Oaktree School Curriculum Ladder

Maths: Number Step 1

Name: _____

Learning Objective	Date
I can collect one object	
I can listen to / watch counting rhymes	
I can ask for more or give more when asked (e.g. fruit)	
I can follow counting or picture sequences	
I can recall an object which has been placed out of sight	
I can continue sorting objects into two groups	

No. targets met	1	2	3	4	5	6
Point	1	2	3	4	5	6

End of Autumn Term		End of Autumn Term	
End of Spring Term		End of Spring Term	
End of Summer Term		End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 2

Pre-key Stage 2 Standard 1

Name: _____

Learning Objective	Date
I can demonstrate an understanding of the concept of transaction(e.g. by exchanging a coin for an item, or one item for another, during a role-play activity)	
I can distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects	
I can demonstrate an understanding of the concept of 1:1 correspondence(e.g. giving one cup to each pupil)	
I can say the number names to 3 in the correct order	
I can match a quantity to the numerals 1 and 2	
I can find the same from a choice of two objects	

No. targets met	1	2	3	4	5	6
Point	7	8	9	10	11	12

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 3

Name: _____

Learning Objective	Date
I can say the number names to 4 in the correct order	
I can match a quantity to the numerals up to 3	
I can identify which group has more	
I can copy (underneath) a simple pattern using real-life objects	
I can identify 1p coins	
I can find matching pairs (e.g. a numeral to the same numeral, Numicon shapes)	

No. targets met	1	2	3	4	5	6
Point	13	14	15	16	17	18

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Maths: Number Step 4

Pre-key Stage 2 Standard 2

Name: _____

Learning Objective	Date
I can sort objects according to a stated characteristic(e.g. group all the small balls together, sort the shapes into triangles and circles)	
I can say the number names to 5 in the correct order(e.g. in a song or by joining in with the teacher)	
I can demonstrate an understanding of numbers up to 5 by putting together the right number of objects	
I can copy and continue simple patterns using real-life materials(e.g. apple, orange, apple, orange, etc)	
I can identify which group has less	
I can identify 1p and 2p coins	

No. targets met	1	2	3	4	5	6
Point	19	20	21	22	23	24

End of Autumn Term	
End of Spring Term	
End of Summer Term	

End of Autumn Term	
End of Spring Term	
End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 5

Name: _____

Learning Objective	Date
I can say the number names to 10 in the correct order	
I can sequence numerals to 10	
I can identify coins to 10p	
I can place the missing number on a number line, to 10	
I can match a quantity to the numerals up to 8	
I can use the words 'first' and 'last' in real-life contexts (e.g. race, line up order)	

No. targets met	1	2	3	4	5	6
Point	25	26	27	28	29	30

End of Autumn Term		End of Autumn Term	
End of Spring Term		End of Spring Term	
End of Summer Term		End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 6

Pre-key Stage 2 Standard 3

Name: _____

Learning Objective	Date
I can identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting objects in larger groups up to 10	
I can demonstrate an understanding that the last number counted represents the total number of the count	
I can use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present	
I can copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange)	
I can say the number after to 10	
I can read and write numbers in numerals from 1 to 5	
I can instantly recognise quantities to six by sight (e.g. dice, dominoes, Numicon shapes, groups of objects)	
I can add 1p coins to make a value to 10p	
I can keep a simple tally of data collected, as in IIIIIIII and find the total	

No. targets met	1	2	3	4	5	6	7	8	9
Point	31	32	33	34	35	36	37	38	39

End of Autumn Term		End of Autumn Term	
End of Spring Term		End of Spring Term	
End of Summer Term		End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 7

Name: _____

Learning Objective	Date
I can rote count to 20	
I can solve simple addition calculations	
I can record my addition calculations (2 + 2 = 4)	
I can solve simple subtraction calculations	
I can record my subtraction calculations (5 - 2 = 3)	
I can say the number before to 10	
I can rote count backwards from 10	
I can count in twos using 2p coins	
I can record data in a pictogram with 1:1 correspondence, with support	

