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## Steps for each year group

YR	1	2	3
Y1	4	5	6
Y2	7	8	9
Y3	10	11	12
Y4	13	14	15
Y5	16	17	18
Y6	19	20	21

Your child's steps will be shared with you at parent meetings and in their end of year report.

Teachers will discuss with you your child's next step and how you can work in partnership with the school to achieve these goals.

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# The 21 Steps

Steps to Age Expectations



**THE 21  
STEPS**



**Mereworth Community  
Primary School**

## An example page of 21 Steps for the Year 3 Maths.

Year 3		Step 10	Step 11	Step 12	End of year Expectations
<b>Problem solving</b>		<ul style="list-style-type: none"> <li>- To solve one-step and two-step questions</li> <li>- To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> <li>- To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence</li> <li>- To solve problems in which n objects are connected to m objects.</li> <li>- To solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> <li>- I can solve problems that involve all of the information on fractions.</li> </ul>			
<b>Number</b>	<b>Place Value</b>	<ul style="list-style-type: none"> <li>- I can find 10 and 100 more and less than a given number using concrete materials</li> <li>- I am beginning to recognise the place value of each digit in a 3-digit number</li> </ul>	<ul style="list-style-type: none"> <li>- I can compare and order numbers up to 1,000 based on the hundreds column</li> <li>- I can find 10 and 100 more and less than a given number using</li> <li>- I can identify, represent and estimate numbers using different representations*</li> </ul> <p>*(Allow children to use range of apparatus such as Numicon, counting sticks, cubes, 100 squares etc).</p>	<ul style="list-style-type: none"> <li>- I can read, write, compare and order numbers up to 1,000 in numerals and words</li> <li>- I can recognise the place value of each digit in a 3-digit number</li> </ul>	<ul style="list-style-type: none"> <li>- I can read and write numbers up to 1,000 in numerals and in words</li> <li>- I can recognise the place value of each digit in a 3-digit number (hundreds, tens, ones).</li> <li>- I can compare and order numbers up to 1,000</li> <li>- I can identify, represent and estimate numbers using different representations.</li> </ul>
	<b>Counting</b>	<ul style="list-style-type: none"> <li>- I can count fluently from 0 in steps of 50 and 100</li> <li>- I can count forwards and backwards from 0 in steps of 3 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>- I can count forwards and backwards from 0 in steps of 3, 4 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>I can count forwards and backwards in 10s or 100s from any number.</li> </ul>	<ul style="list-style-type: none"> <li>- I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> </ul>

Each year group is broken into three steps. Achieving the three steps together ensure the pupil has achieved the end of year expectations.



Each subject area is broken into different components to help both assessment and inform next steps for planning.