

Number —Expected

- Count reliably to 100
- Count on and back in 1s, 2s, 5s and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than any given number to 100
- Recall all pairs of additions and subtractions number bonds to 20, e.g. $3 + 17$
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs (+), (-) and (=)
- Solve a missing number problem, such as: $5 = 8 - ?$
- Solve a one-step problem involving an addition and subtractions using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays, e.g. treating a group of five objects as one unit of five

YEAR 1

This page highlights the national expectations for children in Year 1 by the END of the academic year in line with the new National Curriculum which was introduced in 2014.

By the end of the year, some children will have met all of the 'expected' objectives and will be working on the exceeding targets.

Measurement and Geometry—Expected

- Recognise all coins: £1, 50p, 20p, 10p and 1p
- Recognise and name the 2D shapes: circle, triangle, square and oblong
- Recognise and name the 3D shapes: cube, sphere; cuboid
- Name the days of the week and months of the year
- Tell the time to 'o' clock and half past the hour

Year 1—Exceeding

- Count reliably well beyond 100
- Count on and back in 3s from any given number to beyond 100
- Say the number that is 10 more or 10 less than a number to 100
- Know the signs (+), (-), (=), (<) and (>)
- Apply knowledge of number to solve a one-step problem involving an addition, subtraction and simple multiplication and division
- Add and subtract 1-digit and 2-digit numbers to 50, including zero
- Recognise all coins and notes and know their value
- Use coins to pay for items bought up to £1
- Use knowledge of time to know when key periods of the day happen, for example: lunchtime, home time etc
- Recognise different 2D and 3D shapes in the environment

Number—Expected

- Count in steps of 2, 3 and 5 from zero
- Count in 10s from any number , forward and backward
- Recognise the place value of each digit in a two digit number
- Compare and order numbers up to 100 and use (<), (>) and (=)
- Say 10 more or less than any number to 100
- Recall and use multiplication and division facts for 2, 5 and 10 times tables
- Recall and use +/- facts to 20
- Derive and use related facts to 100
- Add and subtract:
 - 2 digit numbers and ones
 - 2 digit numbers and tens
 - two 2-digit numbers
 - three 1-digit numbers
- Recognise and use inverse (+/-)
- Calculate and write multiplication and division calculations using multiplication tables
- Recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$
- Write and recognise equivalence of simple fractions

YEAR 2

This page highlights the national expectations for children in Year 2 by the END of the academic year in line with the new National Curriculum which was introduced in 2014.

By the end of the year, some children will have met all of the 'expected' objectives and will be working on the exceeding targets.

Measurement and Geometry—Expected

- Recognise and use symbols for £ and p; and combine amounts to make a particular value
- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past/to
- Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Year 2—Exceeding

- Count reliably up to 1000 in 2s, 5s and 10s
- Count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to 1000
- Add and subtract fractions with a common denominator
- Apply knowledge of number up to 100 to solve one-step problems involving addition, subtraction and simple multiplication and division
- Apply knowledge of addition and subtraction to pay for items up to £10 within a problem solving context
- Add and subtract two 2-digit numbers up to 100
- Use an appropriate strategy to add and subtract numbers that move between and through 100, e.g. $97+7$
- Know about right angles and where they can be seen in the environment
- Tell the time to 5 minute intervals in both analogue and digital and relate one to the other
- Measure and compare, add and subtract using common metric measures

Number—Expected

- Compare and order numbers up to 100
- Read and write all numbers to 1000 in digits and words
- Find 10 or 100 more or less than a given number
- Count from 0 in multiples of 4, 8, 50 and 100
- Recall and use multiplication and division facts for 3, 4 and 8 times tables
- Recognise place value of any 3-digit number
- Add and subtract:
 - 3-digit numbers and ones
 - 3-digit numbers and tens
 - 3-digit numbers and hundreds
- Add and subtract:
 - numbers with up to 3-digits using written column method
- Estimate and use inverse to check
- Multiple a 2-digit number by a 1-digit number
- Count up and down in tenths
- Compare and order fractions with the same denominator
- Add and subtract fractions with the same denominator

YEAR 3

This page highlights the national expectations for children in Year 3 by the END of the academic year in line with the new National Curriculum which was introduced in 2014.

By the end of the year, some children will have met all of the 'expected' objectives and will be working on the exceeding targets.

Measurement and Geometry—Expected

- Measure, compare, add and subtract lengths, mass and volumes
- Measure the perimeter of simple 2D shapes
- Add and subtract amounts of money to give change
- Tell and write the time from an analogue clock, including Roman numerals from 1 to XII, and 12-hour and 24-hour clocks
- Know the number of seconds in a minute, days in a month and days in a year
- Recognise angles as a property of shape or a description of a turn

Year 3—Exceeding

- Recognise the value of each digit in a 4-digit number and the value of a tenth
- Know all multiplication facts up to 10×10 and be able to instantaneously answer questions such as, how many 7s in 42?
- Add and subtract numbers with any number of digits using formal written methods
- Begin to have an understanding about negative numbers recognising they are smaller than zero
- Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'
- Find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$) of amounts up to 1000
- Use knowledge of number to solve problems related to money, time and measure
- Know that the total internal angles of a triangle measure 180°
- Relate knowledge of time to problems related to timetables
- Measure, compare, add and subtract more complex problems using common metric measure.

