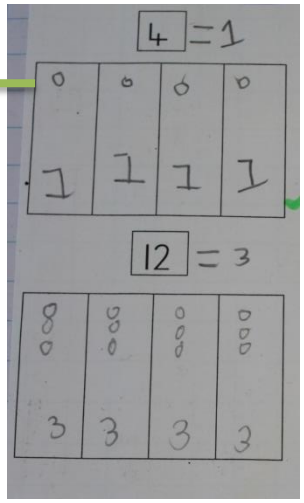


Children can independently find a half and a quarter of a shape.



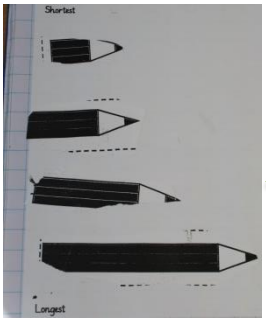


Children can independently use a method they know to find a half and a quarter of an amount.

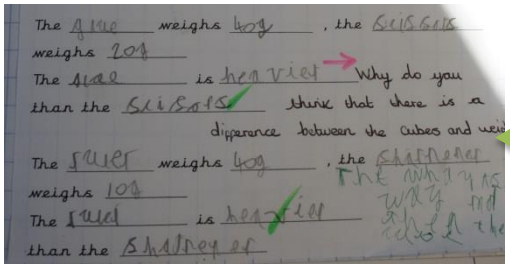


KPI: Measurement: Compares, describes and solves practical problems for:

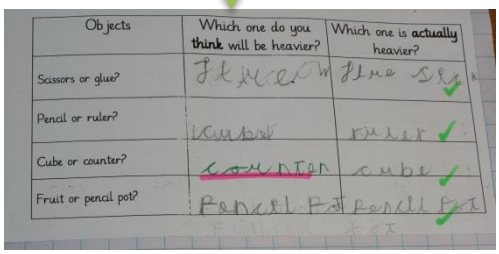
1. Lengths and heights e.g. long/short, longer/shorter, tall/short, double/half;
2. Mass/weight e.g. heavy/light, heavier than, lighter than;
3. Capacity and volume e/g/ full/empty, more than, less than, half, half full, quarter and
4. Time e.g. quicker, slower, earlier, later.



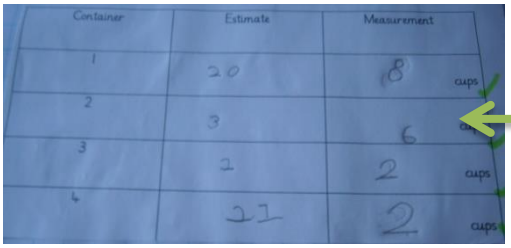
Children can independently look at the length and height of objects using the terms; long/short, longer/shorter, tall/short and double/half.



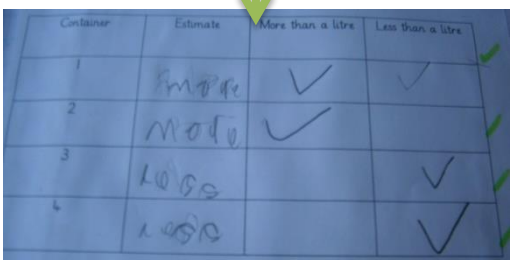
Children can with support measure the mass/weight of an object. They can independently describe this using the terms: heavy/ light, heavier than and lighter than.

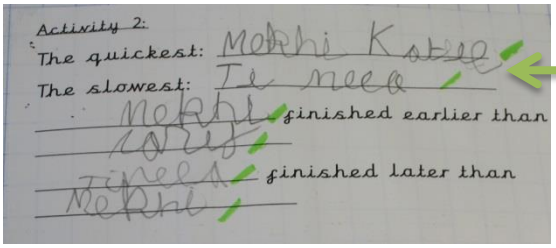


Objects	Which one do you **think** will be heavier?	Which one is **actually** heavier?
Scissors or glue?	Scissors	Glue ✓
Pencil or ruler?	Cube	Ruler ✓
Cube or counter?	counter	cube ✓
Fruit or pencil pot?	Pencil pot	Pencil pot ✓



