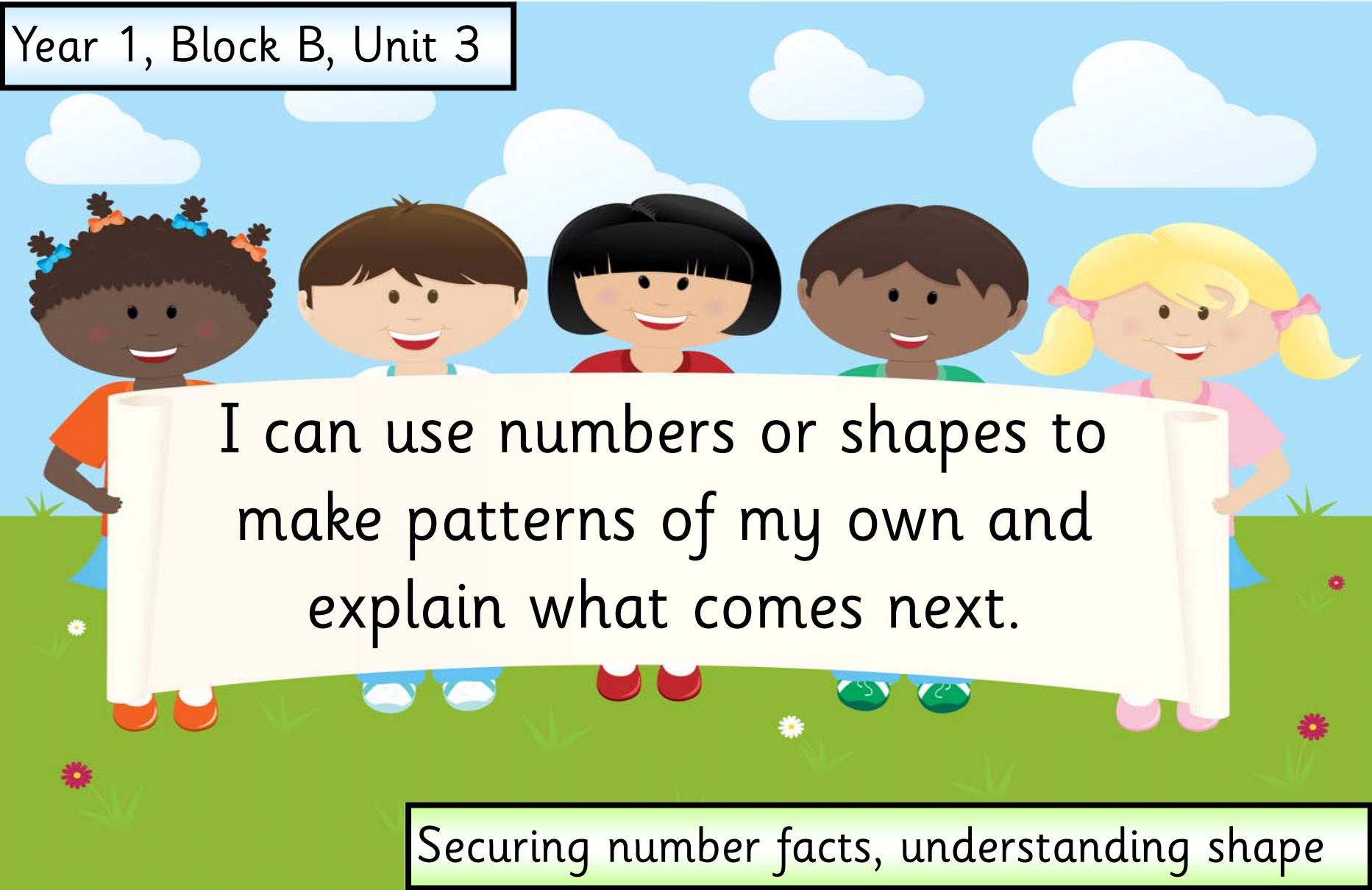


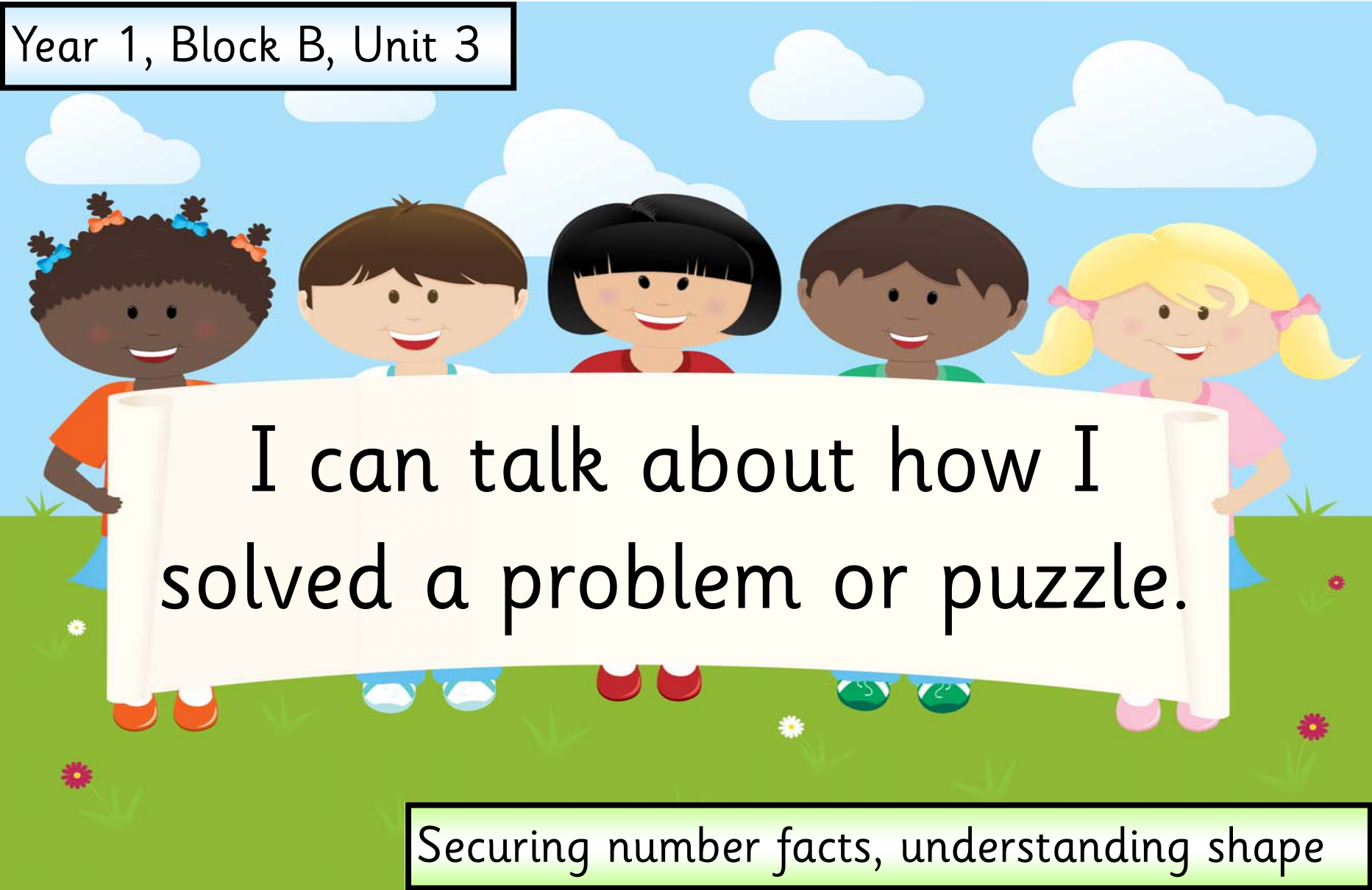
Year 1, Block B, Unit 3



I can use numbers or shapes to make patterns of my own and explain what comes next.

