

Maths Target Sheet – Stage 2					
WTS (2.0-2.2)		EXS (2.3-2.4)		GDS (2.5)	
Big Ideas				Connections	
1a. I can partition a two-digit number into tens and ones with resources (w)		1b. I know the value of each digit in any 2-digit number in 10s and 1s (E)		1c. I can count on and back in 10s from any number 1d. I recognise odd and even numbers up to 100 1e. I recognise odd and even numbers up to 100	
2a. I can partition T O in flexible ways <i>e.g. 23 = 20 + 3 or 23 = 10 + 13</i>		2b. I can partition T O in the most useful way			
3a. I can compare numbers from 0 to 100		3b. I can compare numbers using the symbols < > =		3c. I can compare measurements of the same unit and say which is smallest and greatest	
				3d. I can order a set of measurements of the same unit from smallest to greatest	
				3e. I can compare measures of the same unit and record the results using < > =	
4a. I can add three 1-digit numbers together		4b. I can add three 1-digit numbers together efficiently <i>[Associative law]</i>		4c. I recognise odd and even numbers up to 100	
				4d. I can find different combinations of coins that equal the same amount of money (E)	
				4e. I can find the total when using £ and p (up to £1.00)	
5a. I can add 1-digit numbers to 2-digit numbers with no regrouping, explaining my method verbally, in pictures or using resources (w)		5b. I can add tens to 2-digit numbers, explaining my method verbally, in pictures or using resources (w)		5c. I recognise odd and even numbers up to 100	
				5d. I can find different combinations of coins that equal the same amount of money.	
				5e. I can find the total when using £ and p (up to £1.00)	
				2a. I can partition T O in flexible ways <i>e.g. 23 = 20 + 3 or 23 = 10 + 13</i>	
				2b. I can partition T O in the most useful way	
6a. I can subtract 1-digit numbers from 2-digit numbers efficiently with no regrouping, explaining my method verbally, in pictures or using resources (w)		6b. I can subtract tens from 2-digit numbers efficiently, explaining my method verbally, in pictures or using resources		6c. I recognise odd and even numbers up to 100	
				6d. I can find different combinations of coins that equal the same amount of money.	
				6e. I can find the total when using £ and p (up to £1.00)	
				6f. I can find the change when using £ and p (up to £1.00)	
				2a. I can partition T O in flexible ways <i>e.g. 23 = 20 + 3 or 23 = 10 + 13</i>	
				2b. I can partition T O in the most useful way	
7a. I can recall number bonds to 10 and use these to reason with and calculate bonds to 20 (e.g. if 7+3=10, then 17+3=20) (W)		7b. I can recall number bonds within 10 and use these to reason with and calculate bonds within 20 (e.g. 7-3=4, then 17-3=14) (E)			
8a. I can add 2-digit numbers with no regrouping, using resources		8b. I can add any 2-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using resources (E)		8c. I recognise odd and even numbers up to 100	
				8d. I can find different combinations of coins that equal the same amount of money.	
				8e. I can find the total when using £ and p (up to £1.00)	
				2a. I can partition T O in flexible ways <i>e.g. 23 = 20 + 3 or 23 = 10 + 13</i>	
				2b. I can partition T O in the most useful way	
9a. I can subtract any 2-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using resources (E)				9c. I recognise odd and even numbers up to 100	
				9d. I can find the change when using £ and p (up to £1.00)	
				9e. I can find different combinations of coins that equal the same amount of money.	
				9f. I can find the total when using £ and p (up to £1.00)	
				2a. I can partition T O in flexible ways <i>e.g. 23 = 20 + 3 or 23 = 10 + 13</i>	
				2b. I can partition T O in the most useful way	

10a. I know I can add numbers in any order and reach the same total [Commutative Law]		10b. I know I cannot change the order of numbers when subtracting		10c. I recognise odd and even numbers up to 100	
				10d. I can find different combinations of coins that equal the same amount of money.	
