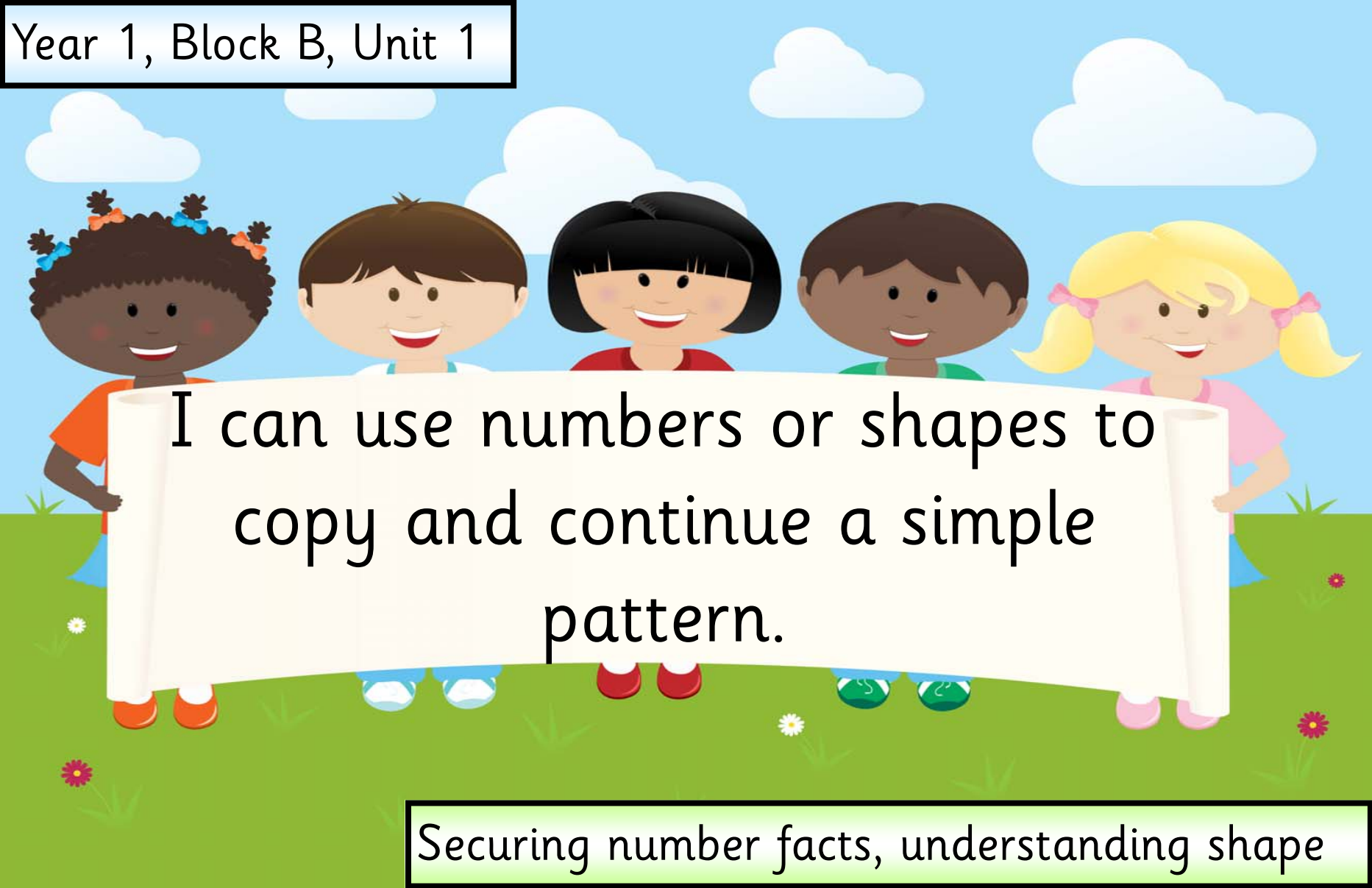


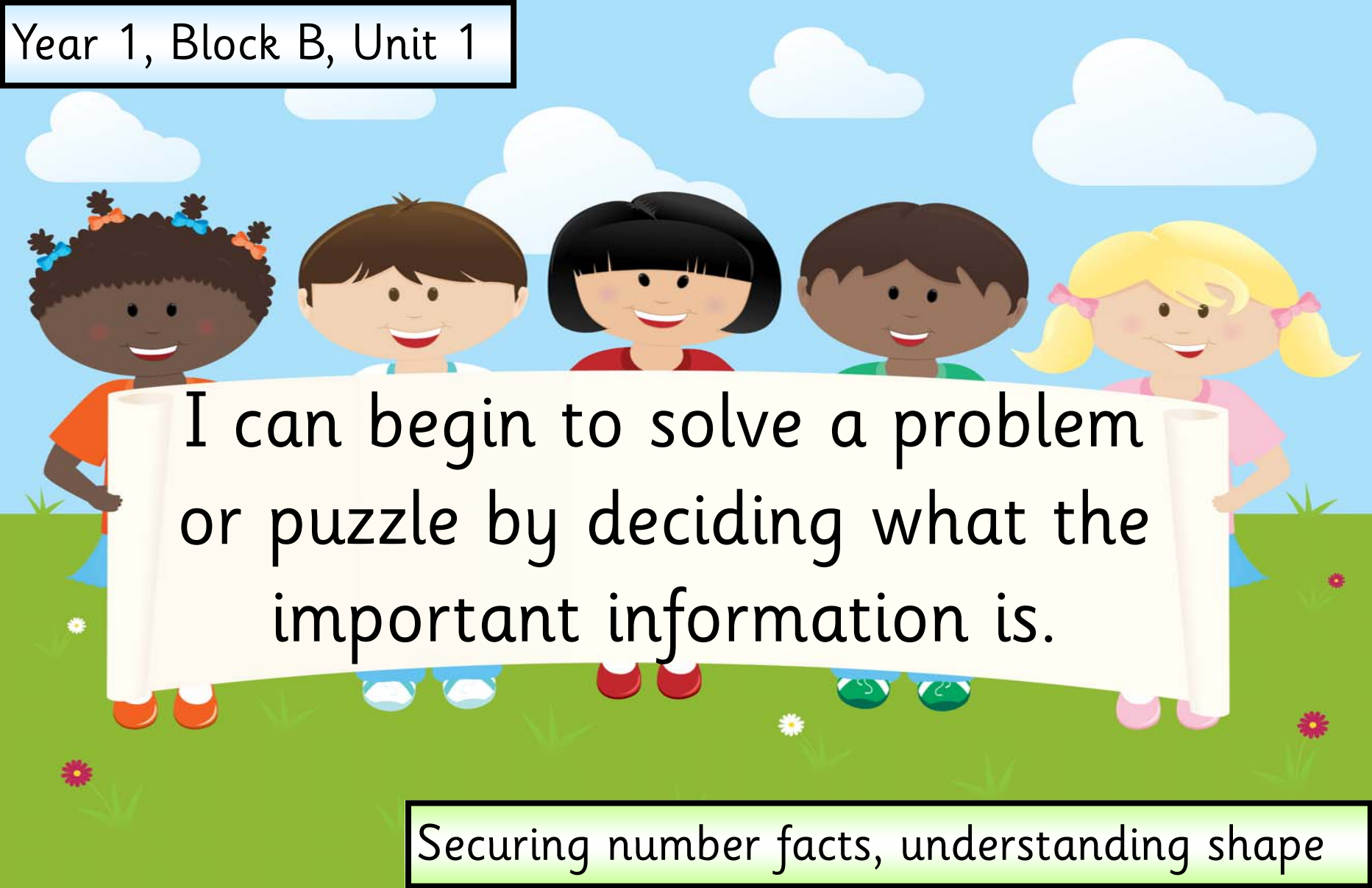
Year 1, Block B, Unit 1



I can use numbers or shapes to
copy and continue a simple
pattern.