Securing number facts, understanding shape

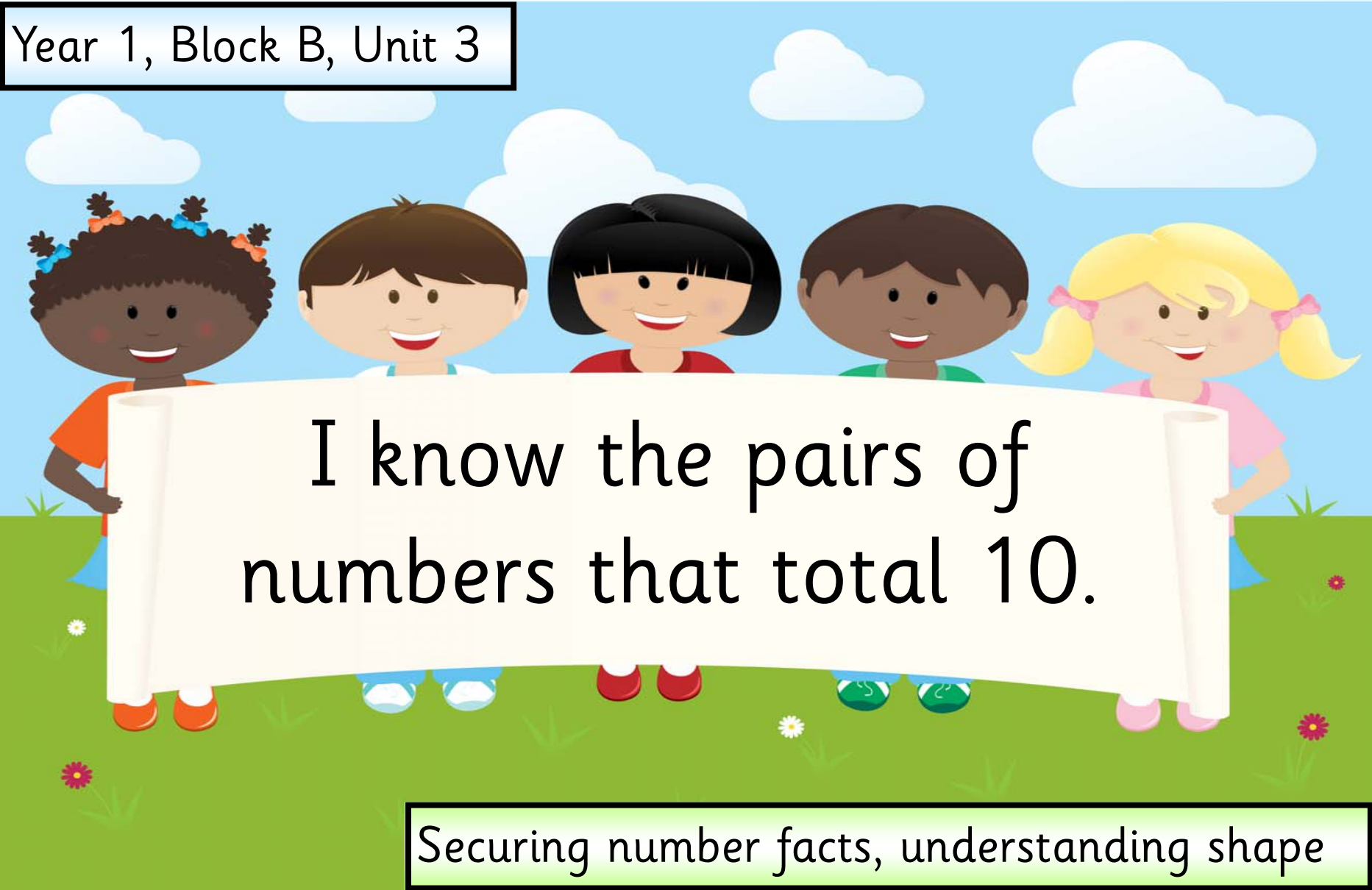
Year 1, Block B, Unit 3



I can talk about how I  
solved a problem or puzzle.

Securing number facts, understanding shape

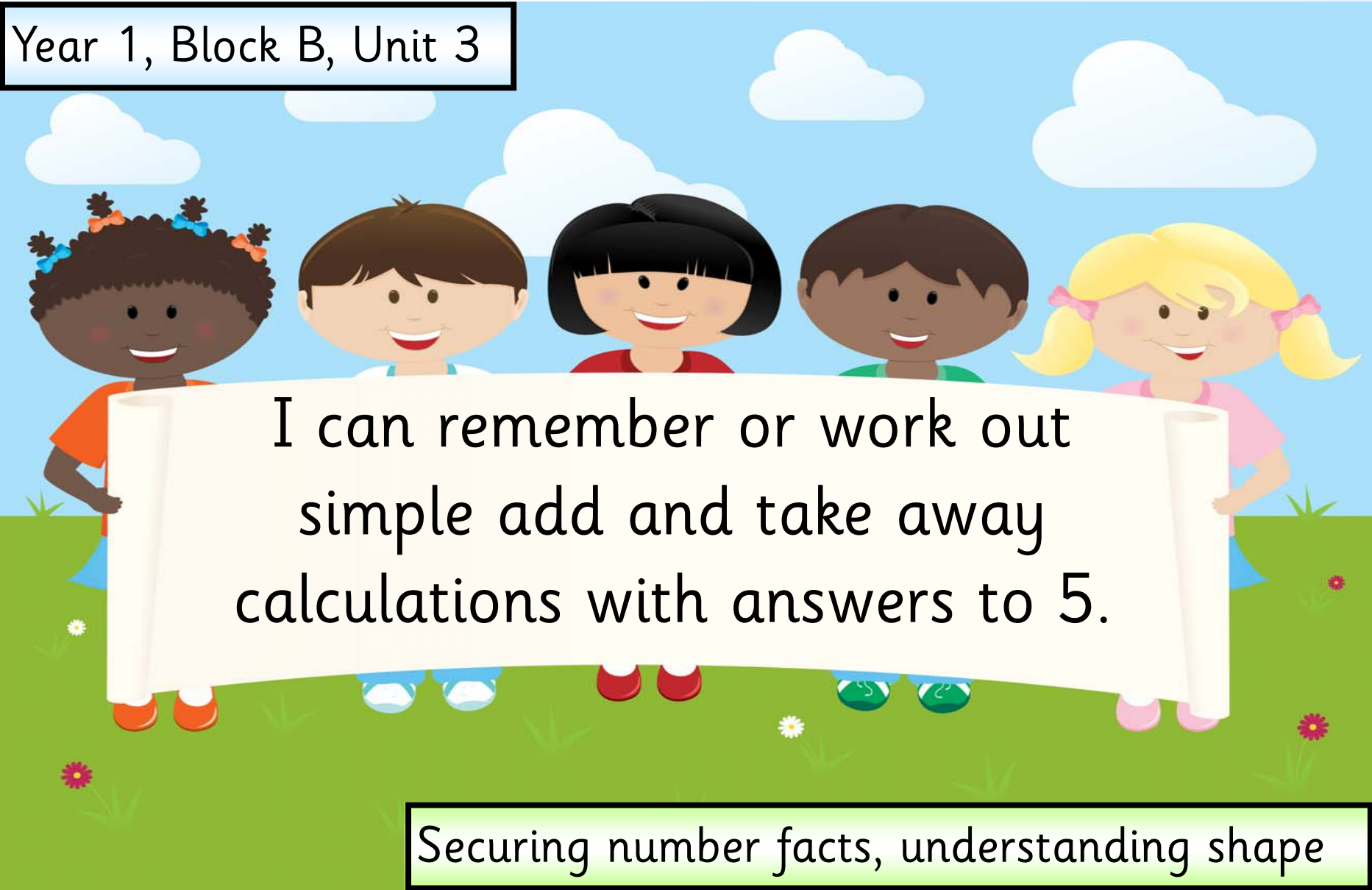
Year 1, Block B, Unit 3

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner. The children are smiling and looking towards the viewer. The banner is held by the girl on the far left and the girl on the far right.

