Support with the Silver Award

- I can count in multiples of…   - to do this, your child needs to count up in steps of 2, 3, etc. For example, starting at 12 and counting in steps of 3 your child needs to count: 12, 15, 18, 21, 24…
- 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 count in multiples of 50 and 100 confidently to 1000   - from a starting number, your child should be able to count up in 50s or 100s. For example, starting at 150: 200, 250, 300, 350… or starting at 300: 400, 500, 600, 700, 800, 900, 1000.
- I can order numbers beyond 1000   - given a set of four or five numbers, your child can sort them in ascending order (so smallest to largest). For example: 1234, 1345, 1023, 1823 → 1023, 1234, 1345, 1823.
- I can compare numbers beyond 1000 using <, > and =   - given two numbers, your child can say which is the larger of the two and use the less than (<) or greater than (>) sign. For example, 1982 > 1928.
- I can round numbers to the nearest 10, 100 or 1000   - if you give your child a number, they should be able to round it to the nearest 10, 100 or 1000. For example, 2345 → 2350 (nearest 10), 2300 (nearest 100), 2000 (nearest 1000).