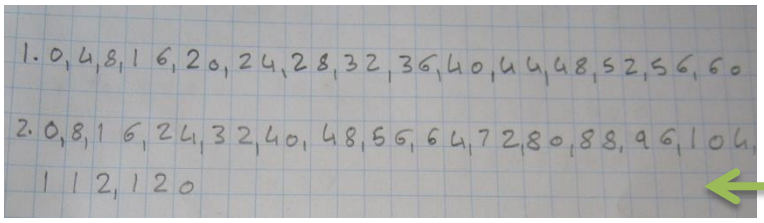
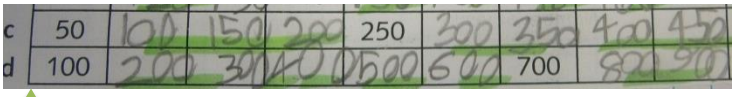
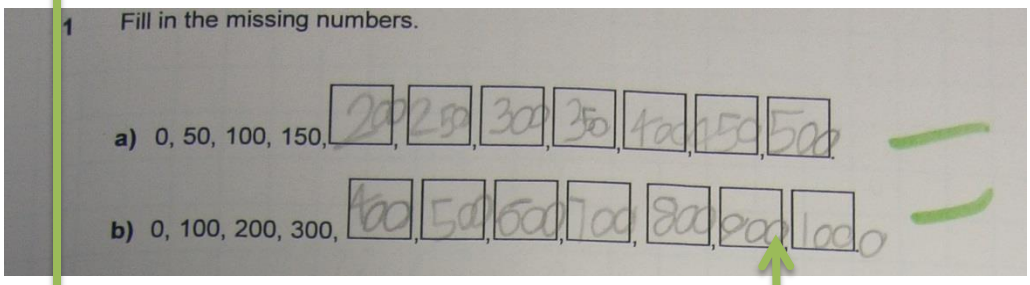
KPI: Number and place value – Counts from 0 in multiples of four, eight, fifty and one hundred.



Children can independently count in multiples of 4 and 8.

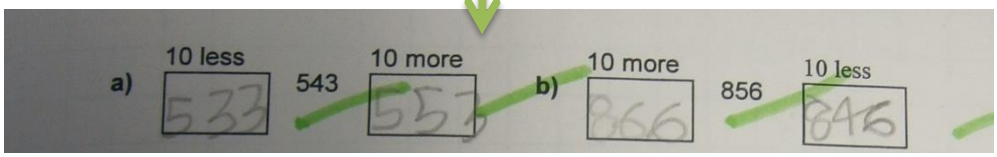


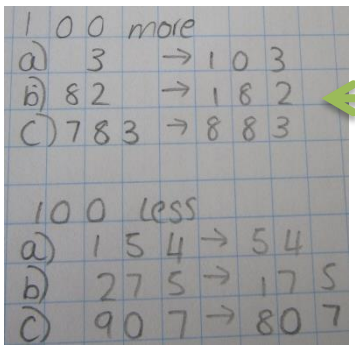


Children can independently count in multiples of 50 and 100.

KPI: Number and place value – Find out 10/100 more or less than a number.

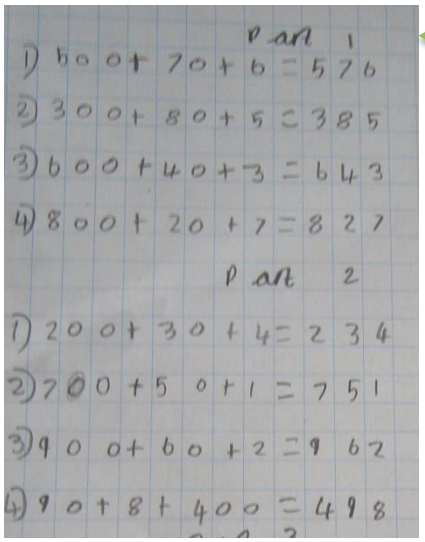
Children can independently find 10 more or 10 less.



