

St Oswald's Learning Journey

Reading

Early reading

I am starting to enjoy looking at books.

I can point to a picture and talk about it.

I can ask questions using where and what.

I can say what will happen next in a story I know.

I can tell someone what the story was about.

I can recognise my name.

I am starting to like to look at the words and pictures in books.

I know that when we read books in English we go across the page left to right and that we start at the top of the page and end at the bottom.

I know that print tells us something, e.g. can point at the words.

I can ask questions using where and how.

I can guess which word may come next in a story.

I can tell someone what the story was about.

I can recognise some familiar words, e.g. brand names, own name and words in environment.

I know that I can get information from a book.

BY THE END OF RECEPTION

I enjoy looking at books and can do so by myself.

I can guess what the story will be about from looking at the story content, the title and the pictures.

I know that you need to read the words to find out what the book is about.

I can answer where, how and what questions about a story.

I can retell a story in the correct order. I can use words or phrases from the story while retelling it.

I know what stories have features such as main characters, sequence of events and openings.

I can read some words and simple sentences by myself.

I know what information can be found in non-fiction texts to answer questions about where/who/why/how.

I can say what I like and don't like about a story.

I can understand what I am reading, sometimes with help.

I can pause at a full stop when reading.

I know that a story will make sense.

I can say the phonemes at the start of a word.

I use pictures to help me read.

I can tell you what a book is about by looking at the title or pictures.

I can say the phonemes at the start and end of a word.

I can retell familiar stories.

I can see things that are the same in different stories.

I can think about how a story ends.

I can read the CVC words.

I can read the CVCC words.

I can say what I think about texts.

I can understand use alphabetical order.

BY THE END OF Y1

I can read simple texts and understand them.

I can comment on what I have read.

I can say what I think will happen in unfamiliar stories, using evidence from the title, cover, etc.

I can read simple unfamiliar stories and say what has happened in them.

I can retell known stories, including significant events and the main points in sequence.

I can say what is the same and different about two stories.

I can say which story I prefer and why.

I can use words in the writing to help me read.

I can use phonic cues.

I can read some tricky words correctly.

I can say what is real and what is made up.

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| I can remember the main events in unfamiliar stories. |
| I can say who are good/bad characters and if the story has a happy ending. |
| I can say what I think will happen next and why. |
| I can say what is the same and different in stories with help. |
| I can see patterns in poems. |
| I can answer multiple-choice questions about a text. |
| I can read phonemes in words. |
| I can read some tricky words correctly. |
| I can read and follow simple instructions. |
| I can use the pictures to help me read a text. |

BY THE END OF Y2

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| I can read unfamiliar texts with pauses at full stops and some expression. |
| I can talk about the plot, setting and characters in a story. |
| I can answer questions about a text I have not read before, usually on my own. |
| I can read words by sounding out the phonemes. |
| I can read most tricky words correctly. |
| I can find books in the library. |
| I can find and use the index and contents page of a non-fiction book. |
| I can use simple dictionaries to find words. |
| I can say what a text is about. |
| I can find simple information in a text. |
| I can read on my own and talk about what has happened. |
| I can talk about characters in a text. |
| I can say what I think about what is happening in a story. |
| I can talk about how text is written. |
| I can think about how to change a story. |
| I can say what certain words and phrases do in a text. |
| I can see how long stories are written. |
| I can answer questions about a text without help writing the answers. |
| I can read and understand simple charts and diagrams. |
| I can say what is happening in a text. |

I can find information in a text.

I am beginning to skim/scan a page of text.

I can read all tricky words most of the time.

BY THE END OF Y3

I can talk about characters and how they feel.

I can find simple information in a text.

I understand why authors use different language.

I can say what I think about a text.

I can talk about the purpose and audience of fiction texts.

I can recognise a variety of genres.

I can read in different ways for different purposes.

I can skim and scan to locate info.

BY THE END OF Y4

I can say what I think about characters and their feelings and give reasons.

I can get information from a text to support my point of view.

I can give reasons for authors' language choices.

