

23. I am able to identify and describe properties of common 2-D shapes including the number of sides/ vertices and recognising symmetry in a vertical line

24. I am able to identify and describes properties of common 3-D shapes including the number of edges, vertices and faces (surfaces)

25. I am able to identify 2-D shapes on the surface of 3-D shapes **e.g. a circle on a cylinder and a triangle in a pyramid**

26. I am able to compare and sort common 2-D (*including semi circles, regular polygons*) and 3-D shapes (*including cones, cylinders, triangular prisms and pyramids*) and everyday objects

27. I am able to demonstrate ability to order and arrange mathematical objects, *including those in different orientations*, in patterns and sequences

28. I am able to describe position, direction and movement using mathematical vocabulary in a variety of contexts *e.g. movement in a straight line distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise)*

29. I am able to interpret and construct simple pictograms, tally charts, block graphs and simple tables *to compare information (e.g. using many-to-one correspondence with simple ratios 2, 5, 10)*

30. I am able communicate findings by asking and answering questions in relation to their data



# The BeDifferent Federation

## Success and Challenge Card

### BAND 2 Mathematics

Name:

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Class:

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1. I am able to recognise and use the inverse relationship between addition and subtraction and uses this to check calculations and missing number problems
2. I am able to show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
3. I am able to recall and use + and – facts to 20 fluently, and use related facts up to 100 <i>such as</i> $3+7=10, 10-7=3$ and $7=10-3$ to calculate $30+70=100, 100-70=30$ and $70=100-30$
4. I am to + and – numbers, using concrete objects and pictorials, mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit number and adding three one-digit numbers
5. I am able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
6. I am able to write simple fractions <i>e.g.</i> $\frac{1}{2}$ of 6 = 3
7. I am able to recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
8. I am able to solve problems with addition and subtraction using concrete objects and pictorials- applying their increasing knowledge of mental and written methods
9. I am able to solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods
10. I am able to recognise patterns within the number system up to and beyond 100
11. I am able to count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
12. I am able counts in fractions up to 10, starting from any number, using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalents on the number line (e.g. $1\frac{1}{4}$ , $1\frac{2}{4}$ (or $1\frac{1}{2}$ ), $1\frac{3}{4}$ , 2)

13. I am able to read and write numbers to at least 100 in numerals and in words
14. I am able to compare and order numbers from 0 up to 100; use <, > and = signs
15. I am able to recognise and use symbols for pounds and pence; combining the amounts to make a particular value
16. I am able to estimate, choose and use standard units in a variety of contexts: length and height in any direction (m/cm)/ mass (g/kg / temperature (°C)/ capacity (litres/ml)
17. I am able to use all measuring apparatus accurately <i>e.g. rulers, thermometers, scales and measuring vessels</i>
18. I am able to compare and order lengths, mass, volume/capacity and records the results using >, < and =
19. I am able to tell and write the time on an analogue clock to 5 minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
20. I am able to identify key time related facts including the number of minutes in an hour, number of hours in a day
21. I am able to compare and sequence intervals of time
22. I am able to solve simple problems involving finding different combinations of coins that equal the same amount of money <b>addition and subtraction of money including giving change</b>