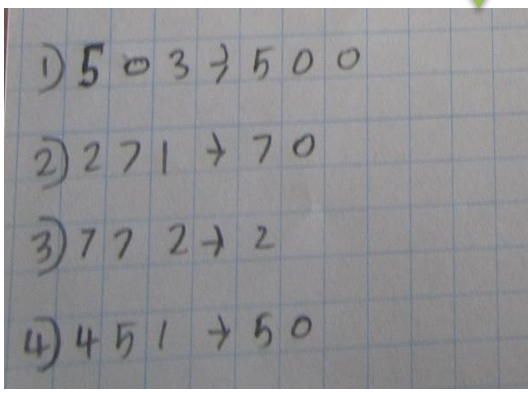


Children can independently find 100 more or 100 less.

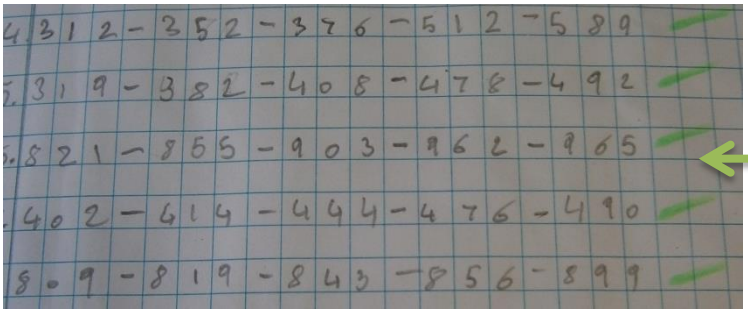
KPI: Number and place value – Recognises the place value of each digit in a three-digit number (hundreds, tens and ones)



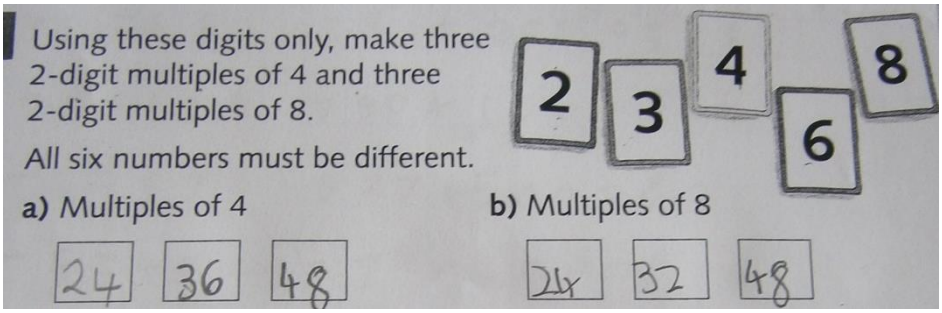
Children can independently recognise the place value in 3 digit numbers.

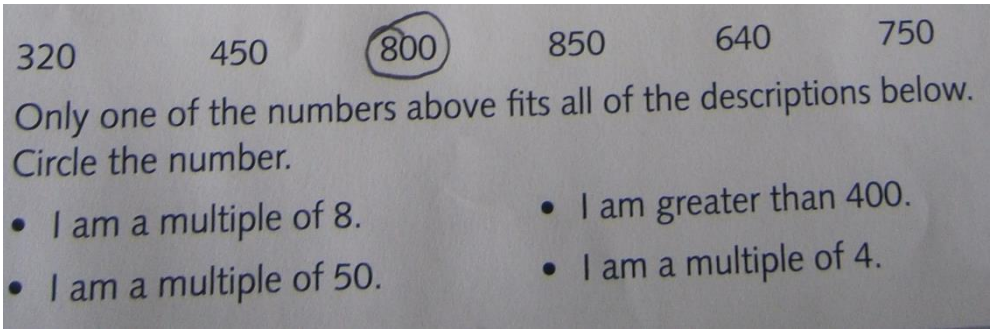


KPI: Number and place value – Solve number problems and practical problems involving these ideas.



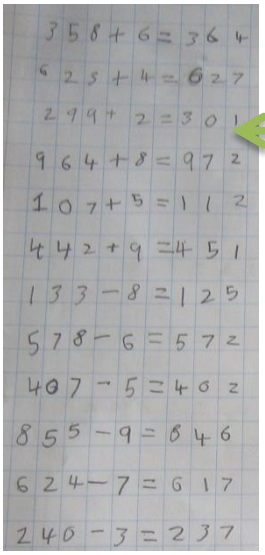
Children can independently use their knowledge of place value to order 3 digit numbers.