Securing number facts, understanding shape

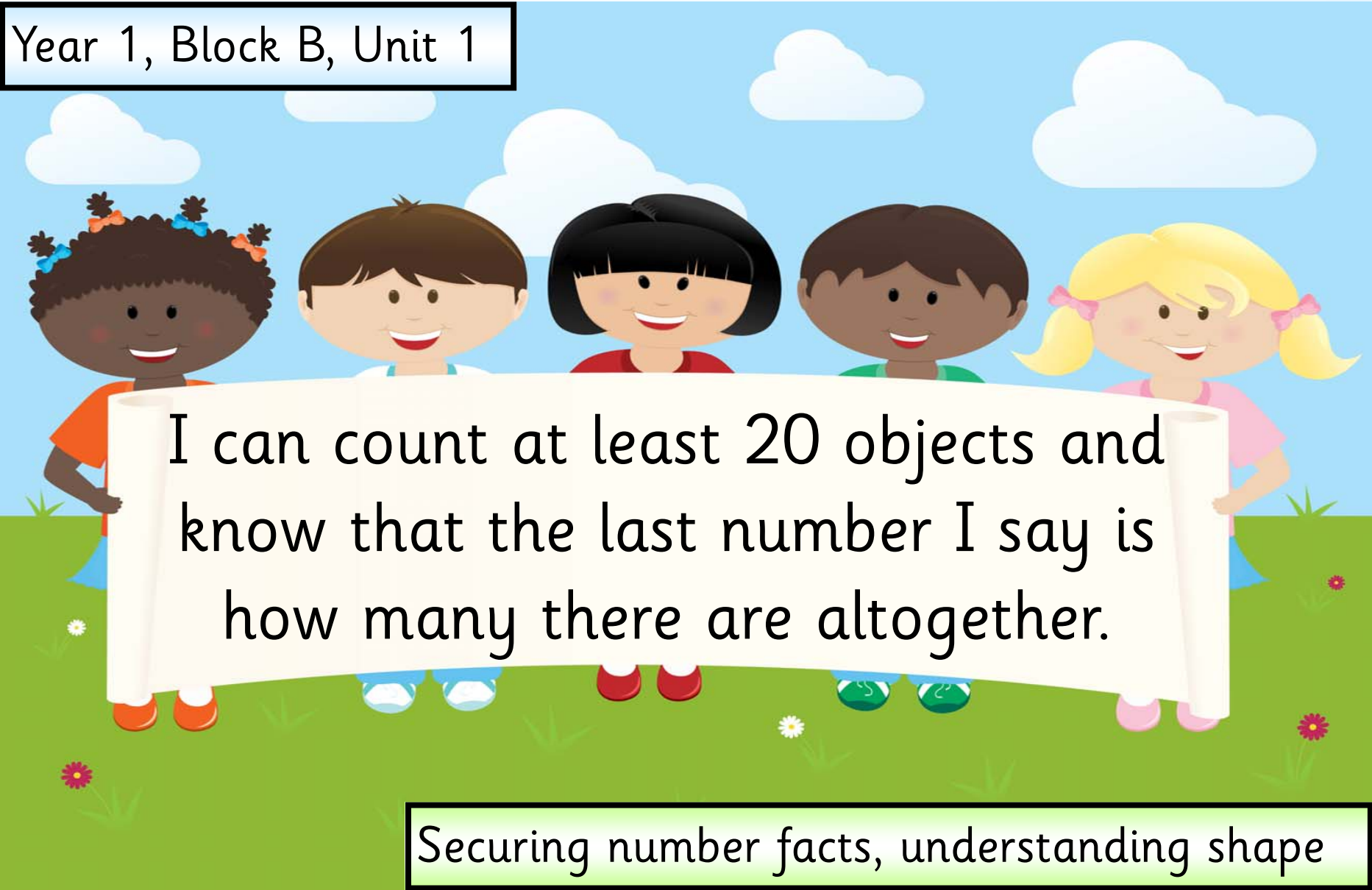
Year 1, Block B, Unit 1



I can begin to solve a problem
or puzzle by deciding what the
important information is.