I know the pairs of  
numbers that total 10.

Securing number facts, understanding shape

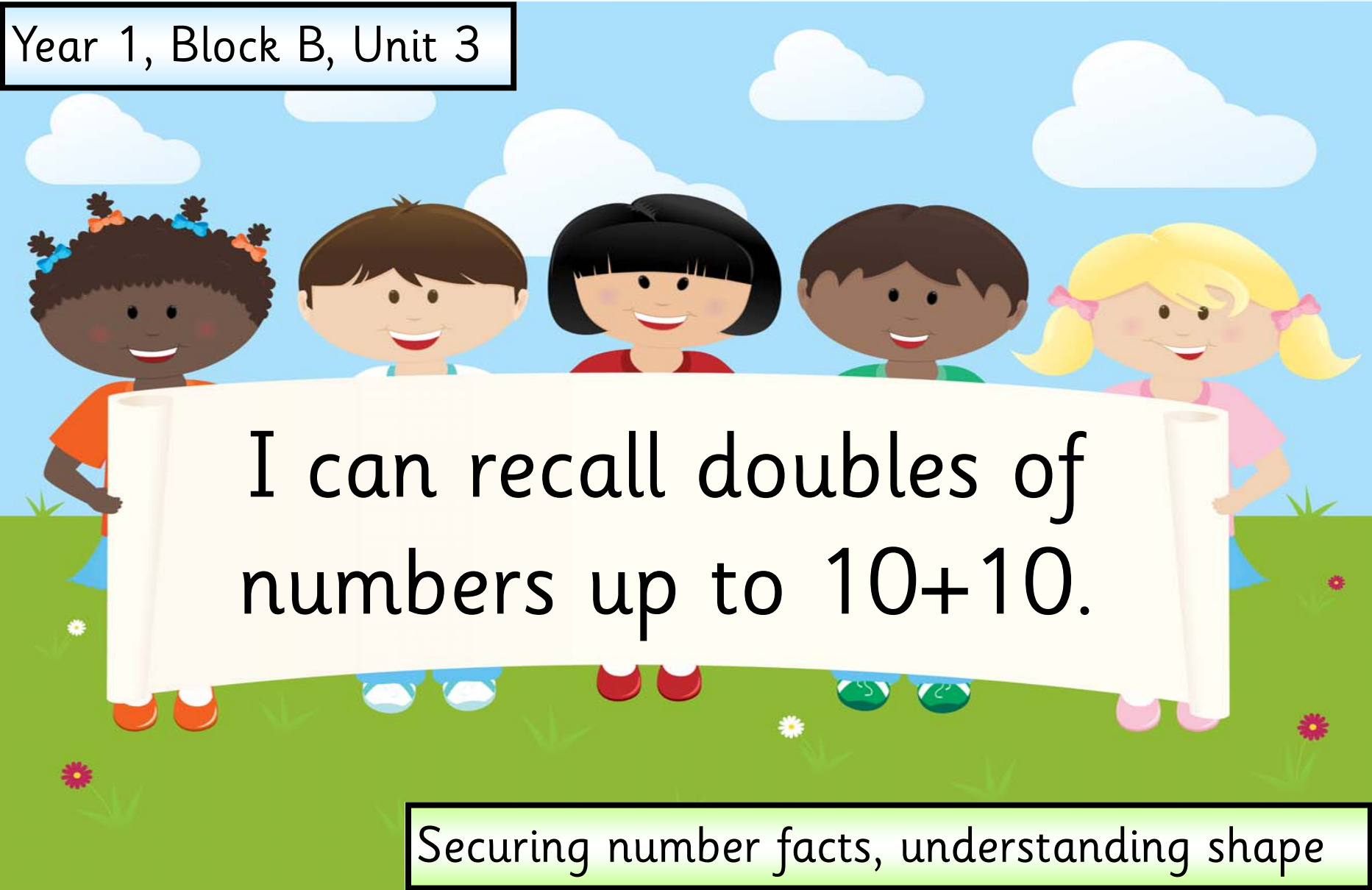
Year 1, Block B, Unit 3



I can remember or work out  
simple add and take away  
calculations with answers to 5.

Securing number facts, understanding shape

Year 1, Block B, Unit 3

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner. The children are smiling and looking towards the viewer. The banner is held by the girl on the far left and the girl on the far right.

I can recall doubles of  
numbers up to  $10+10$ .