No. targets met	1	2	3	4	5	6	7	8	9
Point	40	41	42	43	44	45	46	47	48

End of Autumn Term		End of Autumn Term	
End of Spring Term		End of Spring Term	
End of Summer Term		End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 8

Pre-key Stage 2 Standard 4

Name: _____

Learning Objective	Date
I can read and write numbers in numerals from 0 to 9	
I can demonstrate an understanding of the mathematical symbols of add, subtract and equal to	
I can solve number problems involving the addition and subtraction of single-digit numbers up to 10	
I can demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. 2 + 2 = 4 and 3 + 1 = 4)	
I can demonstrate an understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5)	
I can demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if 3 + 2 = 5, then 5 – 2 = 3)	
I can demonstrate an understanding that the total number of objects changes when objects are added or taken away	
I can demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away	
I can count to 20, demonstrating that the next number in the count is one more and the previous number is one less	

No. targets met	1	2	3	4	5	6	7	8	9
Point	49	50	51	52	53	54	55	56	57

End of Autumn Term		End of Autumn Term	
End of Spring Term		End of Spring Term	
End of Summer Term		End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 9

Name: _____

Learning Objective	Date
I can use mathematical resources (e.g. Numicon overlays, Numicon scales) to identify number bonds to 10	
I can sequence numerals to 20	
I can compare two numbers up to 20, recognising smallest and largest	
I can solve a one-step word problem involving addition	
I can identify even and odd numbers to 20	
I can find the double (numerals to 20)	
I can use ordinal numbers (first, second, third)	
I can use 10p coins to count to 50	
I can create a simple graph	

No. targets met	1	2	3	4	5	6	7	8	9
Point	58	59	60	61	62	63	64	65	66

End of Autumn Term		End of Autumn Term	
End of Spring Term		End of Spring Term	
End of Summer Term		End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 10

Name: _____

Learning Objective	Date
I can solve a one-step word problem involving subtraction	
I can rote count backwards from 50	
I can sequence numerals to 50	
I can order at least 3 numbers from smallest to largest, to 50	
I can find the missing numbers to 50	
I can add and take away 10 to a number to 50	
I can halve an even number to 50	
I can use 5p coins to count to 50	
I can interpret simple graphs	

No. targets met	1	2	3	4	5	6	7	8	9
Point	67	68	69	70	71	72	73	74	75

End of Autumn Term		End of Autumn Term	
End of Spring Term		End of Spring Term	
End of Summer Term		End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 11

Pre-key Stage 2 Standard 5

Name: _____

Learning Objective	Date
I can read and write numbers in numerals up to 100	
I can partition a two-digit number into tens and ones to demonstrate an understanding of place value	
I can add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required	
I can recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4)	
I can count in twos, fives and tens from 0 and use this to solve problems	
I can indicate the value of different coins	
I can use the terms half, quarter, whole	
I can use ordinal numbers (first … to sixth and last)	
I can use a gate tally chart	

No. targets met	1	2	3	4	5	6	7	8	9
Point	76	77	78	79	80	81	82	83	84

End of Autumn Term		**End of Autumn Term**	
End of Spring Term		**End of Spring Term**	
End of Summer Term		**End of Summer Term**	

Name: _____

Learning Objective	Date
I can count in 100s to 1000	
I can recall division facts for 2, 5 and 10	
I can demonstrate an understanding of multiplication (e.g. repeated addition, lots of) verbally, in pictures or using apparatus	
I can demonstrate an understanding of division (e.g. sharing equally, grouping) verbally, in pictures or using apparatus	
I can solve word problems involving addition or subtraction, identifying which operation is required	
I can find ½ and ¼ of an even number	
I can identify the operation for the symbols + - x ÷	
I can add different coins together up to £1	
I can sort objects and analyse information using a Venn diagram	

