



**The Federation of
Singlegate and William
Morris Primary School**

Success and Challenge Card

**BAND 1 Mathematics
Autumn term**

Name:

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Class:

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| 1. I am able to count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number. | | | |
| 2. I am able to count, read and write numbers to 100 in numerals and numbers 1-20 in words. | | | |
| 3. I am able to identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. | | | |
| 4. I am able to find one more and one less than a number up to 20. | | | |
| 5. I am able to construct simple pictograms and tables. | | | |
| 6. I am able to measure and begin to record metric measurements (<i>moving on from non-standard units</i>) in a variety of contexts e.g. length and height | | | |
| 7. I am able to compare and describe measures using appropriate mathematical language e.g. length and height (long/short, longer/shorter, tall/short) e.g. longer than / shorter than a meter or a ruler. | | | |
| 8. I am able to represent and use number bonds within 20. | | | |
| 9. I am able to realise the effect of adding zero | | | |
| 10. I am able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) | | | |
| 11. I am able to create equivalent expressions ($2 + 5 = 5 + 2$) | | | |

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| 12. I am able to solve one-step problems that involve addition and subtraction. | | | |
| 13. I am able to solve missing number problems such as $7 = \square - 9$ | | | |
| 14. I am able to begin to establish the relationship between addition and subtraction e.g. $2 + 5 = 7$, $7 - 2 = 5$, $2 = 7 - 5$ | | | |
| 15. I am able to realise the effect of subtracting zero. | | | |
| 16. I am able to use appropriate language (<i>e.g. before, after, next, first, today, tomorrow, morning, afternoon and evening</i>) to sequence events in chronological order. | | | |
| 17. I am able to use the language of time relating to dates including days of the week, weeks, months and years. | | | |
| 18. I am able to recognise and know the value of different denominations of coins and notes. | | | |
| 19. I am able to solve one-step problems relating to money that involve addition and subtraction, using concrete objects and pictorial representations. | | | |