

Creating a  
Standard  
Together

Indicators	Exemplars
<p><b>Estimation and Rounding</b> Is able to round numbers to nearest 100 and apply to a context and is able to use and explain estimations as a checking strategy to a calculation or problem to two digits.</p>	<p><b>Estimation and Rounding</b> Use of number lines to illustrate rounding up or down, 5 or more goes up to next multiple of 10, less than 5 goes down to previous multiple of 10.  Mentally estimate a sum, eg <math>43 + 26</math> using <math>40 + 30</math>, <math>109 + 246</math> using <math>100 + 200 = 300</math> (using contextualised learning, ie shopping basket estimation <math>£1.99 + £3.57</math> as <math>£2 + £4</math>).</p>
<p><b>Number and Number Processes</b> Has extended knowledge of place value to 3 digit numbers and more.  Can add/subtract 10, or multiple of, to/from whole numbers and is beginning to use this as a strategy to add/subtract 8/9 and adjust in both mental and written calculations.  Drawing on a range of well practised mental strategies is able to use number bonds for calculations in addition and subtraction in at least two digit examples.  Knows times table facts from 2, 3, 4, 5 and 10 times and is able to use them in multiplication/division calculations in at least two digit examples mentally and written.  Is developing an understanding of zero as a placeholder for whole numbers.  Can solve word problems involving the four number operations as appropriate to knowledge and understanding.  Understands inverse and related functions in processes and is able to use the bonds in the four operations.</p>	<p><b>Number and Number Processes</b> Be able to read and describe the value of digits, eg 379 is 3 hundreds (300), 7 tens (70) and 9 units (9).  In mental strategies use easier known fact for adding 9 (add 10, take away 1) etc.  Mental strategies, eg addition <math>39 + 79</math> (<math>40 + 80</math>, then subtract 2). Written strategies eg <math>179 + 46</math>, written as vertical columns (chimney sums!) and subtraction: <math>500 - 123</math> (using decomposition written strategy).  Can calculate sums, eg <math>34 \times 5</math> using written methods (<b>not</b> <math>34 + 34 + 34 + 34 + 34</math>); <math>36 \div 4 = 9</math> and <math>124 \div 5 = 24 \text{ r}4</math>.  Developing understanding of 0, eg <math>412 \div 2 = 206</math> (not 26).  Can solve contextualised problems knowing which operations to use, eg There are 16 shoes in the box, how many pairs? I have £25 and I spend £17. How much do I have left?</p>
<p><b>Fractions and Decimals</b> Understands the concept and notation of fractions and can use common fractions to represent parts of a whole or of a set; points on a number line and to find a fraction of an amount.</p>	<p><b>Fractions and Decimals</b> Extending vocabulary and understanding to include thirds, fifths, sixths, tenths etc. Should be able to shade/pick out a fraction from above in a drawing/set of pictures. Should be able to show simple equivalent fractions by using pictures, concrete materials etc. Can explain that if <math>1/5</math> is shaded, <math>4/5</math> is not shaded.  Can find simple fractions of quantities, eg <math>1/3</math> of <math>£21 = £21 \div 3</math> <i>(more complex fractions, eg <math>4/5</math>s not required at this stage but can extend if challenge required).</i></p>

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<p><b>Money</b></p> <p>Is able to use money to pay for items and can work out how much change should be given using different combinations of coins and notes (reflecting understanding of number as above).</p> <p>Can choose from a range of strategies to calculate total cost and how much change. Is able to explain strategy used.</p>	<p><b>Money</b></p> <p>Can identify and pick out values of denominations (coins/notes), eg £24 = £20, £2, £2 or £10, £5, £5, £1, £1, £1, £1 etc.</p> <p>Using both mental and written strategies, can work out:</p> <p>I have a £20 note and my shopping comes to £11.45. How much change will I get?</p> <p>A notebook costs £1.85. How many can I buy with my £5 note?</p>
<p><b>Time</b></p> <p>Can tell the time using 12 hour clock and understand the link with 24 hour notation.</p> <p>Is developing a good conceptual understanding of time and is able to apply practically including using a calendar and timetables in contexts across learning.</p> <p>Can work out time intervals beyond and across the hour.</p>	<p><b>Time</b></p> <p>Using analogue and digital clock can state any given time including use of am/pm. Is beginning to understand and use 24 hour clock, eg 7.00 pm = 19.00.</p> <p>Use of physical calendar, in variety of formats, to work out problems, eg I get paid on the last Thursday of each month, on which day/date do I get paid in April?</p> <p>Use of physical timetables, eg TV schedule – when does Newsround start and finish?</p> <p>I start my tea at 5.45 pm and finish half an hour later. When was I finished?</p>
<p><b>Measure</b></p> <p>Estimates, weighs and measures using standard and non-standard units and has had experience of using some everyday measuring tools found in real life contexts.</p> <p>Is developing an understanding of the concept of area and is able to measure area of regular and estimate area of irregular shapes using a template, counting squares etc.</p>	<p><b>Measure</b></p> <p>Can estimate and then check by measuring.</p> <p>In practical activities eg cooking/baking can weigh out necessary ingredients using variety of scales.</p> <p>In using a ruler, knows to start at '0'.</p> <p>Will be able to select correct tool and use the correct units to measure appropriately e.g. trundle wheel to measure playground in metres, litre jug to measure water in tray etc.</p> <p>Given a picture on cm squared grid paper can determine the area of a given shape including non-standard shapes (if more than half the square is coloured, it gets rounded up)</p>
<p><b>Data and Analysis &amp; Ideas of Chance and Uncertainty</b></p> <p>Is able to devise and use a variety of ways to collect and display data:</p> <ul style="list-style-type: none"> <li><i>demonstrating an understanding of one-to-one correspondence by collecting and displaying a range of materials;</i></li> <li><i>organising and classifying in diagrams (such as Venn diagrams) and tables, charts, graphs;</i></li> <li><i>can now describe important features of information collected and interpret simple findings.</i></li> </ul> <p>Is developing an understanding of concepts using terms in everyday situations such as likely/unlikely, probable, certain, never, possible.</p>	<p><b>Data and Analysis &amp; Ideas of Chance and Uncertainty</b></p> <p>Collect and arrange a variety of everyday objects leading onto simple frequency tables and tally marks and illustrating in simple graphs or charts.</p> <p>Able to interpret simple graphs, tables and charts.</p> <p>Example: Can carry out a simple survey on pets, using tally marks etc and then display this data on a pictograph or bar graph. Then being able to say what pet is most popular etc.</p> <p>ie If I have 6 red and 3 blue marbles in a bag, am I more likely to pull a red or a blue marble out of the bag?</p>