Securing number facts, understanding shape

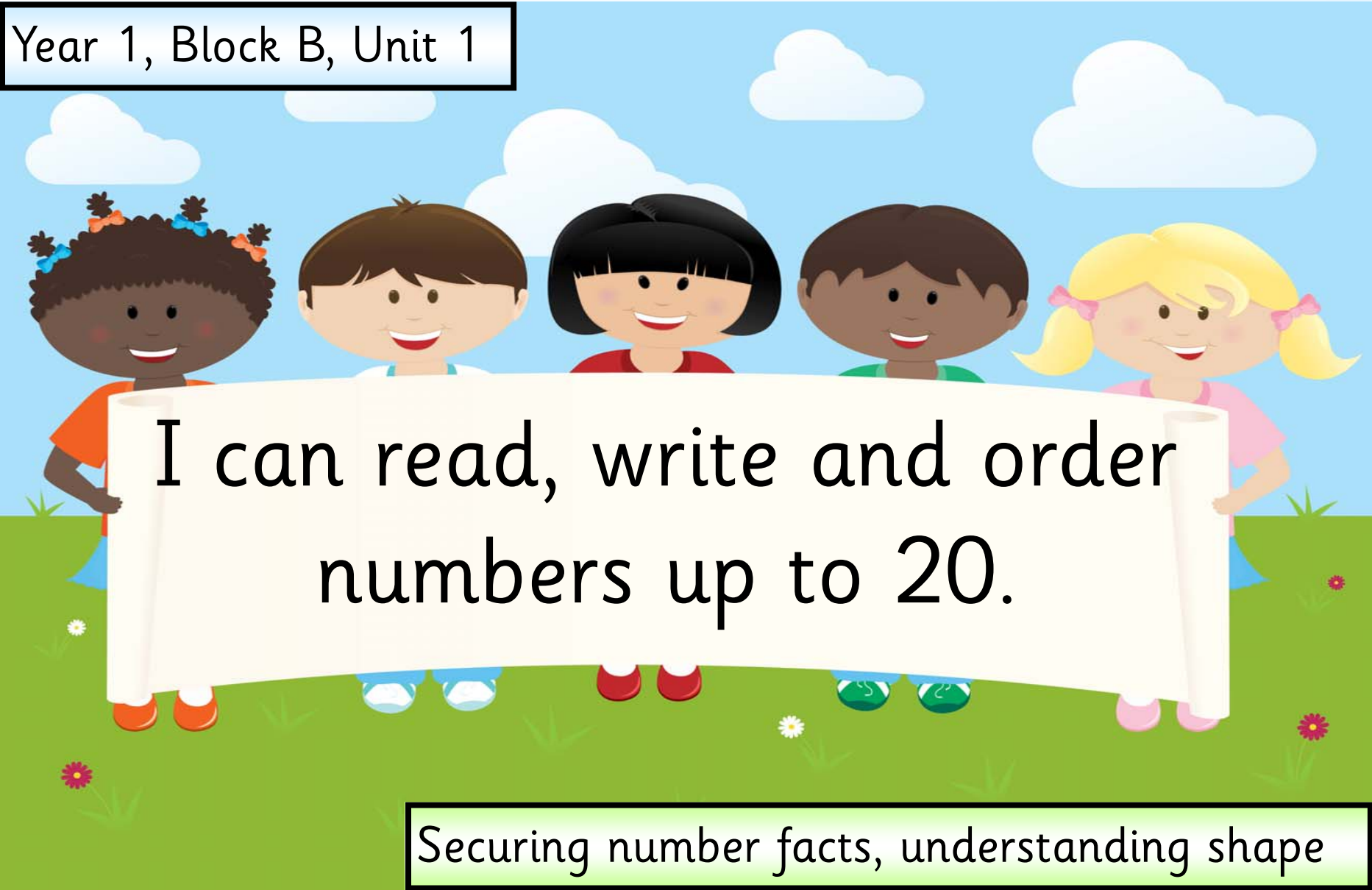
Year 1, Block B, Unit 1

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 the text: "I can count at least 20 objects and know that the last number I say is how many there are altogether." The entire scene is framed by a decorative border of colorful shapes: blue squares, orange circles, yellow squares, and green triangles.

I can count at least 20 objects and know that the last number I say is how many there are altogether.

