






## Student Profile

<b>Name:</b>		
<b>Emergent to One to One Counting</b>		<b>Date achieved</b>
<b>I am learning to ...</b>		<b>I can ...</b>
<b>Knowledge</b>		
Read	The numerals 1 to 10 1 2 3 4 5 6 7 8 9 10	
Say	The numbers 1 to 10 forwards: 1 2 3 4 5 6 7 8 9 10	
Say	The numbers 10 to 1 backwards: 10 9 8 7 6 5 4 3 2 1	
<b>Strategy</b>		
Count	The number of objects in a set up to 10  1 2 3 4 5 6 7 ✻ ✻ ✻ ✻ ✻ ✻ ✻	

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## Student Profile

<b>Name:</b>		
<b>One to One Counting</b>	<b>to Counting from One on Materials</b>	<b>Date achieved</b>
<b>I am learning to ...</b>		<b>I can ...</b>
<b>Knowledge</b>		
<b>Read</b>	The numerals 1 to 20 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	
<b>Say</b>	The next number after from 1 to 10 <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <math>\curvearrowright</math>                          3 <u>4</u> </div> <div style="text-align: center;"> <math>\curvearrowright</math>                          7 <u>8</u> </div> </div>	
<b>Say</b>	The number before from 1 to 10 <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <math>\curvearrowleft</math>  <u>4</u> 5                 </div> <div style="text-align: center;"> <math>\curvearrowleft</math>  <u>9</u> 10                 </div> </div>	
<b>Know</b>	Patterns for numbers 1 to 5 <div style="display: flex; justify-content: center; align-items: center; gap: 20px;">   </div>	
<b>Strategy</b>		
<b>Join</b>	Groups of objects together and find the total up to 10 <div style="display: flex; justify-content: center; align-items: center; gap: 10px;">  <span>and</span>  </div>	
<b>Split</b>	Groups of objects and find how many are left over <div style="display: flex; justify-content: center; align-items: center; gap: 10px;">  </div>	

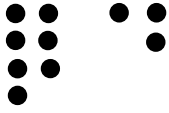
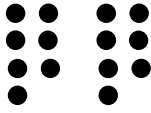
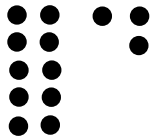
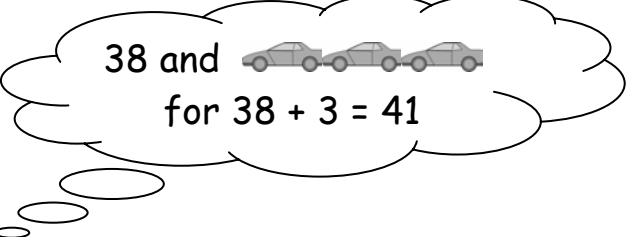
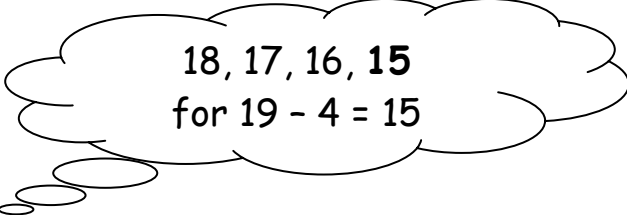
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## Student Profile

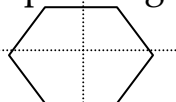
<b>Name:</b>		
<b>Counting from One On Materials</b>	<b>to</b>	<b>Counting from One By Imaging</b>
<b>Date achieved</b>		
<b>I am learning to ...</b>		<b>I can ...</b>
<b>Knowledge</b>		
<b>Skip Count</b>	In 2's up to 20 2, 4, 6, 8, 10, 12, 14, 16, 18, 20	
<b>Say</b>	The next number after from 1 to 20  <div style="display: flex; justify-content: space-around; align-items: center;"> <span>12 <u>13</u></span> <span style="font-size: 2em;">↷</span> <span>18 <u>19</u></span> <span style="font-size: 2em;">↷</span> </div>	
<b>Say</b>	The number before from 1 to 20  <div style="display: flex; justify-content: space-around; align-items: center;"> <span><u>11</u> 12</span> <span style="font-size: 2em;">↶</span> <span><u>9</u> 10</span> <span style="font-size: 2em;">↶</span> </div>	
<b>Know</b>	Patterns for numbers 1 to 10 	
<b>Know</b>	+ and - groupings to 5 $3 + 2 = 5$ $5 - 2 = 3$ 	
<b>Strategy</b>		
Solve	Addition problems, up to 10, by counting all the objects in my head.  <div style="text-align: center;"> <p style="margin: 0;">and</p> </div>	
Solve	Subtraction problems, up to 10, by counting all the objects in my head.  <div style="text-align: center;"> <p style="margin: 0;">take away</p> </div>	

