



Maths Card: 1 Beginning

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can count to 10 from 0 orally.		
I can count to 20 from 0 orally.		
I can count backwards from 10.		
I can count backwards from 20.		
I can read and write numbers to 10.		
I can read and write numbers to 20.		
I can order numbers to 10 on a number line.		
I can order numbers to 20 on a number line.		
I can represent numbers using objects and pictures.		
I can add two one-digit numbers together		
I can read and write number sentences involving + and =.		
I can read and write number sentences involving - and =		
I can use a number line to count on and backwards.		
I can identify one more than a given number to at least 10.		
I can identify one less than a given number to at least 10.		
I can identify one more than a given number to at least 20.		
I can identify one less than a given number to at least 20.		
I can understand more than, less than and equal to.		
I can compare numbers of objects using the words most and least.		
I can recognise 1p, 2p, 5p and 10p.		
I can recognise 20p and 50p.		
I can recognise half of an object or shape.		
I can double numbers from 1 to 5.		
I can halve even numbers to 10.		
<u>Comments and achievements:</u>		



Maths Card: 1 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can count to 50		
I can count to 100		
I can begin to count past 100 orally.		
I can read and write number to 50.		
I can read and write number to 100.		
I can order numbers to 50 on a number line.		
I can order numbers to 100 on a number line.		
I can count in multiples of 2.		
I can count in multiples of 5.		
I can count in multiples of 10.		
I can write numbers from 1 to 10 in numerals and words.		
I can write numbers from 1 to 20 in numerals and words.		
I can add 3 1-digit numbers.		
I can add one-digit and two-digit numbers up to 20.		
I can subtract one-digit and two-digit numbers to 20.		
I can solve missing number problems.		
I can solve one-step word problems where I need to find half of a number.		
I can partition 2-digit numbers into tens and units.		
I can use objects to show groups of 2, 5 and 10.		
I can group and share numbers to 20.		
I can solve one-step word problems involving +.		
I can solve one-step word problems involving -.		
I can look at groups of objects and understand the idea of 'lots of'.		
I can solve one-step word problems involving the idea of 'lots of'.		
I can solve one-step word problems involving grouping or sharing equally.		
<u>Comments and achievements:</u>		



Maths Card: 2 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can read and write numbers to 50 in numerals and words.		
I can read and write numbers to 100 in numerals and words.		
I can partition 2 digit numbers and record in addition sentences.		
I can identify the value of each digit in numbers up to at least 50.		
I can use the signs for more than (>), less than (<) and equal to (=) to compare numbers to 50.		
I can use the signs for more than (>), less than (<) and equal to (=) to compare numbers to 100.		
I can find 10 more or less than a given number using a 100 square.		
I can find 10 more or less than a given number mentally.		
I can add three single-digit numbers mentally.		
I can understand and use the inverse to check addition and subtraction calculations.		
I can solve word problems involving the addition or subtraction of numbers, coins or measures.		
I can name 1p, 2p, 5p, 10p, 20p and 50p and order these coins from smallest to largest.		
I can find different coins which make totals of up to 20p.		
I can count in halves to 10.		
I can recognise three-quarters as three of four equal parts of an object or shape.		
I can find $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{3}{4}$ of a shape.		
I can find $\frac{1}{2}$ of a number.		
I can find $\frac{1}{4}$ of a number.		
I can $\frac{3}{4}$ of a number.		
I can understand and use the terms 'numerator' and 'denominator' accurately.		
I can read and write maths stories involving \times and $=$.		
I can read and write maths stories involving \div and $=$.		
Comments and achievements:		



Maths Card: 2 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can partition numbers in different ways ($45 = 40 + 5$ / $20 + 25$).		
I can order random numbers from 0 to 100 and explain my reasoning.		
I can recall addition and subtraction facts for numbers up to 20		
I can solve missing number problems for numbers up to 20.		
I can add a 1-digit number to a 2-digit numbers and record the number sentence.		
I can subtract a 1-digit number from a 2-digit number using number sentences.		
I can understand that the commutative law works for addition.		
I can understand that the commutative law does not work for subtraction.		
I can recognise a £1 coin.		
I can understand that £1 is made up of 100 pence.		
I can find different coins which add together to make totals of up to 50p.		
I can find the difference between two coins by counting on.		
I can count in quarters to 10.		
I can understand that $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent to one another.		
I can recall division facts for the 2x and 10x tables.		
I can understand and use the inverse to check my multiplication and division calculations.		
I can solve one-step multiplication word problems involving the 2x, 5x and 10x tables.		
I can solve one-step division word problems involving the 2x and 10x tables.		
<u>Comments and achievements:</u>		



