Maths Learning Profile B2

Number and place value
NPV: I can count to 100 forwards, beginning with 0 or 1, or from any number
NPV: I can read and write numbers to 100 in numerals.
NPV: I can write numbers to 50 in words.
NPV: I can identify one more when given a number to 100
NPV: I can identify and represent numbers, including the number line, to 100.
NPV: I can split any number to 100 into tens and ones (using pictorial representation, or objects)
NPV: I can compare two sets of objects using the inequality symbols, using the language 'more than' , 'less than', and 'equal to' alongside the correct symbols to 100
NPV: I can count in multiples of 10 to 100
NPV: I can use the language 'most', 'bigger', 'biggest', 'larger', 'largest', 'smaller', 'smallest' and 'least'
NPV: I can use ordinal numbers (first, second, third etc)
NPV: I can sort numbers into one digit numbers and two digit numbers independently
NPV I can count from 100 backwards.
NPV: I can place numbers on a number line (to 100) when only a range is given
NPV: I can write number sentences using information from place value charts e.g. ___ + ___ = ___   ___ = ___ + ___
NPV: I can compare two sets of numbers, with pictorial representation, using the inequality symbols, using the language 'more than' , 'less than', and 'equal to' alongside the correct symbols to 100
NPV: I can count in multiples of 2s backwards
NPV: I can count in multiples of 5s backwards
NPV: I can count in multiples of 10s backwards

NPV: I can solve problems involving counting forwards and backwards in multiples of 2s
NPV: I can solve problems involving counting forwards and backwards in multiples of 5s
NPV: I can solve problems involving counting forwards and backwards in multiples of 10s
NPV: I can use place value charts using pictorial representation
NPV: I can order numbers to 100 using objects or pictorial representation
NPV: I can identify one less when given a number to 100
NPV I can count in multiples of 3s forward
NPV: I can count in multiples of 3s backwards
NPV: I can solve problems involving counting forwards and backwards in 3s
NPV: I can write numbers to 100 in words
NPV: I can partition numbers in a variety of ways, not just as tens and ones, e.g. 58 is made up of 5 tens and 8 ones or 4 tens and 18 ones, or 20 and 38, etc
NPV: I can complete an extended part whole model
NPV: I can solve problems using ordinal numbers
NPV: I can use the symbols <, >, and = to write number sentences
NPV: I can recombine tens and ones to make a total (using +, and = signs)
NPV: I can state how each number (to 100) is made up e.g. they can express 42 as 4 tens and 2 ones or as 42 ones
NPV: I can order numbers to 100
Addition and Subtractrion
AS: I can add equal groups of 2, 5 and 10 within 50
AS: I can add numbers to 20 using visual representation
AS: I can subtract numbers to 20 using visual representation
AS: I can compare number sentences (addition) within 20 using inequality symbols
AS: I can compare number sentences (subtraction) within 20 using inequality symbols

AS: I can solve problems with addition within 20
AS: I can solve problems with subtraction within 20
AS: I can explain what each circle represent on a whole part model
AS: I can provide missing value in number sentences
AS: I can write number sentences to 20 using the bar model
AS: I can check my addition and subtraction calculations, e.g. by using concrete objects, number lines
AS: I can solve problems with addition using concrete objects
AS: I can solve problems with subtraction using concrete objects
AS: I can add numbers using concrete objects, including a two-digit number and ones
AS: I can add numbers using concrete objects, including a two-digit number and tens
AS: I can add numbers using concrete objects, including two two-digit numbers
AS: I can add numbers using concrete objects, including adding three one-digit numbers
AS: I can subtract numbers using concrete objects, including a two-digit number and ones
AS: I can subtract numbers using concrete objects, including a two-digit number and tens
AS: I can subtract numbers using concrete objects, including two two-digit numbers
AS: I can subtract numbers using concrete objects, including adding three one-digit numbers
AS: I can understand and work out calculations with similar digits e.g. 2+5= 7 so 20+50=70
AS: I can add numbers to 20 using pictorial representation
AS: I can subtract numbers to 20 using pictorial representation
AS: I can add one-digit numbers to 20, including zero, by counting on
AS: I can subtract one-digit numbers to 20, including zero, by counting back
AS: I can solve problems with addition and subtraction, using concrete objects and pictorial representation, including those involving numbers, quantities and measure
AS: I can solve addition problems using multiples of 10
AS: I can work out 10 more than a given number to 50
AS: I can work out 10 less than a given number to 50

