

I'm Learning To – Addition + Subtraction – Year 1



1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.

Model addition and subtraction using concrete materials

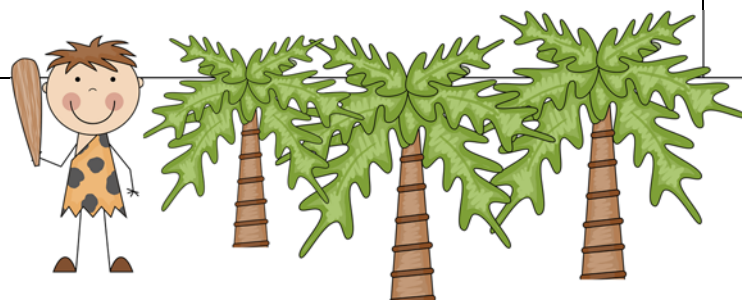
Recognise and recall combinations of numbers that add to numbers up to 20

Model and apply the commutative property for addition

Record number sentences using drawings, words, numerals and the symbols +, – and =

Use and record a range of mental strategies for addition and subtraction of one- and two-digit numbers

Use the equals sign to record equivalent number sentences



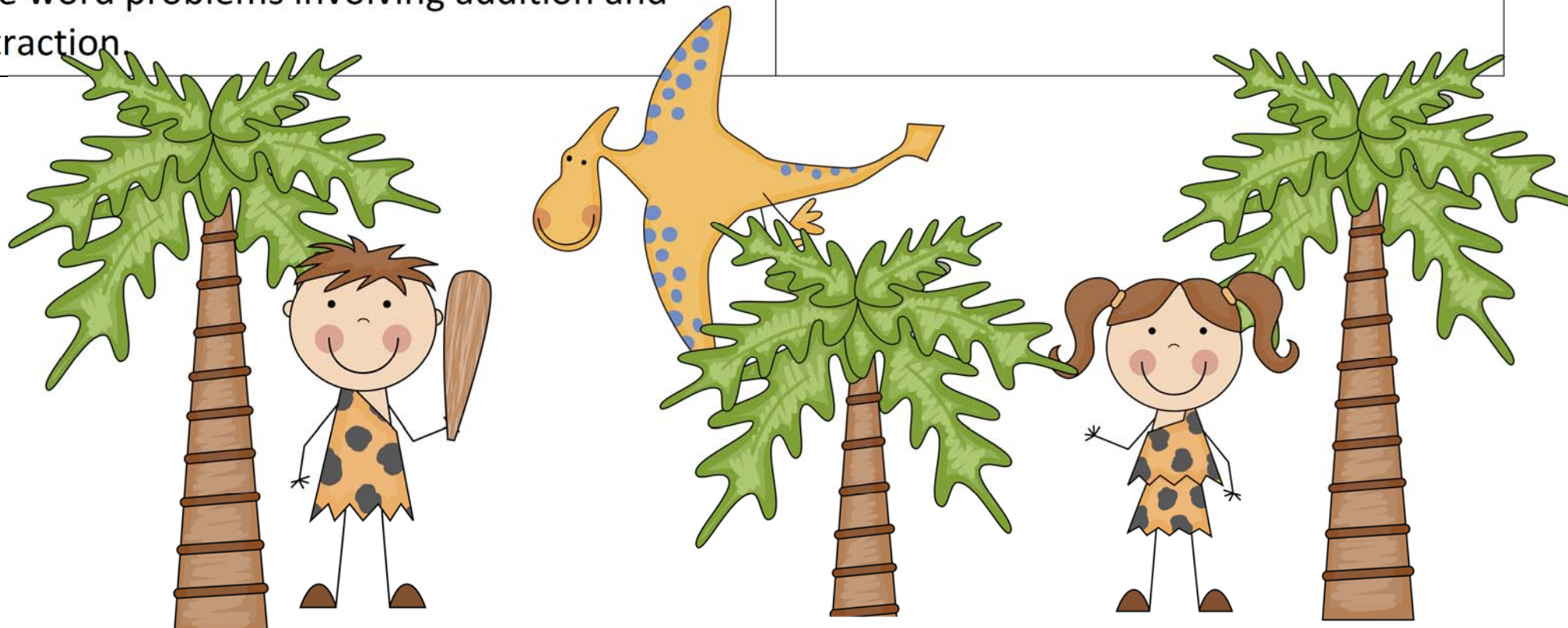
I'm Learning To – Addition + Subtraction – Year 2

5. Decide if you “can” or “need to” learn a skill.
6. Write “can” or “need to” next to the skill.
7. When you learn this skill write - “can” next to the skill.
8. Decide what goals you will aim to learn this week.

Make connections between addition and subtraction.