Securing number facts, understanding shape

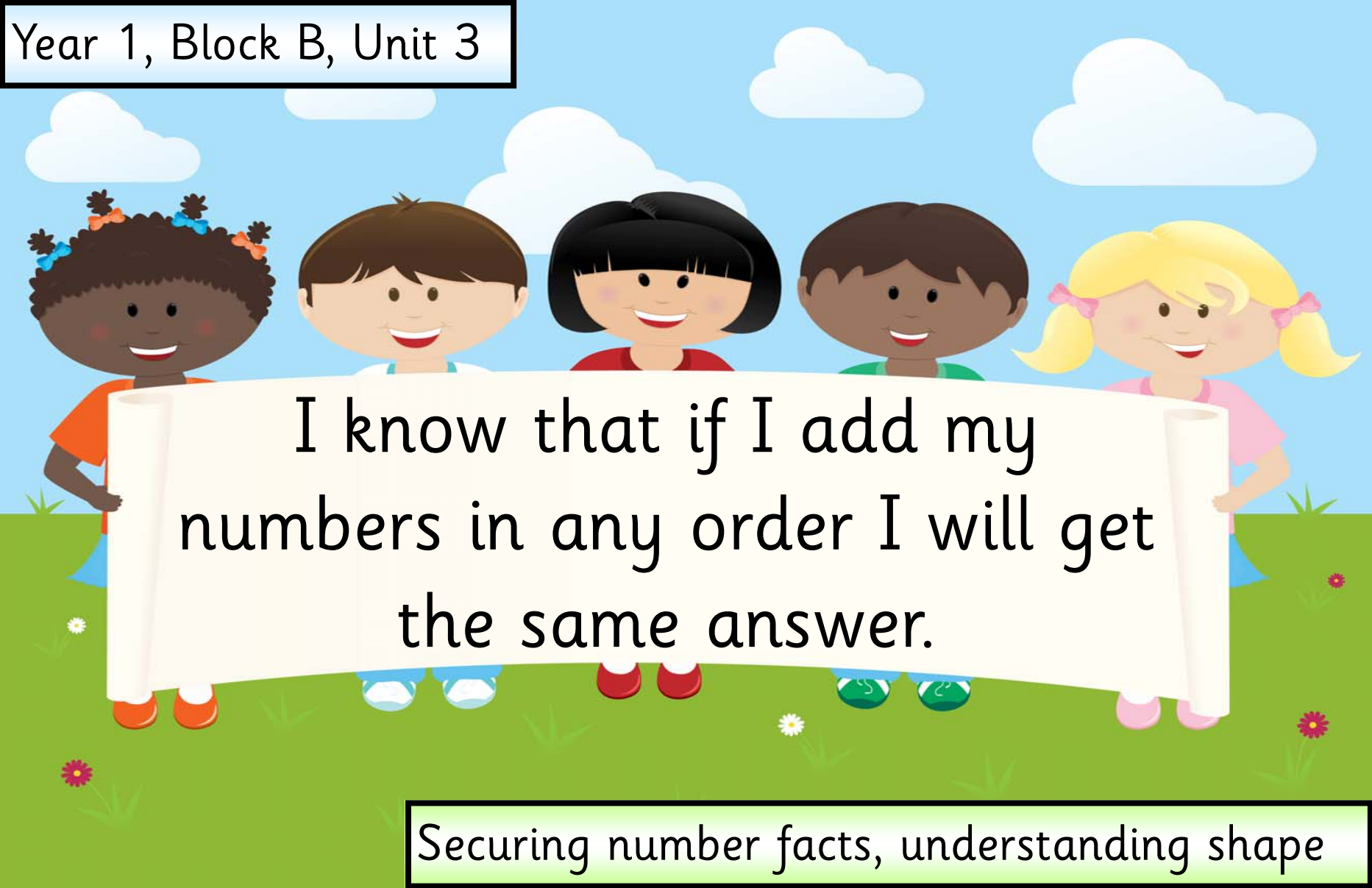
Year 1, Block B, Unit 3

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner that reads "I can add using counting on." The children are smiling and looking towards the viewer. The banner is held by the girl on the far left and the girl on the far right.

I can add using counting  
on.

Securing number facts, understanding shape

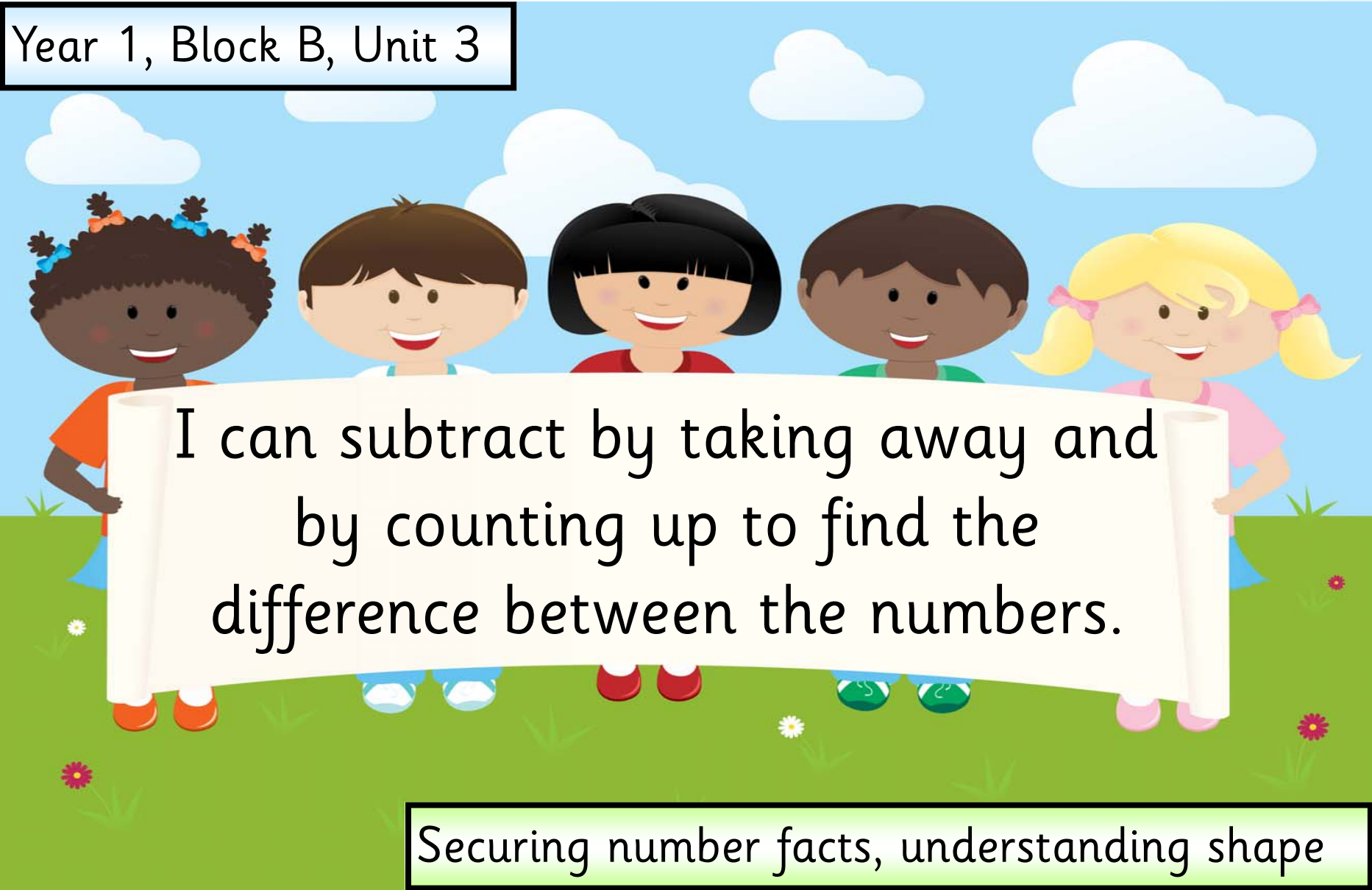
Year 1, Block B, Unit 3



I know that if I add my numbers in any order I will get the same answer.

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Year 1, Block B, Unit 3

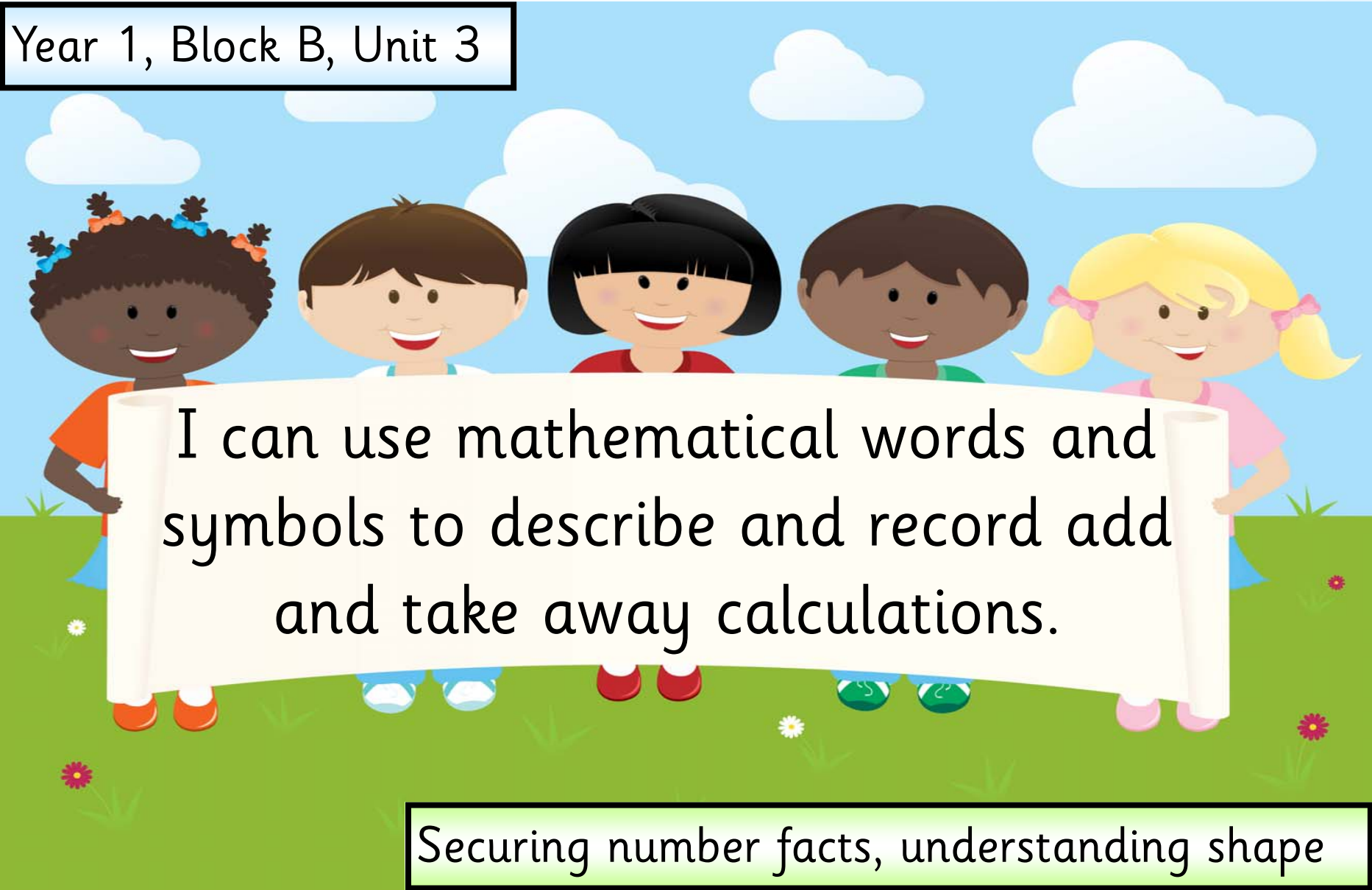
An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner. The children are smiling and looking towards the viewer. The banner contains text about subtraction methods.