Securing number facts, understanding shape

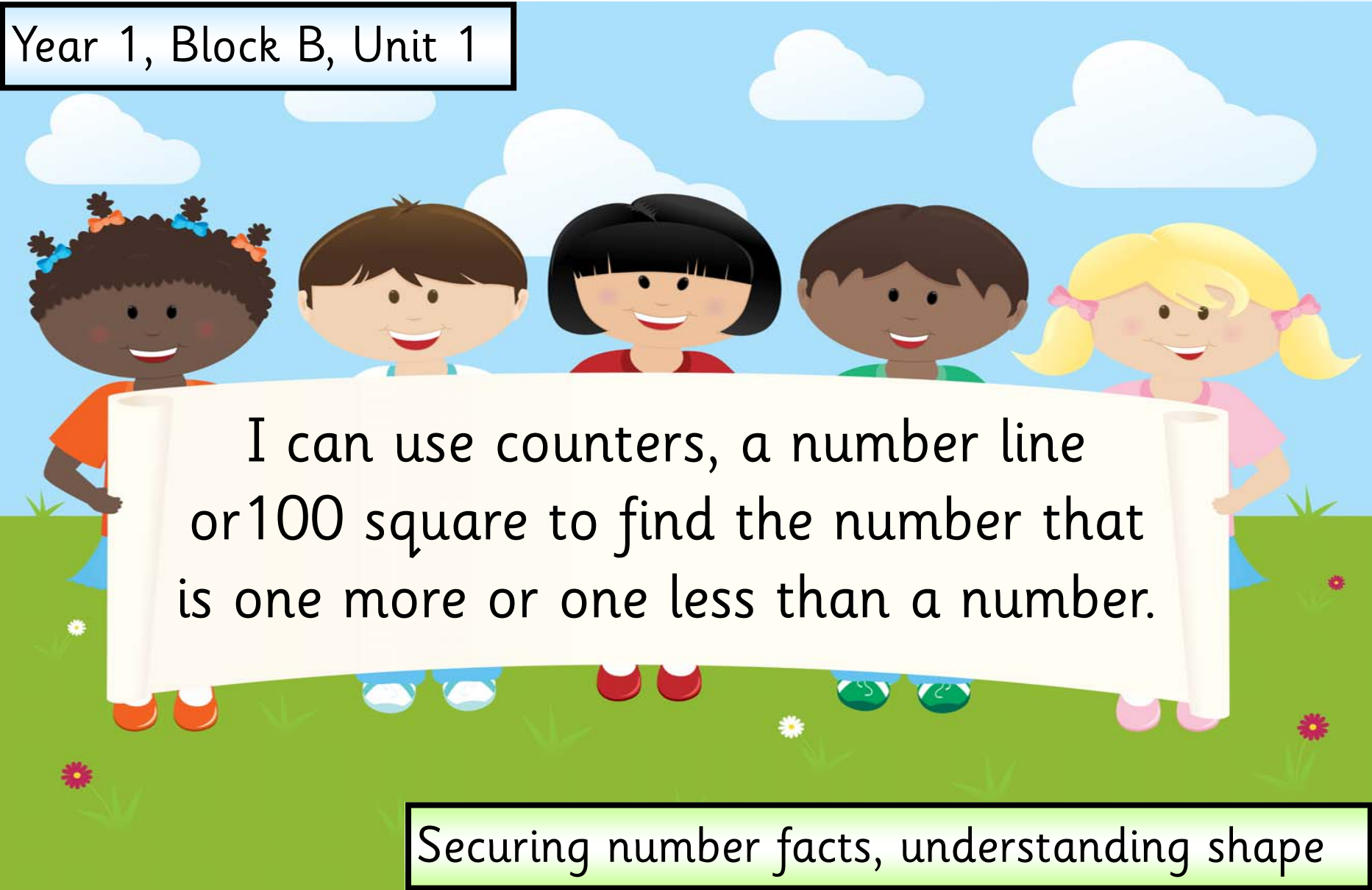
Year 1, Block B, Unit 1



I can read, write and order
numbers up to 20.

