Framlingham Sir Robert Hitcham's CEVA Primary School

MATHS TARGETS Year 6 Name Class

Autumn

Number: Place Value

1. Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
2. Round any whole number to a required degree of accuracy.
3. Use negative numbers in context, and calculate intervals across zero.
4. Solve number and practical problems that involve all of the above.

AT [ ] GD [ ]

Number: Addition, Subtraction, Multiplication and Division

5. Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
6. Multiply multi -digit number up to 4 digits by a 2 -digit number using the formal written method of long multiplication.
7. Divide numbers up to 4 digits by a 2 -digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions , or by rounding as appropriate for the context.
8. Divide numbers up to 4 digits by a 2 -digit number using the formal written method of short division, interpreting remainders according to the context.
9. Perform mental calculations, including with mixed operations and large numbers.
10. Identify common factors, common multiples and prime numbers.
11. Use their knowledge of the order of operations to carry out calculations involving the four operations.
12. Solve problems involving addition, subtraction, multiplication and division.
13. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy

AT [ ] GD [ ]

Number: Fractions

14. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
15. Compare and order fractions, including fractions > 1
16. Generate and describe linear number sequences (with fractions)
17. Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
18. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example 1/4 x 1/2 = 1/8]
19. Divide proper fractions by whole numbers [for example 1/3 ÷ 2 = 1/6]
20. Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 38]
21. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

AT [ ] GD [ ]

Geometry: Coordinates

22. Describe positions on the full coordinate grid (all four quadrants).
23. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

AT [ ] GD [ ]

Spring

Number: Decimals

24. Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
25. Multiply one-digit numbers with up to 2 decimal places by whole numbers.
26. Use written division methods in cases where the answer has up to 2 decimal places.
27. Solve problems which require answers to be rounded to specified degrees of accuracy.

AT [ ] GD [ ]

Number: Percentages

28. Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
29. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

AT [ ] GD [ ]

Number: Algebra

30. Use simple formulae.
31. Generate and describe linear number sequences.
32. Express missing number problems algebraically.
33. Find pairs of numbers that satisfy an equation with two unknowns.
34. Enumerate possibilities of combinations of two variables.

AT [ ] GD [ ]

Measurement: Converting Units

35. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
36. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.
37. Convert between miles and kilometres.

AT [ ] GD [ ]

Measurement: Perimeter, Area and Volume

38. Recognise that shapes with the same areas can have different perimeters and vice versa.
39. Recognise when it is possible to use formulae for area and volume of shapes.
40. Calculate the area of parallelograms and triangles.
41. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3 , m3 and extending to other units (mm3 , km3)

AT [ ] GD [ ]

Number: Ratio

42. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
43. Solve problems involving similar shapes where the scale factor is known or can be found.
44. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

AT [ ] GD [ ]

Summer

Geometry

45. Draw 2-D shapes using given dimensions and angles.
46. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
47. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

AT [ ] GD [ ]

Statistics

48. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
49. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.

AT [ ] GD [ ]

Key: **AT** = Working at Age Related Expectations **GD** = Working at a Greater Depth **Highlighting** = Intervention/Support

Framlingham Sir Robert Hitcham's CEVA Primary School

MATHS TARGETS Year 5

Name Class

Autumn

Number: Place Value

1. Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
2. Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
3. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.
4. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
5. Solve number problems and practical problems that involve all of the above.
6. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

AT [ ] GD [ ]

Number: Addition & Subtraction

7. Add and subtract numbers mentally with increasingly large numbers.
8. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
9. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
10. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

AT [ ] GD [ ]

Statistics

11. Solve comparison, sum and difference problems using information presented in a line graph.
12. Complete, read and interpret information in tables including timetables.

AT [ ] GD [ ]

Number: Multiplication & Division

13. Multiply and divide numbers mentally drawing upon known facts.
14. Multiply and divide whole numbers by 10, 100 and 1000.
15. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
16. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3).
17. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
18. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
19. Establish whether a number up to 100 is prime and recall prime numbers up to 19.

