

Name:

Date:

Note: The following criteria are based upon the APP and Primary Framework documents for mathematics along with our own ideas about what we believe a child working at 2C in mathematics should be able to achieve. They are not official guidelines. The focus is on number.

- **I can count to 100**

Test: Ask the child to count to 100. If they count incorrectly, ask them to start at the beginning and give them one more chance.

- **I can count back from 100 to 0**

Test: Ask the child to start at 100 and count back to 0. If they count incorrectly, ask them to start back at 100 and give them one more chance.

- **I can reliably count a group of up to 100 objects**

Test: Tip out a group of between 60 and 100 cubes (or other suitable objects). Ask the child to count them. They need to be able to do this reliably to achieve this objective so they should be at least moving each cube into a separate pile as it is counted. Ideally, they should be counting by grouping in 2s, 5s or 10s.

- **I can order a set of 6 number cards between 0 and 100**

Test: Give the child a random set of number cards that are between 0 and 100 and ask them to put the cards into order from smallest to largest.

- **I can write numbers to 100**

Test: Give the child a set of 2-digit numbers and ask them to write them down. Include a teen number and a multiple of 10 to ensure these are not confused.

- **I can quickly recall all pairs of numbers with a total of 10**

Test: Use the provided Mad Maths Minute strip. Allow the child two minutes and they should be able to accurately answer at least 28 out of 30 questions within this time.

- **I can quickly recall addition facts for all numbers up to 7**

Test: Use the provided Mad Maths Minute strip. Allow the child two minutes and they should be able to accurately answer at least 28 out of 30 questions within this time.

- **I can quickly recall subtraction facts for all numbers up to 5**

Test: Use the provided Mad Maths Minute strip. Allow the child two minutes and they should be able to accurately answer at least 28 out of 30 questions within this time.

- **I can add two 1-digit numbers (crossing 10) without using any apparatus**

Test: This tests the child's ability to add by counting on mentally or using fingers. Write three appropriate calculations for the child to complete. Allow them one chance to check their answers.

- **I can subtract a 1-digit number from a teen number (crossing 10) without any apparatus**

Test: This tests the child's ability to subtract by counting back mentally or using fingers. Write three appropriate calculations for the child to complete. Allow them one chance to check their answers.

- **I can give two addition facts and two subtraction facts using three appropriate numbers**

Test: Give the child three small numbers where two of the numbers add to make the third, e.g. 3, 9 and 6. Ask the child to use the numbers to create two adds and two take-aways (change 'adds' and 'take-aways' to other suitable vocabulary if necessary)

- **I can read o'clock and half-past on analogue and digital clocks**

Test: Use a demonstration clock or the 'o'clock and half-past' flashcards provided. Test the child on three o'clock times and three half-past times for on both analogue and digital clocks.