**Step 2 and 3 – Number**

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| **Curriculum Statement** | **Step 2 Exploring** | **Step 2 Achieving** | **Step 2 Exceeding** | **Curriculum Statement** | **Step 3 Exploring** | **Step 3 Achieving** | **Step 3 Exceeding** |
| Count to and across 100, forwards and backwards, beginning with 0 or 1, or any given number. | I can count from 1 to 100. | I can count forwards and backwards across 100. | I can count forwards and backwards across different hundreds numbers. | Count in tens from any number forwards and backwards. | I can count forwards in 10s from a given 1- or 2-digit number. | I can count forwards and backwards in 10s from a given 2-digit number. | I can count forwards and backwards in 20s from a given 2- or 3-digit number. |
| Given a number identify one more and one less. | I can say 1 more and less for some numbers that are bigger than 20. | I can say 1 more and less for numbers up to 100. | I can say 2 more and less for numbers up to 100. | Identify ten more or ten less than a given number. | I can find 10 more and less than 2-digit numbers. | I can find 10 more and less than 3-digit numbers. | I can explain how to work out 10 more and less than a number. |
| Count in multiples of twos, fives and tens (^) | I can count in 2s. | I can count in 2s, 5s and 10s. | I can say if a number will be part of the sequence when I count in 2s, 5s and 10s. | Count in steps of 2, 3 and 5 from 0, forward and backward. | I can count backwards in 2s, 5s and 10s. | I can count forwards in 3s. | I can count forwards and backwards in 3s from any given number. |
| Read and write numbers in numerals to 100. | I can write numbers I know that are bigger than 20. | I can write numbers to 100. | I can complete a 100 square missing numbers. | Recognise the place value of each digit in a 2-digit number. | I can spot the tens and units in a number. | I can say the value of each digit in a 2-digit number. | I can solve problems using my understanding of place value of 2-digit numbers. |
| Read and write numbers 1 to 20 in words. | I can read and write the words for numbers up to 10. | I can read and write the words for numbers up to 20. | I can read and write the words for numbers beyond 20. | Read and write numbers to at least 100 in numerals and words. | I can read and write some 2-digit numbers in words. | I can read and write all 2-digit numbers in words. | I can read and write some 3-digit numbers in words. |
| Identify and represent numbers using objects and pictorial representations including the numberline. | I can make numbers to 100 using objects. | I can place numbers on an empty numberline. | I can make and understand numbers shown in lots of different ways. | Identify, represent and estimate numbers to 100 using different representations, including the number line and partitioning in different ways. | I can partition 2-digit numbers into tens and units. | I can partition 2-digit numbers in different ways, for example *54 = 50 + 4 and 40 + 14 and 52 + 2*. | I can use different partitions of a number to help me in mental calculations. |
| Use the language of equal to, more than, less than (fewer), most, least | I can order 2 2-digit numbers by size. | I can order 3 2-digit numbers by size. | I can sort and order numbers in different ways. | Compare and order numbers from 0 up to 100; use <, > and = signs. | I can use the signs < and > with 2 numbers. | I can use the signs <, > and = with groups of numbers. | I can solve problems involving < and >. |
| Solve number problems with number and place value from the Year 1 curriculum | I can solve a problem using numbers and facts that I know. | I can solve a problem using numbers and facts that I know. | I can solve a problem using numbers and facts that I know. | Solve number problems with number facts and place value from the Year 2 curriculum. | I can solve a problem using numbers and facts that I know. | I can solve a problem using numbers and facts that I know. | I can solve a problem using numbers and facts that I know. |
| Solve on-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher. | *Covered by other targets* | | | Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | *Covered by other targets* | | |
| Represent and use number bonds and related subtraction facts within 20. | I know and can use number bonds up to 10. | I know and can use number bonds up to 20. | I can use my knowledge of number bonds to solve problems. | Use addition and subtraction facts to 20 and derive related facts up to 100. | I can use my knowledge of number bonds to 20 to work with some larger numbers. | I can use my knowledge of number bonds to find related facts for numbers to 100. | I can use my knowledge of number facts to 100 to solve problems. |
| Begin to memorise number bonds to 10 and 20, including noticing the effect of adding and subtracting zero. | *Covered by other targets* | | | Recall addition and subtraction facts to 20 fluently and deriving related facts to 100. | *Covered by other targets* | | |
| Mentally add and subtract one- and two-digit numbers to 20, including 0. | I can add and subtract 1- and 2- digit numbers in my head going beyond 10. | I can add and subtract numbers in my head up to 20. | I can solve adding and subtracting problems in my head with numbers up to 20. | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers and adding three one-digit number. | I can add and subtract 2 2-digit numbers and 3 1-digit numbers writing some working out to help me. | I can add and subtract 2 2-digit numbers and 3 1-digit numbers in my head. | I can keep a running total of adding up in my head. |
| Mentally double numbers up to 10. | I can double numbers to 10 using something to help me. | I can double numbers to 10. | I can double numbers larger than 10. |  |  |  |  |