				10e. I can find the change when using £ and p (up to £1.00)	
11a. I can explain the inverse to check addition and subtraction calculations using a PPW/Bar Model model				13a. I can reason about associated facts for at least 4 number bonds to 10 (e.g. fact family) (w)	
				13b. I can recall number bonds within 10 and use these to reason with and calculate bonds within 20 (e.g. 7-3=4, then 17-3=14) (E)	
12a. Greater Depth – I can use reasoning about numbers and relationships to solve more complex problems and explain my thinking (e.g. $29 + 17 = 15 + 4 +$; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc) (GD)					
13a. I can reason about associated facts for at least 4 number bonds to 10 (e.g. fact family) (w)		13b. I can reason about associated facts for all number bonds to 10 and 20 (e.g. fact family)		7a. I can recall number bonds to 10 and use these to reason with and calculate bonds to 20 (e.g. if $7+3=10$, then $17+3=20$) (E)	
				7b. I can recall number bonds within 10 and use these to reason with and calculate bonds within 20 (e.g. $7-3=4$, then $17-3=14$) (E)	
14a. I can write multiplication calculations using x and = from the stem sentence There are ____equal groups with ____ in each group. There are ____altogether.		14b. I can write division calculations using ÷ and =		14c. I can compare measures using multiples e.g. twice as heavy, half as tall	
				14c. I multiply using repeated addition	
				14d.I can expand a multiplication sentence into a repeated addition sentence.	
				14e. I can count on and back in twos, fives and tens from 0 and 100	
				14f. I can count in twos, fives and tens from zero and use this to solve problems (w)	
				14g. I can count on in 3s from zero	
15a. I can generalise about multiplying by 0 and 1		15b. I can generalise about dividing a number by 1		14h. I can count back in 3s to zero	
16a. I know I can multiply in any order and reach the same answer [Commutative Law]		16b. I can use multiplication to solve division problems.		16c. I multiply using repeated addition e.g. $10 \times 4 = 10 + 10 + 10 + 10$	
17a. I can draw or make an array to solve multiplication e.g. 5×3		17b. I can solve multiplication problems mentally using times tables facts (2, 5, 10) (E)		17c. I multiply using repeated addition e.g. $10 \times 4 = 10 + 10 + 10 + 10$	
18a. I can use an array to help me solve division problems		*18b. I can solve division problems mentally using times tables facts (2, 5, 10) (E)		18c. I can divide by grouping using resources	
19a. Greater Depth – - I can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92, as it is not a multiple of 5) - Solve word problems with 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) (GD)					
20a. I can estimate and measure length and height using centimetres and metres (cm & m)				20c. I can compare measures using multiples e.g. twice as heavy, half as tall	
				20d. I can compare measurements of the same unit and say which is smallest and greatest	
				20e. I can order a set of measurements of the same unit from smallest to greatest	
				5a. I can add 1-digit numbers to 2-digit numbers with no regrouping, explaining my method verbally, in pictures or using resources (w)	
				6a. I can subtract 1-digit numbers from 2-digit numbers efficiently with no regrouping, explaining my method verbally, in pictures or using resources (w)	
				7a. I can recall number bonds to 10 and use these to reason with and calculate bonds to 20 (e.g. if $7+3=10$, then $17+3=20$) (E)	
21a. I can estimate and measure capacity in millilitres and litres (ml & l)		21b. I can estimate and measure mass in grams and kilograms (g & kg)		7b. I can recall number bonds within 10 and use these to reason with and calculate bonds within 20 (e.g. $7-3=4$, then $17-3=14$) (E)	
				21c. I can compare measures using multiples e.g. twice as heavy, half as tall	
22a. I can identify simple fractions of shapes, and know that all parts must be equal e.g. $\frac{1}{2}, \frac{1}{4}$ (E)		22b. I can identify simple fractions of a quantity, and know that all parts must be equal e.g. $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{3}{4}$ (E)		21d. I can compare measurements of the same unit and say which is smallest and greatest	
				21e. I can order a set of measurements of the same unit from smallest to greatest	
				7a. I can recall number bonds to 10 and use these to reason with and calculate bonds to 20 (e.g. if $7+3=10$, then $17+3=20$) (E)	
				7b. I can recall number bonds within 10 and use these to reason with and calculate bonds within 20 (e.g. $7-3=4$, then $17-3=14$) (E)	
				22c. I can place simple fractions on a number line e.g. $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{3}{4}$	

23a. I can identify simple fractions of shapes, and know that all parts must be equal <i>e.g.</i> $\frac{1}{3}, \frac{3}{4}$ (E)		23b. I can write simple fractions of a quantity <i>e.g.</i> $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{3}{4}$		23c. I know equivalent fractions for half and one whole <i>e.g.</i> $\frac{1}{2}$ is the same as $\frac{2}{4}$	
