

MATHS Working Mathematically

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

	Working Mathematically
Stage 1	<ul style="list-style-type: none"> • I can exchange a coin for a chosen object in a shop in role play • I can group objects that have similar key features in practical activities. • I can recall an object that has been placed out of sight. • I can show that I am aware when my cup/plate/bottle is empty.
Stage 2	<ul style="list-style-type: none"> • I can match pairs of objects e.g. socks; wellingtons. • I can match a picture to an object or a picture to a picture. • I can give two things to each person in the group. • I can solve a simple problem e.g. finding a matching glove/sock. • I can select an appropriate tool for a task e.g. cup to have a drink; crayon to colour a picture. • I can copy a simple pattern e.g. red-blue-red-blue objects; cup-spoon-cup-spoon.
Stage 3	<ul style="list-style-type: none"> • I can copy a simple line pattern. • I can sort objects by the same purpose, from a selection. • I can sort one colour/size from a selection. • I can find the odd one out from three objects.

<p>Stage 4</p>	<ul style="list-style-type: none"> • I can identify the odd one out from a selection of similar objects, where only one is different. • I can remove an item from the wrong set and replace it into the correct set when working with 3 or more sets. • I can sort objects into two groups. • I can sort coins by their number value. • I can indicate when a task is finished. • I can describe a simple pattern using objects. • I can indicate when a task is finished. • I can find the common attributes of two given objects. • I can find differences between two given objects. • I can select the correct pieces to complete a puzzle (size or shape of pieces).
<p>Stage 5</p>	<ul style="list-style-type: none"> • I can talk about, recognise and copy a simple pattern. • I can continue a repeating pattern and describe the pattern using words, symbols or gestures. • I can rote count familiar objects or people up to ten and beyond with support. • I can describe the positions of first and last e.g. queuing for lunch. • I can identify an increasing range of objects by their features and their size e.g. recognises a lorry in a group of model vehicles then recognises the big lorry and the small lorry. • I can collect a small number of items when asked (up to 9). • I can estimate the number of objects needed to complete an activity e.g. I need 6 Lego bricks to build the tower. • I can understand the use of different ways of recording points in games e.g. tallying; collecting tokens; writing numbers to value 10. • I can say who has more or less when comparing two different amounts and check by counting e.g. Who has the most crayons? • I can show that I am beginning to estimate larger quantities and check my answers by counting e.g. How many sweets will fit in the jar? (up to 9).
<p>Stage 6</p>	<ul style="list-style-type: none"> • I can use mathematics as an integral part of classroom activities, with support. • I can represent my work with objects/pictures. • I can discuss my work, with support. • I can draw simple conclusions from my work, with support. • I can recognise and use a simple pattern or relationship, with support.
<p>Stage 7</p>	<ul style="list-style-type: none"> • I can select the mathematics I use in some classroom activities, with support. • I can discuss my work using mathematical language, with support.

	<ul style="list-style-type: none"> • I can begin to represent my work using symbols and simple diagrams with support. • I can explain why an answer is correct and give reasons for my opinion with support. • I can predict what comes next in a simple number, shape or spatial pattern or sequence. • I can predict what comes next in a simple number, shape or spatial pattern or sequence.
Stage 8	<ul style="list-style-type: none"> • I can select the mathematics I need to use in a wide range of tasks. • I can try different approaches and find ways of overcoming problems. • I can begin to organise my work and check results. • I can discuss my mathematical thinking and explain my work. • I can use and interpret mathematical symbols and diagrams. • I can understand a general statement by finding examples to match it. • I can review my work and reasoning.
Stage 9	<ul style="list-style-type: none"> • I can develop strategies for solving problems. • I can use my own strategies and apply them to practical contexts. • I can present information and results in a clear, organised way. • I can search for a solution by trying out ideas of my own.
Stage 10	<ul style="list-style-type: none"> • I can describe strategies used. • I can review my work and ask questions about it. • I can solve one/two-step problems involving numbers, money, measures and time. • I am beginning to recognise general statements/patterns/relationships to solve problems. • I can use different approaches to overcome difficulties when problem solving. • I can use and interpret a wider range of maths symbols and diagrams.
Stage 11	<ul style="list-style-type: none"> • I am beginning to use a wider range of strategies to solve one/ two-step problems using addition/ subtraction. • I can identify patterns as I work from my own generalisations. • I can search for a solution. • I can use my own strategies for solving problems including decimals and using a calculator. • I can search for a solution by trying my own ideas. • I can solve word problems using my knowledge and understanding of place value. (Using a simple Tens & Units grid to indicate the columns in which numbers should be placed).

Stage 12	<ul style="list-style-type: none">• I can solve multistage problems by breaking them down into simpler steps and applying a range of strategies using all four operations.• I can check my answers to make sure they are reasonable.• I can explain my reasoning and give simple conclusions to problem solving.• I can make and test a prediction.
Stage 13	
Stage 14	