Use and record a range of mental strategies for addition and subtraction of two-digit numbers

Solve word problems involving addition and subtraction



I'm Learning To – Addition + Subtraction – Year 3

9. Decide if you “can” or “need to” learn a skill.
10. Write “can” or “need to” next to the skill.
11. When you learn this skill write - “can” next to the skill.
12. Decide what goals you will aim to learn this week.



Model and apply the associative property for addition

Use and record a range of mental strategies for addition and subtraction of two-, three- and four- digit numbers

Perform calculations with money, including calculating equivalent amounts using different denominations

Use the equals sign to record equivalent number sentences



I'm Learning To - Addition + Subtraction – Year 4



1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.

Use the inverse operation to check addition and subtraction calculations

Use and record a range of mental strategies for addition and subtraction of two-, three-, four- and five-digit numbers

Use the formal written algorithm for addition and subtraction

Solve word problems, including those involving money



I'm learning to:

Addition + Subtraction – Y3

- Model and apply the associative property for addition
- Use and record a range of mental strategies for addition and subtraction of two-, three- and four- digit numbers
- Perform calculations with money, including calculating equivalent amounts using different denominations
- Use the equals sign to record equivalent number sentences

Addition + Subtraction – Y4

- Use the inverse operation to check addition and subtraction calculations
- Use and record a range of mental strategies for addition and subtraction of two-, three-, four- and five-digit numbers
- Use the formal written algorithm for addition and subtraction
- Solve word problems, including those involving money

Two small cartoon cavemen, one on the left and one on the right, holding baseball bats.

I'm Learning To - Addition + Subtraction – Year 5



1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.

Select and apply efficient mental, written and calculator strategies for addition and subtraction of numbers of any size.

Use estimation to check answers to calculations.

Solve word problems and record the strategy used, including problems involving money.


Create a simple budget.



I'm learning to:

Addition + Subtraction – Y5

- ☺ Select and apply efficient mental, written and calculator strategies for addition and subtraction of numbers of any size
- ☺ Use estimation to check answers to calculations
- ☺ Solve word problems and record the strategy used, including problems involving money
- ☺ Create a simple budget



I'm Learning To - Addition + Subtraction – Year 6

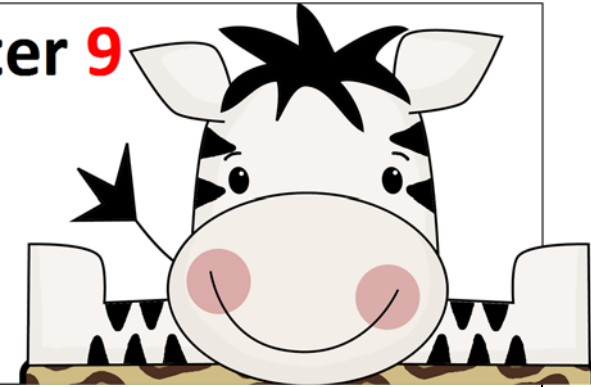
1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



Select and apply efficient mental, written and calculator strategies to solve word problems and record the strategy used.



I'm Learning To - Comprehension – Cluster 9



1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.

Build understanding by discussing possible consequences and events during reading.

Tell the difference between inferred meaning and literal meaning.

Understand the meaning of a text by getting information from different parts of the text.

Identify visual techniques in a text.

Identify aural techniques in a text.

Identify written techniques in a text.

Understand that texts can present different perspectives.

Identify and interpret main ideas and important information in a text.	
Use main ideas and important information to retell a text.	



I'm Learning To - Comprehension – Cluster 10

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.

Interpret a text by inferring connections, causes and consequences while reading.

Interpret texts by discussing the differences between literal and inferred meanings.

Respond to texts by discussing the differences between literal and inferred meanings.

Identify ways texts present different perspectives.

Compare accuracy and credibility of a text by comparing texts on a similar topic.

Analyse texts by discussing the way language features and structures shape meaning.

Respond to texts by discussing the way language features and structures shape meaning.



I'm Learning To - Comprehension – Cluster 11



1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.

Understand how inference is used in a text.	
Reread text to find supporting evidence.	
Respond to a different point of view in a text.	
Look at how audience, purpose and context influence text.	
Create a summary that demonstrates thorough understanding of different views and values in a text.	
Identify grammatical techniques used in a text & explain their impact on the audience.	
Understand how a topic can be presented in a range of texts.	

I'm Learning To - Comprehension – Cluster 12

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



Discuss multiple purposes within the one text.

Use different texts to summarise a topic.

Understand how language features of the text affect the reader.