I can subtract by taking away and  
by counting up to find the  
difference between the numbers.

Securing number facts, understanding shape



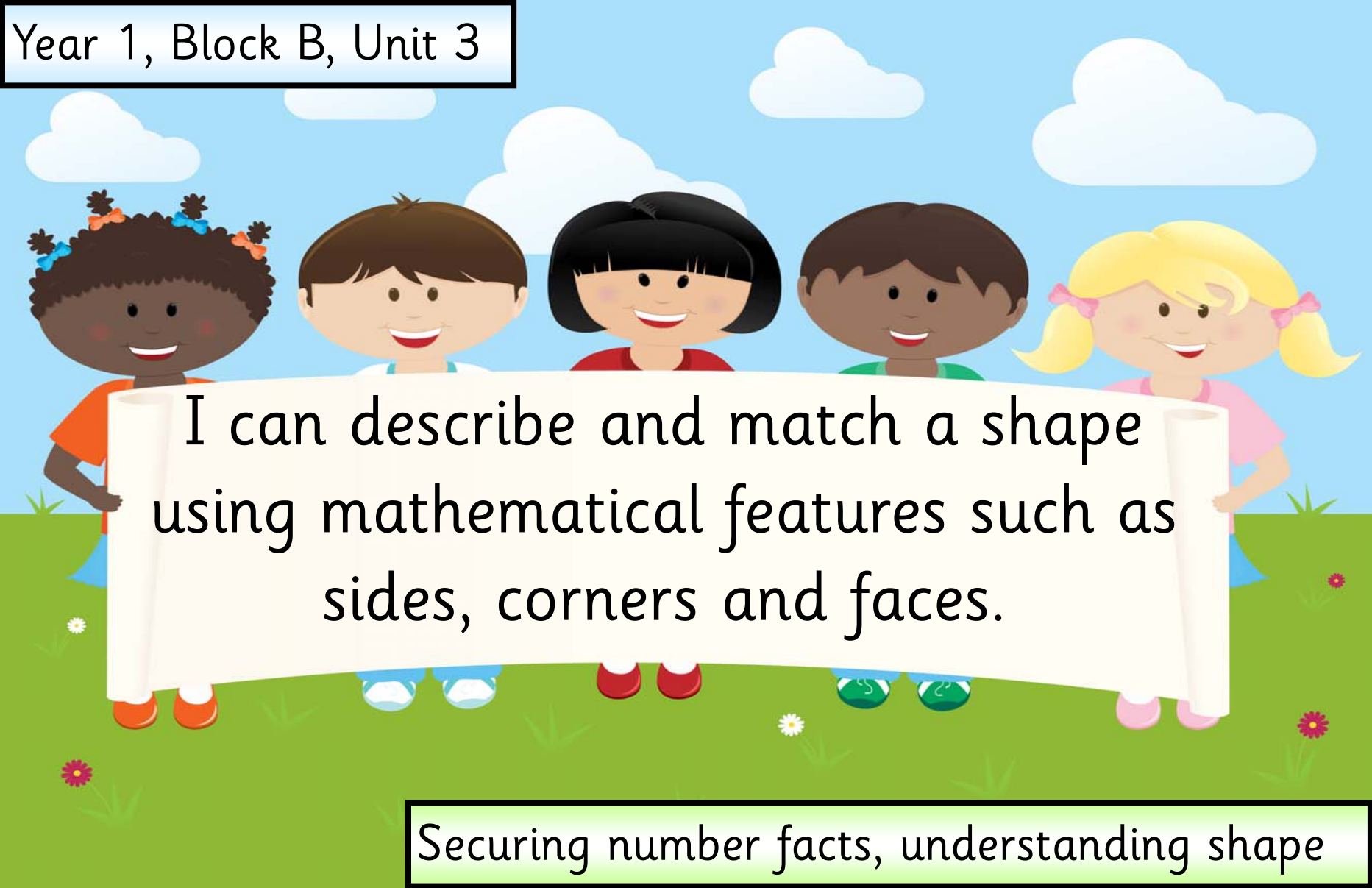
Year 1, Block B, Unit 3

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner with text. The children are smiling and dressed in colorful clothing. The banner is held by the girl on the far left and the girl on the far right.

I can use mathematical words and symbols to describe and record add and take away calculations.