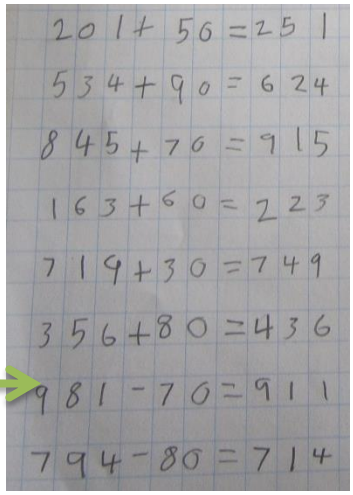


KPI: Addition and subtraction: Adds and subtracts numbers mentally including:

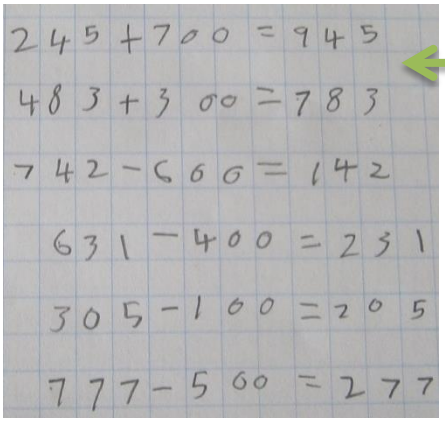
- A three-digit number and ones.
- A three-digit number and tens
- A three-digit number and hundreds.



Children can independently add and subtract a three-digit number and a ones mentally.

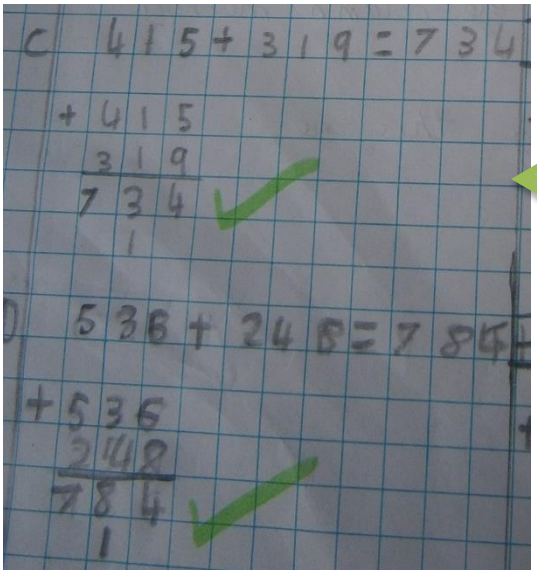


Children can independently add and subtract a three-digit number and a tens number mentally.



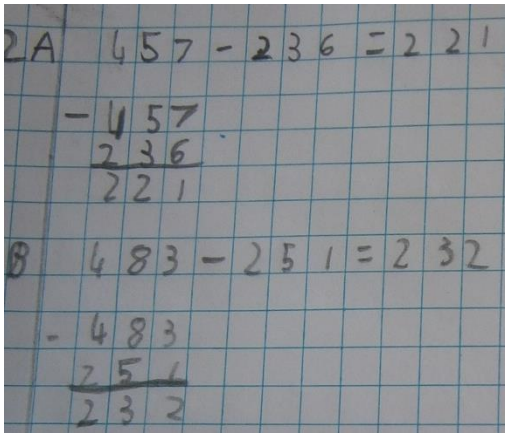
Children can independently add and subtract a three- digit number and a hundreds number.

KPI: Addition and subtractions – add and subtract numbers up to three-digits using the written method.



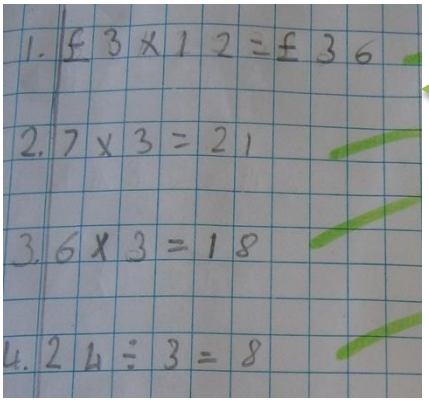
Children independently use their knowledge of the written method to add 3 digit numbers including crossing the boundary.

