**K1**

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| Key for Levels of Achievement |

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|  |  |  |
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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
| **Developing understanding of counting*** pointing to objects and saying numbers without accurate one to one correspondence

**Count by naming numbers*** Sings number songs and rhymes
* Recites number names randomly
* Uses number in play
* Responds to number questions, eg. How many? How old? (not necessarily accurate responses)
 | Apply one to one-correspondence when counting up to 10 objects* Understands one to one correspondence
* Understands that for a set of objects, the number name is from the last object counted

Count by naming numbers in sequence to and from 10 * Connect number names and numerals to the quantities they represent up to 10
* Count on and back to 10 through songs and rhymes
* Use mathematical language, for example more, less
 | Apply one to one-correspondence when counting up to 20 objects* Understands one to one correspondence
* Understands that for a set of objects, the number name is from the last object counted
* Count on and back using manipulatives.
* Regroup/trade 10 ones for ten

Count by naming numbers in sequence to and from 20 * Connect number names and numerals to the quantities they represent up to 20
* Count on and back to 20
* Use mathematical language for example first, second, more, less
* State 1 more, 1 less than a number to 20
 |
| **Recognise, model, read and write numbers*** Recognise numbers of personal significance
* Represent numbers of personal significance (not necessarily accurate) e.g. fingers, mark making
 | Recognise, model, read, write and order numbers to at least 10* Model numbers up to 10
* Read numbers up to 10
* Write numbers up to 10
* Order numbers up to 10
 | Recognise, model, read, write and order numbers to at least 20 * Model numbers up to 20
* Read numbers up to 20
* Write numbers up to 20
* Order numbers up to 20
 |
|  | Subitise ordered patterns in real life situations e.g. dots on a dice* Recognises some groups of objects without counting (usually ordered patterns such as the dots on a dice)

 | Subitise collections of objects in real life situations* Recognizes groups of zero to five objects without counting (example: Instantly recognize the number of dots on a dice)
 |

**K2**

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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
| --- | --- | --- |
| **Apply one to one-correspondence when counting up to 10 objects*** Understands one to one correspondence
* Understands that for a set of objects, the number name is from the last object counted

**Count by naming numbers in sequence to and from 10** * Connect number names and numerals to the quantities they represent up to 10
* Count on and back to 10 through songs and rhymes
* Use mathematical language, for example more, less
 | Apply one to one-correspondence when counting up to 20 objects* Understands one to one correspondence
* Understands that for a set of objects, the number name is from the last object counted
* Count on and back using manipulatives.
* Regroup/trade 10 ones for ten

Count by naming numbers in sequence to and from 20 * Connect number names and numerals to the quantities they represent up to 20
* Count on and back to 20
* Use mathematical language for example first, second, more, less
* State 1 more, 1 less than a number to 20
 | Count by naming numbers in sequences, to 100, moving from any starting point* Connect number names and numerals to the quantities they represent up to 100
* Count on and back to 100, moving from any starting point
* Count in sequence of one (cardinal: 1,2,3)
* Order in sequence of one (ordinal: first, second, third)
* Can state 1 more, 1 less than a number to 100
 |
| **Recognise, model, read, write and order numbers to at least 10*** Model numbers up to 10
* Read numbers up to 10
* Write numbers up to 10
* Order numbers up to 10
 | Recognise, model, read, write and order numbers to at least 20 * Model numbers up to 20
* Read numbers up to 20
* Write numbers up to 20
* Order numbers up to 20
 | Recognise, model, read, write and order numbers to 100 * Model numbers up to 100
* Read numbers up to 100
* Write numbers up to 100
* Order numbers up to 100
 |
| **Subitise ordered patterns in real life situations e.g. dots on a dice*** Recognises some groups of objects without counting (usually ordered patterns such as the dots on a dice)

 | Subitise collections of objects in real life situations* Recognizes groups of zero to five objects without counting (example: Instantly recognize the number of dots on a dice)
 | Apply place value to partition and rename, numbers to at least 100* Partition and combine numbers to 100 (Hundred, Tens and Units/Ones)
* Apply their place value knowledge in a game situation
* Regroup/trade numbers up to 100

Estimate and subitise groups of up to ten objects * Recognizes groups of zero to ten objects without counting (subitising)
* Sort collections into groups and use known number facts to find the total
 |

**Year 1**

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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
| --- | --- | --- |
| **Apply one to one-correspondence when counting up to 20 objects*** Understands one to one correspondence
* Understands that for a set of objects, the number name is from the last object counted
* Count on and back using manipulatives.
* Regroup/trade 10 ones for ten

