BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 1 ~

Questions 1 to 5

Q No.	APP Statement	'I Can...' statement	Location within Big Maths	Teacher Notes
1	**Numbers and the number system:** • write numbers to 10	I can write numbers	None – it is assumed that writing the digits 0 to 9 will be taught as part of the EYFS curriculum.	This Level 1 target is to be able to write the numbers from 1 to 10. In the answer book it tells you which number to ask the children to write for each test.
2	**Numbers and the number system:** • order numbers to 10	I can order numbers to 10	Counting - section 4: Ordering Numbers	The children have to write the 3 numbers in the correct order (smallest to largest).
3	**Numbers and the number system:** • say what number comes next, is one more/less	I can add one/take one	Counting - section 7: How many are there still?	The children should not use a number line or any other resource to help them (but can use their fingers).
4	**Mental Methods:** • add numbers of objects to 10 - begin to add by counting on from the number of objects in the first set	I can add numbers of objects to 10	Calculation - addition: Step 5	None
5	**Mental Methods:** • begin to know some double facts, e.g. doubles of numbers to double 5	I know my finger doubles	Learn Its: Rec. term 1 and 2	The children should not use a number line or any other resource to help them (but can use their fingers).

BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 1 ~

Questions 6 to 10

Q No.	APP Statement	'I Can...' statement	Location within Big Maths	Teacher Notes
6	**Written Methods:** - begin to use the symbols '+' and '='	I can solve a number sentence	Calculation - addition: Step 8	The children should not use a number line or any other resource to help them (but can use their fingers).
7	**Fractions:** • halve an even number of objects	I can halve an even number of objects	Calculation - division: Step 4	Here the children can use blocks or another object based resource to help them halve an even number. No help should be given on how to use the blocks.
8	**Numbers and the number system:** • count up to 10 objects	I can count 10 objects	Counting - section 6: Actual Counting	N/A
9	**Solving numerical problems:** - given a number work out 'how many more to make...'	I know the missing piece to 10	It's Nothing New - section 4: Jigsaw Numbers	The children should not use a number line or any other resource to help them (but can use their fingers).
10	**Mental Methods:** • subtract numbers of objects to 10	I can take away numbers of objects to 10	Calculation - subtraction: Step 5	Here the children can use blocks or another object based resource to help them subtract a number of objects. No help should be given on how to use the blocks.

BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 2 ~

Questions 1 to 5

Q No.	APP Statement	'I Can...' statement	Location within Big Maths	Teacher Notes
1	**Numbers and the number system:** • begin to understand the place value of each digit - know the relative sixe of numbers to 100	I can partition a 2 digit number	Counting - section 3: Squiggleworth	N/A
2	**Numbers and the number system:** • recognise sequences of numbers, including odd and even numbers, e.g. - recognise numbers from counting in twos	I can spot odd and even numbers	Counting - section 8: Counting Multiples	N/A
3	**Solving numerical problems:** - use repeated addition to solve multiplication problems	I can solve repeated addition	Calculation – multiplication: Step 8	This question is designed for children that have been taught to use repeated addition for multiplication when they can not solve by instant recall. For example, children in Year 2 that are following the Big Maths 'Learn Its' schedule will only know multiples of 10, 5 and 2 by instant recall and so they are given questions here that encourage repeated addition.
4	**Operations, relationships between them :** • use the knowledge that subtraction is the inverse of addition - given 14, 6 and 8, make related number sentences 6 + 8 = 14, 14 – 8 = 6, 8 + 6 = 14, 14 – 6 = 8	I know the fact families for 1d + 1d facts	It's Nothing New - section 10: Fact Families	This question gives a number sentence (including the 'answer') since what is being tested is the ability to derive new facts not the ability to find totals.
5	**Mental methods:** - recall doubles to 10 + 10	I know my doubles facts	Learn Its: Y1 term 3	The children should not use a number line or any other resource to help them.

BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 2 ~

Questions 6 to 10

Q No.	APP Statement	'I Can...' statement	Location within Big Maths
6	**Solving numerical problems:** - add two-digit and one digit numbers, bridging tens where necessary	I can solve any 2d + 1d	Calculation – addition: Step 20
7	**Solving numerical problems:** - subtract two-digit and one digit numbers, bridging tens where necessary	I can take any 1 digit number from any 2 digit number	Calculation – subtraction: Step 18
8	**Mental methods:** - use mental recall of addition and subtraction facts to 10, e.g.- use addition/subtraction facts to 10 and place value to add or subtract multiples of 10, e.g. know 3 + 7 = 10 and use place value to derive 30 + 70 = 100	I can add 10s	It's Nothing New - section 2: Adding with Pim
9	**Mental methods:** • use mental recall of addition facts to 10	I know the missing piece to the next multiple of 10	It's Nothing New - section 4: Jigsaw Numbers
10	**Mental methods:** - use knowledge of doubles to 10 + 10 to derive corresponding halves	I can use my double facts to find halving facts	Learn Its: Y1 term 3

BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 3 ~

Questions 1 to 5

Q No.	APP Statement	'I Can...' statement	Location within Big Maths
1	**Numbers and the number system:** • Understand place value in numbers up to 1000	I can partition a 3 digit number	Counting - section 3: Squiggleworth
2	**Written methods:** • divide 2 digit numbers by 2, 3, 4 or 5 with whole number answers and remainders, e.g. 49 ÷ 3	I can combine 2 or more tables facts to solve division	Calculation – division: Step 19
3	**Mental methods:** • use mental recall of the 2, 3, 4, 5 and 10 multiplication tables	I can multiply multiples of 10 (2, 3, 4 and 5 tables only)	It's Nothing New - section 6: Smile Multiplication
4	**Operations, relationships between them:** • derive associated division facts from known multiplication facts, e.g. *- given a number sentence, use understanding of operations to create related sentences, e.g. given 14 x 5 = 70, create 5 x 14 = 70, 70 ÷ 5 = 14, 70 ÷ 14 = 5*	When given a single fact, I know the Fact Family	It's Nothing New - section 10: Fact Families
5	**Fractions and decimals:** • begin to use decimal notation	I can partition a 1 dp number	Counting - section 3: Squiggleworth

BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 3 ~

Questions 6 to 10

Q No.	APP Statement	'I Can...' statement	Location within Big Maths
6	**Written methods:** • add three-digit numbers using written method	I can solve any 3d add 3d	Calculation – addition: Step 29
7	**Written methods:** • subtract three-digit numbers using written method, e.g. - use written methods that involve bridging 10 or 100	I can solve any 3d take 3d	Calculation – subtraction: Step 32
8	**Numbers and the number system:** • use understanding of place value to multiply/divide whole numbers by 10 (whole number answers)	I can multiply and divide whole numbers by 10	It's Nothing New - section 5: Multiplying by 10
9	**Mental methods:** - calculate complements to 100 such as 100-24	I know the missing piece to 100	It's Nothing New - section 4: Jigsaw Numbers
10	**Written methods:** • multiply 2 digit numbers by 2, 3, 4 or 5	I can solve 2d X 1d	Calculation – multiplication: Step 11

BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 4 ~

Questions 1 to 5

Q No.	APP Statement	'I Can...' statement	Location within Big Maths
1	**Fractions, decimals, percentages and ratio and proportion:** • order decimals to three decimal places	I can partition a 3 dp number	Counting - section 3: Squiggleworth
2	**Numbers and the number system:** • recognise number relationships including multiple, factor and square	I know what a multiple, factor, square number is	It's Nothing New - section 9: Pom's Words
3	**Mental, written and calculator methods:** - use efficient written methods of division	I can combine 2 or more tables facts to solve division	Calculation – division: Step 27
4	**Fractions, decimals, percentages and ratio and proportion:** • recognise simple equivalence between fractions, decimals and percentages e.g. ½, ¼, 1/10, ¾	I can write fractions as decimals and percentages	Counting - section 9: Count Fourways
5	**Mental, written and calculator methods:** - use efficient written methods of multiplication	I can solve 2 digit X 2 digit	Calculation – multiplication: Step 16

BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 4 ~

Questions 6 to 10

Q No.	APP Statement	'I Can...' statement	Location within Big Maths
6	**Mental, written and calculator methods:** - add decimals to two places	I can solve any additions with 2dp	Calculation – addition: Step 37
7	**Mental, written and calculator methods:** - subtract decimals to two places	I can subtract numbers with hundredths	Calculation – subtraction: Step 34
8	**Numbers and the number system:** • use place value to multiply and divide whole numbers by 10 or 100	I can multiply/divide whole numbers by 10, 100	It's Nothing New - section 5: Multiplying by 10
9	**Mental, written and calculator methods:** - calculate complements to 100 such as 100-24	I know the missing piece to 1000	It's Nothing New - section 4: Jigsaw Numbers
10	**Mental, written and calculator methods:** • multiply a simple decimal by a single digit	I can multiply tenths	Calculation – Multiplication: Step 17

BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 5 ~

Questions 1 to 5

Q No.	APP Statement	'I Can...' statement	Location within Big Maths
1	**Mental, written and calculator methods:** • divide decimal numbers by a single digit	I can combine 2 or more tables facts to solve decimal division	Calculation – division: Step 33
2	**Fractions, decimals, percentages and ratio and proportion:** • Order decimals, e.g. - order decimals that have a mixture of one, two or three decimal places	I can order numbers with different decimal places	Counting - section 4: Ordering Numbers
3	**Mental, written and calculator methods:** - understand and use an appropriate non-calculator method for solving problems that involve dividing any three-digit number by any two-digit number	I can combine 2 or more coin facts to solve division	Calculation – division: Step 31
4	**Fractions, decimals, percentages and ratio and proportion:** • use equivalence between fractions, e.g. - convert fractions such as 2/5 into tenths or hundredths and express them as decimals or percentages and vice versa	I can write fractions as decimals and percentages	Counting - section 9: Count Fourways
5	**Mental, written and calculator methods:** • understand and use an appropriate non-calculator method for solving problems that involve multiplying any three-digit number by any two-digit number	I can solve 3 digit X 2 digit	Calculation – multiplication: Step 19

BIG MATHS... BEAT THAT!

CLIC Tests
~ Level 5 ~

Questions 6 to 10

Q No.	APP Statement	'I Can...' statement	Location within Big Maths
6	**Mental, written and calculator methods:** - add numbers that do not have the same number of decimal places	I can solve any 2dp + 1dp	Calculation – addition: Step 41
7	**Mental, written and calculator methods:** - subtract numbers that do not have the same number of decimal places	I can subtract numbers with different decimal places	Calculation – subtraction: Step 37
8	**Numbers and the number system:** • use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000	I can multiply/divide whole numbers and decimals by 10, 100, 1000	It's Nothing New - section 5: Multiplying by 10
9	**Operations, relationships between them:** • use known facts, place value and knowledge of operations to calculate, e.g. - calculate decimal complements to 10 or 100 such as 100 – 63.8	I know the missing decimal piece	It's Nothing New - section 4: Jigsaw Numbers
10	**Mental, written and calculator methods:** • use all four operations with decimals to two places - multiply decimal numbers by a single digit	I can multiply hundredths	Calculation – multiplication: Step 18