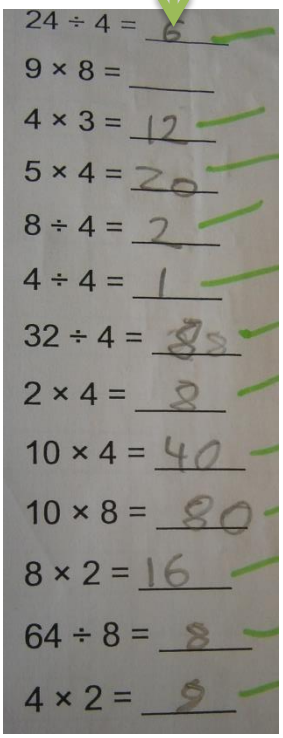
Children can independently use their knowledge of the written method to subtract 3 digit numbers including crossing the boundary.

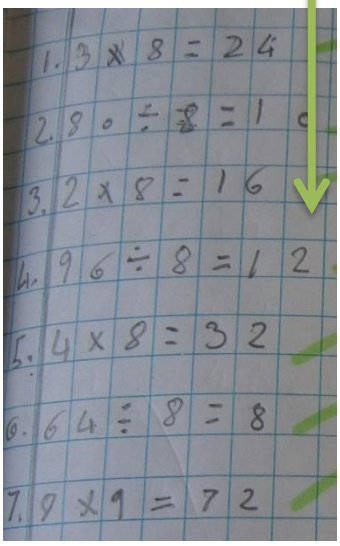


KPI: Multiplication and division: Recalls and uses multiplication and division facts for the multiplication tables: three, four and eight.

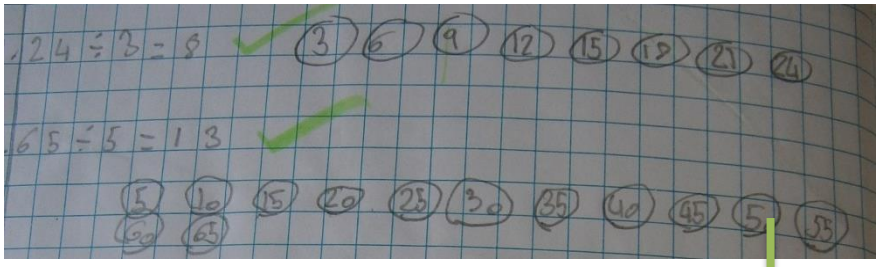
Children can independently recall and use their multiplication tables for the threes, fours and eights.

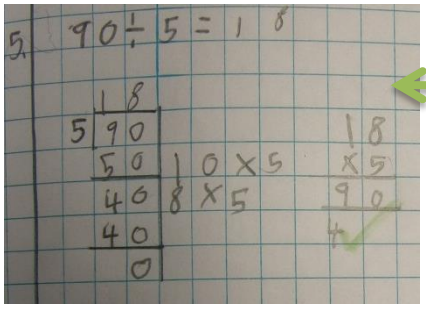






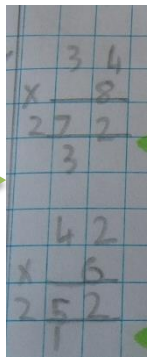
KPI: Multiplication and division: Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.



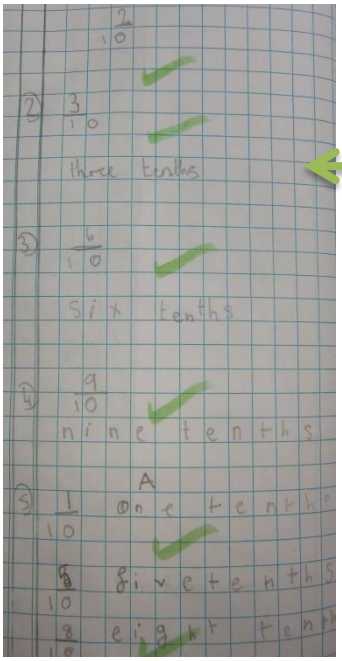


Children independently divide using the multiplication tables they know progressing into a more formal method which may be supported.

Children can independently multiply using the multiplication tables that they know progressing into a more formal method which may be supported.