Securing number facts, understanding shape

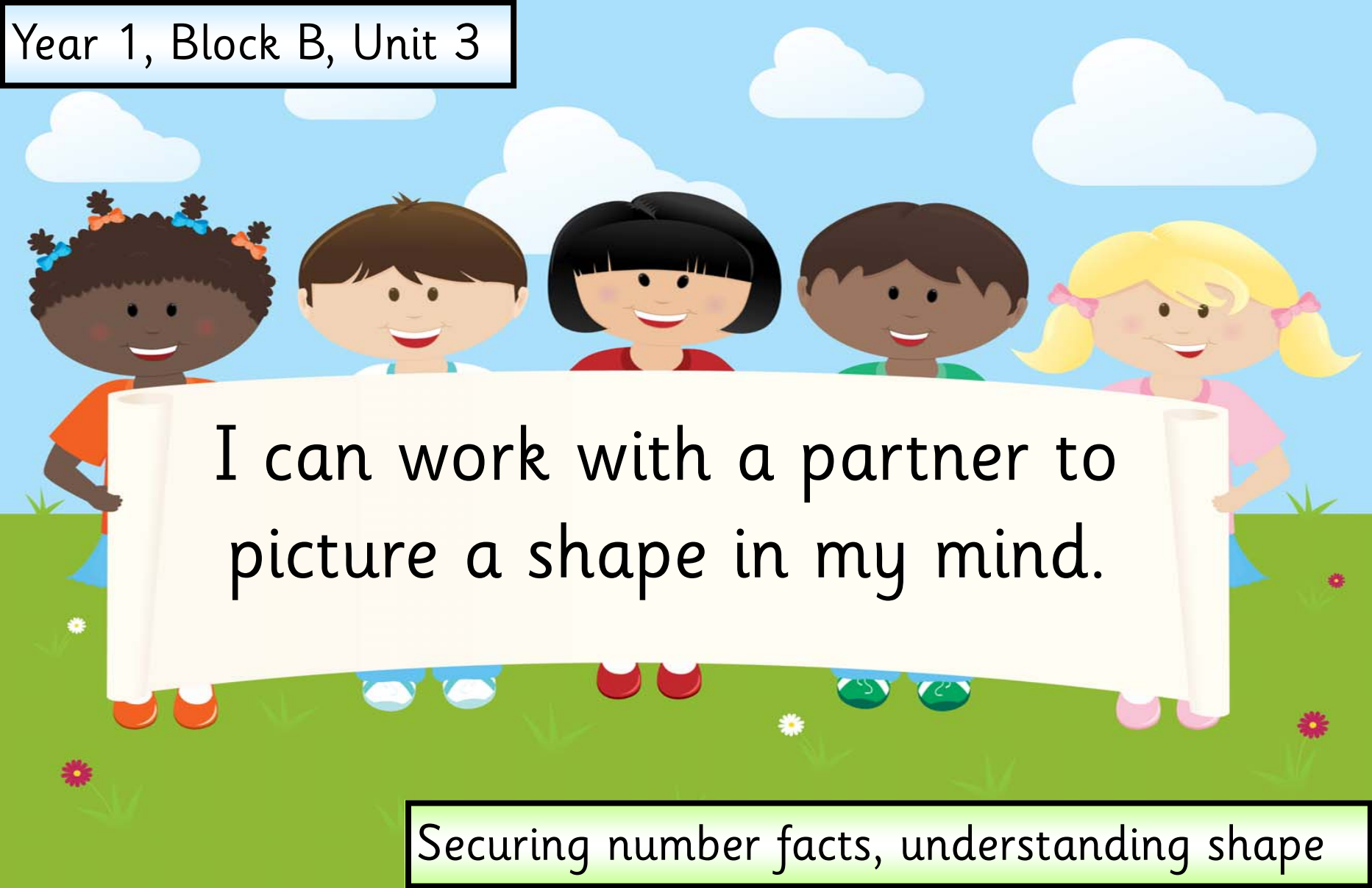
Year 1, Block B, Unit 3



I can describe and match a shape using mathematical features such as sides, corners and faces.

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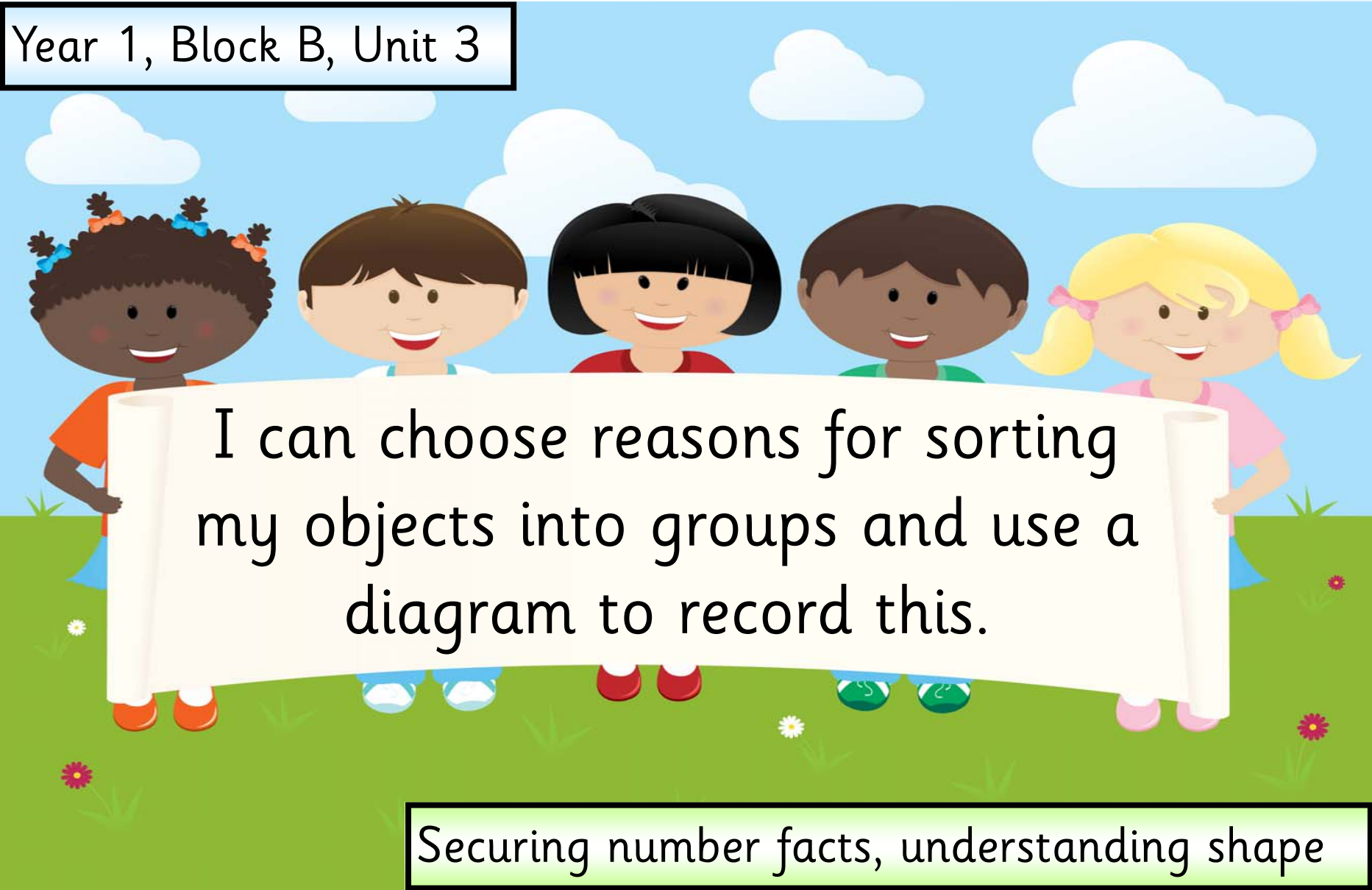
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I can work with a partner to  
picture a shape in my mind.

