



# END OF YEAR EXPECTATIONS

## MATHS

	WORKING TOWARDS THE EXPECTED STANDARD	WORKING AT THE EXPECTED STANDARD	GREATER DEPTH
	<ul style="list-style-type: none"> <li>• Is interested in what happens next using the pattern of everyday routines</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Explores differences in size, length, weight and capacity</li> <li>• Beginning to understand some talk about immediate past and future</li> <li>• Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>• Beginning to recognise that each counting number is one more than the one before</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Responds to and uses language of position and direction</li> <li>• Predicts, moves and rotates objects to fit the space or create the shape they would like</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Creates their own spatial patterns showing some organisation or regularity</li> <li>• Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>• Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>• Recalls a sequence of events in everyday life and stories</li> </ul>	<p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>• Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>• May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Spots patterns in the environment, beginning to identify the pattern “rule”</li> <li>• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> <li>• Beginning to experience measuring time with timers and calendars</li> </ul>

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<b>RECEPTION</b>	<p><b><u>RANGE 6: 48-60 MONTHS</u></b></p> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> </ul> <p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>• Engages in subitising numbers to four and maybe five</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>• In practical activities, adds one and subtracts one with numbers to 10</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</li> </ul>	<p><b>Early Learning Goal:</b></p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
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	<p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"><li>• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li><li>• Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li><li>• May enjoy making simple maps of familiar and imaginative environments, with landmarks</li></ul> <p><b>Shape</b></p> <ul style="list-style-type: none"><li>• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li><li>• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li><li>• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li></ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"><li>• Spots patterns in the environment, beginning to identify the pattern “rule”</li><li>• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li></ul> <p><b>Measures</b></p> <ul style="list-style-type: none"><li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li></ul>		
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	<ul style="list-style-type: none"><li>• Becomes familiar with measuring tools in everyday experiences and play</li><li>• Is increasingly able to order and sequence events using everyday language related to time</li><li>• Beginning to experience measuring time with timers and calendars</li></ul>		
<b>YEAR 1</b>		<b>1 W +</b> <ul style="list-style-type: none"><li>• Form the digits 0-9 correctly</li><li>• Count to 100 forwards and backwards from any number.</li><li>• Read and write numbers 1-20 in numerals and words (phonetically)</li><li>• Read and write numbers in multiples of two (to 20), five (to 60) and tens (to 100).</li><li>• Find one more or less than a number, using manipulatives/resources e.g. number line, hundred square.</li><li>• Recognise odd and even numbers</li><li>• Read, write and interpret the +, - and = symbols.</li><li>• Partition and re-combine tens and ones using apparatus e.g. 74 is 7 tens and 4 ones. 6 tens and 5 ones makes 65.</li><li>• Be fluent in all number bonds up to and including 10 and represent the related addition and subtraction facts.</li></ul>	

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		<ul style="list-style-type: none"><li>• Add and subtract one-digit and two digit numbers to 20 e.g. <math>15 + 4</math></li><li>• Solve one step problems that involve addition and subtraction, using concrete objects &amp; pictorial representations and missing number problems</li><li>• Solve one step problems involving multiplication and division by using concrete objects, pictorial representations</li><li>• Recognise, find and name a half of an object, shape or quantity (to 20 practically)</li><li>• Recognise, find and name a quarter of an object, shape or quantity (to 20 practically)</li><li>• Recognise and name common 2D shapes – rectangles, squares, circles, triangle</li><li>• Recognise and name common 3D shapes – Cubes, cuboids, pyramids, spheres</li><li>• Describe position , direction and movement including whole, half, quarter</li><li>• Compare, describe and solve practical problems for lengths and heights (using non-standard units)</li><li>• Compare, describe and solve practical problems for mass &amp; weights (using nonstandard units)</li><li>• Compare, describe and solve practical</li></ul>	

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		<p>problems for capacity &amp; volume</p> <ul style="list-style-type: none"> <li>• Tell the time to the hour and half past on an analogue clock.</li> <li>• Compare, describe and solve practical problems for time</li> <li>• Sequence events into chronological order</li> <li>• Recognise pounds and pence, different denominations including coins and notes.</li> <li>• Recognise and use language relating to dates, including days of the week, months and years</li> </ul>	
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>• read and write numbers in numerals up to 100</li> <li>• partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them</li> <li>• add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>)</li> <li>• recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</li> <li>• count in twos, fives and tens from 0 and use this to solve problems</li> <li>• know the value of different coins</li> <li>• name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe</li> </ul>	<ul style="list-style-type: none"> <li>• read scales* in divisions of ones, twos, fives and tens</li> <li>• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</li> <li>• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</li> <li>• recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</li> <li>• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li> <li>• identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>,</li> </ul>	<p>read scales* where not all numbers on the scale are given and estimate points in between</p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</li> <li>• use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + \square</math>; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’ etc.)</li> <li>• solve unfamiliar word problems that involve more than one step (e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’)</li> <li>• read the time on a clock to the nearest 5 minutes</li> </ul>

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	some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).	of a number or shape, and know that all parts must be equal parts of the whole <ul style="list-style-type: none"><li>• use different coins to make the same amount</li><li>• read the time on a clock to the nearest 15 minutes</li><li>• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</li></ul>	<ul style="list-style-type: none"><li>• describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).</li></ul>