I can justify my thoughts about texts.

I can consider the use of specific features of different genres.

I can use knowledge of the alphabet to locate books and find info.

I can discuss main ideas and supporting detail.

I have a basic knowledge of the Dewey library system.

I am beginning to research, using several sources.

I can skim/scan over several pages, relating ideas.

BY THE END OF Y5

I can justify my views on characters, motivation and feelings in writing.

I can retrieve information from text in order to justify point of view in writing.

I can describe the effect of author's language choices.

I can say what I think about writing in text.

I can justify opinions about purpose, audience and form of fiction texts, in writing.

I am beginning to generalise from information retrieved.

I can use my knowledge of different genres to say what is going to come in a piece of text.

I am beginning to distinguish between fact and opinion in reading.

I can work out a characters' motives and feelings.

I can quote relevant words and phrases from text.

I can recognise a viewpoint in fiction.

I can recognise and describe the overall structure of a plot.

I can argue my point of view about a text.

I can identify imagery and figurative language and recognise ideas and themes within a text.

I can recognise the techniques that an author has used.

I can give a reasoned overview of a piece of fiction text.

I can locate and use several information sources.

I am beginning to select and summarise text's key points/annotate texts.

BY THE END OF Y6

I can work out a characters' motives and feelings and explain my reasoning.

I can quote relevant words and phrases and explain the relevance in detail.

I can explain reasons for, and effects of, the adoption of a specific viewpoint.

I can describe the main features of the plot.

I can argue the case for personal response against a conflicting response.

I can give reasons for the use of imagery and figurative language.

I can discuss the effectiveness of the development of ideas and themes.

I can give reasons for authors' adoption of specific techniques.

I can give a justified overview of a piece of fiction.

I can select and summarise main ideas.

I can use structural guides, range of reading strategies (e.g. close reading/skimming/text marking) to aid understanding.

I have a good working knowledge of library classification.

I can deduce character, motive and feelings and explain the process in writing.

I can quote and explain the relevance of a quote in writing.

I can deduce and infer information that is not directly written, e.g. I can read between the lines.

I can discuss effectiveness of the plot.

I have developed a personal response in writing.

I can evaluate the success of imagery and figurative language.

I can discuss ideas and themes in writing.

I can discuss the effectiveness of specific authorial techniques in writing.

I can give an evaluative overview of a work in fiction.

I can use structural features of different text types effectively in writing.

I can manage my own research projects.

I can infer the authors' viewpoint, based on info in text.

I can evaluate text in terms of plot, character, themes and author's intentions.

I can compare and contrast work of different authors and different works by the same author.

I can discuss the effect of a specific feature of a text.

I know how viewpoint influences the reader.

I can discuss the use of implied and multi-layered meanings in writing.

I can discuss how authors handle time.

I can discuss my views about the overall success of the text.

I can recognise and use organisational features of text types.

I can argue the case for own evaluation using evidence against conflicting evaluation.

I can compare and contrast work of different authors and different works by the same author, dealing with plot, character, language, themes and intentions.

I can analyse the effect of a specific language feature.

I can analyse the effect of different ways of narrating stories.

I can analyse how implied and multi-layered meanings are created.

I can analyse how effects related to time are created.

I can analyse the reasons for the success of a text.

I can retrieve and collate info from a range of sources.

I can use a range of vocabulary to explore ideas.

St Oswald's Learning Journey

WRITING

Early Writing

I can write using some letters and tell you what my writing says.

I can write with a pencil using the finger grip.

I am starting to form my letters correctly (e.g. using anti-clockwise movements and retracing vertical lines).

I can copy write.

I write first phonemes in some words and sometimes other phonemes in the word.

I can write with a pencil using the pincher grip.

I can form recognisable letters.

I am starting to leave spaces between by "words".

BY THE END OF RECEPTION

I can use phonemes to write simple regular words.

I can make good letter choices to write new words.

I can write my name. The letters are mostly correctly formed.

I am able to write some words that I can remember.

I can write my first name using a capital letter at the beginning.