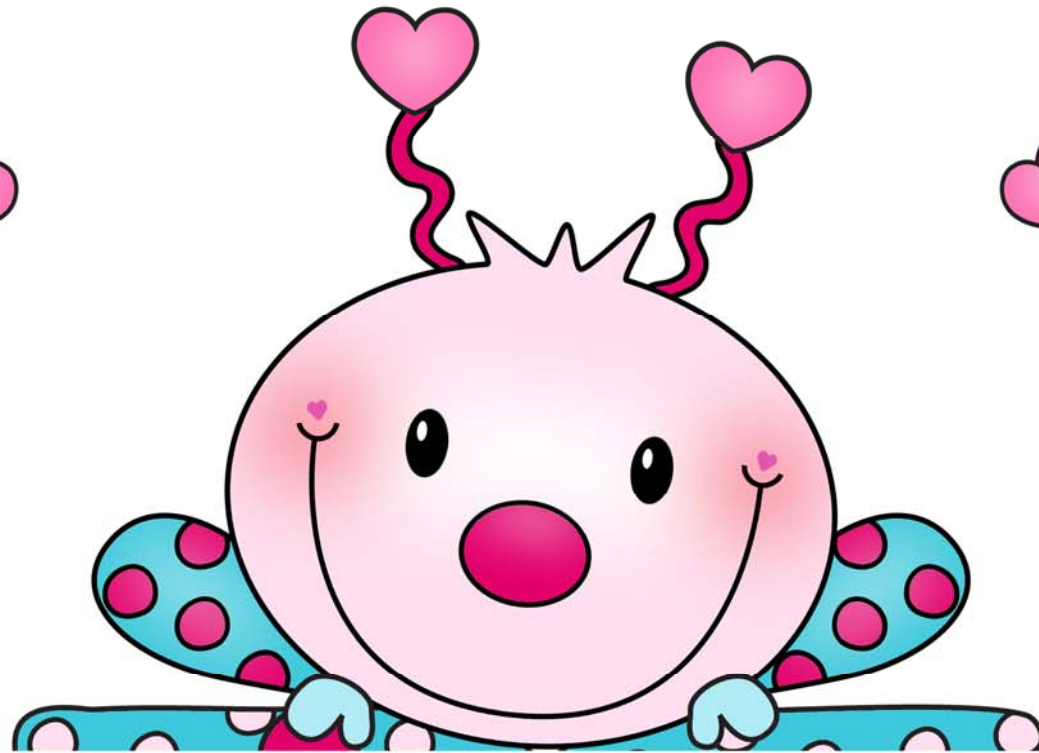
Understand how visual images create meaning by comparing texts on the same topic.

Justify hidden meaning using evidence.

Interpret text by creating a personal response in a variety of presentations.

Analyse a wide range of text and compare how ideas are presented.

Explain how different texts show different points of view.



I'm Learning To – Fractions + Decimals – Year 3

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



Model & represent fractions with denominators 2, 3, 4, 5, 8

Count by halves, quarters & thirds, including mixed numerals

Represent fractions on number lines beyond 1

Fractions - Decimals – Year 4

- Model and find equivalence between fractions with denominators 2, 4 and 8; 3 and 6; and 5, 10 and 100
- Apply the place value system to represent tenths and hundredths as decimals
- Make connections between fraction and decimal notation
- Model, compare and represent decimals with one and two decimal places
- Represent decimals on number lines

I'm learning to:

A cartoon illustration of a green frog with large eyes and a smiling mouth, sitting on a grey rock. A small snail with a brown shell is visible in the bottom right corner of the card.

I'm Learning To - Fractions + Decimals – Year 4

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



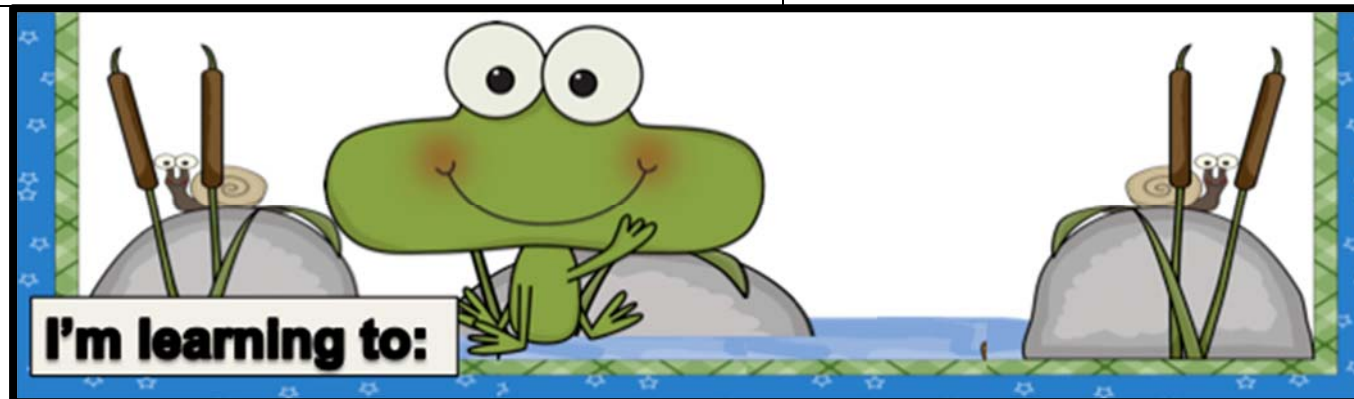
Model and find equivalence between fractions with denominators 2, 4 and 8; 3 and 6; and 5, 10 and 100