AT [ ] GD [ ]

Measurement: Perimeter & Area

20. Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
21. Calculate and compare the area of rectangles (including squares), and including using standard units, cm2,m2 estimate the area of irregular shapes.

AT [ ] GD [ ]

Spring

Number: Multiplication & Division

22. Multiply and divide numbers mentally drawing upon known facts.
23. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.
24. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
25. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

AT [ ] GD [ ]

Number: Fractions

26. Compare and order fractions whose denominators are multiples of the same number.
27. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
28. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example 2/5 + 4/5 =6/5 = 1 1/5].
29. Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
30. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
31. Read and write decimal numbers as fractions [for example 0.71 = 71/100]
32. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

AT [ ] GD [ ]

Number: Decimals & Percentages

33. Read, write, order and compare numbers with up to three decimal places.
34. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
35. Round decimals with two decimal places to the nearest whole number and to one decimal place.
36. Solve problems involving number up to three decimal places.
37. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
38. Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

AT [ ] GD [ ]

Summer

Number: Decimals

39. Solve problems involving number up to three decimal places.
40. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
41. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

AT [ ] GD [ ]

Geometry: Properties of Shape

42. Identify 3D shapes, including cubes and other cuboids, from 2D representations.
43. Use the properties of rectangles to deduce related facts and find missing lengths and angles.
44. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
45. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
46. Draw given angles, and measure them in degrees.
47. Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°.

AT [ ] GD [ ]

Geometry: Position & Direction

48. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

AT [ ] GD [ ]

Measurement: Converting Units

49. Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]
50. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
51. Solve problems involving converting between units of time.

AT [ ] GD [ ]

Measurement: Volume

52. Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
53. Use all four operations to solve problems involving measure.

AT [ ] GD [ ]

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Framlingham Sir Robert Hitcham's CEVA Primary School

MATHS TARGETS Year 4 Name Class

Autumn	**Number: Place Value** 1. Count in multiples of 6, 7, 9, 25 and 1000. 2. Find 1000 more or less than a given number. 3. Recognise the place value of each digit in a four digit number(thousands, hundreds, tens and ones) 4. Order and compare numbers beyond 1000 5. Identify, represent and estimate numbers using different representations. 6. Round any number to the nearest 10, 100 or 1000 7. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. 8. Count backwards through zero to include negative numbers. AT [ ] GD [ ]	**Number: Addition and Subtraction** 9. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. 10. Estimate and use inverse operations to check answers to a calculation. 11. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. AT [ ] GD [ ]	**Measurement: Length and Perimeter** 12. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 13. Convert between different units of measure [for example, kilometre to metre] AT [ ] GD [ ]	**Number: Multiplication and Division** 14. Recall and use multiplication and division facts for multiplication tables up to 12 × 12. 15. Count in multiples of 6, 7, 9. 25 and 1000 16. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. 17. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. AT [ ] GD [ ]
Spring	**Number: Multiplication and Division** 18. Recall and use multiplication and division facts for multiplication tables up to 12 × 12. 19. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. 20. Recognise and use factor pairs and commutativity in mental calculations. 21. Multiply two digit and three digit numbers by a one digit number using formal written layout. 22. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. AT [ ] GD [ ]	**Measurement: Area** 23. Find the area of rectilinear shapes by counting squares. AT [ ] GD [ ]	**Number: Fractions** 24. Recognise and show, using diagrams, families of common equivalent fractions. 25. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 26. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. 27. Add and subtract fractions with the same denominator. AT [ ] GD [ ]	**Number: Decimals** 28. Recognise and write decimal equivalents of any number of tenths or hundredths. 29. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths 30. Solve simple measure and money problems involving fractions and decimals to two decimal places. 31. Convert between different units of measure [for example, kilometre to metre] AT [ ] GD [ ]
Summer	**Number: Decimals** 32. Compare numbers with the same number of decimal places up to two decimal places. 33. Round decimals with one decimal place to the nearest whole number. 34. Recognise and write decimal equivalents to quarter, half and three quarters. 35. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths AT [ ] GD [ ] **Measurement: Money** 36. Estimate, compare and calculate different measures, including money in pounds and pence. 37. Solve simple measure and money problems involving fractions and decimals to two decimal places. AT [ ] GD [ ]	**Measurement: Time** 38. Convert between different units of measure [for example, kilometre to metre; hour to minute] 39. Read, write and convert time between analogue and digital 12- and 24-hour clocks. 40. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. AT [ ] GD [ ]	**Statistics** 41. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. 42. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. AT [ ] GD [ ] **Geometry: Properties of Shape** 43. Identify acute and obtuse angles and compare and order angles up to two right angles by size. 44. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. 45. Identify lines of symmetry in 2-D shapes presented in different orientations. 46. Complete a simple symmetric figure with respect to a specific line of symmetry. AT [ ] GD [ ]	**Geometry: Position and Direction** 47. Describe positions on a 2-D grid as coordinates in the first quadrant. 48. Plot specified points and draw sides to complete a given polygon. 49. Describe movements between positions as translations of a given unit to the left/ right and up/ down. AT [ ] GD [ ]