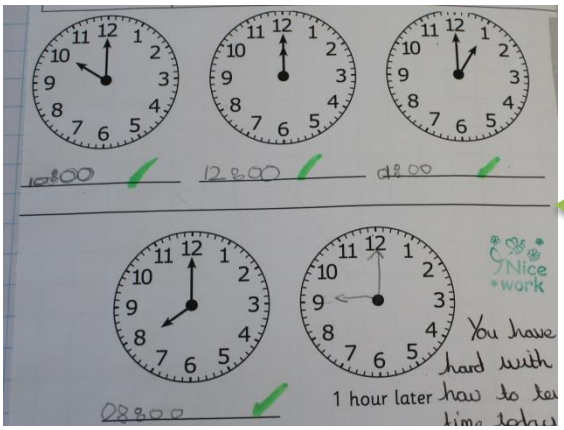
Children can independently use vocabulary such as: full, empty, more than, less than, half full etc to compare capacity and solve problems.





Children can time events (this may be with support) and independently describe these using the following vocabulary: quicker, slower, earlier and later.

KPI: Measurement: Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times.

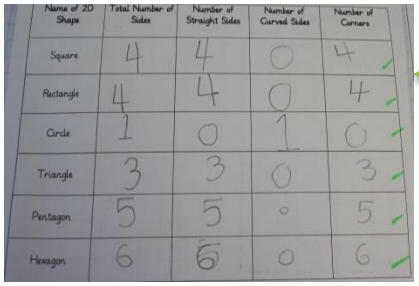


Children can independently tell the time to the hour and draw the hands on the clock. Children may use practical apparatus such as a clock to support this.

Children can independently tell the time to half past the hour and draw the hands on the clock. Children may use practical apparatus such as a clock to support this.

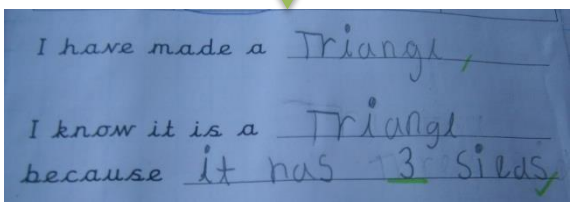
KPI: Properties of shape. Recognises and names common 2-D and 3D shapes, including:

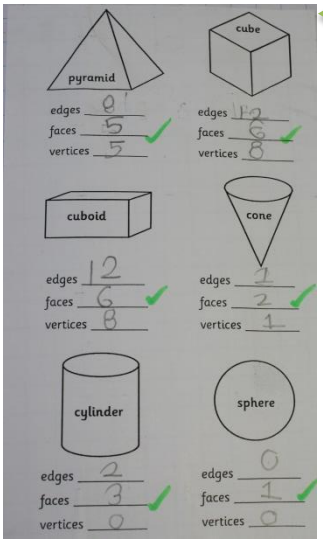
1. 2-D shapes e.g. rectangles (including squares), circles and triangles;
2. 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.



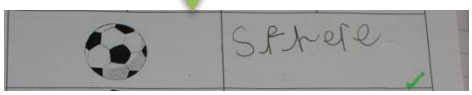
Name of 2D Shape	Total Number of Sides	Number of Straight Sides	Number of Curved Sides	Number of Corners
Square	4	4	0	4
Rectangle	4	4	0	4
Circle	1	0	1	0
Triangle	3	3	0	3
Pentagon	5	5	0	5
Hexagon	6	6	0	6

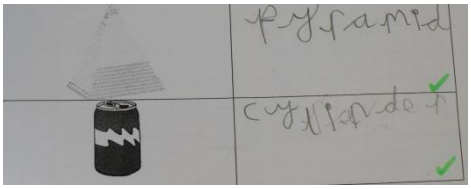
Children can independently recognise and identify 2-D shapes. Including a square, rectangle, circle and triangle.





Children can independently recognise and identify 3-D shapes including a cube, cuboid, pyramid and sphere.





It is expected that children will have a range of evidence (ideally 2-4 pieces) to support each KPI. The evidence will show the children completing the skill exemplified as well as evidence of embedding and deepening the skill.

Children must have a secure understanding of a KPI in order to achieve it