My Targets		
I can…	**Target**	**Date**
Number		
1. Read numbers to 100.		
2. Write numbers to 100 in numerals.		
3. Partition two-digit numbers into tens/ones with or without resources.		
4. Add a two-digit number to a one-digit number e.g. 23+5		
5. Subtract a one-digit number from a two-digit number e.g. 16-5		
6. Add a two-digit number to tens e.g. 46+20		
7. Subtract tens from a two-digit number 88-30		
8. Explain my method for + and - using words, pictures or objects.		
9. Recall at least four of the number bonds for 10. *0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5*		
10. Explain the related facts for the number bonds I know e.g. If 6 + 4 =10 then 4 + 6 =10 and 10 – 6 =4		
11. Count in twos, fives and tens from 0.		
12. Use my twos, fives and tens to solve problems.		
13. Read number lines and scales in divisions of ones, twos, fives and tens.		
14. Partition any two-digit number into different combinations of tens/ones and explain my thinking using words, pictures or objects.		
15. Add any 2 two-digit numbers using an efficient strategy, explaining my method using words, pictures or objects e.g. 48 + 35.		
16. Subtract any 2 two-digit numbers using an efficient strategy, explaining my method using words, pictures or objects e.g. 72 – 17.		
17. Recall all number bonds to and within 10.		
18. Use the number bonds I know to calculate bonds to and within 20 e.g. If: 7 + 3 = 10, then 17 + 3 = 20 7 – 3 = 4, then 17 – 3 = 14 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14		
19. Recall multiplication and division facts for 2, 5 and 10.		
20. Use the multiplication and division facts for 2, 5 and 10 to solve simple problems.		
21. Understand the relationship between multiplication and division facts.		
22. Identify $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{4}$ of a number or shape.		
23. Understand that all parts of fraction must be equal parts of whole.		
24. Read number lines and scales where not all numbers on the scale are given and estimate points in between.		
25. Recall and use multiplication and division facts for 2, 5 and 10 and use this knowledge outside of known multiplication facts.		
26. Solve more complex problems and explain their thinking. For example: 29 + 17 = 15 + 4 +☐; Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?		

27. Solve unfamiliar word problems that involve more than one step e.g. Which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?		

Measurement and Properties of Shapes		
28. Know the value of different coins		
29. Identify some 2-D and 3-D shapes. *triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres*		
30. Describe some of the properties of the shapes I know.		
31. Use different coins to make the same amount.		
32. Read the time on a clock to the nearest 15 minutes.		
33. Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.		
34. Read the time on a clock to the nearest 5 minutes.		
35. Describe similarities and differences of 2-D and 3-D shapes, using their properties e.g. two different 2-D shapes both have only one line of symmetry; a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).		