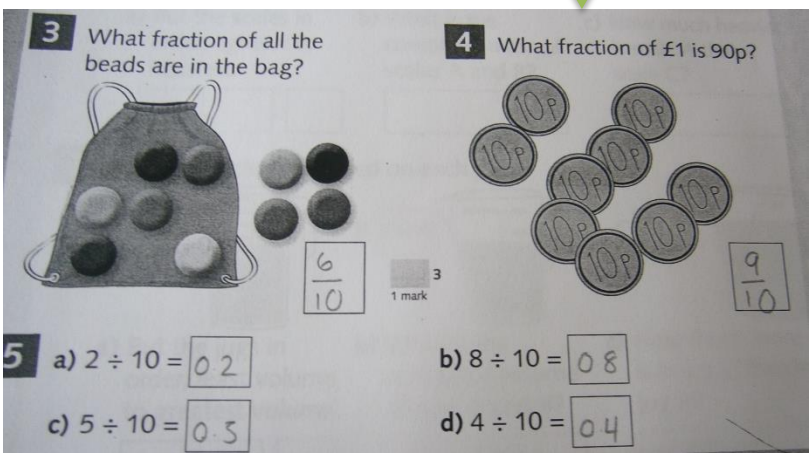


KPI: Fractions (including decimals): Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

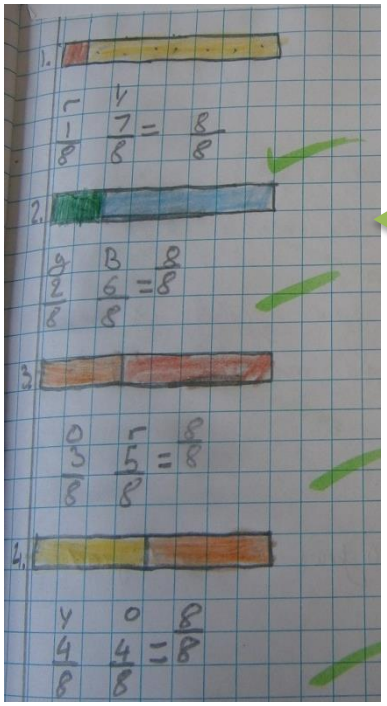


Children can independently count in tenths.

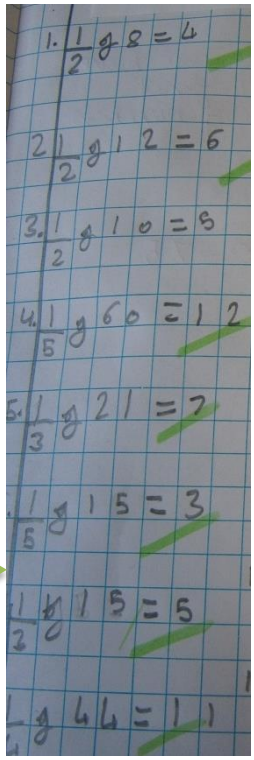
Children can independently recognise that tenths arise from dividing and object into 10 equal parts and in dividing one-digit numbers or quantities by 10.



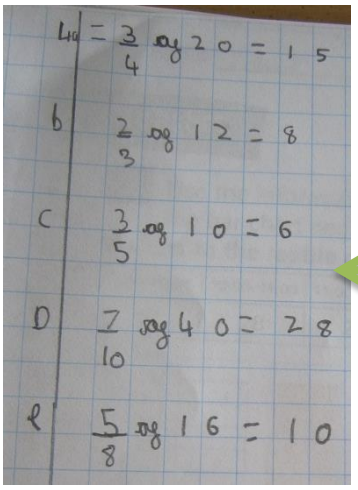
KPI: Fractions (including decimals): Recognises, find and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.



Children independently recognise and write fractions including unit fractions and non-unit fractions.

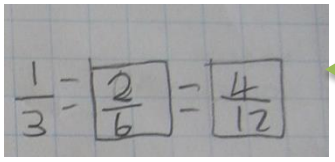


Children independently find unit fractions of an amount using a method they know.