I know some of the features of different types of writing (e.g. labels, lists, stories, instructions).

I can have a go at different kinds of writing (e.g. labels, lists, stories and instructions).

An adult can read my work without my help.

I can use my own ideas for writing.

I can write my own name.

I can spell most of the "Humpty" words.

I can make attempts at spelling words I don't know.

I can write simple texts such as lists, stories and explanations.

I am beginning to understand where full stops are used in reading or in writing.

I can usually form my letters correctly.

BY THE END OF Y1

I can write ideas that make sense.

I can make good spelling choices for long vowel phonemes (e.g. wait weep high coat) in my writing.

I can spell most Humpty words correctly.

I can write some sentences about the same idea.

I can use the right words for what I am writing about (e.g. "The Three Little Pigs" - wolf, house, huff, puff).

I can spell some words with more vowel phonemes (e.g. au/aw, ew, ey, ou/ow, a-as in wasp, what).

I can use my phonics skills to spell new words.

I can write properly on the lines.

I can use **and** to join two ideas.

I can sometimes use capital letters and full stops.

I can spell some tricky words correctly.

BY THE END OF Y2

I can write at least 100 words about the same idea.

I can use different sentence starts (e.g. next, then, when, suddenly, one scary night).

I can use **WOW** words (great vocabulary)

I can choose the right way to set out my work (e.g. a letter, story, poem, report).

I can spell most tricky words correctly.

I can make good spelling choices to spell longer words.

I can use connectives to join two ideas (e.g., but, so, then).

I can use the past and present tense correctly.

I can usually use capital letters and full stops.

I can keep the size of my writing the same.

I can use adjectives, adverbs and descriptive phrases.

I can link ideas by using these words: **Last time, also, after, then, soon, at last, and another thing.**

I can use full stops and capital letters most of the time.

I am beginning to use question marks, exclamation marks and commas (?,!).

I am beginning to join my handwriting.

I can spell all tricky words most of the time.

I can make good spelling choices in most of my writing.

BY THE END OF Y3

I can produce work that is imaginative and clear.

I can write using different formats (e.g. informal and formal letters, diary, dialogue).

I can change my writing to suit the audience (e.g. provide information about characters or setting, make a series of points).

I can use interesting and varied word choices.

I can develop and extend ideas in sequenced sentences (I may still use too much detail or be a bit brief).

I can make sentences longer using different connectives (e.g. when, because, if, after, while, also, as well).

I can use sentence punctuation properly (full stops, capital letters, question marks).

I can start my sentences in different ways (e.g. -ly, -ing words, speech marks).

I can join my handwriting.

I can spell high frequency words correctly.

BY THE END OF Y4

I am beginning to use paragraphs.

I can usually write sentences that make sense (verbs and nouns agree generally).

I can use full stops, question marks, commas and exclamation marks correctly.

I can structure and organise work clearly (e.g. beginning, middle, end, letter structure, dialogue structure).

I can write for different purposes (e.g. note taking).

I am beginning to use speech marks and apostrophes.

I can spell longer words correctly (e.g. carefully, happening).

BY THE END OF Y5

I can use adjectives and adverbs effectively for description.

I can develop characters and describe settings, feelings and emotions.

I can link events, including past, present and future (e.g. afterwards, before, also, after a while, eventually).

I can attempt to give opinions, add interest and make my writing funny by using detail.

I can use these words: **sometimes, never, always, often, in addition.**

I am beginning to develop a sense of pace that makes my writing exciting to read.

I can use joined handwriting properly and neatly.

I can write in an exciting and clear way.

I can use interesting language.

I can organise ideas appropriately for different features (e.g. captions, headings, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information, etc.).

I can use full stops, question marks, commas and speech marks properly.

My handwriting is clear, neat and joined.

BY THE END OF Y6

I can use unusual/new connectives (e.g. although, however, never the less, etc.)

I can use paragraphs.

My writing is thoughtful (I use simple explanations, opinions, justification and deduction).

I can use drop in clauses confidently.