|  |  |  |  | Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. | I can, with help, show that adding can be done in any order, but subtraction cannot. | I can show using sums that adding can be done in any order, but subtract cannot. | I can explain why the order of numbers in a subtraction sum matters but does not for addition. |
|  |  |  |  | Use the inverse relationship between addition and subtraction to solve missing number problems. | I can, with help, use addition and subtraction as opposites to help me solve missing number problems. | I can use addition and subtraction as opposites to help me solve missing number problems. | I can use addition and subtraction as opposites to help me solve complex missing number problems. |
|  |  |  |  | Understand that sum and difference indicate addition and subtraction respectively. | I know that ‘sum’ means add. | I know that ‘difference’ means subtract. | I can explain that to find the difference you have to subtract the smaller number from the bigger one. |
| Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. | I can write number sentences for addition sums. | I can write number sentences for subtraction sums. | I can write my own number sentences for + and - when I am solving problems. | Record addition and subtraction in columns using an expanded format involving partitioning. | I can use partitioning to help me add 2 2-digit numbers, using resources to help me. | I can use partitioning to help me add 2 2-digit numbers. | I can use different strategies to add and subtract 2-digit numbers. |
|  |  |  |  | Check subtraction calculations using addition calculations in a different order | I can check the answers to addition sums by doing them the other way round. | I can check the answers to subtraction sums by using a related addition sum. | I can explain why I cannot check a subtraction sum by doing it in a different order. |
| Begin to understand multiplication and division and doubling through grouping and sharing small quantities. | I can use objects to help me solve multiplication and division through grouping and sharing up to 20. | I can use objects to help me solve multiplication and division through grouping and sharing beyond 20. | I can explain how grouping and sharing objects is related to written arrays and grouping. | Use a variety of language to describe multiplication and division. | I am starting to use the words multiplication and division. | I know that grouping and sharing means division, and times and lots of means multiplication. | I know lots of different words that mean multiplication and division. |
| Use arrays to represent multiplication and record grouping when doing division. | I can, with help, use arrays and grouping to solve multiplication and division. | I can use arrays and grouping to solve multiplication and division. | I can use arrays and grouping to help me solve problems. | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. | I can write number sentences for multiplication and division sums. | I can write number sentences for multiplication and division sums including ones with missing numbers. | I can write my own number sentences for x and ÷ when I am solving problems. |
|  |  |  |  | Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | I can, with help, show that multiplying can be done in any order, but division cannot. | I can show using sums that multiplying can be done in any order, but division cannot. | I can explain why the order of numbers in a division sum matters but does not for multiplication. |
|  |  |  |  | Calculate mentally using multiplication and division facts for the 2, 5 and 10x tables. | I can work out multiplication facts for 2x, 5x and 10x tables. | I can work out division facts for 2x, 5x, 10x tables. | I can solve problems using facts from 2x, 5x, 10x tables. |
|  |  |  |  | Recall multiplication and division facts for the 2, 5, 10 x tables, including recognising odd and even numbers. | I can write some associated multiplication and division facts for 2x, 5x and 10x tables. | I can write all associated multiplication and division facts for 2x, 5x and 10x tables. | I can predict if the answer to a 2x, 5x or 10x question will be odd or even. |
| Recognise, find and name a half as one of two equal parts of an object, shape or quantity. | I can group objects into 2 equal halves. | I can recognise shapes divided into 2 equal pieces as halves. | I can explain what a half is. | Recognise, find, name and write fractions 1/3 and 1/4 of a length, shape, set of objects or quantity. | I can group objects into 3 equal groups, and recognise one of these as a third. | I can recognise shapes divided into 3 equal pieces and name on of these as a third. | I can find a third in a range of different situations. |
| Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | I can group objects into 4 equal groups, and recognise one of these as a quarter. | I can recognise shapes divided into 4 equal pieces and name on of these as a quarter. | I can find a quarter in a range of different situations. | Recognise, find, name and write fractions 2/4 and 3/4 of a length, shape, set of objects or quantity. | I can group objects into 4 equal groups, and recognise 2/4 and 3/4. | I can recognise shapes divided into 4 equal pieces and name 2/4 and 3/4. | I can recognise shapes divided into 3 equal pieces and name 2/3. |
|  |  |  |  | Recognise the equivalence of 2/4 and 1/2. | I can spot2/4 and 1/2 as the same size in groups of objects and shapes. | I can count in quarters, using 1/2 for 2/4. | I can explain that 2/4 is equivalent to 1/2. |
|  |  |  |  | Write simple fractions. | I can identify simple fractions, with 1 at the top. | I can work out simple fractions (with 1 at the top) of small numbers. | I can work out simple fractions (with 1 at the top) of larger numbers. |