Securing number facts, understanding shape

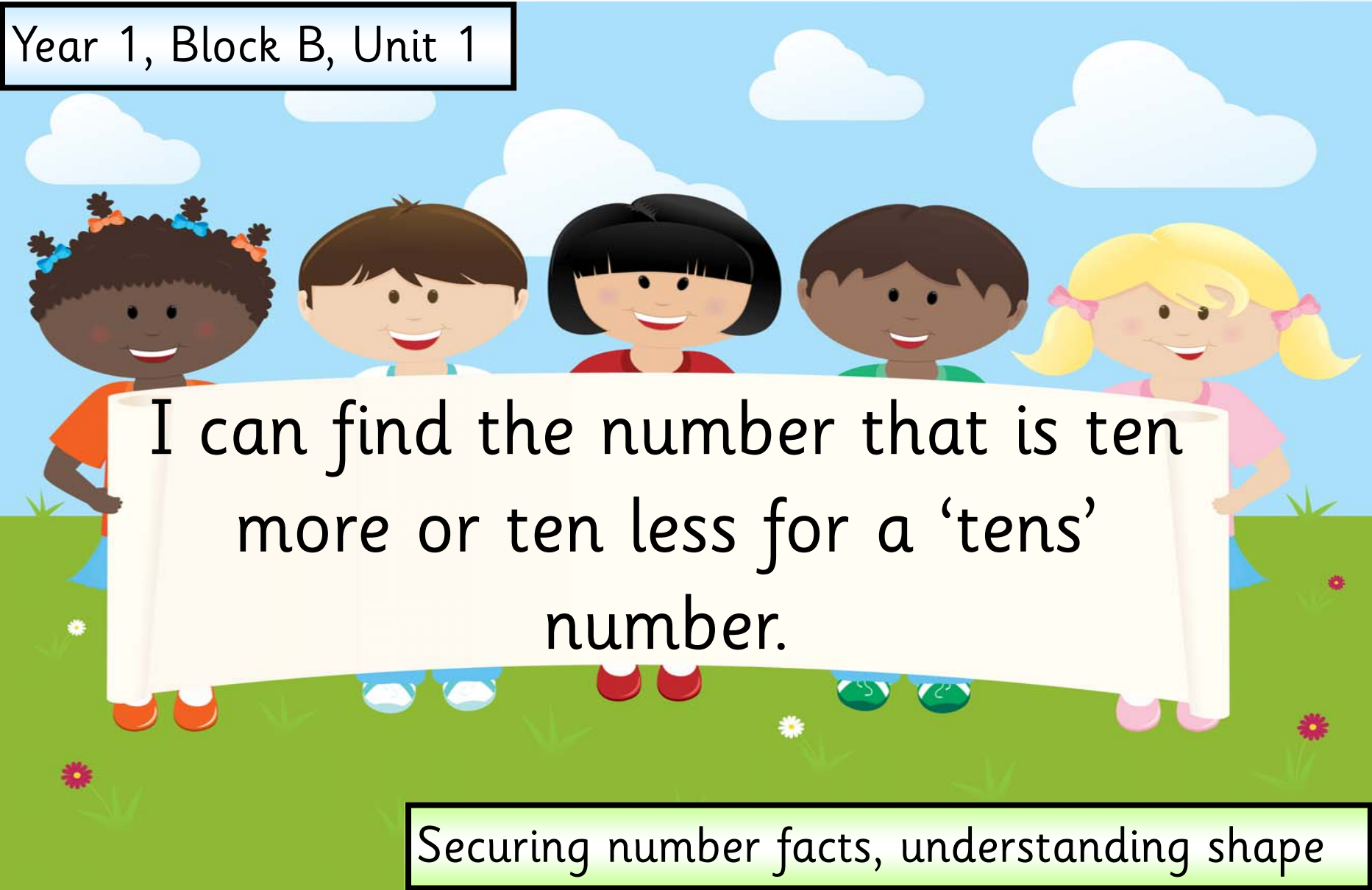
Year 1, Block B, Unit 1

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 use counters, a number line
or 100 square to find the number that
is one more or one less than a number.

Securing number facts, understanding shape

Year 1, Block B, Unit 1

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 contains text. 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 find the number that is ten more or ten less for a 'tens' number.

Securing number facts, understanding shape

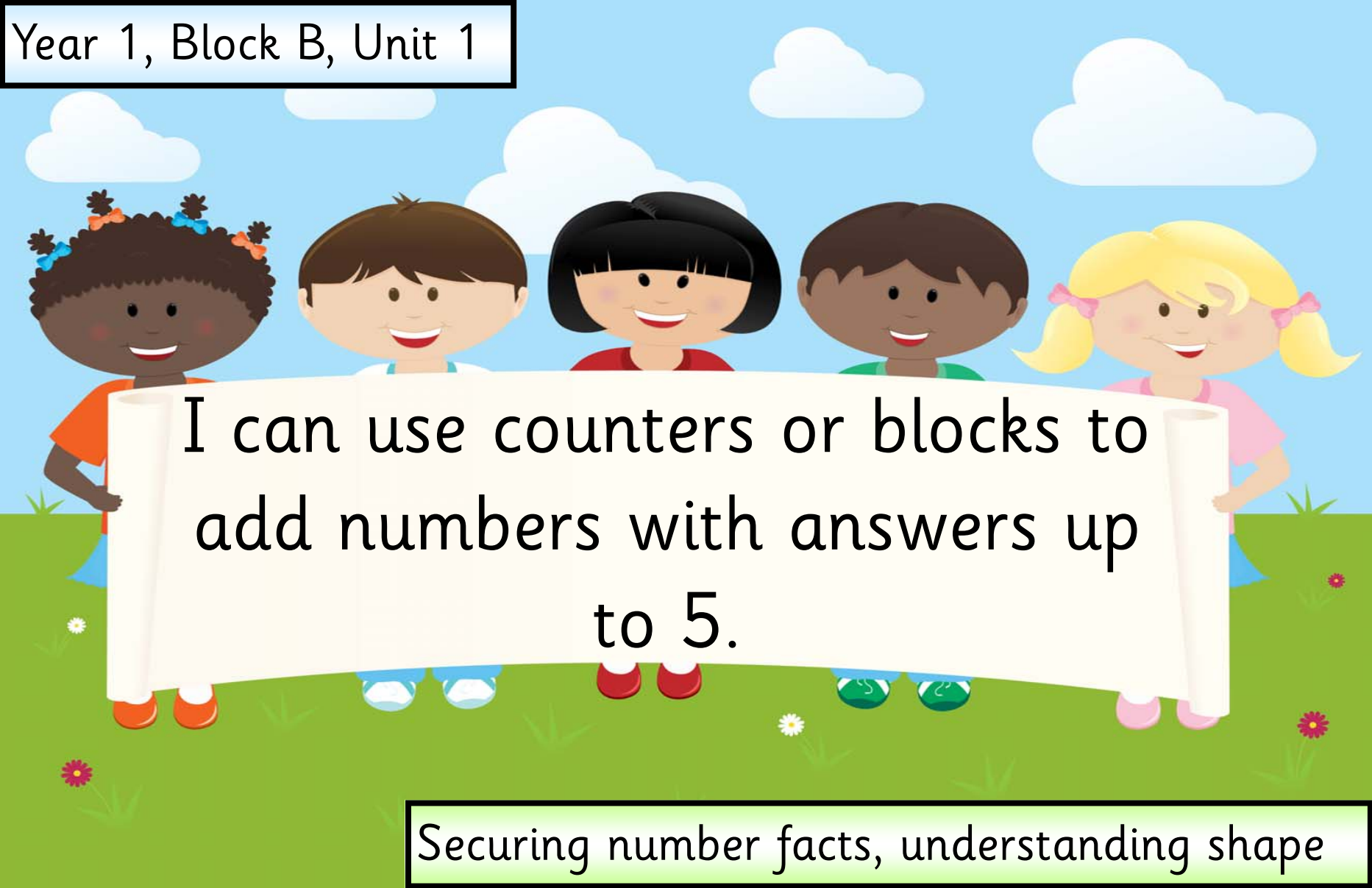
Year 1, Block B, Unit 1

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 some pairs of
numbers that total 10.