AS: I can solve problems by working out 10 more and 10 less than a given number
AS: I can add three 1-digit numbers using pictorial representation
AS: I can subtract three 1-digit numbers using pictorial representation
AS: I can compare number sentences with three 1-digit numbers
AS I can recall and use subtraction facts to 20 fluently
AS: I can work out 10 more than a given number to 100
AS: I can work out 10 less than a given number to 100
AS: I can add multiples of 10 to a given number to 100 using place value charts
AS: I can complete a number pattern by adding multiples of 10
AS: I can add one digit number to two digit number crossing 10 with pictorial representation
AS: I can subtract 1-digit from 2-digits crossing 10 using pictorial representation
AS: I can add two numbers to 20 using the column method and a pictorial representation
AS: I can add two 2-digit numbers by adding tens and ones, and then work out the total
AS: I can add two 2-digit numbers using pictorial representation and a column method
AS: I can subtract 1 digit number from a 2-digit number
AS: I can solve problems involving adding two 1-digit number to 2-digit number
AS: I can solve problems involving adding two 2-digit numbers
AS: I can subtract two 2-digit numbers not crossing the 10 boundary
AS: I can subtract two 2-digit numbers crossing 10 boundary
AS: I can work out number bonds to 100
AS: I can complete the missing number sentences using number bonds to 100
AS: I can show that subtraction of one number from another cannot be done in any order
AS: I can make links between single digit bonds and tens bonds
Geometry

GPS: I can sort shapes into 2D and 3D
GPS: I can explain that 2D shapes are flat and cannot be picked up
GPS: I can recognise 2D shapes in different orientations
GPS: I can recognise 2D shapes on the surface of 3D shapes
GPS: I can recognise and name 3D shapes
GPS: I can sort sides into straight sites and curved sides
GPS: I can count the number of sides on 2D shapes
GPS: I can order 2D shapes according to the number of sides they have
GPS: I can point to vertices on a 2D shape
GPS: I can count on a number of vertices on a 2D shape
GPS: I can trace over 2D shapes
GPS: I can make 2D shapes using geoboards
GPS: I can compare common 2-D and 3-D shapes and everyday objects.
GPS: I can draw 2D shapes using a ruler, on a square or dotted paper
GPS: I can recognise vertical line of symmetry
GPS: I can sort shapes into those that have vertical line of symmetry and those that don't
GPS: I can identify and describe the properties of 3-D shapes, including the number of edges
GPS: I can identify and describe the properties of 3-D shapes, including the number of vertices
GPS: I can identify and describe the properties of 3-D shapes, including the number of faces
GPS: I can sort common 2-D and 3-D shapes and everyday objects.
GPS: I can create patterns with 2D shapes
GPS: I can make patterns with 3D shapes
Position and direction

GPD: I can use language ‘forwards’, ‘backwards’, ‘up’, ‘down’, ‘left’ and ‘right’ to describe movement in a straight line
GPD: I can describe turns using the language ‘full turn’, ‘half turn’, ‘quarter turn’, ‘three-quarter turn’, ‘clockwise’ and ‘anticlockwise’.
GPD: I can use my knowledge of movement and turns to describe and record directions.
GPD: I can describe and create patterns that involve direction and turns.
GPD: I can use the language ‘clockwise’, ‘anti-clockwise’, ‘quarter’, ‘half’ and ‘three quarters’ to describe patterns.
Money
MEA: I can recognise £ and p symbols
MEA: I can recognise 1p, 2p, 5p, and 10p coins
MEA: I can count in 1p, 2p, 5p, and 10p coins
MEA: I can recognise 20p and 50p coins
MEA: I can select correct coins from a wide range
MEA: I can use < > = to compare money (pence only)
MEA: I can use < > = to compare money (pounds only)
MEA: I can use < > = to compare money (pence and pounds)
MEA: I can recognise in £1, £2, £5, £10, and £20
MEA: I can select correct pound coins or notes from a wide range
MEA: I can count in £1, £2, £5, £10, and £20s
MEA: I can solve simple problems using £ - coins and notes

MEA: I can select correct coin or note (both pounds and pence) from a wide range
MEA: I can count £ and pence together (not using decimal, but stating e.g. £3 and 40 pence, counting pounds and pence separately).
MEA: I can complete part-whole model by drawing money
MEA: I can solve simple problems with pounds and pence combined
MEA: I can make the same amount with different coins
MEA: I can add money using my knowledge of addition
MEA: I can solve problems with adding money
MEA: I can find the difference between two amounts
MEA: I can convert £1 into 100p
MEA: I can find change from a given amount
MEA: I can solve two-step money problems
Length and Height
MEA: I can measure length to the nearest centimetre using a ruler or tape measure.
MEA: I can measure length of larger objects using meters
MEA: I can choose between cm and m to measure an object and pick the right one
MEA: I can compare lengths of objects using comparison language and symbols (using the same units)
MEA: I can order more than two lengths from shortest to longest and vice versa.
MEA: I can apply the four operations to my understanding of length and solve problems