Apply the place value system to represent tenths and hundredths as decimals

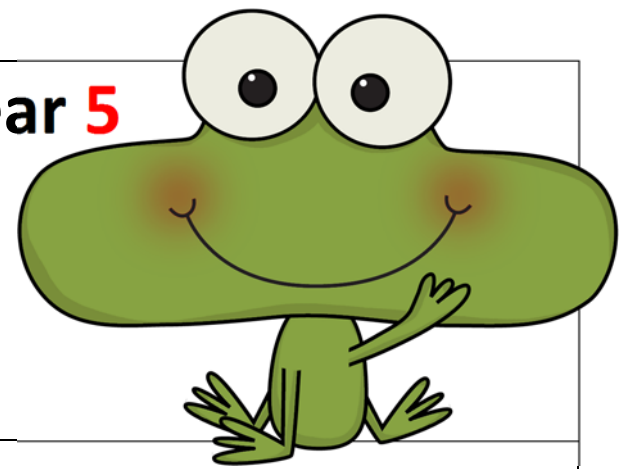
Make connections between fraction and decimal notation

Model, compare and represent decimals with one and two decimal places

Represent decimals on number lines

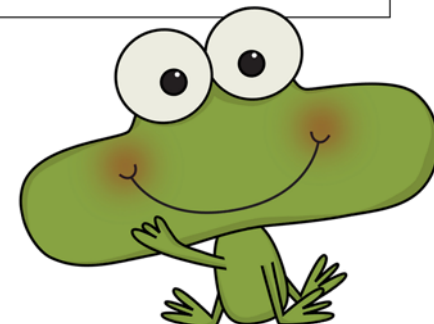
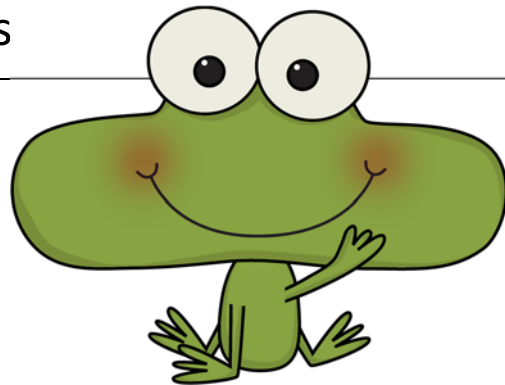


I'm Learning To - Fractions + Decimals – Year 5



1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.

Compare and order unit fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100	
Express mixed numerals as improper fractions	
Express improper fractions as mixed numerals	
Model and represent strategies to add and subtract fractions with the same denominator	
Apply the place value system to represent thousandths as decimals	
Compare, order and represent decimals with up to three decimal places	

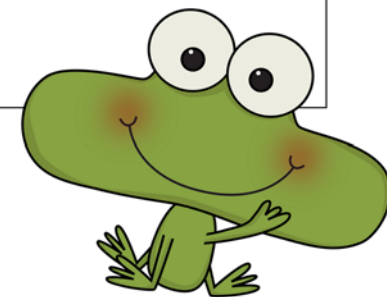


I'm Learning To - Fractions + Decimals – Year 6

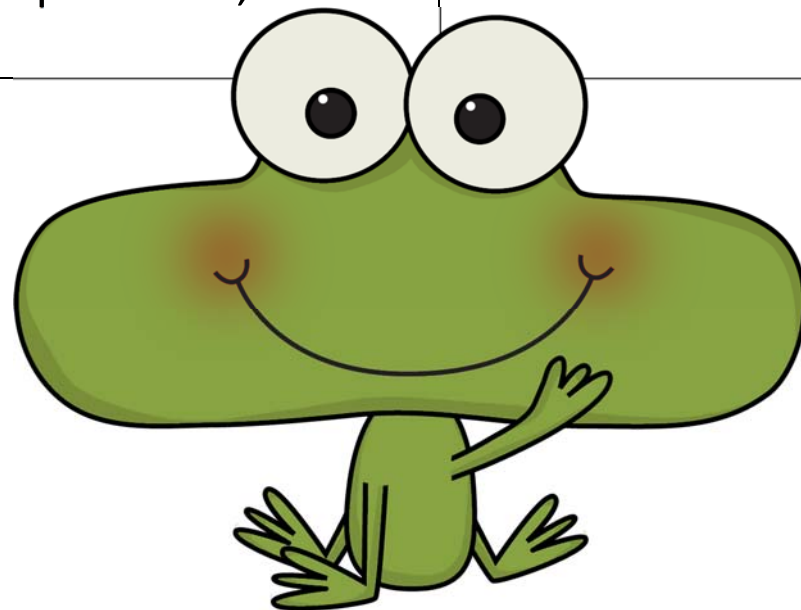
1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



