

I can...

I can use my talking partner to talk about different ways to solve a problem.



Ma1



I can choose how to record my maths.



Ma1



I can answer questions about my solutions.



Ma1



I can write and compare numbers up to 1000.



Ma2



I can work out $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and $\frac{1}{10}$ s of shapes and numbers.



Ma2



I can write down money as £.p



Ma2



I know that multiplication is the inverse of division



Ma2



I know my number bonds to 100.



Ma2



I can multiply a 2-digit number by 2, 3, 4 or 5.



Ma2



I can choose to calculate mentally, on paper or with resources to solve one step +/- problems.



Ma2



I can use an empty number line to add and subtract three-digit numbers.



Ma2



Name:

Class:

Start date:

These targets will move my **maths** from 2a - 3c

I can...

I can sort shapes using more than one criterion.



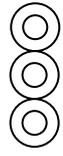
Ma3



I can recognise right angles in shapes.



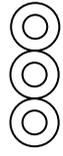
Ma3



I can fold a shape to show reflective symmetry and know when a shape does not have any symmetry



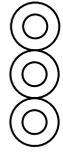
Ma3



I can give directions using clockwise/anticlockwise, left/right. Quarter turn/90°



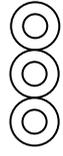
Ma3



I can measure a length to the nearest 1/2 cm.



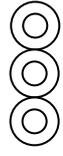
Ma3



I can read the time to o'clock, half, quarter to/past on a digital and analogue clock



Ma3



I can begin to find areas of shapes using squares and explain my answer



Ma3



I can decide what information to collect to answer a question.



Ma4



I can use pictograms, Venn and Carroll diagrams.



Ma4



I can collect and sort information to answer a question.



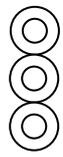
Ma4



I can compare data e.g. say how much more ... than ...



Ma4



Empty box for additional notes or a signature.