My spelling is mainly accurate.

I can use nouns, pronouns and tenses properly and consistently throughout my writing.

I can use apostrophes and inverted commas properly.

I am using adventurous words that I have learnt.

I can use connectives (e.g. "If ... then", "We ... so as to", etc.).

I can select how characters behave and interesting ways to move a story forward.

I can provide a balanced viewpoint in factual writing (e.g. "An important thing to think about before deciding ...", "We always need to think about ...").

My writing is varied, interesting and thoughtful.

I can produce structured and organised writing using a range of formats in lay-out.

I can use appropriate informal and formal styles with confidence.

I can use a wide range of known imaginative and ambitious vocabulary.

I can use paragraphs consistently and appropriately.

I can group subjects appropriately before or after a main verb (e.g. The books, the pens and the pencils were all ready on the table).

I can use pronouns appropriately to avoid repetition (e.g. that, these, those, it).

I can use different techniques to conclude work (e.g. opinion, summary, justification, comment).

I can show links between paragraphs/sections.

I can use complex sentence structures.

I can use a range of punctuation, including commas, apostrophes and inverted commas accurately.

I can use punctuation appropriately to create effect (e.g. exclamation marks, dashes and ellipses).

I can write fluently in clear, joined script.

I can adapt handwriting for a range of tasks and purposes, including effect.

I can use the passive voice for variety and to shift focus (e.g. The cake was eaten by the child).

I can use a wide range of connectives appropriately (e.g. "On the other hand", "Meanwhile", "Nevertheless", etc.).

I can use a range of narrative techniques with confidence.

I can vary sentence length and word order confidently to sustain interest.

I can use a range of strategies and techniques confidently and appropriately to engage and involve the reader (e.g. asides, comment, observation, anticipation, suspense, tension).

St Oswald's Learning Journey

NUMERACY

Early number and calculation

I can say some number names in familiar contexts, e.g. nursery rhymes.

I can count up to 5.

I can recognise numbers 1-3.

Pupils can match one to one, e.g. put a spoon in each cup.

I can count up to 3 objects.

I can compare quantities, e.g. more or less biscuits on a plate.

I can count up to 3 objects and match them to the correct numeral.

I can join in with rote counting to 10.

I can reliably count at least 5 objects.

I can answer the question "How many?"

I know words which mean add and what I have to do.

I know words which mean subtract and what I have to do.

BY THE END OF RECEPTION

I can rote count beyond 10.

I can recognise numbers to 10.

I can rote count starting at a number other than 1.

I can find a number 1 more or less than a given number (numbers 1-5).

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| I can use words such as first second and third. |
| I know the numbers 1 to 9 and can match them to the correct group of objects. |
| I can compare quantities saying which is more or less. |
| I can recognise numbers 1-5 and match them to the correct quantity. |
| I can compare quantities when the difference is less obvious, e.g. more or less biscuits on a plate when 4 and 5. |

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| I can count objects to 10. |
| I can match numbers to 10. |
| I can read most numbers to 10. |
| I can write most numbers to 10 with some reversals. |
| I can order numbers from 0-10. |
| I can add 1 more. |
| I can use words such as <i>plus, how many more, fewer.</i> |
| I can take 1 away. |
| I can take away a smaller number of objects from a larger one and say how many are left. |
| I can recognise the 4 main 2d shapes. |
| I can compare objects and say which is bigger and smaller. |
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| I can count objects beyond 10. |
| I can estimate to 10. |
| I can use words such as <i>too many, more, none.</i> |
| I can order numbers beyond 10 with pictures to support. |
| I can use words such as <i>between, before, after, next.</i> |
| I can add 2 or 3 sets to 10. |
| I can record pictorially or orally. |
| I can record using number sentences. |
| I can talk about and use numbers from 0-10 within number stories. |
| I can recognise and make a repeating pattern. |
| I can talk about the properties of 2d shapes. |
| I can name some 3d shapes. |
| I can say the days of the week. |
| I can read the time to the hour. |

I can sort objects.