Represent, compare & order fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100	
Determine, generate and record equivalent fractions	
Write fractions in their ‘simplest form’	
Add and subtract fractions, mixed numerals, with the same or related denominators	
Multiply fractions by whole numbers	
Find a simple fraction of a quantity	
Use mental, written and calculator strategies to add and subtract decimals with up to three decimal places	



Use mental, written and calculator strategies to multiply decimals by one- and two-digit whole numbers	
Use mental, written and calculator strategies to divide decimals by one-digit whole numbers	
Multiply and divide decimals by 10, 100 and 1000	
Solve word problems involving fractions and decimals, & money problems	
Make connections between equivalent percentages, fractions & decimals	
Use mental, written & calculator strategies to calculate 10%, 25% and 50% of quantities, including as discounts	



I'm Learning To – Multiplication + Division – Year 2

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.

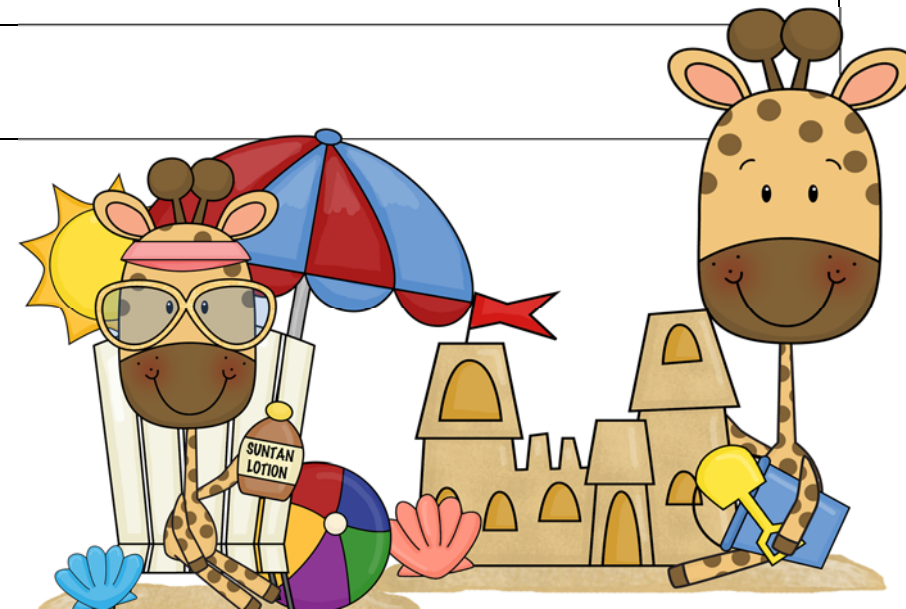


Model and use repeated addition as a strategy for multiplication

Model and use arrays described in terms of ‘rows’ and ‘columns’ as a strategy for multiplication

Model and use groups, arrays and repeated subtraction as strategies for division

Record using drawings, words and numerals

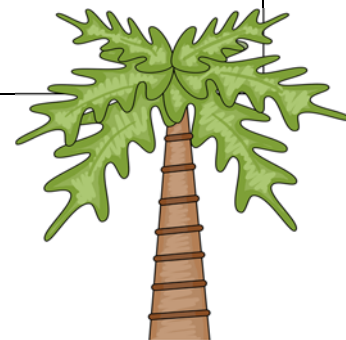


I'm Learning To - Multiplication + Division – Year 3



5. Decide if you “can” or “need to” learn a skill.
6. Write “can” or “need to” next to the skill.
7. When you learn this skill write - “can” next to the skill.
8. Decide what goals you will aim to learn this week.