No. targets met	1	2	3	4	5	6	7	8	9
Point	85	86	87	88	89	90	91	92	93

End of Autumn Term			End of Autumn Term	
End of Spring Term			End of Spring Term	
End of Summer Term			End of Summer Term	

Name: _____

Learning Objective	Date
I can read scales in divisions of ones, twos, fives and tens	
I can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	
I can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)	
I can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)	
I can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	
I can identify ¼, ⅓, ½, ¾, of a number or shape, and know that all parts must be equal parts of the whole	
I can use different coins to make the same amount	
I can estimate a group of objects to 20 and check my estimation	
I can use a gate tally chart to count in fives	

No. targets met	1	2	3	4	5	6	7	8	9
Point	94	95	96	97	98	99	100	101	102

End of Autumn Term		**End of Autumn Term**	
End of Spring Term		**End of Spring Term**	
End of Summer Term		**End of Summer Term**	

Name: _____

Learning Objective	Date
I can partition a three-digit number into hundreds, tens and ones to demonstrate an understanding of place value	
I can subtract three-digit numbers where regrouping may be required	
I can add three-digit numbers where regrouping may be required	
I can recognise the fraction equivalent of 25%, 50%, 75% and 100%	
I can round numbers up or down to the nearest ten	
I can check my calculations by doing the inverse operation	
I can order up to four-digit numbers from smallest to largest and vice-versa	
I can give change to £1	
I can draw a pictogram where 1 unit represents more than 1	

No. targets met	1	2	3	4	5	6	7	8	9
Point	103	104	105	106	107	108	109	110	111

End of Autumn Term			End of Autumn Term	
End of Spring Term			End of Spring Term	
End of Summer Term			End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 15

Name: _____

Learning Objective	Date
I can recognise negative numbers in the context of temperature, identifying higher and lower temperatures	
I can order a set of positive and negative numbers	
I can order decimals from smallest to largest	
I can multiply and divide whole numbers by 10 or 100	
I can solve simple formulae involving one-step operations	
I can round numbers up or down to the nearest ten or hundred	
I can recognise and describe number patterns	
I can recognise the value of each part of a decimal when presented as a monetary amount (e.g. £5.95)	
I can group data into suitable intervals	

No. targets met	1	2	3	4	5	6	7	8	9
Point	112	113	114	115	116	117	118	119	120

End of Autumn Term		End of Autumn Term	
End of Spring Term		End of Spring Term	
End of Summer Term		End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 16

Name: _____

Learning Objective	Date
I can order positive and negative numbers with up to 2 decimal places	
I can round a decimal to the nearest whole number	
I can simplify a fraction to its simplest form	
I can calculate fractions and percentages of quantities	
I can multiply any 2 or 3 digit number by a 1 digit number	
I can recognise equivalences between fractions, decimals and percentages	
I can square a number	
I can calculate using decimals when working with money	
I can find the range, mode and mean of a set of data	

No. targets met	1	2	3	4	5	6	7	8	9
Point	121	122	123	124	125	126	127	128	129

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End of Spring Term		End of Spring Term	
End of Summer Term		End of Summer Term	

Oaktree School Curriculum Ladder

Maths: Number Step 17

Name: _____

Learning Objective	Date
I can round decimals to the nearest decimal place	
I can add and subtract negative numbers	
I can solve word problems involving ratio and proportion	
I can solve operations with fractions by converting to a common denominator	
I can solve simple formulae involving 2 step operations	
I can multiply any 2 or 3 digit number by a 2 digit number	
I can solve money problems	
I can use probability to assess the likelihood of an outcome	
I can solve a problem by extracting and interpreting data from graphs and tables	

No. targets met	1	2	3	4	5	6	7	8	9
Point	130	131	132	133	134	135	136	137	138

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End of Spring Term	
End of Summer Term	

End of Autumn Term	
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End of Summer Term	