I can say which object is heavier or lighter.

BY THE END OF Y1

I can count reliably to 20 objects.

I can read and write numbers from 0-20.

I can say the number that is 1 more or 1 less than a number.

I can say the number that is 10 more or 10 less for multiples of 10.

I can record addition and subtraction number sentences using the +, - and equals (=) signs.

I can recall all pairs of numbers with a total of 10.

I can recall addition facts to 5.

I can count on or back in 1s

I can count on or back in 2s to 20.

I can count on or back in 5s to 50.

I can count on or back in 10s to 100.

I can recall doubles of all numbers to 10.

I can solve practical problems that involve adding groups of 2, 5 or 10.

I can solve practical problems by sharing objects into equal groups.

I can name most 2d and 3d shapes.

I can talk about the properties of 3d shapes.

I can use non-standard units of measurement to compare 2 objects.

I can order the days of the week.

I can read the time to the half hour.

I can talk about the information from a pictogram.

I can classify objects and explain why.

I can count objects well beyond 10.

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| I can read most numbers and write some numbers up to 100. |
| I can order most numbers to 100. |
| I can continue a simple number sequence e.g. 2 4 6 8 ? |
| I can add 2 numbers that make 10 (no fingers!) |
| I can add two two-digit numbers (less than 20) by counting on using a number line or objects. |
| I can carry out calculations using + and = symbols. |
| I can carry out subtraction problems by counting back on a number line or removing objects. |
| I can usually choose the right operation to solve a simple problem. |
| I can recognise most 2d and some 3d shapes. |
| I can recognise and use halves when working practically. |
| I can choose the maths I use in some activities. |

BY THE END OF Y2

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| I can read and write numbers to 100 in digit form. |
| I can use a number line to count forwards and backwards. |
| I can count objects in twos, fives and tens. |
| I can recognise odd and even numbers. |
| I can partition a 2 digit number into tens and units. |
| I can order numbers and familiar measures from smallest to largest. |
| I know that subtraction is the inverse of addition and can use this to check my answers. |
| I am beginning to use number bonds to 10 to add 2 digit numbers, e.g. 14 + 26. |
| I can subtract one-digit numbers from two-digit numbers, e.g. 37 - 9. |
| I can use apparatus or a number line/grid to subtract a 2 digit number from a larger 2 digit number. |
| I can solve 1 step addition or subtraction "real life" maths problems. |
| I can recognise and show half and quarter of a square or rectangle. |
| I can recognise some 3d shapes and talk about some of their properties. |
| I can talk about my work using mathematical words. |
| I can sort objects using more than one criterion, e.g. children who own a dog <u>and</u> a cat. |

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| I can count and write numbers to 1000 in digit form. |
| I can partition a 3 digit number into 100s 10s and units. |
| I can use partitioning to add two 2 digit or two 3 digit numbers, e.g. 26 + 38 = 30 + 20 + 8 + 6. |
| I can find a small difference by "counting on" on a number line. |