Time
MEA: I can tell the time to the hour and half past the hour. (year 1 recap)
MEA: I can read and draw the times ‘quarter to’ and ‘quarter past’
MEA: I can read and show analogue time to 5-minute intervals
MEA: I can show that I know there are 24 hours in a day and 60 minutes in an hour.
MEA: I can use clocks to convert minutes to hours and minutes
MEA: I can identify the start and end time of an event and use these times to work out how long an event lasted
MEA: I can compare times using ‘longer’ and ‘shorter’ and order times from longest to shortest and vice versa.
Mass, capacity and temperature
MEA: I can use balance scales to compare the mass of two or more objects, and use < and >
MEA: I know what ‘grams’ means as a unit of mass and can read a variety of scales
MEA: I know what ‘kilograms’ means as a unit of mass and can read a variety of scales
MEA: I can compare the volume of containers using < , > and =
MEA: I can understand the difference between capacity and volume
MEA: I know what millilitres (ml) means as a standard unit of measure
MEA: I can measure in millilitres
MEA: I know what litres (l) means as a standard unit of measure
MEA: I can measure in litres

MEA: I can choose the more suitable unit of measure (l or ml)
MEA: I know what 'degrees Centigrade', written ℃ , means
MEA: I can read different scales on thermometers
Multiplication and division
MMD: I can describe equal groups using stem sentences
MMD: I can sort equal and unequal groups
MMD: I can make equal groups with objects or pictures
MMD: I can solve problems using equal groups
MMD: I can add equal groups (limited to adding 2s, 5s, 10s, and 3s)
MMD: I can recognise the multiplication symbol
MMD: I can link repeated addition and multiplication
MMD: I can use multiplication symbol and work out the total from pictures
MMD: I can draw images to help me solve multiplication word problems
MMD: I can use arrays to calculate multiplication statements
MMD: I can count in 2s to work out multiplication statement in the 2s times table using objects and pictures for support
MMD: I can count in 5s to work out multiplication statement in the 5s times table using objects and pictures for support
MMD: I can use < , > = to compare multiplication statements (2s and 5s times tables)
MMD: I can recall 2s times table facts

MMD: I can recall 5s times table facts
MMD: I can solve problems using 2s times table facts
MMD: I can solve problems using 5s times table facts
MMD: I can count in 10s to work out multiplication statement in the 10s times table using objects and pictures for support
MMD: I can recall 10s times tables facts
MMD: I can solve problems using 10s times table facts
MMD: I can divide by sharing objects into equal groups using one-to-one correspondence with objects, then pictures
MMD: I can recognise and name '÷' symbol
MMD: I can solve problems by making equal groups – sharing
MMD: I can divide by making equal groups
MMD: I can solve problems using grouping
MMD: I can divide by 2
MMD: I can represent division as an abstract number sentence using the division and equals symbol
MMD: I can solve problems – dividing by 2
MMD: I can sort objects into odd and even sets
MMD: I can use my knowledge of 5 times table to divide by 5
MMD: I can use my knowledge of 10 times table to divide by 10
Statistics

STA: I can recognise a tally chart
STA: I can complete a tally chart with support
STA: I can solve problems using and interpreting simple tally charts
STA: I can use a tally chart to produce a pictogram using objects
STA: I can use a tally chart to produce a pictogram by drawing pictures
STA: I can draw pictograms to solve problems
STA: I can interpret pictograms and answer questions
STA: I can solve problems by interpreting pictograms
STA: I can draw pictograms where the symbols represent 2, 5 or 10 items.
STA: I can interpret pictograms (2,5, and 10)
STA: I can build block diagrams with cubes
STA: I can draw block diagrams
STA: I can solve problems using block diagrams
Fractions
FRP: I can recognise and sort equal and unequal parts (both objects and pictorial representation)
FRP: I can divide objects or pictures into equal parts
FRP: I can recognise ½ as a sign for a half
FRP: I know the words numerator, denominator and what these represent

FRP: I can recognise a half of a length, shape or set object
FRP: I can find a half of a set of objects or quantity.
FRP: I can recognise 1/4 as a sign for a quarter
FRP: I can recognise a quarter of a length, shape or set object
FRP: I can find a quarter of shapes, objects and quantities.
FRP: I can recognise 1/3 as a sign for a third
FRP: I can recognise a third of a length, shape or set object
FRP: I can find a third of a set of objects or quantity.
FRP: I can show I understand the concept of a unit fraction by recognising it as one equal part of a whole (1/2, 1/3, ¼)
FRP: I can recognise non-unit fractions 2/3 and ¾
FRP: I understand the equivalence of two quarters and one half of the same whole
FRP: I can find three quarters of a quantity
FRP: I can count in fractions from any number up to 10