Maths Card: 2 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can partition three digit numbers into hundreds, tens and units.		
I can place value to solve problems.		
I can use my knowledge of number bonds to 10 to find number pairs to total 100.		
I can use my knowledge of number bonds to 20 to find number pairs to total other multiples of 10.		
I can add two 2-digit numbers together using objects or pictures.		
I can subtract a 2-digit number from another 2-digit number using objects or pictures.		
I can add up to five one-digit numbers using objects or pictures.		
I can recognise the £2 coin.		
I can find different coins to make totals up to £1.		
I can investigate with money to find different ways of making the same total.		
I can solve one-step word problems involving adding and subtracting money.		
I can subtract pence to find change from £1.		
I can understand multiplication as repeated addition.		
I can recall division facts for the 5x table.		
I can count in steps of 2, 3 and 5 from zero.		
I can count in steps of 10 from any given number.		
I can count forwards and backwards in 1/2 to 10.		
I can count forwards and backwards in 1/4 to 10.		
I can recognise the fraction 1/3.		
I can count in 1/3 to 10.		
I can find 1/3 of a shape.		
I can find 1/3 of a number.		
I can write fraction in number sentences ($1/2$ of 6 = 3).		

Comments and achievements:



Maths Card: 2 Mastery

Name: _____ Class/Year group: _____

	Objectives	Pupil	Teacher
2 digit numbers +, -, x and ÷	I can use objects to model a number sentence using +, -, ÷ or x for numbers up to 100.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem by proving it is true or false.		
	I can identify and correct errors in number sentences that involve numbers up to 100.		
	I can solve a problem that investigates a rule.		
	I can solve a problem by working systematically.		
Money	I can use coins to model a number sentence using +, -, ÷ or x for numbers up to £2.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem by proving it is true or false.		
	I can identify and correct errors in number sentences that involve numbers up to £2.		
	I can solve a problem that investigates a rule.		
	I can solve a problem by working systematically.		
Fractions	I can use objects to model a number sentence using +, -, ÷ or x for the following fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem by proving it is true or false.		
	I can identify and correct errors in number sentences that include the following fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$.		
	I can solve a problem that investigates a rule.		
	I can solve a problem by working systematically.		
Comments and achievements			



Maths Card: 3 Beginning

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can count in 100s up to 1000.		
I can count in 50s up to 1000.		
I can partition 3-digit numbers into hundreds, tens and units.		
I can order numbers to at least 200.		
I can round numbers to 200 to the nearest 10 using a number line.		
I can round numbers to 200 to the nearest 100 using a number line.		
I can find 100 more or less than a given number.		
I can estimate answers to addition and subtraction calculations.		
I can mentally add 1-digit numbers to 3-digit numbers.		
I can use column methods to add two 2-digit numbers.		
I can use column methods to subtract two 2-digit numbers.		
I can use column methods to add two 2-digit numbers, crossing the tens boundary.		
I can use column methods to subtract two 2-digit numbers, partitioning numbers in different ways where necessary.		
I can count up and down in halves to ten.		
I can count up and down in quarters to ten.		
I can count up and down in tenths to ten.		
I can count up and down in thirds to ten.		
I can find a $\frac{1}{3}$ and $\frac{1}{10}$ of a shape.		
I can find basic fractions of amounts by linking to my work on division.		
I can count in multiples of 3.		
I can count in multiples of 4.		
I can complete repeating number sequences.		
I can write number sentences for the 2x, 3x, 4x, 5x and 10x tables.		
I can use my times table knowledge to write related division facts.		
I can solve multiplication and division word problems involving money and measures.		
<u>Comments and achievements:</u>		