**Count by naming numbers in sequence to and from 20** * Connect number names and numerals to the quantities they represent up to 20
* Count on and back to 20
* Use mathematical language for example first, second, more, less
* State 1 more, 1 less than a number to 20
 | Count by naming numbers in sequences, to 100, moving from any starting point* Connect number names and numerals to the quantities they represent up to 100
* Count on and back to 100, moving from any starting point
* Count in sequence of one (cardinal: 1,2,3)
* Order in sequence of one (ordinal: first, second, third)
* Can state 1 more, 1 less than a number to 100
 | **Count by naming numbers in sequences, to and back from 1000, moving from any starting point*** Connect number names and numerals to the quantities they represent up to 1000
* Count on and back to 1000, moving from any starting point
 |
| **Recognise, model, read, write and order numbers to at least 20** * Model numbers up to 20
* Read numbers up to 20
* Write numbers up to 20
* Order numbers up to 20
 | Recognise, model, read, write and order numbers to 100 * Model numbers up to 100
* Read numbers up to 100
* Write numbers up to 100
* Order numbers up to 100
 | Recognise, model, read, write and order numbers to at least 1000* Model numbers up to 1000
* Read numbers up to 1000
* Write numbers up to 1000
* Order numbers up to 1000
* Round up or down to the nearest 10
 |
| **Subitise collections of objects in real life situations*** Recognizes groups of zero to five objects without counting (example: Instantly recognize the number of dots on a dice)
 | Apply place value to partition and rename, numbers to at least 100* Partition and combine numbers to 100 (Hundred, Tens and Units/Ones)
* Apply their place value knowledge in a game situation
* Regroup/trade numbers up to 100

Estimate and subitise groups of up to ten objects * Recognizes groups of zero to ten objects without counting (subitising)
* Sort collections into groups and use known number facts to find the total
 | Apply place value to partition and rename, numbers to at least 1000 * Partition and combine numbers to 1000 (Thousands, Hundreds, Tens and Units/Ones)
* Identify the value of a digit within a three digit number
* Apply their place value knowledge in a game situation
* Regroup/trade numbers up to 1000
 |

**Year 2**

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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
| --- | --- | --- |
| **Count by naming numbers in sequences, to 100, moving from any starting point*** Connect number names and numerals to the quantities they represent up to 100
* Count on and back to 100, moving from any starting point
* Count in sequence of one (cardinal: 1,2,3)
* Order in sequence of one (ordinal: first, second, third)
* Can state 1 more, 1 less than a number to 100
 | Count by naming numbers in sequences, to and back from 999, moving from any starting point* Connect number names and numerals to the quantities they represent up to 999
* Count on and back to 999, moving from any starting point
 |  |
| **Recognise, model, read, write and order numbers to 100** * Model numbers up to 100
* Read numbers up to 100
* Write numbers up to 100
* Order numbers up to 100
 | Recognise, model, read, write and order three digit numbers* Model numbers up to 999
* Read numbers up to 999
* Write numbers up to 999
* Order numbers up to 999
* Round up or down to the nearest 10
 | Recognise, model, represent and order numbers to at least four digit numbers* Model numbers up to four digits
* Position four digit numbers on a number line
* Read four digit numbers
* Write four digit numbers using digits and/or words
* Compare and order four digit numbers
* Round up or down to the nearest 10 or 100
* Identify the value of a digit within a five digit number
 |
| **Apply place value to partition and rename, numbers to at least 100*** Partition and combine numbers to 100 (Hundred, Tens and Units/Ones)
* Apply their place value knowledge in a game situation
* Regroup/trade numbers up to 100

**Estimate and subitise groups of up to ten objects** * Recognizes groups of zero to ten objects without counting (subitising)
* Sort collections into groups and use known number facts to find the total
 | Apply place value to partition and rename, numbers to three digit numbers * Partition and combine numbers to 999 (Hundreds, Tens and Units/Ones)
* Identify the value of a digit within a three digit number
* Apply their place value knowledge in a game situation
* Regroup/trade numbers up to 999
 | Apply place value to partition and rename four digit numbers* Partition numbers up to 9 999 into place value (T, H, T, U)
* Identify the value of a digit within a four digit number
* Rename numbers up to 9 999
* Apply their place value knowledge in a game situation
* Regroup/trade numbers up to 9 999
 |

