**K1**

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| Key for Levels of Achievement |

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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 |
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| **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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| **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 |

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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
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| **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) |

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| Beginning | Consolidating / Meets Expectations | Exceeds Expectations |
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| **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) |  |