

Great Sankey Primary School

End of Year Expectations for Mathematics

By the end of Reception, a child:

- Can count reliably with numbers from 1 to 20;
- Can place numbers in order from 1 to 20 and say which number is one more or one less than a given number;
- Can use quantities and objects to add and subtract two single-digit numbers, counting on or back to find the answer;
- Can solve problems, including doubling, halving and sharing;
- Can use everyday language to talk about size, weight, capacity, position, distance, time and money;
- Can compare quantities and objects;
- Can recognise, create and describe patterns;
- Can explore characteristics of everyday objects and shapes and use mathematical language to describe them.

By the end of Year 1, a child:

- should be fluent with whole numbers and counting;
- has a developing knowledge of addition and subtraction using concrete objects and pictorial representations;
- can describe and compare different quantities such as length, mass and capacity/volume;
- is beginning to recognise simple fractions;
- is beginning to tell the time; and
- should read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

By the end of Year 2, a child:

- should be mentally fluent with whole numbers, counting and place value;
- should know the number bonds to 20 and be precise in using and understanding place value;
- can (using practical apparatus) work with numerals, words and the four operations (e.g. concrete objects and measuring tools);
- use a range of measures to describe, draw, compare and sort different shapes and use the related vocabulary;
- can describe and compare different quantities such as length, mass, capacity/volume, time and money; and
- can read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

By the end of Year 3, a child:

- will be developing written and mental methods using the four operations including number facts and the concept of place value, and performing calculations with whole numbers;
- can solve a range of number and place value problems;
- can compare different shapes with reference to its angles;
- can use measuring instruments, making reference to their units of measure;
- can tell the time accurately;
- can recall the majority of the multiplication tables;
- can read and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling; and
- is able to read and write simple fractions and decimals.

<p>By the end of Year 4, a child:</p> <ul style="list-style-type: none"> • should be fluent with whole numbers and the four operations, including number facts and the concept of place value; • will be developing efficient written and mental methods and performing calculations accurately with increasingly large whole numbers; • can solve a range of problems including those with simple fractions and decimal place value; • can draw shapes with accuracy using mathematical reasoning and analyse shapes and their properties, confidently describing the relationships between them • can use measuring instruments accurately, making connections between measure and number; • can recall the multiplication tables up to and including the 12 multiplication table and show precision and fluency in the work; and • can read and spell mathematical vocabulary correctly and confidently using a growing word reading knowledge and a knowledge of spelling. 	<p>By the end of Year 5, a child:</p> <ul style="list-style-type: none"> • should be fluent in formal written methods for addition and subtraction; • use a developing knowledge of formal methods of multiplication and division; • should be able to solve problems including properties of numbers and arithmetic; • can make connections between fractions, decimals and percentages; • can classify shapes with geometric properties and use the vocabulary needed to describe them; • can read, spell and pronounce mathematical vocabulary correctly. 	<p>By the end of Year 6, a child:</p> <ul style="list-style-type: none"> • should be fluent in formal written methods for all four operations including long multiplication and division and in working with fractions, decimals and percentages and ratios, and make connections between them; • should be able to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation; • is beginning to use the language of algebra as a tool for solving a variety of problems; • can classify shapes with increasingly complex geometric properties and use the vocabulary needed to describe them; and • can read, spell and pronounce mathematical vocabulary correctly
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