26a. I can tell and write the time to o'clock and half-past		26b. I can tell and write the time to the nearest 15 minutes <i>e.g.</i> quarter past three, half-past six, quarter to eight. (E)			
27a. I can tell and write the time to 5 minutes <i>e.g.</i> ten to six (GD)				27c. I can count in twos, fives and tens from zero and use this to solve problems (w)	
28a. I can draw the hands on a clock to show time to nearest fifteen minutes		28b. I can draw the hands on a clock to show time to the nearest five minutes		28c I can count in twos, fives and tens from zero and use this to solve problems (w)	
29a. I can identify 2D shapes <i>e.g.</i> triangles, oblongs, squares, circles and describe some of their properties (w)		29b. I can identify 3D shapes <i>e.g.</i> cuboid, cube, cone, pyramid, sphere and describe some of their properties (W)			
30a. I can identify 2D shapes on the surface of 3D shapes <i>e.g.</i> a circle on a cylinder		30b. I can find lines of symmetry in 2D and 3D shapes (E)			
31a. I can describe 2D and 3D shapes using sides, vertices, edges and faces (E)					
32a. I can describe similarities and differences of shape properties (e.g. finds 2 different 2D shapes that only have one line of symmetry; a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them) (GD)					
33a. I can read information in a pictogram		33b. I can record information in a simple pictogram		1a. I can count in twos, fives and tens from zero and use this to solve problems (w)	
34a. I can read information in a block diagram		34b. I can record information in a simple block diagram		1a. I can count in twos, fives and tens from zero and use this to solve problems (w)	
35a. I can read information in a table/chart		35b. I can record information in a simple table/chart		1a. I can count in twos, fives and tens from zero and use this to solve problems (w)	
36a. I can read scales in divisions of ones, twos, fives and tens e.g. number line, practical situation or graph axis (E)		36b. I can read scales in divisions of ones, twos, fives and tens where not all numbers are given and estimate points in between (GD)		1a. I can count in twos, fives and tens from zero and use this to solve problems (w)	
37a. I can ask and answer questions by counting the number of objects in a category		37b. I can ask and answer questions by sorting the categories (GD)			
38a. I can ask and answer questions by totalling and comparing information				6b. I can add three 1-digit numbers together efficiently [Associative law]	
				7a. I can add 1-digit numbers to 2-digit numbers with no regrouping, explaining my method verbally, in pictures or using resources (w)	
				8a. I can subtract 1-digit numbers from 2-digit numbers efficiently with no regrouping, explaining my method verbally, in pictures or using resources (w)	

Fluency					
8b. I can read and write numerals to 100 (w)		29b. I can recognise and use symbols for pounds (£) and pence (p)		33b. I know there are 60 minutes in one hour and 24 hours in a day	
7w. I can read numbers to 100 in words		1a. I can count in twos, fives and tens from zero and use this to solve problems (w)		30w. I can compare intervals of time e.g. which is longer - 60 minutes or half an hour? A week or 4 days?	
7s. I can write numbers to 100 in words		7a. I can recall number bonds to 10 and use these to reason with and calculate bonds to 20 (e.g. if 7+3=10, then 17+3=20) (E)		30s. I can sequence intervals of time <i>e.g.</i> 20 seconds, 1 minute, 2 hours, 1 day	
1a. I can partition a two-digit number into tens and ones with resources (w)		7b. I can recall number bonds within 10 and use these to reason with and calculate bonds within 20 (e.g. 7-3=4, then 17-3=14) (E)		37b. I know that a turn (rotation) can be clockwise or anti-clockwise	
1b. I know the value of each digit in any 2-digit number in 10s and 1s (E)		13a. I can reason about associated facts for at least 4 number bonds to 10 (e.g. fact family) (w)		34s. I know that a quarter turn (rotation) is the same as a right angle	
18b. I can recall at least 4 number bonds to 10 (w)		13b. I can recall number bonds within 10 and use these to reason with and calculate bonds within 20 (e.g. 7-3=4, then 17-3=14) (E)		34w. I can recognise a whole turn, half turn, quarter turn and three-quarter turn	
15w. I can recall all number bonds to 10		5a. I can add 1-digit numbers to 2-digit numbers with no regrouping, explaining my method verbally, in pictures or using resources (w)		33s. I can use maths vocabulary to describe movement <i>e.g.</i> forward two squares	
15s. I can recall all number bonds within 10		6a. I can subtract 1-digit numbers from 2-digit numbers efficiently with no regrouping, explaining my method verbally, in pictures or using resources (w)		33w. I can use maths vocabulary to describe direction <i>e.g.</i> left, right, forward, back	
26w. I know the value of different coins (w)		32b. I can draw the hands on a clock to show o'clock and half-past		36b. I can use maths vocabulary to describe position <i>e.g.</i> two squares to the left	