

CHRIST CHURCH NEW MALDEN

MATHS PASSPORT

1



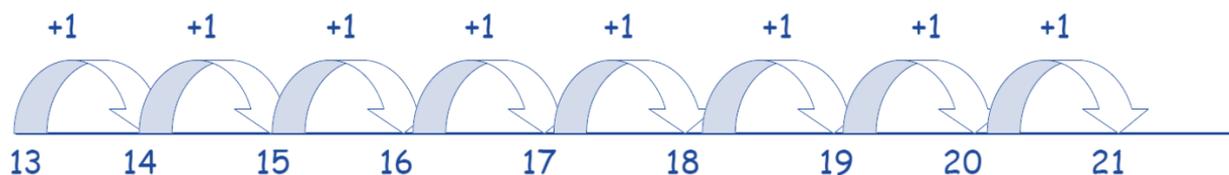
BECOMING THE PEOPLE GOD MADE US TO BE

Target	Example
I can say number names in order to 20.	<i>0,1,2,3,4,5...</i>
I can count accurately to 20	<i>Count 20 objects accurately</i>
I can count on in 1's from any number to 100	<i>Start at 5 and carry on counting... etc</i>
I can count back in 1's from any number up to 100	<i>Start at 5 and carry on counting back... etc</i>
I can count on in 1's from any number across 100	<i>Start at 85 and carry on counting... etc</i>
I can count back in 1's from any number across 100	<i>Start at 115 and carry on counting back... etc</i>
I can count on in 1's from 0	<i>Start at 0 and carry on counting... etc</i>
I can count back in 1's to 0	<i>Start at 16 and carry on counting back to 0... etc</i>
I can read numbers in words to 20	<i>Eight, fourteen etc</i>
I can write numbers in words to 20	<i>Five, eighteen etc</i>
I can read numbers in numerals to 100	<i>34, 72, 91 etc</i>
I can write numbers in numerals to 100	<i>27, 61, 87 etc</i>
I know 1 more than a number to 20	<i>1 more than 5 is... 1 more than 13 is...</i>
I know 1 less than a number to 20	<i>1 less than 3 is... 1 less than 17 is...</i>
I can count in 2's to 20 from different multiple starting points	<i>0,2,4,6,8,10,12,14,16,18,20 then 8,10,12,14,16,18,20 etc</i>

I can count in 10's to 100 from different multiple starting points	<i>0,10,20,30,40,50,60,70,80, 90,100 then 30,40,50,60,70,80, 90,100 etc</i>
I can count in 5's to 50 from different multiple starting points	<i>0,5,10,15,20,25,30,35,40,45,50 then 35,40,45,50 etc</i>
I know numbers that add to make 10	<i>0+10, 1+9, 2+8, 3+7, 4+6, 5+5, 6+4, 7+3, 8+2, 9+1, 10+0</i>
I know doubles of numbers to 5+5	<i>1+1= 2+2= 3+3= 4+4= 5+5=</i>
I know halves of numbers to 10	<i>Half of 10= Half of 8= Half of 6= Half of 4= Half of 2=</i>
I know addition facts to 10	<i>Know addition facts for all numbers to 10. eg Addition facts to 5 are: 0+5, 1+4, 2+3, 3+2, 4+1, 5+0</i>
I know subtraction facts to 10	<i>Know subtraction facts for all numbers to 10 e.g. Subtraction facts for 4 are: 10-6, 9-5, 8-4, 7-3, 6-2, 5-1, 4-0 not to be asked in order</i>
Recognise the value of different coins and notes	<i>Coins 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 Notes £5, £10, £20, £50</i>
I can tell the time to the hour on an analogue clock	
I can tell the time to half past on an analogue clock	
I know my days of the week	<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>
I know my months of the year	<i>January, February, March, April, May, June, July, August, September, October, November, December</i>

Using Number Lines

Children use number lines to help them with addition and subtraction. They are encouraged to mark the jumps they are making. Initially, this will be in simple steps, e.g: $13 + 8 = 21$



Once children are working with numbers up to 100 and are confident using a number line, they will be introduced to a blank number line as a way of showing their thinking.

Addition: Moving towards counting to the next ten, e.g. $8 + 7 = 15$.



Subtraction: Children will use a number line to count back or forward to find the difference between two numbers, e.g. $15 - 7 = 8$ (What is the difference between 8 and 15?)