**Year 3**

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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
| --- | --- | --- |
| **Count by naming numbers in sequences, to and back from 999, moving from any starting point*** Connect number names and numerals to the quantities they represent up to 999
* Count on and back to 999, moving from any starting point
 |  |  |
| **Recognise, model, read, write and order three digit numbers*** Model numbers up to 999
* Read numbers up to 999
* Write numbers up to 999
* Order numbers up to 999
* Round up or down to the nearest 10
 | Recognise, model, represent and order numbers to at least four digit numbers* Model numbers up to four digits
* Position four digit numbers on a number line
* Read four digit numbers
* Write four digit numbers using digits and/or words
* Compare and order four digit numbers
* Round up or down to the nearest 10 or 100
* Identify the value of a digit within a five digit number
 | Recognise, represent and order numbers to at least five digit numbers* Read numbers up to 99 999
* Compare and order numbers up to 99 999 positioning them on a number line
* Write numbers up to 99 999 using digits and/or words
* Round numbers up to 99 999 to the nearest 10,100,1000.
 |
| **Apply place value to partition and rename, numbers to three digit numbers** * Partition and combine numbers to 999 (Hundreds, Tens and Units/Ones)
* Identify the value of a digit within a three digit number
* Apply their place value knowledge in a game situation
* Regroup/trade numbers up to 999
 | Apply place value to partition and rename four digit numbers* Partition numbers up to 9 999 into place value (T, H, T, U)
* Identify the value of a digit within a four digit number
* Rename numbers up to 9 999
* Apply their place value knowledge in a game situation
* Regroup/trade numbers up to 9 999
 | Apply place value to partition and rename five digit numbers * Expand out a five digit number and beyond using ten thousands, thousands, hundreds, tens, units
* Partition numbers up to 99 999 into place value (TH, T, H, T, U)
* Identify the value of a digit within numbers to 99 999 (24 300; 3 = 300)
* Regroup/trade numbers up to 99 999
* Rename numbers up to 99 999
 |

**Year 4**

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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
| --- | --- | --- |
| **Recognise, model, represent and order numbers to at least four digit numbers*** Model numbers up to four digits
* Position four digit numbers on a number line
* Read four digit numbers
* Write four digit numbers using digits and/or words
* Compare and order four digit numbers
* Round up or down to the nearest 10 or 100
* Identify the value of a digit within a five digit number
 | Recognise, represent and order numbers to at least five digit numbers* Read numbers up to 99 999
* Compare and order numbers up to 99 999 positioning them on a number line
* Write numbers up to 99 999 using digits and/or words
* Round numbers up to 99 999 to the nearest 10,100,1000.
 | Recognise and order numbers to millions or beyond* Read numbers to millions and beyond
* Order numbers to millions and beyond
* Compare numbers to millions and beyond
* Round numbers up to a million to the nearest 10, 100, 1000, 10 000, 100 000.
 |
| **Apply place value to partition and rename four digit numbers*** Partition numbers up to 9 999 into place value (T, H, T, U)
* Identify the value of a digit within a four digit number
* Rename numbers up to 9 999
* Apply their place value knowledge in a game situation
* Regroup/trade numbers up to 9 999
 | Apply place value to partition and rename five digit numbers * Expand out a five digit number and beyond using ten thousands, thousands, hundreds, tens, units
* Partition numbers up to 99 999 into place value (TH, T, H, T, U)
* Identify the value of a digit within numbers to 99 999 (24 300; 3 = 300)
* Regroup/trade numbers up to 99 999
* Rename numbers up to 99 999
 | Apply place value to partition and rename, numbers to at least a million * Partition numbers up to a million into place value (M, HTH, TH, T, H, T, U)
* Identify the value of a digit within numbers to a million
* Rename numbers up to a million

Apply place value to partition and rename numbers to hundredths.* Partition numbers up to hundredths (1.34 = 1 + 0.3 + 0.04)
* Identify the value of a digit within numbers to tenths and hundredths (4.57; 5 = 0.5)
 |
|  |  | Recognise, model and order decimal fractions to hundredths.* Model numbers to hundredths to explain the place value system.
* Read numbers to hundredths
* Compare and order numbers to hundredths
* Can apply place value knowledge of whole numbers and decimals in real life situations
* Round decimal fractions to the nearest tenth or whole number
 |