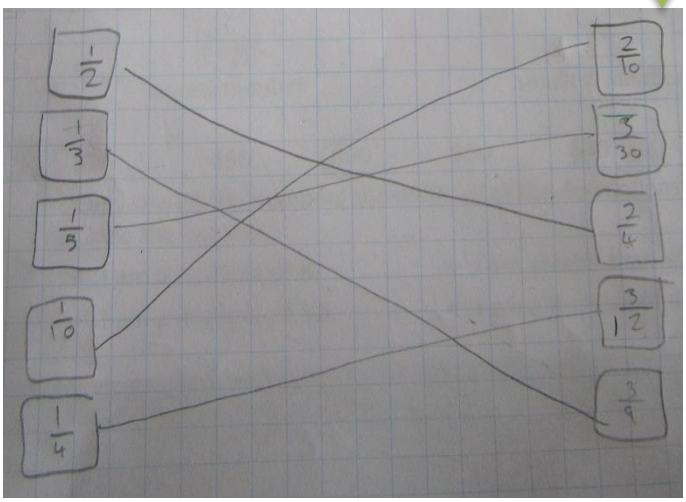


Children can independently find non-unit factions of an amount using a method they know.

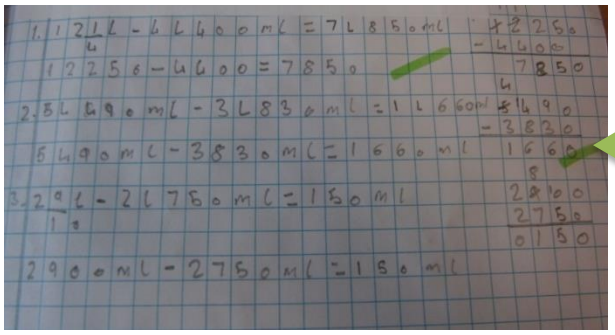
KPI: Fractions (including decimals): Recognises and shows, using diagrams equivalent fractions with small denominators.



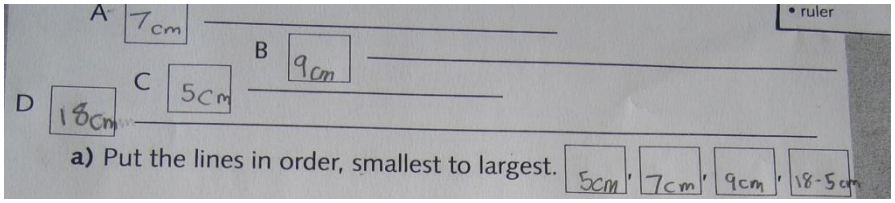
Children independently can recognise equivalent fractions they may use diagrams to support this.



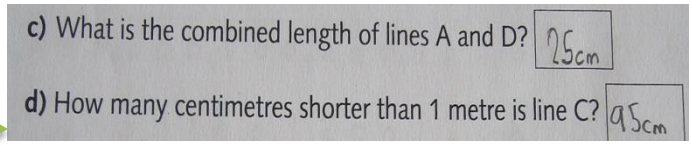
KPI: Measurement: Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

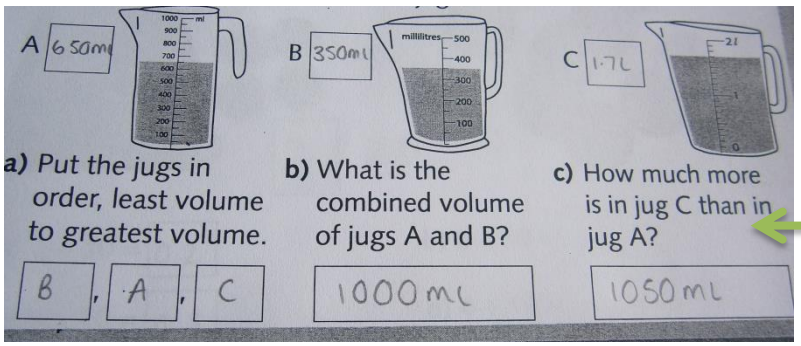


Children can independently measure, compare, add and subtract volume.