Maths Card: 3 Developing

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can recognise the place value of 3-digit numbers to at least 500.		
I can partition and re-partition 2- and 3-digit numbers to at least 500.		
I can compare numbers to at least 500 using $<$, $>$ and $=$.		
I can order numbers to at least 500 and explain reasoning using mathematical language.		
I can round numbers to 500 to the nearest 10.		
I can round numbers to 500 to the nearest 100.		
I can mentally add a multiple of 10 to a 3-digit number.		
I can add a 3-digit number to a 2-digit number using the column method.		
I can add two 2-digit numbers using the column method and crossing the tens boundary.		
I can subtract a 2-digit number from a 3-digit number using the column method.		
I can subtract a 2-digit number from another 2-digit number, using an expanded method where necessary.		
I can recognise £5, £10 and £20 notes.		
I can find different combinations of coins to make totals to £5.		
I can use subtraction to give change from £5.		
I can compare fractions with the same denominator using a number line.		
I can find some basic equivalent fractions ($1/4 = 2/8$).		
I can use pictures and objects to add fractions to make one whole.		
I can understand that a fraction is one whole number divided by another whole number ($3/4 = 3 \div 4$).		
I can recall multiplication for the 3x and 4x tables.		
I can recall multiplication for the 8x tables.		
I can write \times and \div number sentences for 2x, 5x, 10x, 3x, 4x and 8x tables.		
I can start to write number sentences to multiply a 2-digit number by a 1-digit number.		
I can start to write number sentences to divide a 2-digit number by a 1-digit number.		
<u>Comments and achievements:</u>		



Maths Card: 3 Embedded

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can read and write numbers to at least 1000 in numerals and words.		
I can partition and re-partition numbers to 1000.		
I can compare numbers to at least 1000 using $<$, $>$ and $=$.		
I can order numbers to at least 1000 and explain reasoning using mathematical language.		
I can mentally add a multiple of 100 to a 3-digit number.		
I can add two 3-digit numbers using column addition, crossing the tens and hundreds boundaries if necessary.		
I can use the column method to subtract a 3-digit number from another 3-digit number using expanded methods where necessary.		
I can use the inverse to check answers when working.		
I can solve real-life addition and subtraction problems involving money and measures.		
I can use the correct units of measure in my answers.		
I can find different combinations of coins and notes to make £10.		
I can use subtraction to give change from £10.		
I can order fractions with the same denominator.		
I can link fractions of amounts to division by sharing.		
I can recognise and name $1/5$, $1/6$, $1/7$, $1/8$ and $1/12$.		
I can add two fractions with the same denominator within one whole ($2/7 + 4/7 = 6/7$).		
I can subtract fractions with the same denominator within one whole ($5/6 - 1/6 = 4/6$).		
I can find fractions of money and write these as number sentences.		
I can recall my 3x, 4x and 8x tables with speed and accuracy.		
I can multiply a 2-digit number by a single-digit number using a formal written method such as the grid method.		
I can divide a 2-digit number by a single-digit number using a written method.		
I can solve missing number problems involving multiplication and division.		
<u>Comments and achievements:</u>		



Maths Card: 4 Beginning

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can partition 4-digit numbers into thousands, hundreds, tens and units.		
I can compare 4-digit numbers using $<$, $>$ and $=$ and explain my reasoning.		
I can order 4-digit numbers from smallest to largest.		
I can use column addition to add numbers with up to 4-digits.		
I can subtract numbers with up to 4-digits using the decomposition method of subtraction.		
I can understand that the digit after a decimal point shows how many tenths are in a number.		
I can read and write numbers with one decimal place.		
I can partition numbers into units and tenths ($2.3 = 2 + 0.3$).		
I can add two numbers with one decimal place using a column method.		
I can subtract two numbers with one decimal place using an expanded method of subtraction.		
I can solve 2-step word problems involving adding and/or subtraction.		
I can compare numbers with one decimal place using $<$, $>$ and $=$.		
I can order numbers with one decimal place on a number line and explain my reasoning.		
I can recognise that the decimal point is used in money to separate pounds and pence.		
I can add and subtract two amounts of money, including decimals with two decimal places ($£13.24 + £9.32$)		
I can give change from £20 by using subtraction.		
I can double and halve numbers with one decimal place.		
I can recall multiplication facts for the 6x table.		
I can recall multiplication facts for the 9x table.		
I can identify patterns within times tables and use this knowledge to solve more complicated multiplication calculations.		
I can find factor pairs for numbers within known times tables.		
I can multiply 2- and 3-digit numbers by a 1-digit number using a formal written method.		
<u>Comments and achievements:</u>		