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Framlingham Sir Robert Hitcham's CEVA Primary School

MATHS TARGETS Year 3

Name Class

Autumn

Number: Place Value

1. Identify, represent and estimate numbers using different representations.
2. Find 10 or 100 more or less than a given number
3. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
4. Read and write numbers up to 1000 in numerals and in words.
5. Compare and order numbers up to 1000
6. Solve number problems and practical problems involving these ideas.
7. Count from 0 in multiples of 4, 8, 50 and 100

AT [ ] GD [ ]

Number: Addition and Subtraction

8. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.
9. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
10. Estimate the answer to a calculation and use inverse operations to check answers.
11. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

AT [ ] GD [ ]

Number: Multiplication and Division

12. Count from 0 in multiples of 4, 8, 50 and 100
13. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
14. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
15. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

AT [ ] GD [ ]

Spring

Number: Multiplication and Division

16. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
17. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods.
18. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.
19. Solve problems that involve all of the above.

AT [ ] GD [ ]

Measurement: Money

20. Add and subtract amounts of money to give change, using both £ and p in practical contexts.

AT [ ] GD [ ]

Statistics

21. Interpret and present data using bar charts, pictograms and tables.
22. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

AT [ ] GD [ ]

Measurement: Length and Perimeter

23. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
24. Measure the perimeter of simple 2D shapes.

AT [ ] GD [ ]

Number: Fractions

25. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
26. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
27. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

AT [ ] GD [ ]

Summer

Number: Fractions

28. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
29. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
30. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
31. Solve problems that involve all of the above.

AT [ ] GD [ ]

Measurement: Time

32. Tell and write the time from ananalogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.
33. Estimate and read time with increasing accuracy to the nearest minute.
34. Record and compare time in terms of seconds, minutes and hours.
35. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
36. Know the number of seconds in a minute and the number of days in each month, year and leap year.
37. Compare durations of events [for example to calculate the time taken by particular events or tasks].

AT [ ] GD [ ]

Geometry: Properties of Shape

38. Recognise angles as a property of shape or a description of a turn.
39. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
40. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
41. Draw 2-D shapes and make 3-D shapes using modelling materials.
42. Recognise 3-D shapes in different orientations and describe them.

AT [ ] GD [ ]

Measurement: Mass and Capacity

43. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

AT [ ] GD [ ]

Key: **AT** = Working at Age Related Expectations **GD** = Working at a Greater Depth **Highlighting** = Intervention/Support

Framlingham Sir Robert Hitcham's CEVA Primary School

MATHS TARGETS Year 2

Name Class

Autumn

Number: Place value

1. Read and write numbers to at least 100 in numerals and in words.
2. Recognise the place value of each digit in a two digit number (tens, ones).
3. Identify, represent and estimate numbers using different representations including the number line.
4. Compare and order numbers from 0 up to 100; use <, > and = signs.
5. Use place value and number facts to solve problems.
6. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards.
7. **Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.**

