Support with the Bronze Award

- I can count in multiples of… with a 100 square   - to do this, your child can use a 100 square to support them counting up in steps of 2, 3, 5 or 10. For example, starting at 12 and counting in steps of 3 your child can use the number square and count: 12, 15, 18, 21, 24…
- I can count in multiples of… without a 100 square   - to do this, it is as above, but independently counting up without the resource to support them.
- I can chant the table in order confidently   - as this suggests, your child will be able to chant the appropriate times table facts. For example, once two is two, two twos are four, three twos are six, four twos are eight…
- I can answer questions out of order confidently - to show that they know their tables, they should be able to answer questions within 6 seconds, and in any order. For example, 3 x 2? 7 x 2? 9 x 2? 1 x 2?
- I can answer division questions out of order confidently - again, to show confidence with their times tables, they should be able to answer questions within 6 seconds, in any order. For example, how many 5s in 60? How many 5s in 10? How many 5s in 25?
- I can say one more and less than a number – e.g. what is 1 more than 45? What is 1 less than 20?
- I can recognise odd and even numbers – when you give your child a number between 1 and 100, they should be able to say if it is odd or even, and begin to explain that is because the ones digit is odd or even. For example, 67 is odd.
- I can say my number bonds to 10 confidently   - if you give your child a number between 0 and 10, they should be able to give you the corresponding number that, when added to your number, gives you a total of 10. This should be done within 5 seconds. For example, 7? 3. 10? 0
- I can say my number bonds to 20 confidently   - if you give your child a number between 0 and 20, they should be able to give you the corresponding number that, when added to your number, gives you a total of 20. This should be done within 5 seconds. For example, 7? 13. 10? 10
- I can count to and across 100, forward and back, from any number   - if you give your child a starting number in the high 80s / low 90s, they should be able to count up beyond 100 and count back down. For example, 94: 95, 96, 97, 98, 99, 100, 101, 102, 101, 100, 99, 98…
- I can read and write numbers to 100 in digits   - the two parts to this mean that if you show your child a number, e.g. 73 then they say "seventy three", and if you ask them to write a number, they write it as digits, e.g. "sixty four" is 64.