Maths Card: 4 Developing

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can count in multiples of 1000.		
I can count in multiples of 25.		
I can count backwards through zero to include negative numbers.		
I can solve 2-step word problems involving addition and subtraction and a real-life context, such as money or measures.		
I can add three totals of money using a column method.		
I can multiply amounts of money to find the price of several of the same item within a shop scenario.		
I can count on to find change from notes within a shop scenario.		
I can add fractions with the same denominator and begin to write these as number sentences.		
I can subtract fractions with the same denominator and begin to write these as number sentences.		
I can use a fraction wall to identify equivalent fractions and begin to link these to my knowledge of my times tables.		
I can solve word problems involving fractions.		
I can recognise and write decimal equivalents of any number of tenths ($1/10 = 0.1$).		
I can divide a 2-digit number by 10 to create decimals with one decimal place.		
I can recognise that the decimal equivalent to $1/2 = 0.5$		
I can recognise that the decimal equivalent to $1/4 = 0.25$		
I can recognise that the decimal equivalent to $3/4 = 0.75$		
I can recall multiplication facts for the 7x table.		
I can recall my 6x, 7x and 9x tables with speed and accuracy.		
I can recall associated division facts for the 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x and 10x tables.		
I can divide numbers with up to 3-digits by a 1-digit number using the short division method.		
I can understand that sometimes we are left with remainders when dividing and show these in my working.		
I can solve problems involving multiplication and division with a one and a two digit number.		
<u>Comments and achievements:</u>		



Maths Card: 4 Embedded

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can understand that the digit after the tenths shows how many hundredths are in a number.		
I can count up and down in hundredths.		
I can partition numbers into tens, units, tenths and hundredths.		
I can identify the value of each digit in numbers up to at least 1000 which may also have up to two decimal places.		
I can write the decimal equivalents of any number of hundredths ($2/100 = 0.02$).		
I can round any number to the nearest 10, 100 or 1000.		
I can round decimals with one decimal place to the nearest whole number.		
I can compare numbers with up to 2 decimal places using $<$, $>$ and $=$.		
I can multiply and divide 1- and 2-digit numbers by 10 or 100.		
I can add and subtract two or more amounts of money with up to 5-digits (including two decimal places) using column methods.		
I can calculate change from multiples of 10 or 100 to £500.		
I can understand and use the distributive law ($39 \times 7 = [30 \times 7] + [9 \times 7]$).		
I can understand and use the associative law to multiply three numbers together ($3 \times 2 \times 5 = 6 \times 5$).		
I can recall multiplication facts for the 11x table.		
I can recall multiplication facts for the 12x table.		
I can recall division facts for all times tables up to 12×12 .		
I can solve 2-step problems involving addition, subtraction, multiplication or division.		
I can estimate answers using the approximately equal to sign. (\approx)		
I can read Roman numerals for numbers 1 to 10.		
I can read Roman numerals for the numbers 50 and 100.		
I can read Roman numerals for any number up to 100.		
I can understand how our number system has changed over time.		
I can recall my times tables up to 12×12 with speed and accuracy.		
<u>Comments and achievements:</u>		



Maths Card: 4 Mastery

Name: _____ Class/Year group: _____

	Objectives	Pupil	Teacher
Positive and negative numbers $+$, $-$, \times and \div	I can perform a problem using $+$, $-$, \div or \times for numbers up to 1000.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem using written form.		
	I can solve a problem using trial and improvement.		
	I can identify and correct errors in Maths stories that involve numbers up to 1000.		
	I can solve a problem that investigates a rule/statement.		
	I can solve a problem by working systematically.		
Factors, multiples and square numbers	I can perform a problem using $+$, $-$, \div or \times for a range of factors, multiples and square numbers.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem using written form.		
	I can solve a problem using trial and improvement.		
	I can solve a problem that investigates a rule/statement.		
	I can solve a problem by working systematically.		
Decimals	I can perform a problem using $+$, $-$, \div or \times including tenths and hundredths.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem using written form.		
	I can solve a problem using trial and improvement.		
	I can solve a problem that investigates a rule/statement.		
Comments and achievements			



