

Maths

Number

Shape, space &
measures

End of year expectations



Number

Pupils should be taught to:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Given a number, identify 1 more and 1 less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words
- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including 0
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? + 5$
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

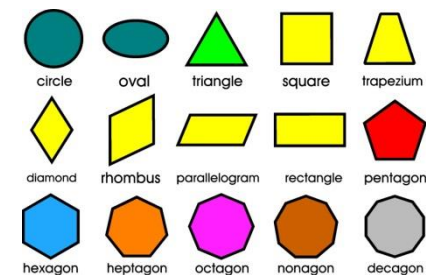


End of year expectations



Shape and Space

- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns



End of year expectations



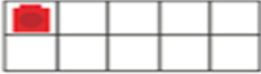

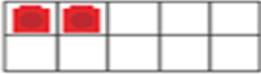

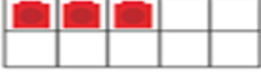

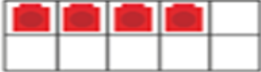



Measurement

- Compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
 - recognise and know the value of different denominations of coins and notes
 - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

What is teaching for depth and mastery maths?

Mastery maths is a concept which teaches children to apply their learning and knowledge to a range of scenarios and situations, therefore deepening knowledge and developing understanding. Mastery Maths follows the 'key three'.

Concrete,	Pictorial,	Abstract 
		1
		2
		3
		4

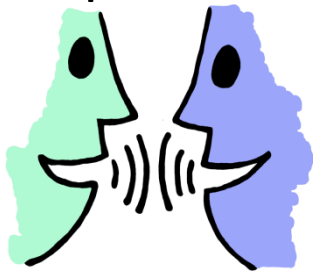


The Key Three

- Fluency – number facts and quick calculation.



- Reasoning – being able to explain working and show good conceptual understanding.



- Problem Solving – applying mathematical skills and knowledge to unfamiliar situations.

Mastering Number Programme



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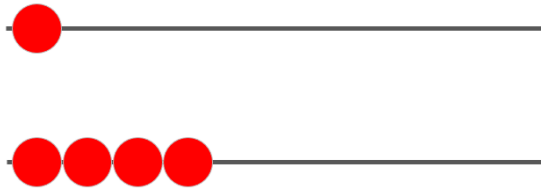




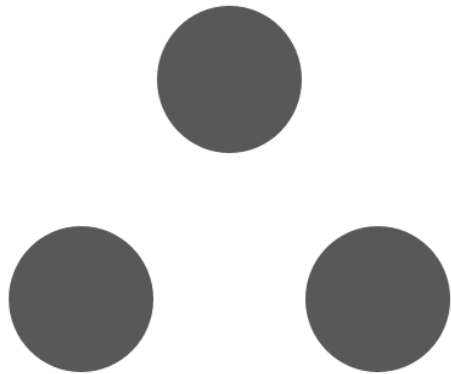
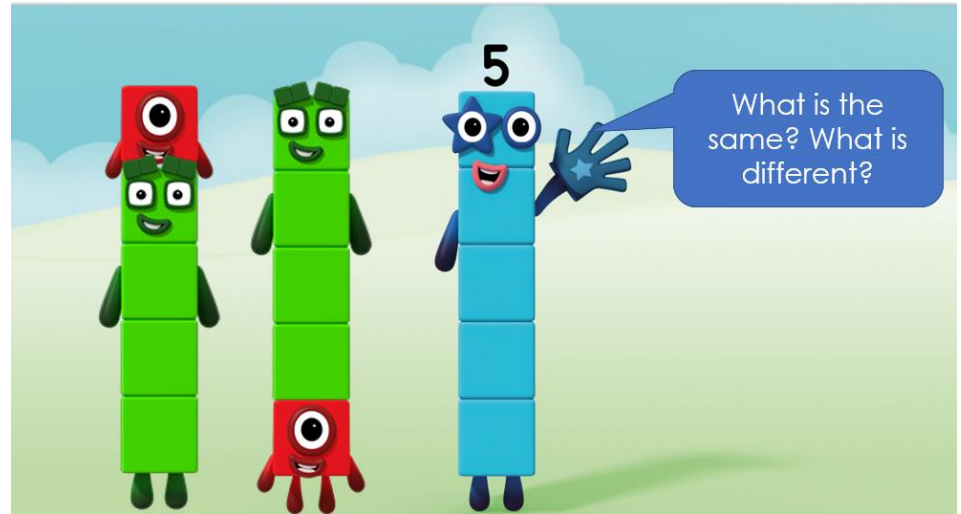
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How many on the bottom row to make 5?



___ and ___ make 5.



How many can you see? How many more to **make 5**?