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## Student Profile

<b>Name:</b>			E
<b>Counting from One By Imaging</b>	<b>to</b>	<b>Advanced Counting</b>	<b>Date achieved</b>
<b>I am learning to ...</b>			<b>I can ...</b>
<b>Knowledge</b>			EA
<b>Read, Write, and Count</b>	Whole numbers up to 100, forwards and backwards in 1's, 2's, 5's, and 10's.		AA
<b>Recall</b>	How many tens in a two-digit number, e.g. 87 has 8 tens.		AM
<b>Know</b>	Groupings that make up numbers to 10, <div style="text-align: center; margin-top: 10px;">  </div> e.g. $3 + 7 = 10$ .		AP
<b>Know</b>	Doubles up to 20 and the matching halves, <div style="text-align: center; margin-top: 10px;">  </div> e.g. $7 + 7 = 14$ , $\frac{1}{2}$ of 14 is 7		
<b>Know</b>	Groupings with 10, <div style="text-align: center; margin-top: 10px;">  </div> e.g. $10 + 3 = 13$		
<b>Strategy</b>			
<b>Solve</b>	Addition problems, up to 100, by counting on in my head. <div style="text-align: center; margin-top: 20px;">  </div>		
<b>Solve</b>	Subtraction problems, up to 100, by counting back in my head. <div style="text-align: center; margin-top: 20px;">  </div>		

## Student Profile

<b>Name:</b>		
<b>Advanced Counting</b>	<b>to</b>	<b>Early Additive</b>
		<b>Date achieved</b>
<b>I am learning to ...</b>		<b>I can ...</b>
<b>Knowledge</b>		
<b>Read and Count</b>	Whole numbers up to 1000, in ones, tens and hundreds, e.g. 370, 380, 390, 400, 410...	
<b>Recall</b>	How many tens in a three-digit number, e.g. 456 has 45 tens.	
<b>Know</b>	All the addition facts to 20, e.g. $8 + 7 = 15$ .	
<b>Know</b>	All the $2 \times$ , $10 \times$ , $5 \times$ multiplication facts and the matching division facts, e.g. $35 \div 5 = 7$ .	
<b>Strategy</b>		
<b>Solve + and - problems by:</b>	Using doubles, e.g. $8 + 7 = 15$ because $7 + 7 = 14$ , $16 - 8 = 8$ because $8 + 8 = 16$ .	
	Making tens, e.g. $28 + 6 = 30 + 4$ .	
	Joining and separating tens and ones, e.g. $34 + 25 = (30 + 20) + (4 + 5) = 59$ .	
<b>Solve <math>\times</math> and <math>\div</math> problems by:</b>	Using repeated addition, e.g. $4 \times 6$ as $6 + 6 = 12$ , $12 + 12 = 24$ .	
	Turning multiplications around, e.g. $10 \times 3 = 3 \times 10$ .	
<b>Find a unit fraction of:</b>	A set using halving, e.g. $\frac{1}{4}$ of 20 as $\frac{1}{2}$ of 20 = 10, $\frac{1}{2}$ of 10 = 5.	
	A shape using fold symmetry, e.g. 	

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## Student Profile

<b>Name:</b>		
<b>Early Additive</b>	<b>to</b>	<b>Advanced Additive</b>
		<b>Date achieved</b>
<b>I am learning to ...</b>		<b>I can ...</b>
<b>Knowledge</b>		
<b>Read and Order</b>	Whole numbers up to 1 000 000, e.g. 36 075 < 90 002 < 201 489.	
<b>Know</b>	How many 10's and 100's are in whole numbers up to 10 000, e.g. 734 tens are in 7 340.	
<b>Read and order</b>	Fractions with the same numerator or denominator, e.g. $\frac{1}{8} < \frac{1}{5}$ and $\frac{3}{10} < \frac{5}{10}$ .	
<b>Recall</b>	All the basic addition and subtraction facts up to 20, e.g. $13 - 5 = 8$ and $8 + 6 = 14$ .	
<b>Recall</b>	All the basic multiplication facts up to $10 \times 10 = 100$ , e.g. $6 \times 9 = 54$	
<b>Strategy</b>		
<b>Solve + and - problems by:</b>	Using standard place value (100's, 10's, 1's), e.g. $724 - 206 = \square$ as $724 - 200 = 524$ , $524 - 6 = 518$ .	
	Compensating from tidy numbers, e.g. $834 - 479 = \square$ as $834 - 500 + 21 = 355$ .	
	Reversing the operation, e.g. $834 - 479 = \square$ as $479 + \square = 834$ .	
<b>Solve <math>\times</math> and <math>\div</math> problems by:</b>	Splitting one factor into parts, e.g. $8 \times 13 = (8 \times 10) + (8 \times 3)$ .	
	Doubling and halving, e.g. $24 \times 5 = 12 \times 10 = 120$ .	
	Reversing the operation for division, e.g. $63 \div 7 = \square$ using $9 \times 7 = 63$ .	
<b>Find a unit fraction of:</b>	A set using multiplication, e.g. $\frac{1}{5}$ of 35 using $5 \times 7 = 35$ .	