Securing number facts, understanding shape

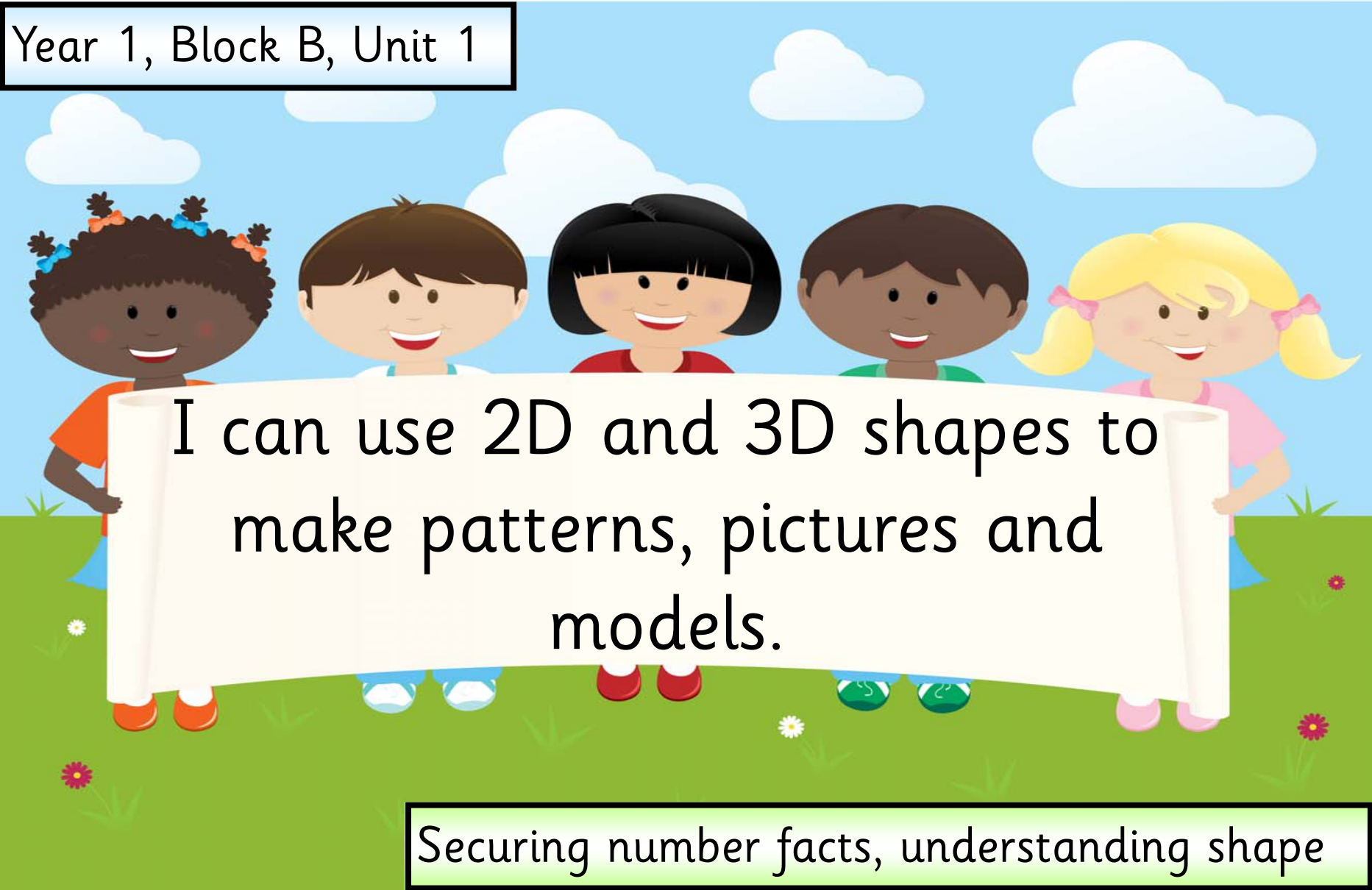
Year 1, Block B, Unit 1



I can use counters or blocks to
add numbers with answers up
to 5.