Recall multiplication facts for 2X,3X, 5X, 10X	
Recognise and use the symbols \times and \div	
Link multiplication and division using arrays	
Model & apply commutative property for multiplication	
Use mental strategies to multiply one-digit numbers by multiples of 10	
Use & record a range of mental strategies for multiplication of two single-digit numbers	



I'm Learning To - Multiplication + Division – Year 4

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



Recall and use multiplication facts up to 10×10 with automaticity

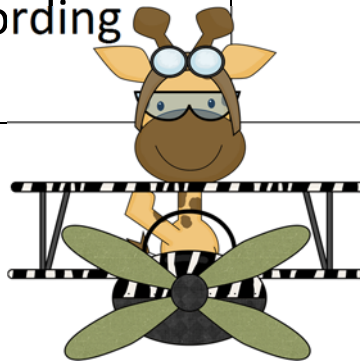
Relate multiplication facts to their inverse division facts

Determine multiples and factors of whole numbers

Use the equals sign to record equivalent number relationships involving multiplication

Use & record a range of mental & informal written strategies for multiplication & division of two-digit numbers by a one digit number

Use mental strategies and informal recording methods for division with remainders



I'm Learning To - Multiplication + Division – Year 5

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



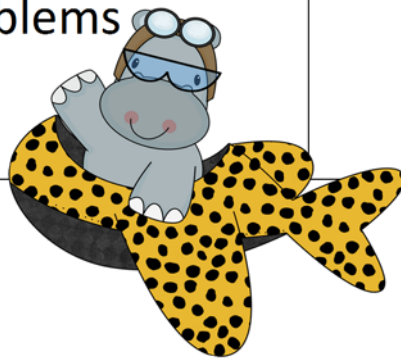
Use and record a range of mental and written strategies to multiply by one and two-digit operators

Use the formal algorithm for multiplication by one & two-digit operators

Use and record a range of mental and written strategies to divide numbers with three or more digits by a one-digit number, including problems with remainders

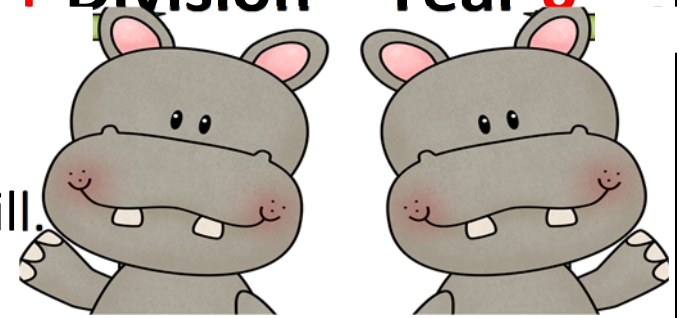
Solve word problems and record the strategy used

Interpret remainders in division problems
Use estimation to check answers to calculations



I'm Learning To - Writing – Multiplication + Division – Year 6

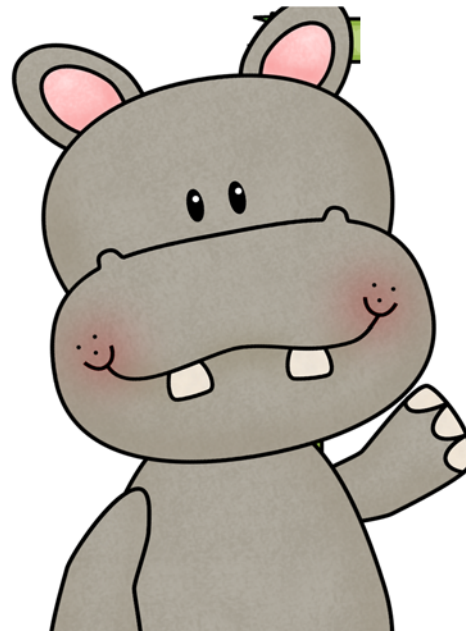
1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



Select and apply efficient mental, written and calculator strategies to solve word problems and record the strategy used.

Recognise and use grouping symbols.

Apply the order of operations in calculations.



I'm Learning To - Writing – Cluster 9

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.

Create an imaginative text.

Create an informative text.

Create a persuasive text.

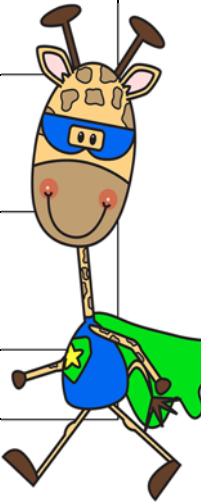
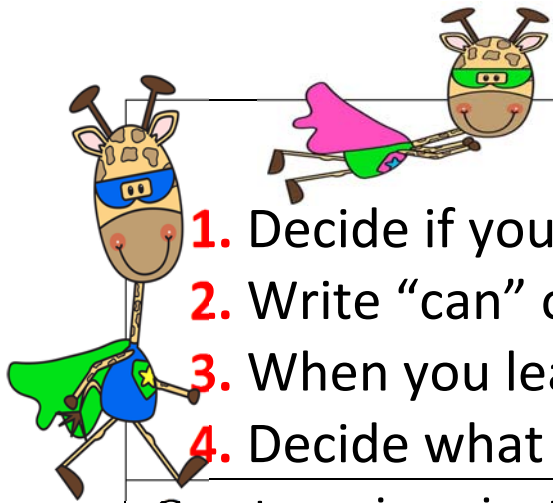
Choose language appropriate to my purpose and audience.