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| I can use mental recall of number bonds within 10 to add 2 digit numbers, e.g. $36 + 7 = 36 + (4 + 3)$. |
| I can explain why an answer is correct, e.g. $42 - 37 = 5$ because $37 + 5 = 42$. |
| I can find half of numbers of 20 and half of some higher numbers, e.g. half of 38. |
| I can round numbers to the nearest 10 and 100 e.g. 43 rounded to the nearest 10 is 40 and 367 rounded to the nearest 100 is 400. |
| I can find a quarter of multiples of 4 (up to 40) by halving and halving again. |
| I can solve simple multiplication and division problems using informal written methods, e.g. number lines and repeated arrays. |
| I know the names of most 3d and 2d shapes and can describe their properties. |
| I can tell the difference between straight and turning movements. |
| I use mental calculation strategies to solve number problems involving money and measures. |
| I can collect information and record the results in simple tables, lists and block graphs. |
| BY THE END OF Y3 |
| I am gaining more confidence in solving two-step "real life" maths problems. |
| I can round two-digit numbers to the nearest 10 and three-digit numbers to the nearest 100. |
| I can recognise negative numbers as being below zero. |
| I know the number bonds to 20. |
| I can find and recall all addition and subtraction facts for each number to 20. |
| I know doubles and halves of numbers to 100 with confidence. |
| I know the 2s, 5s, 10s, 3s, 4s and 6 times tables "off by heart". |
| I can use mental strategies, e.g. partitioning, rounding to add/subtract two-digit numbers. |
| I can use informal written methods to solve calculation problems. |
| I can use a calculator to solve problems that involve four-digit numbers. |
| I can recognise unit fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ of amounts and shapes. |
| I can draw and complete shapes with reflective symmetry. |
| I can recognise irregular 2d shapes, e.g. pentagon, hexagon. |
| I can recognise angles as a measure of turn and can recognise right angles in shapes. |
| I can read simple scales, e.g. with increments of 2, 5 or 10. |
| I can find areas of shapes by counting squares. |
| I can recognise angles as a measure of turn. |
| I can decide how best to represent data, e.g. a bar chart, Venn diagram, pictogram, etc. |
| I can extract information and compare data. |

BY THE END OF Y4

I can apply knowledge of times tables to multiplication problems.

I can count and write numbers over 1000.

I can approximate answers to the nearest 10 or 100 when working with three-digit numbers.

I am starting to use decimal notation as a proportion of a unit and use this within the context of money.

I can recognise and use simple fractions such as $\frac{2}{3}$, $\frac{3}{5}$ of amounts and shapes.

I can use mental strategies, e.g. doubles, near doubles, place value to solve problems involving the 4 operations.

I can add and subtract small negative numbers using a number line.

I know all the times tables facts up to 10×10 (off by heart).

I can solve division problems that have a remainder in the answer, e.g. $17 \div 5 = 3 \text{ r}2$

I can multiply and divide numbers to 1000 by 10 and 100, e.g. $45 \times 100 = 4500$ and $2800 \div 100 = 28$.

I can draw the reflection of a shape in a mirror line.

I can visualise 3d objects from 2d drawings of nets.

I can make nets of solid shapes.

I can convert units of measurement, e.g. $1.3 \text{ m} = 130 \text{ cm}$.

I can read to the nearest division and half division, scales that are numbered.

I can measure length, mass and capacity to a suitable degree of accuracy.

I can decide on an appropriate scale for a graph or pictogram and use a key to represent data.

BY THE END OF Y5

I can count and write numbers over 10,000.

I can understand relationships between fractions, for example, two quarters is equivalent to one half, which is equivalent to four eighths, etc.

I am beginning to understand the value of numbers to the right of the decimal point, e.g. $3.6 = 3$ and six tenths.

I can add or subtract simple fractions and decimals to one decimal place, e.g. $7.5 - 3.4$.

I can select and apply efficient mental and written strategies and use these confidently with numbers to thousands.

I can test a general statement by finding examples that match it, e.g. all multiples of 9 have a digital root of 9 - true or false?

I can visualise and describe properties of regular polygons and 3d shapes.

I can apply knowledge of properties to make and draw shapes.

I know that angles are measured in degrees and that one whole turn is 360° and can compare angles less than 180° .

I can read to the nearest division and half division, scales that are partially numbered.

I can choose and use standard metric units when estimating, measuring and recording length, weight and capacity.

I can organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate.

I use appropriate strategies to help read and write numbers to 1,000,000.

I can estimate, draw and measure acute and obtuse angles.

I can start to use simple percentages as a proportion of a whole and relate this to fractions.

I can recall the corresponding division facts for times tables to 10×10 , e.g. $56 \div 7 = 8$.

I can use efficient written and mental methods for all four operations.

I can add four digit numbers.

I can subtract four digit numbers.

I can add numbers with two decimal places.

I can subtract numbers with two decimal places.

I can use a calculator efficiently to work successfully with more difficult numbers.

I can find the missing angle on a straight line, e.g. $45^\circ + ? = 180^\circ$.

