32. I can solve practical problems in a variety of contexts
33. I can find half and a quarter of an object, shape or quantity – discrete quantities (*e.g. cherries on a plate*) and continuous quantities (*e.g. water*)
34. I can recognise and names half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity
35. I can recognise and names common 3-D shapes e.g; cuboids (including cubes, pyramids and spheres) - *in different orientations* - *in different sizes*
36. I can recognize and create repeating patterns with objects and shapes
37. I can describe position, direction and movement, including whole, half and three quarter turns
38. I can use language such as left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside
39. I can recognise and names common 3-D shapes e.g; cuboids (including cubes, pyramids and spheres) - *in different orientations* - *in different sizes*

BeDifferent Federation

The BeDifferent Federation

Success and Challenge Card

BAND 1 Mathematics

Name:

.....

Class:

.....

BeDifferent Federation

1. I am able to count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number.
2. I am able to count, read and write numbers to 100 in numerals and numbers 1-20 in words.
3. I am able to 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.
4. I am able to find one more and one less than a number up to 20.
5. I can count in multiples of twos, fives and tens
6. I am able to represent and use number bonds within 20.
7. I am able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=)
8. I can subtract one-digit and two-digit numbers to 20, including zero
9. I can add one-digit and two-digit numbers to 20, including zero
10. I am able to realise the effect of adding zero
11. I am able to realise the effect of subtracting zero.
12. I am able to create equivalent expressions (2 + 5 = 5 + 2)
13. I am able to begin to establish the relationship between addition and subtraction e.g. 2 + 5 = 7, 7 – 2 = 5, 2 = 7 – 5
14. I am able to solve missing number problems such as 7 = □ – 9
15. I am able to solve one-step problems that involve addition and subtraction.
16. I can solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
17. I can solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

18. I am beginning to compare, sort and classify information
19. I am able to construct simple pictograms and tables.
20. I am able to measure and begin to record metric measurements *(moving on from non- standard units)* in a variety of contexts e.g. **length and height**
21. I am able to compare and describe measures using appropriate mathematical language e.g. length and height (long/short, longer/ shorter, tall/short) e.g. longer than / shorter than a meter or a ruler.
22. I am able to use appropriate language *(e.g. before, after, next, first, today, tomorrow, morning, afternoon and evening)* to sequence events in chronological order.
23. I am able to use the language of time relating to dates including days of the week, weeks, months and years.
24. I am able to recognise and know the value of different denominations of coins and notes.
25. I am able to solve one-step problems relating to money that involve addition and subtraction, using concrete objects and pictorial representations.
26. measures and begins to record time in hours, minutes and seconds
27. tells the time to the hour and half past the hour and draws hands on a clock face
28. uses the vocabulary related to time (seconds, minutes, hours and days)
29. I can measure and begin to record metric measurements *(moving on from non- standard units)* in a variety of contexts—***capacity and volume***
30. I can measure and begin to record metric measurements *(moving on from non- standard units)* in a variety of contexts—*mass and weight*
31. I can compare and describe measures using appropriate mathematical language e.g. (full/empty, more than/less than, half, half full, quarter) (heavy/light, heavier than/lighter than)