Maths Card: 5 Beginning

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can read and write numbers to 100,000.		
I can identify the value of each digit in 5-digit numbers and up to 2 decimal places.		
I can order numbers with up to two decimal places and justify my choices using correct mathematical terminology.		
I can round numbers with two decimal places to the nearest whole number.		
I can round numbers with two decimal places to the nearest tenth.		
I can add and subtract larger numbers mentally.		
I can add larger amounts of money using the column method.		
I can subtract larger amounts of money using the column method.		
I can calculate change from £10, £20 or £50.		
I can solve multi-step word problems involving the addition and subtraction of money.		
I can use my knowledge of times tables to find all factor pairs of a number.		
I can find common factors of two numbers.		
I can understand what makes a prime number.		
I can recall prime numbers up to 19.		
I can recall square numbers up to 100 and can confidently use the notation of ² for squared.		
I can solve problems involving factors, multiples and square numbers.		
I can write decimal numbers as fractions and vice versa ($0.71 = 71/100$).		
I can use my knowledge of factors and multiples to find equivalent fractions ($25/60 = 5/12$).		
I can order fractions where the denominators are all multiples of the same number.		
I can multiply 4-digit numbers by 1-digit numbers using the grid method.		
I can divide 4-digit numbers by 1-digit numbers using the short division method.		
<u>Comments and achievements:</u>		



Maths Card: 5 Developing

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can read and write numbers to 1,000,000.		
I can identify the value of each digit in 6-digit numbers and up to 2 decimal places.		
I can round 6-digit numbers to the nearest 100.		
I can round 6-digit numbers to the nearest 1000.		
I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.		
I can count forwards and backwards through 0 to include negative numbers.		
I can add and subtract two or more numbers with 4 or more digits using compact written methods.		
I can add and subtract two or more decimal numbers with up to 2 decimal places using compact written methods.		
I can solve multi-step word problems involving addition, subtraction, multiplication and division and combinations of these.		
I can recognise improper fractions.		
I can write mixed numbers and explain their meaning.		
I can convert improper fractions to mixed numbers and vice versa.		
I can add fractions with denominators that are multiples of the same number using my knowledge of equivalent fractions.		
I can subtract fractions with denominators that are multiples of the same number using my knowledge of equivalent fractions.		
I can convert an improper fraction answer to a mixed number.		
I can multiply a 2-digit number by a 2-digit number using a compact written method of long multiplication.		
I can multiply a 3-digit number by a 2-digit number using a compact written method of long multiplication.		
I can recognise cube numbers.		
I can solve division calculations that involve remainders and interpret these appropriately for the context of the question.		
I can read Roman numerals for the numbers 500 and 1000.		
I can discuss where Roman numerals are used in every day life.		
I can read Roman numerals for numbers up to 1000.		
I can recognise years written in Roman numerals.		
Comments and achievements:		



Maths Card: 5 Embedded

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can identify the value of each digit for numbers with up to 7-digits and 2 decimal places.		
I can understand that the digit after the hundredths shows how many thousandths are in a number.		
I can read and write numbers with up to three decimal places.		
I can partition numbers into units, tenths, hundredths and thousandths ($2.483 = 2 + 0.4 + 0.08 + 0.003$).		
I can create, complete and extend linear number sequences, including those with multiplication and division steps.		
I can order temperatures below 0°C from smallest to largest.		
I can solve problems involving negative numbers within the context to temperature.		
I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.		
I can solve problems involving adding and subtracting fractions.		
I can multiply proper fractions by whole numbers, using objects to support my understanding where necessary.		
I can multiply mixed numbers by whole numbers, using objects to support my understanding where necessary.		
I can recognise the percent (%) symbol and understand that this relates to 'a number of parts out of 100'.		
I can understand the link between key fractions, decimals and percentages ($1/2 = 0.5 = 50\%$).		
I can write percentages as a fraction ($68\% = 68/100$).		
I can write percentages as a decimal ($68\% = 0.68$).		
I can find 10% of an amount.		
I can solve problems involving equivalents of decimals, fractions and percentages.		
I can multiply 4-digit numbers by 2-digit numbers using a compact written method of long multiplication.		
I can multiply whole numbers and those involving decimals by 10, 100 and 1000 and explain patterns.		
I can divide whole numbers and those involving decimals by 10, 100 and 1000 and explain patterns.		
Comments and achievements:		



