Learning Wall Mathematics   **Class:**   **Date:**

[KEY] I can show that some fractions have the same value - such as 1/2, 3/6 and 5/10 or 1/3 and 3/9.	I solve problems such as missing numbers (for example, 452 - ? = 122) using my knowledge of number facts and methods of addition and subtraction.	[KEY] I can add and subtract numbers in my head, including questions such as 432 - 7.	[KEY] I can add and subtract numbers in my head, including questions such as 432 - 70.	[KEY] I know my 3, 4 and 8 times tables.	I can add and subtract fractions with the same denominator [for example, 5/7 + 1/7 = 6/7].
	[KEY] I can answer multiplication and division questions such as 16 x 5 or 45 divided by 9.	I can compare and order numbers up to 1000.	[KEY] I can count from 0 in steps of 4, 8, 50 and 100.	I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).	I can solve more complex problems and missing number questions involving multiplication and division.
[KEY] I can count up and down in tenths.	I read and write numbers up to 1000 in numerals and in words.	[KEY] I can find 10 or 100 more or less than a given number.	[KEY] I know what each digit means in three-digit numbers such as 204.	[KEY] I can solve number problems, working with numbers up to 1000 and in different units of measurement.	[KEY] I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.
	[KEY] I can find a fraction (such as 2/5 or 3/4) of a set of objects.	I can use written methods to add or subtract two three-digit numbers.	[KEY] I can add and subtract numbers in my head, including questions such as 432 - 300.	I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.	I know how to find fractions of a number or shape - such as 3/5 ,1/4 or 4/6.

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	I recognise and can describe 3-D shapes even when they have been turned about in different ways.	I can measure and record time passing in seconds, minutes and hours.	I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.	I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.	
[KEY] I know what a right angles is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.	I can measure the perimeter od a 2-D shape such as a square or triangle.	I can compare and order unit fractions, and fractions with the same denominators.	[KEY] I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.	[KEY] I can tell whether an angle is greater than or less than a right angle.	
I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.	[KEY] I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.	I solve problems that finding, ordering or comparing fractions.	[KEY] I can measure and compare in these units: lengths (m,cm,mm), weight (kg,g) and capacity (l,ml).	I can tell the time accurately to the nearest minute.	[KEY] I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.
I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.	I can calculate how long an event or task took to complete.	I know the number of seconds in a minute and the number of days in each month, year and leap year.	I draw 2-D shapes and make 3-D shapes using modelling materials.		