Securing number facts, understanding shape

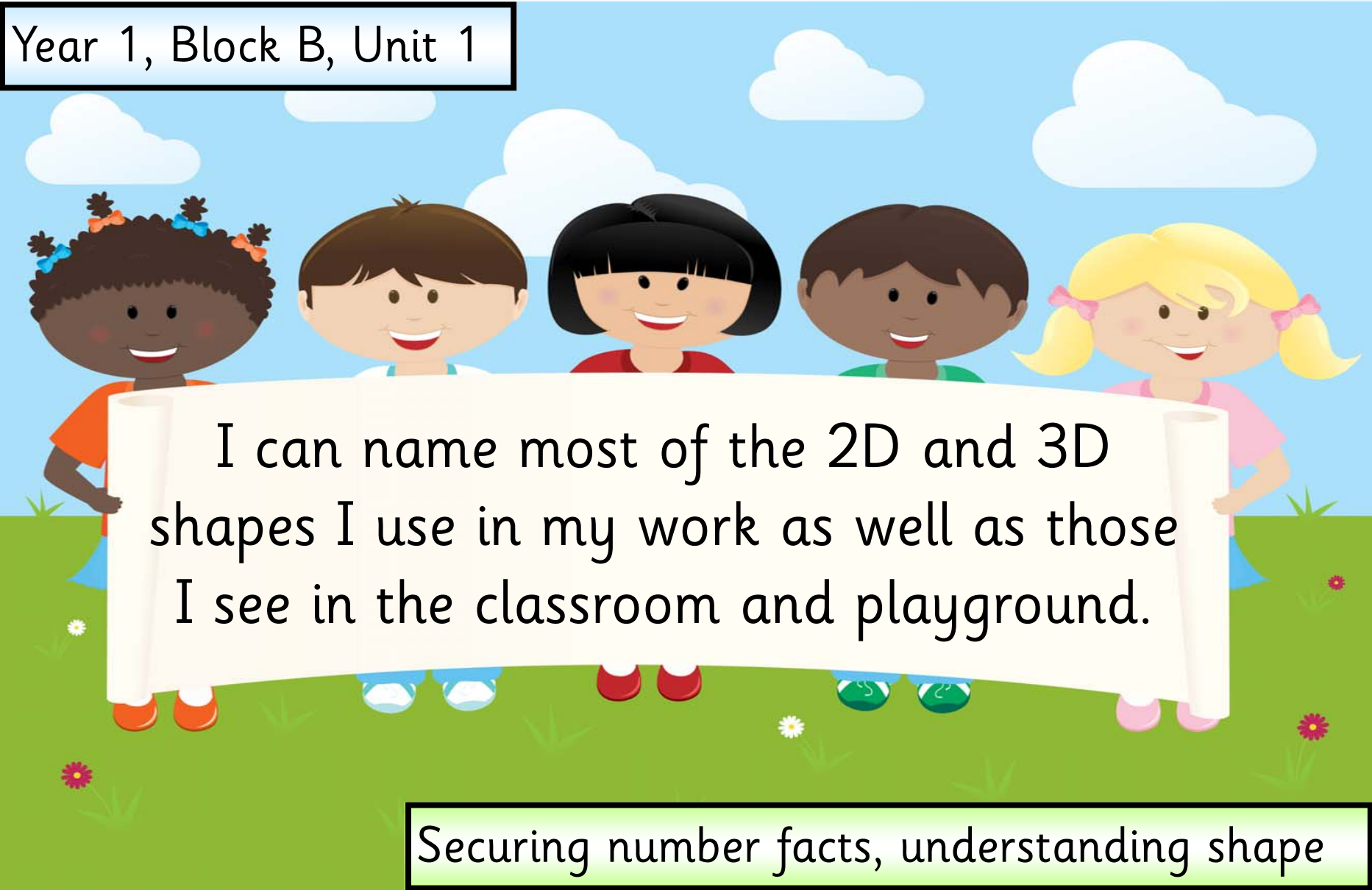
Year 1, Block B, Unit 1



I can use 2D and 3D shapes to
make patterns, pictures and
models.

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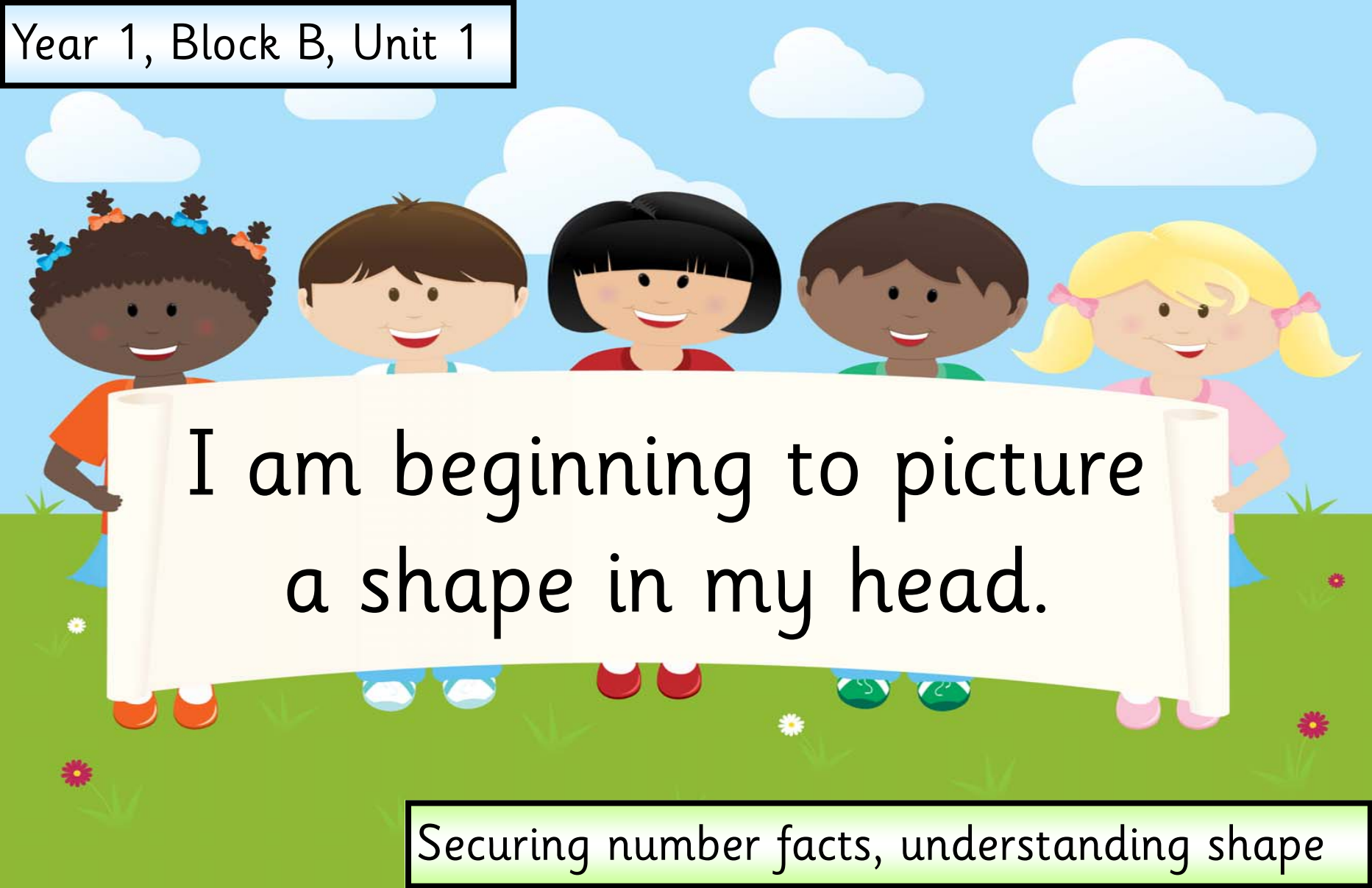
Year 1, Block B, Unit 1