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## Student Profile

<b>Name:</b>		
<b>Advanced Additive</b>	<b>to</b>	<b>Advanced Multiplicative</b>
		<b>Date achieved</b>
<b>I am learning to ...</b>		<b>I can ...</b>
<b>Knowledge</b>		
<b>Read and Order</b>	Decimals to three places, e.g. $6.25 < 6.3 < 6.402$	
<b>Know</b>	Equivalent fractions including halves, thirds, quarters, fifths, tenths, hundredths, e.g. $\frac{3}{5} = \frac{6}{10}$ and $\frac{3}{4} = 75\% = 0.75$	
<b>Know</b>	How many $\frac{1}{10}$ 's, 10's, 100's and 1000's are in whole numbers up to 1000 000, e.g. there are 3879 tenths in 387.9	
<b>Recall</b>	All the basic multiplication and division facts up to $10 \times 10 = 100$ , and $100 \div 10 = 10$ , e.g. $6 \times 9 = 54$ , $72 \div 8 = 9$	
<b>Strategy</b>		
<b>Solve + and - problems with fractions, decimals, and integers by:</b>	Splitting fractions and using equivalent fractions, e.g. $\frac{3}{4} + \frac{5}{8} = \square$ as $(\frac{3}{4} + \frac{2}{8}) + \frac{3}{8} = (\frac{3}{4} + \frac{1}{4}) + \frac{3}{8} = 1\frac{3}{8}$ .	
	Using standard place value, reversing, and tidy numbers with decimals, e.g. $2.4 - 1.78 = \square$ as $1.78 + \square = 2.4$ or $2.4 - 1.8 + 0.02 = 0.62$ .	
	Recognising equivalent operations with integers, e.g. $+5 - 3 = \square$ has the same answer as $+5 + +3 = +8$ .	
<b>Solve <math>\times</math> and <math>\div</math> problems with whole numbers by:</b>	Using standard place value (100's, 10's, 1's), e.g. $7 \times 56 = \square$ as $7 \times 50 = 350$ , $7 \times 6 = 42$ , and $350 + 42 = 392$ , or $168 \div 7 = \square$ as $140 \div 7 = 20$ , $28 \div 7 = 4$ , $20 + 8 = 28$ .	
	Compensating from tidy numbers, e.g. $252 \div 9 = \square$ as $270 \div 9 = 30$ so $252 \div 9 = 28$ .	
	Splitting factors, e.g. $544 \div 16 = \square$ as $544 \div 2 \div 2 \div 2 \div 2 = 34$ .	
<b>Solve problems with fractions by:</b>	Finding equivalent ratios, e.g. 2:3 is equivalent to 8:12 in the same way as $\frac{2}{5} = \frac{8}{20}$ .	
	Expressing division answers and remainders as mixed numbers and fractions, e.g. $24 \div 5 = \frac{24}{5} = 4\frac{4}{5}$ .	

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## Student Profile

<b>Name:</b>		
<b>Advanced Multiplicative</b>	<b>to</b>	<b>Advanced Proportional</b>
<b>I am learning to ...</b>		<b>Date achieved</b>
<b>Knowledge</b>		<b>I can ...</b>
<b>Find</b>	Least common factors and highest common multiples, e.g. 6 is the HCF of 24 and 42.	
<b>Know</b>	Fraction to decimal to percentage conversions for $\frac{1}{2}$ 's, $\frac{1}{4}$ 's, $\frac{1}{5}$ 's, $\frac{1}{8}$ 's, $\frac{1}{10}$ 's, $\frac{1}{3}$ 's, e.g. $\frac{3}{5} = 0.6 = 60\%$	
<b>Know</b>	How many tenths, hundredths, thousandths are in decimals, e.g. 2.37 is 2370 thousandths.	
<b>Read and order</b>	Fractions with different denominators, e.g. $\frac{2}{5} < \frac{7}{16} < \frac{1}{2}$ .	
<b>Strategy</b>		
<b>Solve problems that involve combining different proportions</b>	Using weighting or averaging, e.g. 25% of 36 combined with 75% of 24 gives 27 out of 60 (45% of 60).	
<b>Solve <math>\times</math> and <math>\div</math> problems with fractions and decimals by:</b>	Using standard place value, reversing, and compensating from tidy numbers, e.g. $0.7 \times 3.9 = \square$ as $0.7 \times 3 = 2.1$ , $0.7 \times 0.9 = 0.63$ , and $2.1 + 0.63 = 2.73$ .	
	Converting from fractions to decimals to percentages, e.g. 80% of 53 = $\square$ as $8 \times \frac{1}{10} \times 53 = 8 \times 5.3 = 42.4$ .	
	Creating common denominators, e.g. $\frac{3}{5} \times \frac{3}{4} = \frac{9}{20}$ or $\frac{2}{3} \div \frac{1}{4} = \square$ as $\frac{8}{12} \div \frac{3}{12} = \frac{8}{3} = 2\frac{2}{3}$ .	
<b>Solve problems with fractions, ratios and proportions by:</b>	Using common factors to multiply between and within ratios, e.g. 8:12 as $\square$ :21 as 8:12 = 2:3 (common factor of 4) so 2:3 = 14:21 (multiplying by 7).	
	Partitioning fractions and percentages, e.g. 85% of 36 = $\square$ as 10% of 36 = 3.6, 5% of 36 = 1.8, so $36 - 3.6 - 1.8 = 30.6$ .	

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