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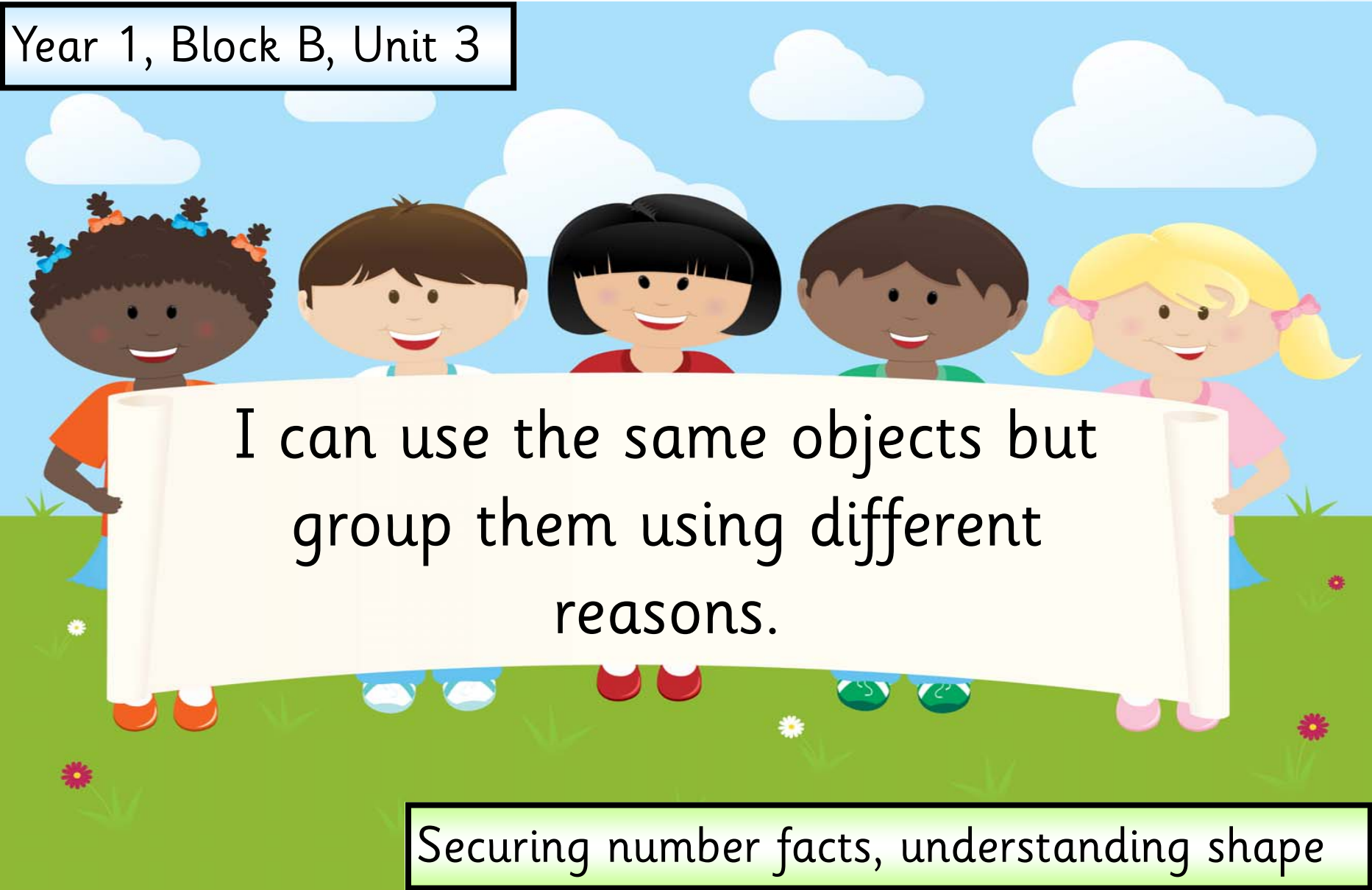
Year 1, Block B, Unit 3

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner. The children are smiling and looking towards the viewer. The banner is held by the girl on the far left and the girl on the far right.

I can choose reasons for sorting  
my objects into groups and use a  
diagram to record this.

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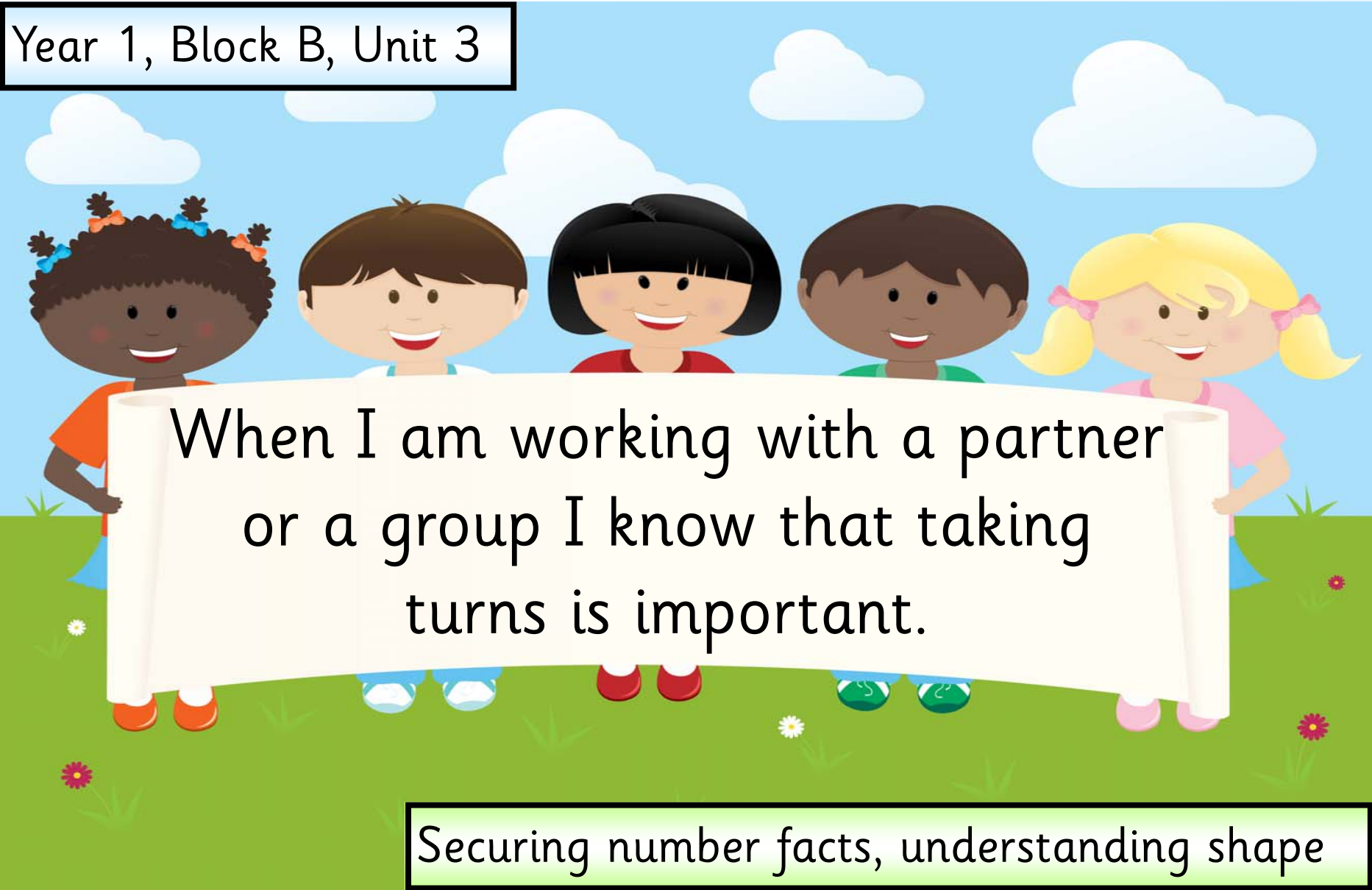
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An illustration of five diverse children of various ethnicities and hair colors (black, brown, black, brown, and blonde) standing in a grassy field under a blue sky with white clouds. They are all smiling and holding a large white banner. The banner contains the text: "I can use the same objects but group them using different reasons." The entire scene is framed by a decorative border of colorful geometric shapes: blue squares, orange circles, yellow squares, and green triangles.

I can use the same objects but  
group them using different  
reasons.