Plan using headings, mindmaps and questions.

Reread to check for accuracy.

Reread to check for consistency of meaning.

Reread to check for relevancy for purpose.



Write using paragraphs that are a group of sentences about one topic.

Use different spelling strategies to spell words

Use computer skills such as spell check and grammar check

Use verbs correctly.

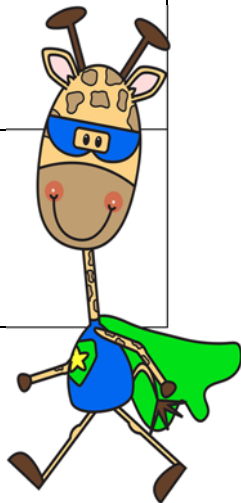
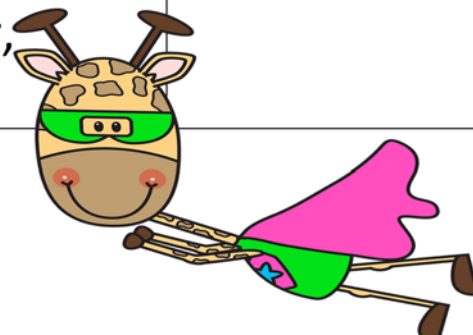
Use adverbs correctly.

Use nouns correctly.

Use adjectives correctly.

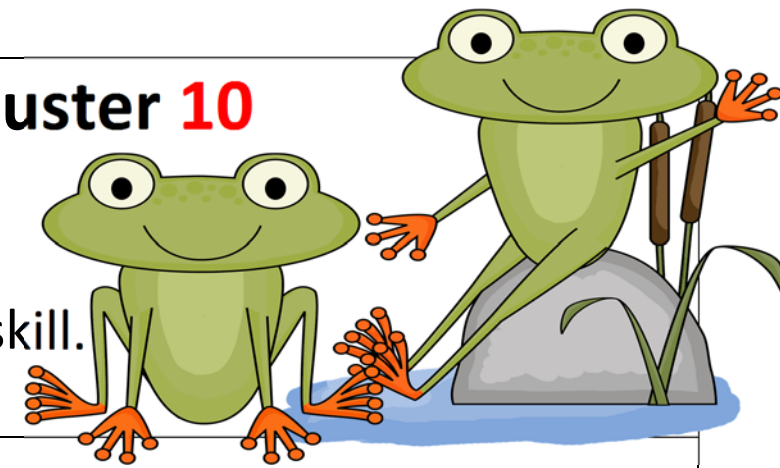
Write joined letters and letters the same size

Create simple multimodal text digitally
(combination of pictures, text, voice over,
sound).



I'm Learning To - Writing – Cluster 10

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



Use personal experience, other texts and research to create a variety of texts for different audiences.	
Justify my opinion with evidence.	
Find resources and information when planning.	
Reread and revise text to check for and improve meaning	
Reread and revise to delete unnecessary information and add new information.	
Write sentences with different beginnings.	
Write sentences with an adjectival clause at the beginning.	
Write sentences with an adverbial clause at	

the beginning.

Write complex sentences.

Use simple and sentence punctuation correctly.

Spell words by thinking about what they mean.

Spell words by knowing how letter combinations look.

Spell words by hearing the sounds in words.

Spell words by knowing the sound of letters.

Use prefixes and suffixes appropriately.

Use pronouns to link ideas and information.

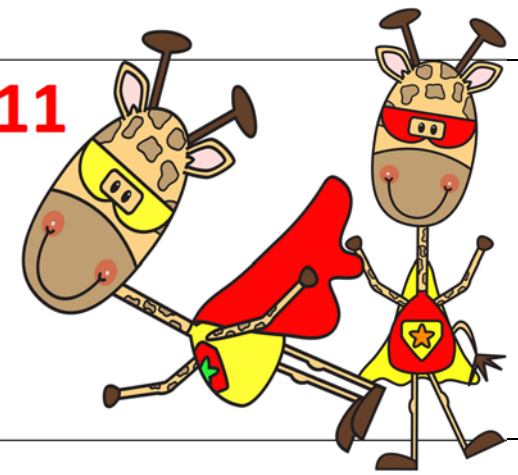
Use conjunctions and connectives to link ideas and information.

Write in neat consistent handwriting.



I'm Learning To - Writing – Cluster 11

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



Write logical well-structured texts for a range of purposes.

Construct a logical well-structured imaginative text.

Construct a logical well-structured informative text.

Construct a logical well-structured persuasive text.

Find accurately acknowledge and site sources when necessary.