Maths Card: 5 Mastery

Name: _____ Class/Year group: _____

	Objectives	Pupil	Teacher
Positive and negative numbers $+$, $-$, \times and \div	I can solve a problem using $+$, $-$, \div or \times for numbers up to 10,000.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem using written form.		
	I can solve a problem using trial and improvement.		
	I can identify and correct errors in calculations that involve numbers up to 1000.		
	I can solve a problem that investigates a rule/general statement.		
	I can solve a problem by working systematically.		
Percentages	I can solve a problem using $+$, $-$, \div or \times for a range of percentages and relate them to fractions and decimals.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem using written form.		
	I can solve a problem using trial and improvement.		
	I can solve a problem that investigates a rule/general statement.		
	I can solve a problem by working systematically.		
Decimals	I can solve a problem using $+$, $-$, \div or \times including tenths, hundredths and thousandths.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem using written form.		
	I can solve a problem using trial and improvement.		
	I can identify and correct errors in calculations that involve tenths, hundredths and thousandths.		
	I can solve a problem that investigates a rule/general statement.		
	I can solve a problem by working systematically.		
Comments and achievements			



Maths Card: 6 Beginning

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can read and write numbers up to 10,000,000.		
I can order random positive integers up to 10,000,000.		
I can identify the value of each digit in numbers up to 10,000,000 with up to 3 decimal places.		
I can round whole numbers to the nearest 10, 100, 1000 or 10,000.		
I can order decimal numbers with up to 3 decimal places.		
I can round decimal numbers with up to 3 decimal places to the nearest whole number.		
I can order and compare positive and negative numbers.		
I can use negative numbers and calculate the difference across zero within the context of temperature.		
I can use algebraic expressions to determine numbers within linear sequences.		
I can decide whether a larger number will appear within a sequence and explain my reasons carefully.		
I can add whole numbers to decimal numbers using a column method.		
I can subtract whole numbers and decimals using a column method.		
I can find pairs of numbers that satisfy number sequences involving two unknowns ($a + b = 1.5$ or $a \times b = 60$).		
I can find the mean of a set of numbers.		
I can use BIDMAS to solve problems involving more than one operation.		
I can solve multi-step problems involving the four operations.		
I can multiply one-digit numbers with up to two decimal places by whole numbers.		
I can make sensible estimations using my knowledge of place value.		
I can divide numbers with up to 4-digits by a 2-digit number using a formal method of long division.		
I can give remainders as fractions or decimals.		
I can divide one-digit numbers with up to two decimal places by whole numbers.		
<u>Comments and achievements:</u>		



Maths Card: 6 Developing

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can identify and use common factors to give fractions in their simplest form.		
I can use my knowledge of common multiples to turn two or more fractions to the same denomination.		
I can order fractions with different denominators.		
I can add and subtract fractions with different denominators.		
I can add and subtract mixed numbers, using my knowledge of equivalent fractions.		
I can convert between decimals and simple fractions.		
I can recall and use equivalences between simple fractions, decimals and percentages ($\frac{1}{4} = 0.25 = 25\%$).		
I can find simple percentages of amounts.		
I can solve word problems involving percentages.		
I can understand ratio as unequal grouping or sharing.		
I can understand proportion as scaling up or down.		
I can solve problems involving ratio using knowledge of fractions and multiples.		
I can use algebraic formulae to find missing angles within triangles, on straight lines and around a point.		
I can round decimals with three decimal places to one decimal place.		
I can confidently use the inverse to check answers to calculations.		
I can express missing number problems algebraically.		
I can solve problems which require answers to be rounded to a specified degree of accuracy.		
I can solve word problems involving ratio and proportion.		
I can multiply simple pairs of proper fractions, simplifying my answer where appropriate.		
I can divide proper fractions by whole numbers.		
<u>Comments and achievements:</u>		