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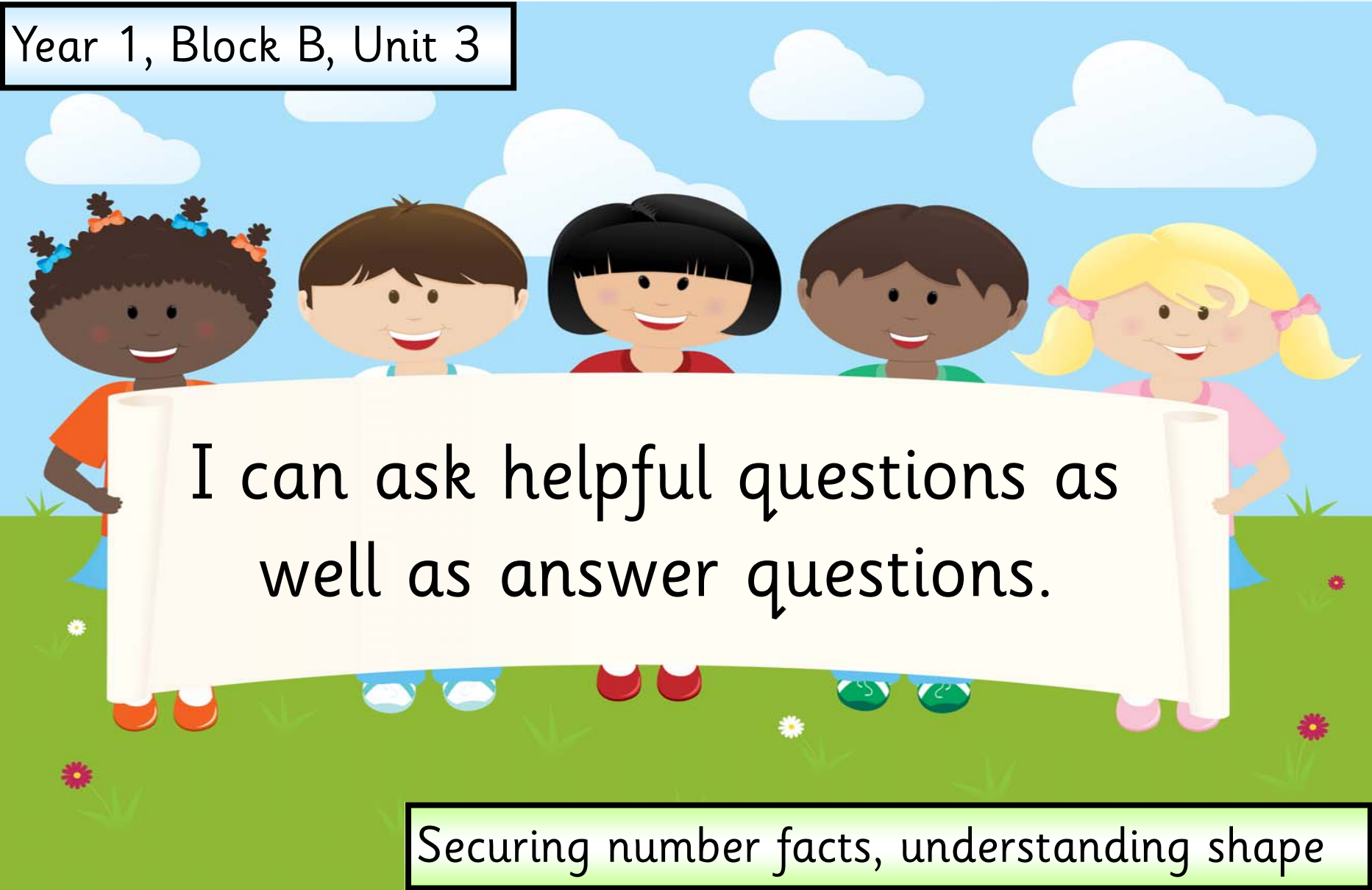
Year 1, Block B, Unit 3

An illustration of five diverse children of various ethnicities and hair colors (black, brown, black, brown, and blonde) standing in a line on a green grassy field under a blue sky with white clouds. They are all smiling and holding a large white banner that contains text. The banner is held by the children on the far left and far right.

When I am working with a partner  
or a group I know that taking  
turns is important.

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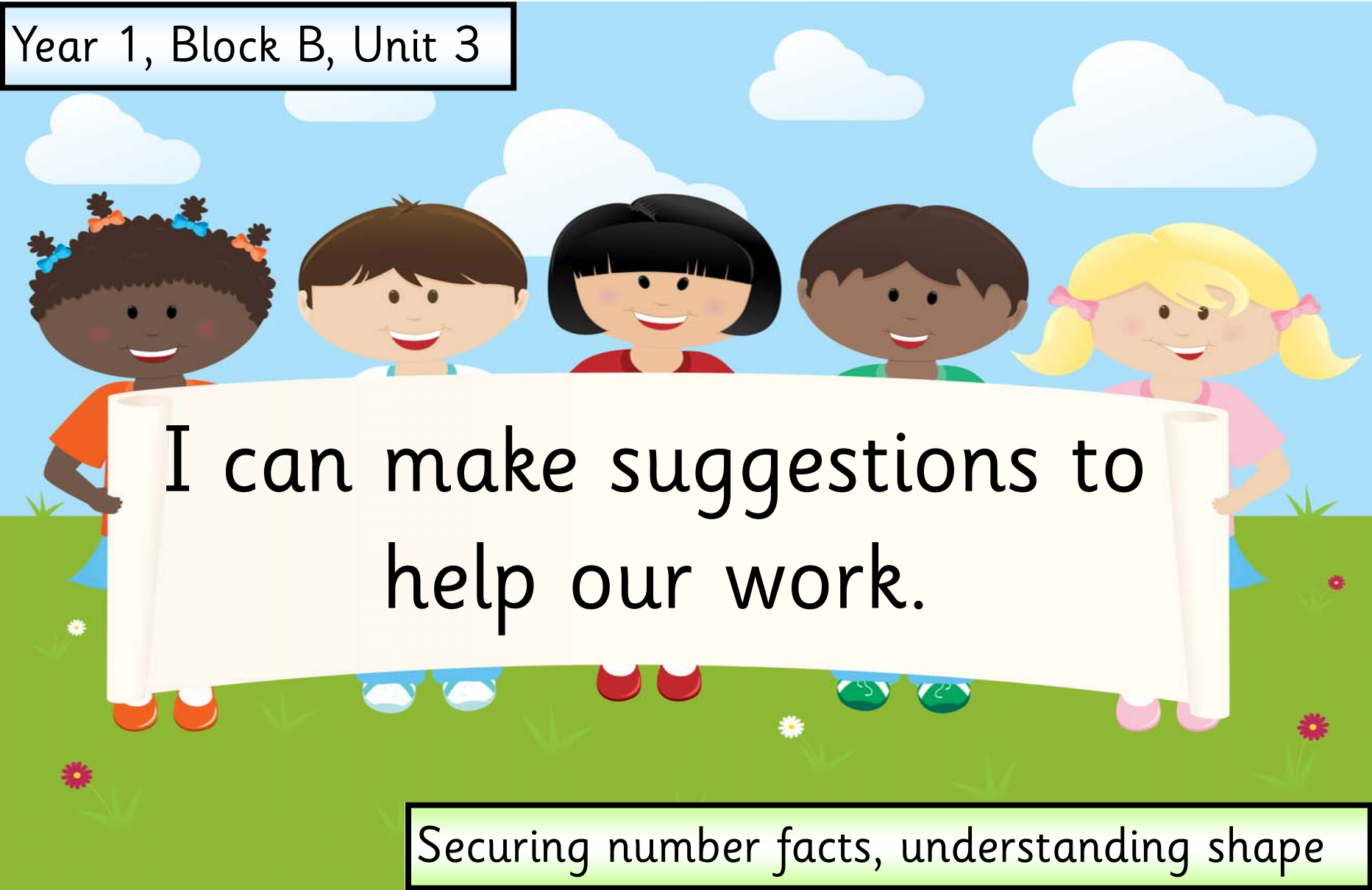
Year 1, Block B, Unit 3



I can ask helpful questions as well as answer questions.

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Year 1, Block B, Unit 3



I can make suggestions to help our work.

Securing number facts, understanding shape