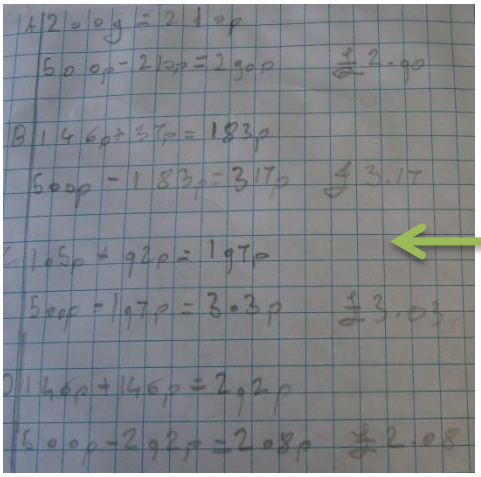
Children can independently measure, compare, add and subtract lengths.



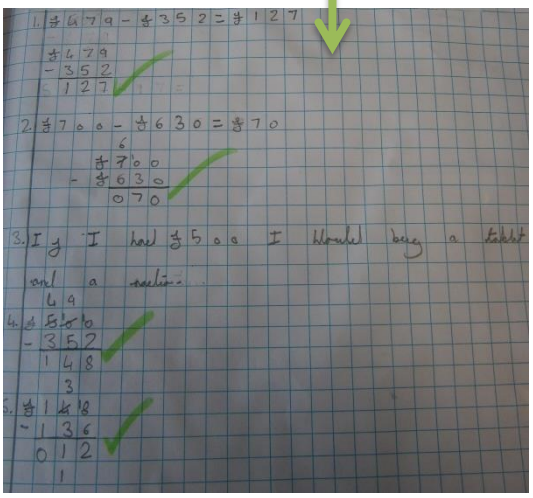


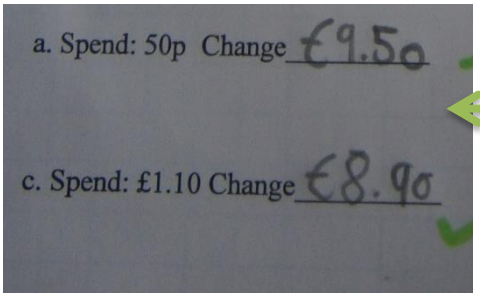
Children can independently measure, compare, add and subtract volumes.

KPI: Measurement: Adds ands subtracts amounts of money to give change, using both £ and p in practical contexts.



Children can independently add and subtract amounts of money to give change using a method they know.

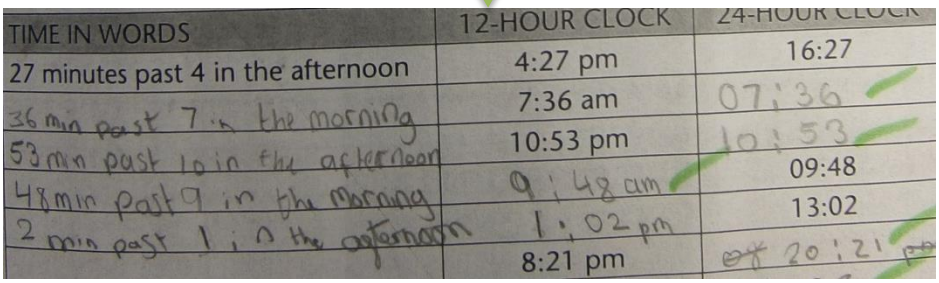




This includes both pounds and pence.

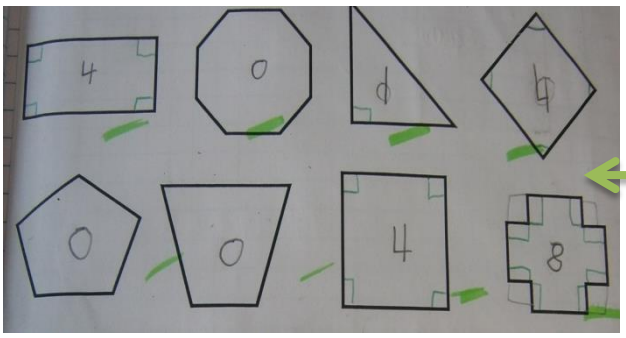
KPI: Measurement: Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks.

Children can independently tell and write the time in both 12 hour clock and 24 hour clock.