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 name most of the 2D and 3D shapes I use in my work as well as those I see in the classroom and playground.

Securing number facts, understanding shape

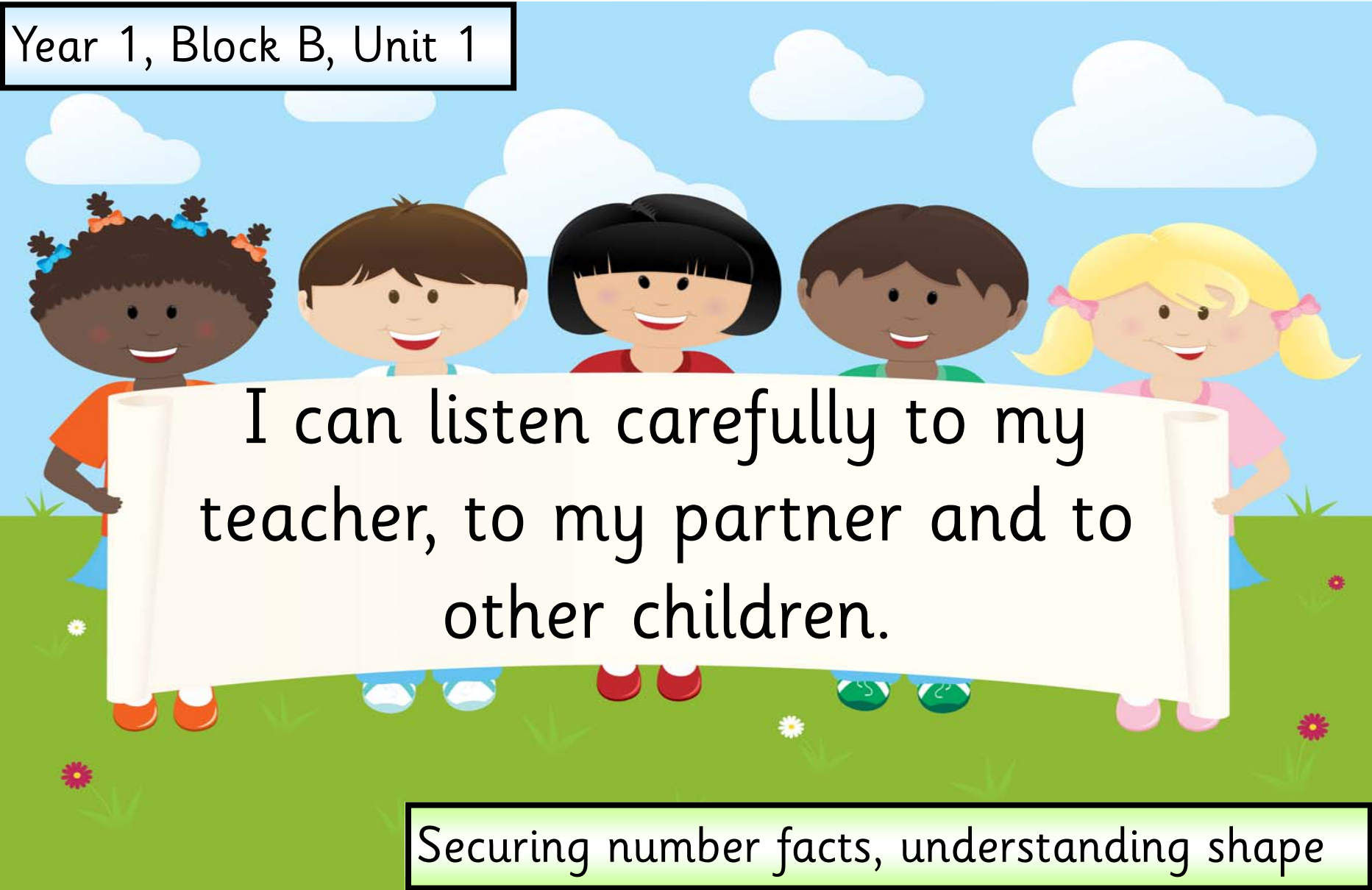
Year 1, Block B, Unit 1



I am beginning to picture
a shape in my head.

Securing number facts, understanding shape

Year 1, Block B, Unit 1



I can listen carefully to my teacher, to my partner and to other children.

Securing number facts, understanding shape