Number Champions
1 2 3 4 5
fun + skills = confidence

We are learning - Silver

My first name:	Volunteer:	Class:

Number and counting	
I can count in steps of: 2s ☐ By counting objects or pictures ☐ Out loud 3s ☐ By counting objects or pictures ☐ Out loud 5s ☐ By counting objects or pictures ☐ Out loud	
I can count on or back from any number in 10s	
I know even and odd for all numbers to 100	
I can double and halve numbers up to 20	
I can compare and order numbers up to 100 using < > and =	
I can read and write numbers to at least 100 using ☐ digits (figures) and ☐ words	
I can estimate numbers to the closest 10. For example, I know 26 is closest to 30	
I can partition two-digit numbers into tens and ones. For example, 26 is 2 tens and 6 ones	
Addition and Subtraction	
I can add numbers using concrete objects, pictorial representations and mentally including:	
I can add in my head any pair of 1-digit numbers	
I can add in my head any three 1-digit numbers	
I know 5 + 5 = 10, so I know 5 + 6 = 11	
I know that I can add in any order, but, when I subtract, I have to start with the bigger number	
I can add and subtract 10 to, or from, any 2-digit number in my head	
I can add a 1-digit number to a 2-digit number when there's **no** regrouping (carrying)	
I can add two 2-digit numbers together when there's **no** regrouping	
I can subtract a 1-digit number from a 2-digit number when there's **no** regrouping (borrowing)	
I can subtract a 2-digit number from another 2-digit number when there's **no** regrouping	
I know that I have to use **regrouping** when I add two numbers and there are 10 or more ones. For example, 7+ 6 equals thirteen ones so I **regroup** this as 1 ten and 3 ones to write 13	
I know that I also have to use **regrouping** for subtraction when the number I am subtracting has bigger units than the number I am subtracting from, for example in 23 – 7.	
I can use bridging to 10 to add numbers, for example 8 + 5 = 8 + 2 + 3 = 13	
I can use bridging to 10 and partitioning to help with more difficult addition, for example 27 + 7 = 27 + 3 + 4 = 30 + 4 = 34	
I can add two 2-digit numbers together **with regrouping**, for example 24 + 18 = 42	
I can subtract a 1-digit number from a 2-digit number **with regrouping**. For example 21 – 3 = 18	
I can use partitioning to help subtract, for example 23 – 5 = 20 + 3 - 5 = 10 + 13 –5 = 10 + 8 = 18	
I know - is the inverse of +. For example, 6 + 9 = 15, so 15 – 9 = 6 and also 15 – 6 = 9. I can show this in a bar model 15 9 | 6	
I know how + and – work in number bonds, so as 6 + 4 = 10, then 10 – 6 = 4 and 10 – 4 = 6	
I can use subtraction to check my addition and addition to check my subtraction	
I can solve missing number problems such as ☐ + 14 = 26, ☐ – 11 = 7	
I know my addition and subtraction number facts to 20 I can use number facts to 20 to work out number facts to 100.	
I can add up using the column method	
I can subtract using the column method	

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Multiplication	
I know 3 x 5 = count of 3 rows of 5 in an array 	
I know that repeated addition can be used for multiplication. For example, 3 + 3 + 3 + 3 = 4 x 3 or 4 'lots of' 3	
I know that multiplication can be done in any order, for example 4 x 3 = 3 x 4 ("Commutative")	
I know my 2x table to 2x10 and can answer questions such as 6 times 2. I know that all numbers in the 2x table are even.	
I know my 10x table to 100 and can answer questions such as 7 times 10	
I know my 5x table and recognise the pattern that numbers in the 5x table end 5, 0, 5, 0, …	
Division and Fractions	
I know ÷ means splitting equally, for example 12 ÷ 3 means split 12 equally into 3 groups	
I know that 12 ÷ 3 is not the same as 3 ÷ 12, division has to be done in a particular order	
I know ÷ is the inverse of ×. For example, 4 x 5 = 20, so 20 ÷ 5 = 4 and 20 ÷ 4 = 5	
I know that a number not ending in 0 or 5 does not divide by 5	
I know fractions with 1 in the top row (numerator). I can find ½, $^1/_3$, ¼, and ¾ of a shape or a length	
I can find ½, $^1/_3$, ¼, and ¾ of a set of objects	
I can find ½, $^1/_3$, ¼, and ¾ of a number	
I know some fractions are the same. For example, $^2/_4$ is the same as ½ 	
I know $^2/_4$ = ¼ + ¼ , ¾ = ¼ + ¼ + ¼, etc.	
I know fractions of small numbers, for example $^1/_3$ of 6 is 2. I know how this links to 6 ÷ 3 = 2.	
I know ½ + ½ = 1, $^1/_3$ + $^1/_3$ + $^1/_3$ = 1, ¼ + ¼ + ¼ + ¼ = 1, and I can see the pattern	
I know that "a whole" is like "1" as "a whole has two halves" and 1 = 1/2 + 1/2 	
Measurement	
Length/Height	
I know 1 metre (m) = 100 centimetres (cm)	
I know roughly how big a metre is and can compare my height to 1 metre	
Money	
I can use £ as the symbol for pounds and p as the symbol for pence. I know £1 is 100p	
I can count amounts with coins	
I can combine amounts of money to make a value, using £ and p symbols	
I can find different combinations of coins that equal the same amount of money	
I can solve 'real-life' problems involving adding and subtracting money, £ only or p only, including giving change	
Time	
I know 60 minutes is 1 hour	
I know 24 hours is a day	
I can tell the time, and draw the hands on a clock for ☐ Half past ☐ Quarter past ☐ Quarter to ☐ the closest 5 minutes	
I know that minutes on the clock at 1, 2, 3, 4, etc give the 5x table	