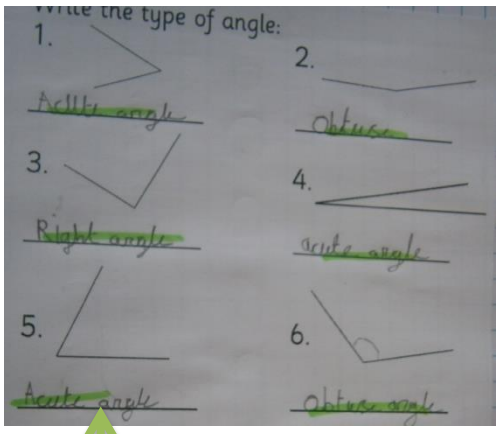


TIME IN WORDS	12-HOUR CLOCK	24-HOUR CLOCK
27 minutes past 4 in the afternoon	4:27 pm	16:27
36 min past 7 in the morning	7:36 am	07:36
53 min past 10 in the afternoon	10:53 pm	10:53
48 min past 9 in the morning	9:48 am	09:48
2 min past 1 in the afternoon	1:02 pm	13:02
	8:21 pm	~~07~~ 20:21 pm

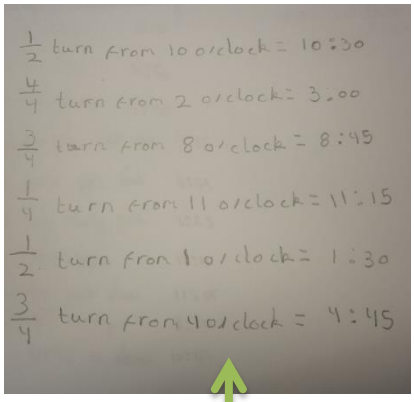
KPI: Measurement: Identifies right angles, recognises that two right angles make a half-turn, three make three make three quarters of a turn and four make a complete turn; identifies whether angles are greater than or less than a right angle.



Children independently identify right angles.

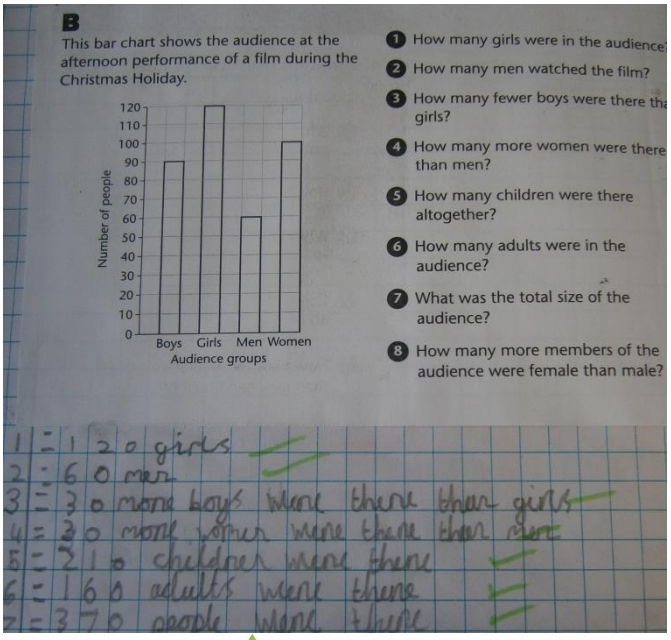


Children can independently tell whether an angle is more or less than a right angle.



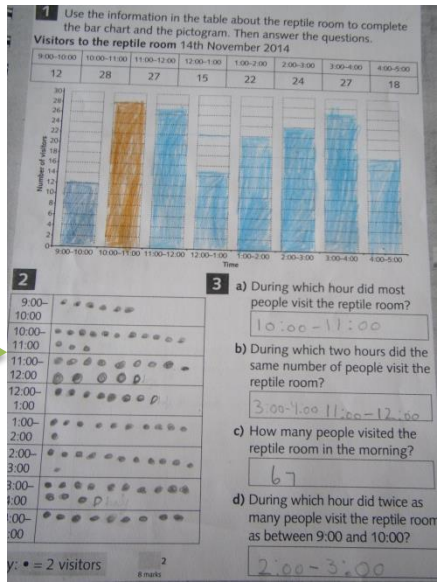
Children independently recognise 2 right angles makes a half turn and three make a three quarter turn.

KPI: Statistics: - Interpret and presents data using bar charts, pictograms and tables.



Children independently can present data using bar charts, pictograms and tables.

Children independently can interpret the data to answer questions. Support may be given to read the questions.



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.