CHRIST CHURCH NEW MALDEN

MATHS PASSPORT

2

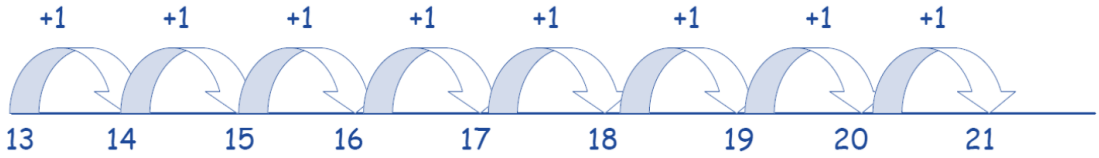
BECOMING THE PEOPLE GOD MADE US TO BE

Target	Example
I can count on steps of 2 from 0	*0,2,4,6 etc*
I can count back in steps of 2 from any multiple of 2 to 0	*28, 26, 24, down to 0 etc*
I can count on steps of 3 from 0	*0,3,6,9 etc*
I can count back in steps of 3 from any multiple of 3 to 0	*18, 15, 12 down to 0 etc*
I can count on steps of 5 from 0	*0,5,10,15 etc*
I can count back in steps of 5 from any multiple of 5 to 0	*65, 60, 55, 50 down to 0 etc*
I can count on steps of 10 from 0 or any number	*0, 10, 20, 30 etc* *then 4, 14, 24, 34 etc*
I can count back in steps of 10 from any number to 0	*90, 80, 70 down to 0 etc* *then 74, 64, 54, etc*
I can read numbers to at least 100 in words	*Seventy four etc*
I can write numbers to at least 100 in words	*Fifty nine etc*
I know numbers that add to make 20.	*0+20, 1+19, 2+18, 3+17, 4+16, 5+15 etc*
I know addition facts to 20	*Know addition facts for all numbers to 20.* *eg Addition facts to 13 are: 0+13, 1+12, 2+11, 3+10, up to 13+0*
I know subtraction facts to 20	*Know subtraction facts for all numbers to 20 eg Subtraction facts for 16 are: 20-4, 19-3, 18-2, 17-1, 16-0 not to be asked in order*
I know by heart all bonds of multiples of 10 up to 100	*10+90=100 40+60=100* *80+20=100 etc*
I know doubles up to 10+10	*1+1=2, 2+2=4, 3+3=6 up to 10+10=20*

I know halves of numbers up to 20	*Half of 20=10 Half of 18=9 Half of 16=8 Half of 14=7 Half of 12=6 down to half of 2=1*
I know my x10 table	*All x10 table to 12x10* *What is ten multiplied by eight?... or 10x2?*
I know related division facts for the 10x table	*What is fifty divided by ten?... or 30÷10=3*
I know my x2 table	*All x2 table to 12x2* *What is two multiplied by seven?... or 4x2?*
I know related division facts for the 2x table	*What is sixteen divided by two?... or 10÷2=5*
I know my x5 table	*All x5 table to 12x5* *What is five multiplied by 8?... or 5x3?*
I know related division facts for the 5x table	*What is thirty divided by five?... or 20÷5=4*
I can quickly identify odd and even numbers	*Odd numbers end in 1,3,5,7,9* *Even numbers end in 0,2,4,6,8*
I can tell the time to quarter past the hour on an analogue clock	
I can tell the time to quarter to the hour on an analogue clock	
I can tell the time to five minutes on an analogue clock	
I know the number of minutes in an hour	*60 minutes = 1 hour*
I know the number of hours in a day	*24 hours = 1 day*

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

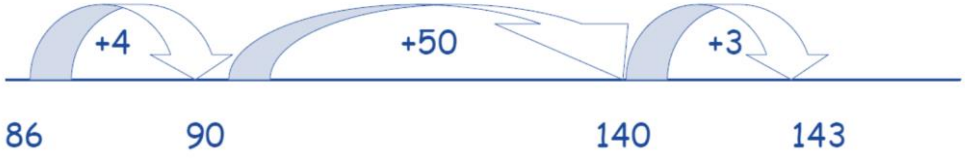


Once children are working with numbers up to 100 and are confident using a number line, they will be introduced to a blank number line as a way of showing their thinking.

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?)

Once children are working with whole numbers up to 1000, children are encouraged to use strategies they have learnt earlier but with bigger numbers, e.g. 86 + 57 = 143



Here children are encouraged to partition the units, count on to the next ten, count on in tens and then add the remaining units. Working in this way develops children's confidence in mentally bridging a tens number.