**Year 5**

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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
| --- | --- | --- |
| **Recognise, represent and order numbers to at least five digit numbers*** Read numbers up to 99 999
* Compare and order numbers up to 99 999 positioning them on a number line
* Write numbers up to 99 999 using digits and/or words
* Round numbers up to 99 999 to the nearest 10,100,1000.
 | Recognise and order numbers to millions or beyond* Read numbers to millions and beyond
* Order numbers to millions and beyond
* Compare numbers to millions and beyond
* Round numbers up to a million to the nearest 10, 100, 1000, 10 000, 100 000.
 | Recognise, and order integers (including negative integers)* Read positive and negative whole numbers
* Order positive and negative whole numbers
* Compare positive and negative whole numbers
* Use positive and negative whole numbers in real life situations
 |
|  | Recognise, model and order decimal fractions to hundredths.* Model numbers to hundredths to explain the place value system.
* Read numbers to hundredths
* Compare and order numbers to hundredths
* Can apply place value knowledge of whole numbers and decimals in real life situations
* Round decimal fractions to the nearest tenth or whole number
 | Recognise, model and order decimal fractions to thousandths or beyond.* Explain how the Base 10 place value system applies to decimals
* Read numbers to thousandths and beyond
* Compare and order numbers to thousandths and beyond
* Can apply place value knowledge of decimals in real life situation
* Round decimal fractions to the nearest hundredth, tenth or whole number
 |
| **Apply place value to partition and rename five digit numbers** * Expand out a five digit number and beyond using ten thousands, thousands, hundreds, tens, units
* Partition numbers up to 99 999 into place value (TH, T, H, T, U)
* Identify the value of a digit within numbers to 99 999 (24 300; 3 = 300)
* Regroup/trade numbers up to 99 999
* Rename numbers up to 99 999
 | Apply place value to partition and rename, numbers to at least a million * Partition numbers up to a million into place value (M, HTH, TH, T, H, T, U)
* Identify the value of a digit within numbers to a million
* Rename numbers up to a million

Apply place value to partition and rename numbers to hundredths.* Partition numbers up to hundredths (1.34 = 1 + 0.3 + 0.04)
* Identify the value of a digit within numbers to tenths and hundredths (4.57; 5 = 0.5)
 | Apply place value to partition and rename numbers to thousandths* Partition numbers to thousandths or beyond (1.345 = 1 + 0.3 + 0.04 + 0.005)
* Identify the value of a digit within numbers to thousandths (4.576; 6 =0.006)
 |

**Year 6**

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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
| --- | --- | --- |
| **Recognise and order numbers to** **millions or beyond*** Read numbers to millions and beyond
* Order numbers to millions and beyond
* Compare numbers to millions and beyond
* Rounding numbers to 100 000 to nearest 10, 100, 1000.
 | Recognise, and order integers (including negative integers)* Read positive and negative whole numbers
* Order positive and negative whole numbers
* Compare positive and negative whole numbers
* Can use positive and negative whole numbers in real life situations
 | Use standard index form (scientific notation) to record large numbers.* Read large numbers in standard index form (scientific notation)
* Compare and order large numbers using standard index form (scientific notation)
* Use standard index form (scientific notation) to represent large numbers in real life situations
 |
| **Recognise, model and order decimal fractions to hundredths.*** Model numbers to hundredths to explain the place value system.
* Read numbers to hundredths
* Compare and order numbers to hundredths
* Can apply place value knowledge of whole numbers and decimals in real life situations
* Round decimal fractions to the nearest tenth or whole number
 | Recognise, model and order decimal fractions to thousandths or beyond.* Explain how the Base 10 place value system applies to decimals
* Read numbers to thousandths and beyond
* Compare and order numbers to thousandths and beyond
* Can apply place value knowledge of decimals in real life situation
* Round decimal fractions to the nearest hundredth, tenth or whole number
 | Use standard index form (scientific notation) to record small numbers.* Read decimal numbers in standard index form (scientific notation)
* Compare and order decimal numbers using standard index form (scientific notation)
* Use standard index form (scientific notation) to represent small numbers in real life situations
 |
| **Apply place value to partition and rename numbers to hundredths.*** Partition numbers up to hundredths (1.34 = 1 + 0.3 + 0.04)
* Identify the value of a digit within numbers to tenths and hundredths (4.57; 5 = 0.5)
 | Apply place value to partition and rename numbers to thousandths* Partition numbers to thousandths or beyond (1.345 = 1 + 0.3 + 0.04 + 0.005)
* Identify the value of a digit within numbers to thousandths (4.576; 6=0.006)
 |  |