I can read and plot co-ordinates in the first quadrant.

I can calculate perimeters of any polygon.

I can calculate time intervals.

I can use decimal notation to record measurements, e.g. $160 \text{ cm} = 1.6 \text{ m}$.

I can construct frequency tables, pictograms and bar and line graphs to represent the frequency of events and changes over time.

BY THE END OF Y6

I am confident in relationships between simple percentages and fractions, e.g. $0.25 = 25\% = \frac{1}{4}$.

When working with or without a calculator, I can check the reasonableness of answers through context or the size of numbers.

I have the ability to use times tables facts for multiplication and division questions in both mental and written work, e.g. $7 \times 3 = 21$ so $7 \times 0.3 = 2.1$.

I can use efficient written methods to add and subtract integers and decimals.

I can recognise parallel and perpendicular lines in grids and shapes.

I can use a set square and ruler to draw perpendicular and parallel lines.

I can use and interpret co-ordinates in the first quadrant.

I can notice the relationships between co-ordinates of simple shapes.

I can measure to the nearest mm.

I can use a protractor to measure **and** draw angles.

I can solve problems by collecting, selecting, processing, presenting and interpreting data using ICT where appropriate.

I can understand and can use the mode and range of a set of numbers.

I can interpret simple formula, represent numbers with symbols and construct simple linear equations in context, e.g. cost = number of items \times price ($c = n \times p$).

I can start to order, add and subtract negative numbers using a number line and in context, e.g. temperature.

I can use my understanding and knowledge of percentages and fractions to start to calculate more complex operations, e.g. $15\% = 10\% + (10\% \div 2)$.

I can multiply and divide integers with numbers to one decimal point.

I can check work using inverse operations.

I can use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences, doubles and halves of decimals.

I can multiply two-digit numbers using knowledge of factors and understanding of multiplication, e.g. $30 \times 12 = 6 \times 30 \times 2 = 360$.

I can use efficient written methods to multiply and divide integers and decimals.

I can convert between units of measures using decimals to two places, e.g. $163 \text{ cm} = 1.63 \text{ m}$.

I can draw and measure to the nearest mm.

I can understand the use the probability scale from 0 to 1, e.g. $\frac{1}{2}$ chance.

I can find probabilities based on equally likely outcomes in simple contexts, e.g. there is an equal chance of rolling an odd number on a die as there is an even number.

I can check my results are sensible by using approximations and estimations.

I can draw my own simple conclusions and give an explanation of my reasoning.

I can use place value to multiply and divide whole numbers and decimals by 10, 100 and 1000.

I can order, add and subtract negative numbers.

I can use all four operations with decimals to two places.

I can reduce a fraction to its simplest form, e.g. $9/12 = \frac{3}{4}$.

I can solve simple problems involving ratio and direct proportion, e.g. if the ratio of girls to boys is 3:5 and there are 12 girls, how many boys are there? = 20.

I can calculate fractional or percentage parts of quantities and measurements, with or without a calculator, e.g. $\frac{3}{5}$ of 270 = $270 \div 5$, then \times the answer by 3 and 27% of 450 = $10\% \times 2$ of 450 + 5% of 450 + 2% of 450.

I understand and can use methods for solving problems that involve multiplying and dividing any three-digit number by any two-digit number without a calculator (chunking methods).

I check my results by applying inverse operations.

I can use brackets appropriately, e.g. $(6 \times 3) + 12 = 30$ and $6 \times (3 + 12) = 90$.

I can use and interpret co-ordinates in all four quadrants.

I know that the angles in a triangle add up to 180° and can calculate a missing angle.

I can identify all the lines of symmetry of 2d shapes.

I know the rough metric equivalents of imperial units still in daily use and convert one metric unit to another, e.g. 8 km = 5 miles approximately.

I understand and use the formula for the area of a rectangle.

I can understand and can use the mean of a set of numbers.

I can compare two simple sets of numbers using the range and one of the mode, median or mean.

I can interpret graphs and diagrams, including pie charts and draw conclusions.