AT [ ] GD [ ]

Number: Addition and Subtraction

8. *Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.*
9. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
10. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
11. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
12. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
13. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
14. **Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus.**
15. *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.*

AT [ ] GD [ ]

Measurement: Money

16. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
17. Find different combinations of coins that equal the same amounts of money.
18. **Use different coins to make the same amount**
19. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Number: Multiplication and Division

20. *Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.*
21. Recall and use multiplication and division facts for the 2, 5 and 10 times- tables, including recognising odd and even numbers.
22. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) sign.
23. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
24. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
25. **Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.**

AT [ ] GD [ ]

Spring

Number: Multiplication and Division

26. *Solve unfamiliar word problems that involve more than one step.*
27. Recall and use multiplication and division facts for the 2, 5 and 10 times- tables, including recognising odd and even numbers.
28. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) sign.
29. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
30. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

AT [ ] GD [ ]

Statistics

31. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
32. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
33. Ask and answer questions about totalling and comparing categorical data.

AT [ ] GD [ ]

Geometry: Properties of Shape

34. *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).*
35. Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
36. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
37. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]
38. Compare and sort common 2-D and 3-D shapes and everyday objects.
39. **Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.**

AT [ ] GD [ ]

Number: Fractions

40. Recognise, find, name and write fractions 1/2, 1/3, 1/4, 2/4 and 3/4of a length, shape, set of objects or quantity.
41. Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.
42. **Identify 1/ 4 , 1/ 3 , 1/ 2 , 2/ 4 , 3/ 4 , of a number or shape, and know that all parts must be equal parts of the whole.**

Measurement: Length and Height

43. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
44. Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

AT [ ] GD [ ]

Summer

Geometry: Position and Direction

45. Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
46. Order and arrange combinations of mathematical objects in patterns and sequences.

AT [ ] GD [ ]

Measurement: Time

47. *Read the time on a clock to the nearest 5 minutes.*
48. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.
49. Compare and sequence intervals of time.
50. **Read the time on a clock to the nearest 15 minutes**

AT [ ] GD [ ]

Measurement: Mass, Capacity and Temperature

51. *Read scales (number line or practical) where not all numbers on the scale are given and estimate points in between.*
52. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
53. Compare and order lengths, mass, volume/capacity and record the results using >, < and =
54. **Read scales(number line or practical) in divisions of ones, twos, fives and tens.**

AT [ ] GD [ ]

Key: **AT** = Working at Age Related Expectations **GD** = Working at a Greater Depth **Highlighting** = Intervention/Support

Italics = Greater Depth EOKS1 **Bold =** Expected EOKS1

Framlingham Sir Robert Hitcham's CEVA Primary School

MATHS TARGETS Year 1 Name Class

Autumn

Number: Place Value

1. Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.
2. Count, read and write numbers to 10 in numerals and words.
3. Given a number, identify one more or one less.
4. 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

AT [ ] GD [ ]

Number: Addition and Subtraction

5. Represent and use number bonds and related subtraction facts within 10
6. Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs
7. Add and subtract one digit numbers to 10, including zero
8. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

AT [ ] GD [ ]

Geometry: Shape

9. Recognise and name common 2D shapes (including squares, circles and triangles.)
10. Recognise and name 3D shapes (including for example, cuboids, pyramids and spheres.)
11. **Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)**

AT [ ] GD [ ]

Spring

Number: Addition and Subtraction

12. Add and represent number bonds and related subtraction facts within 20.
13. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=)
14. Add and subtract one digit and two-digit numbers to 20, including 0.
15. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ? -9
16. **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**
17. **Recall at least four of the six number bonds for 10 and reason about associated facts**

AT [ ] GD [ ]

Number: Place Value

18. Count to 50, forwards and backwards, beginning with 0 or 1, or from any given number.
19. Count, read and write numbers to 50 in numerals.
20. Given a number, identify one more and one less than.
21. 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.
22. Count in multiples of twos, fives and tens.