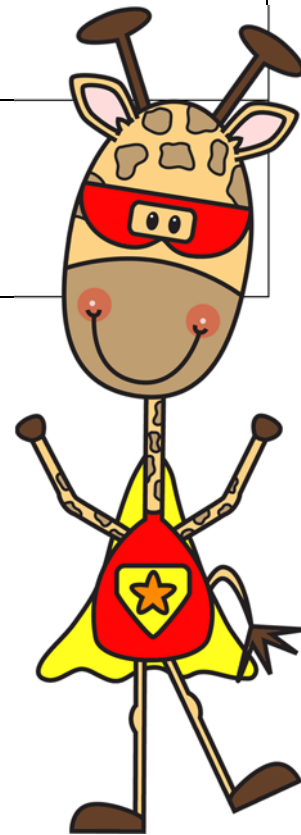
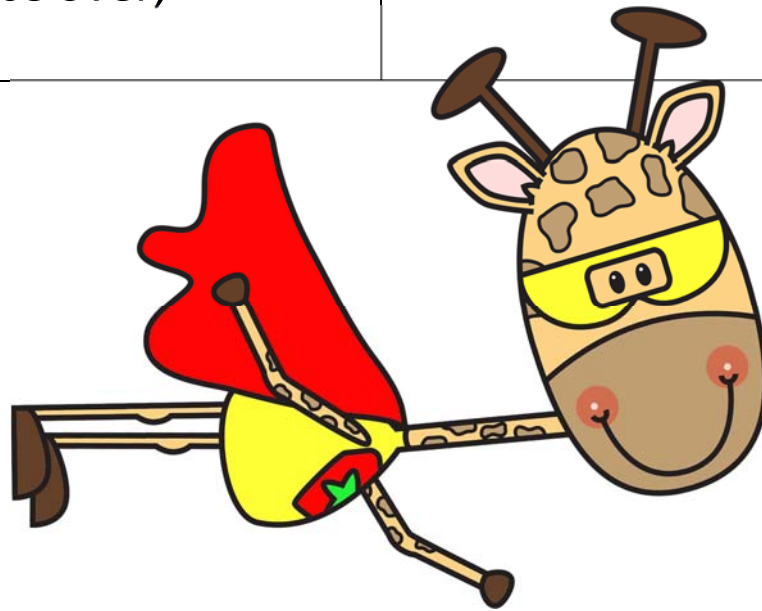
Use feedback to edit my writing.

Engage the reader through deliberate choices in language -

- Descriptive

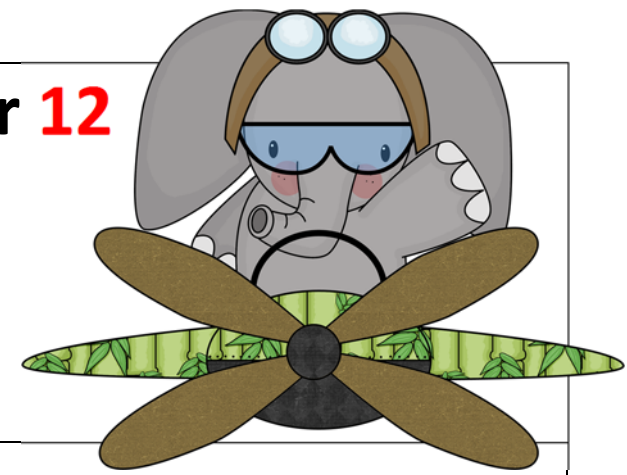
- Persuasive	
- topic	
- technical	
- evaluative	
- emotive	
- colloquial	
Use topic sentences.	
Organise main and subordinate ideas.	
Use quotation marks.	
Use colons and semicolons.	
Use dashes, sparingly.	
Spell new words using generalisations.	

Spell new words using meanings of base words.	
Spell new words using prefixes and suffixes.	
Write fluently with appropriate size.	
Write fluently with appropriate spacing.	
Use word processing programs confidently.	
Use various functions in word processing programs.	
Plan and design complex multimodal texts (combination - pictures, text, voice over, sound).	



I'm Learning To - Writing – Cluster 12

1. Decide if you “can” or “need to” learn a skill.
2. Write “can” or “need to” next to the skill.
3. When you learn this skill write - “can” next to the skill.
4. Decide what goals you will aim to learn this week.



Write extended texts for wide range of purposes.	
Choose the type of text to suit a purpose and audience.	
Choose the form of text to suit a purpose and audience.	
Create well planned texts.	
Write more complex and detailed subject matter.	
Use creative language features –	
- alliteration	
- metaphor	

- imagery	
- nominalization	
- sentence length	
Refine writing in response to feedback, the edit and publish.	
Use sophisticated literary devices such as humour and irony to engage an audience.	
Use grammatical features such as modality to influence an audience.	
Use a variety of sentences starters.	
Use a variety of dependent clauses.	