Maths Card: 6 Embedded

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher
I can use a calculator with confidence to solve problems.		
I can express a number as a product of its prime factors.		
I can round whole numbers and decimal numbers to a given amount of significant figures.		
I can find the highest common factors of numbers.		
I can find the lowest common multiples of numbers.		
I can recall square numbers up to 12×12 and know their roots.		
I can write and solve calculations that involve brackets.		
I can place brackets into calculations to make it easier to solve.		
I can multiply and divide negative numbers.		
I can add and subtract negative numbers.		
I can solve problems involving a percentage increase or decrease.		
I can multiply two decimal numbers with up to two decimal places.		
I can divide two decimal numbers with up to two decimal places.		
I can collect like terms within an algebraic expression.		
I can write algebraic expressions using the correct terminology (e.g. $3a$ instead of $3 \times a$).		
I can simplify algebraic expressions involving brackets.		
I can find the n th term of a linear sequence.		
I can solve simple algebraic equations.		
I can solve algebraic equations involving negative numbers.		
I can recognise and write simple equations of straight lines.		
I can understand the probability scale.		
I can solve problems about probability, giving my answers as fractions, decimals or percentages.		
I can discuss and use number systems from different cultures and periods within history.		
I can solve problems involving distance, speed and time.		
<u>Comments and achievements:</u>		



Maths Card: 6 Mastery

Name: _____ Class/Year group: _____

	Objectives:	Pupil:	Teacher:
Whole and decimal numbers to three decimal places +, -, x and ÷	I can solve a calculation using +, -, ÷ or x for numbers up to 10,000.		
	I can solve a problem choosing my own method of recording.		
	I can solve a problem using trial and improvement.		
	I can identify and correct errors in calculations that involve numbers up to 10,000.		
	I can solve a problem that investigates a rule/general statement.		
	I can express a number as a product of its' prime factors.		
	I can multiply and divide pairs of negative numbers		
	I can round number using significant figures.		
	I can solve problems involving distance, speed and time.		
Fractions, decimals and percentages	I can solve a problem involving percentage increase or decrease.		
	I can solve a problem choosing my own method of recording.		
	I can solve a problem that investigates a rule/general statement.		
	I can multiply two decimal numbers with up to 2.d.p		
Algebra	I can solve a calculation using +, -, ÷ or x when finding an unknown.		
	I can solve a problem choosing my own method of recording.		
	I can identify and correct errors in calculations when finding an unknown.		
	I can solve a problem that investigates a numerical rule/general statement.		
	I can investigate the Fibonacci sequence.		
	I can work out larger numbers within sequences using the nth term.		
	I can solve linear equations.		
I can give a formula of a straight line using $y = mx + c$			
Comments and achievements			



Maths Card: EYFS Embedded

Name: _____

Class/Year group: _____

Objectives	Pupil	Teacher (with support)	Teacher (Independent)
I can count forward and backwards from 0 – 5.			
I can read and write numbers to 5.			
I can order numbers to 5 on a number line.			
I can represent numbers using objects and pictures.			
I can add one-digit numbers together.			
I can read number sentences involving +, - and =.			
I can identify one more than a given number to at least 5.			
I can identify one less than a given number to at least 5.			
I can compare numbers of objects using the words most and least.			
I can recognise 1p, 2p, 5p and 10p.			
<u>Comments and achievements:</u>			



Maths Card: EYFS Mastery

Name: _____ Class/Year group: _____

	Objectives	Pupil	Teacher
1 and 2 digit numbers + and -	I can say a number sentence using + or - for numbers up to 20.		
	I can solve a problem choosing my own method of recording.		
	I can explain how to solve a problem verbally.		
	I can solve a problem by proving it is true or false.		
	I can identify and correct errors in number sentences that involve numbers up to 20.		
	I can solve a problem that investigates a rule.		
	I can solve a problem by working systematically.		
Shape	I can identify and name a range of 2D shapes.		
	I can solve a problem choosing my tools on my own.		
	I can explain to my partner how to solve a problem.		
	I can solve a problem by saying whether it is right or wrong.		
	I can identify and correct errors when shapes are labelled incorrectly.		
Measure	I can use my shape knowledge to solve a problem.		
	I can solve a problem choosing my own tools to measure.		
	I can explain to my partner how to solve a problem.		
	I can solve a problem by saying whether it is right or wrong.		
	I can identify and correct errors when measurements are incorrect.		
	I can use my measurement knowledge to solve a problem.		
Comments and achievements			