AT [ ] GD [ ]

Measurement: Length and Height

23. Measure and begin to record lengths and heights.
24. Compare, describe and solve practical problems for: lengths and heights, for example, long/short, longer/shorter, tall/short.

AT [ ] GD [ ]

Measurement: Weight and Volume

25. Measure and begin to record mass/weight, capacity and volume.
26. Compare, describe and solve practical problems for 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.

AT [ ] GD [ ]

Summer

Number: Multiplication and Division

27. **Count in multiples of twos, fives and tens and use this to solve problems**
28. 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.

AT [ ] GD [ ]

Number: Fractions

29. Recognise, name and find a half as one or two equal parts of an object, shape or quantity.
30. Recognise, name and find a quarter as one or four equal parts of an object, shape or quantity.
31. Compare, describe and solve practical problems for lengths and heights, (for example long/short, longer/shorter, tall/short, double/half).
32. Compare, describe and solve practical problems for mass/weight, (for example heavy/light, heavier than/lighter than), capacity and volume (for example more than, less than, half, half full, quarter.

AT [ ] GD [ ]

Geometry

33. Describe position, direction and movement, including whole, half, quarter and three quarter turns.

AT [ ] GD [ ]

Number: Place Value

34. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
35. Count, **read and write numbers to 100 in numerals.**
36. Given a number, identify one more and one less.
37. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of; equal to, more than, less than most, least.
38. **Partition a two-digit number into tens and ones**

AT [ ] GD [ ]

Measurement: Money

39. Recognise and know the value of different denominations of coins and notes.

Measurement: Time

40. Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).
41. Recognise and use language according to dates, including days of the week, weeks, months and years.
42. Tell the time to the hour and half past the hour and draw hands on a clock face to show these times. Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later).
43. Measure and begin to record time (hours, minutes, seconds)

AT [ ] GD [ ]

Key: **AT** = Working at Age Related Expectations **GD** = Working at a Greater Depth **Highlighting** = Intervention/Support **Bold** = Working Towards EOKS1 Standard

Framlingham Sir Robert Hitcham's CEVA Primary School

MATHS TARGETS Reception

Name Class

- ☐ Can say one more than any number between 0 and 10.
- ☐ Can say one less than any number between 0 and 10.
- ☐ I can recognise and carry on repeating 2/3 step patterns.
- ☐ I can create repeating 2/3 step patterns.
- ☐ Can solve problems by doubling.
- ☐ Can solve problems by halving.
- ☐ Can solve problems by sharing.
- ☐ I can recognise half of an object or shape.

Reception's number targets.

- ☐ I can use everyday language to talk about size.
- ☐ I can use everyday language to talk about weight.
- ☐ I can use everyday language to talk about capacity.
- ☐ I can use everyday language to talk about position.
- ☐ I can use everyday language to talk about distance.
- ☐ I can use everyday language to talk about time.
- ☐ I can use everyday language to talk about money.
- ☐ Can count in steps of 2- whisper/count.
- ☐ Can count in steps of 5.
- ☐ Can count in steps of 10.

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

- ☐ Count by rote to 10/20
- ☐ Recognises numbers 0-5
- ☐ Recognises numbers 6-10
- ☐ Recognises numbers 11-20
- ☐ Can count reliably 1:1 up to 10
- ☐ Can count reliably 1:1 up to 20
- ☐ Can double numbers up to 5 + 5
- ☐ Can double numbers up to 10 + 10
- ☐ Can halve numbers up to 10
- ☐ Can practically add two numbers together (single digit)
- ☐ Can practically subtract two numbers (single digit)

Reception's number targets.

- ☐ Can find one less than a number up to 10
- ☐ Can find one more than a number up to 10
- ☐ Can find one less than a number up to 20
- ☐ Can find one more than a number up to 20
- ☐ Can record numbers
- ☐ Can share into equal groups.
- ☐ Can solve number problems
- ☐ Can count on to solve addition problems.
- ☐ Can count back to solve subtraction problems
- ☐ Can record number problems
- ☐ Can sequence numbers to 10 / to 20
- ☐ Can carry on counting forwards/backwards from a number.

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.