Number—Expected

- Count backwards through zero to include negative numbers
- Compare and order numbers beyond 1000
- Compare and order numbers with up to 2 decimal places
- Read Roman Numerals to 100
- Find 1000 more/less than a given number
- Count in multiples of 6, 7, 9, 25 and 1000
- Recall and use multiplication and division facts for all tables to 12x12
- Recognise the place value of any 4-digit number
- Round any number to the nearest 10, 100 or 1000
- Round decimals with 1 decimal place to the nearest whole number
- Add and subtract:
 - numbers with up to 4-digits using written column method
- Multiply:
 - 2-digit by 1-digit
 - 3-digit by 1-digit
- Count up and down in hundredths
- Recognise and write equivalent fractions
- Add and subtract fractions with the same denominator

YEAR 4

This page highlights the national expectations for children in Year 4 by the END of the academic year in line with the new National Curriculum which was introduced in 2014.

By the end of the year, some children will have met all of the 'expected' objectives and will be working on the exceeding targets.

Measurement and Geometry—Expected

- Convert between different units of measure, e.g. km to m
- Measure and calculate the perimeter of rectilinear figures
- Find the area of rectilinear shapes by counting squares
- Compare and classify geometric shapes based on their properties
- Identify acute, obtuse and right angles
- Identify lines of symmetry and complete simple symmetrical figures
- Describe positions on 2D grids in the first quadrant
- Describe movements as translations of up/down, left/right

Year 4—Exceeding

- Use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems
- Round any number to 100,000 to the nearest 10, 100, 1000 or 10,000
- Relate tenths and hundredths to fractional values
- Rapidly recall answers when multiplying and dividing a whole or decimal number by 10
- Solve multi-step problems involving more than one of the operations
- Work out simple percentage values
- Compare and add fractions whose denominators are multiples of the same number
- Use a 24-hour timetable to find out times for a journey between various places
- Use knowledge of perimeter to work out perimeter of large areas using metres and centimetres
- Collect own data on given projects and present information in graphical format of your choosing

NUMBER—EXPECTED

- Count forwards and backward with positive and negative numbers through zero
- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000
- Compare and order numbers up to 1,000,000
- Compare and order numbers with 3 decimal places
- Read Roman Numerals to 1,000
- Identify all multiples and factors, including finding all factor pairs
- Use known tables to derive other number facts
- Recall prime numbers up to 19
- Recognise and use square numbers and cube numbers
- Recognise place value of any number up to 1,000,000
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000
- Round decimals with 2 decimal places to the nearest whole number and 1 decimal place
- Add and subtract:
 - numbers with more than 4-digits using formal written methods
- Use rounding to check answers
- Multiply:
 - 4-digits by 1-digit/2-digit
- Divide:
 - up to 4-digits by 1-digit
- Multiply and divide whole numbers and decimals by 10, 100 and 1000
- Recognise and use thousandths
- Recognise mixed numbers and improper fractions and convert one to another
- Multiple proper fractions and mixed numbers by whole numbers

YEAR 5

This page highlights the national expectations for children in Year 5 by the END of the academic year in line with the new National Curriculum which was introduced in 2014.

By the end of the year, some children will have met all of the 'expected' objectives and will be working on the exceeding targets.

MEASUREMENT AND GEOMETRY—EXPECTED

- Convert between different units of metric and imperial measures
- Measure the perimeter and area of composite rectilinear shapes
- Estimate volume and capacity
- Solve problems involving converting between units of time
- Complete, read and interpret information in tables including timetables
- Identify 3D shapes from 2D representations
- Measure, estimate, draw and compare acute, obtuse and reflex angles
- Identify angles at a point and angles on a straight line
- Identify, describe and represent the position of a shape following a reflection or translation using the

YEAR 5—EXCEEDING

- Have a concept of numbers well beyond 1,000,000 and their relative association to distance to planets, historical data and geographical aspects
- Divide whole numbers by 2-digit numbers using preferred methods
- Use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating
- Link working across zero for positive and negative numbers to historical work in time between BC and AD
- Recognise the symbol for square root ($\sqrt{\quad}$) and work out square roots for numbers up to 100
- Calculate number problems algebraically, for example $2x-3 = 5$
- Use knowledge of measurements to create plans of areas around school, such as classroom, field, outside play area etc.
- Relate imperial measures still used regularly to our society to their metric equivalents, for example miles to km and lbs to kg
- Use a range of timetables to work out journey times on a fictional journey around the world, for example, how long would it take to reach the rainforest in the Amazon?
- Collect own data for a personal project and present information in formats of your choosing, charts, graphs and tables

Number—Expected

- Use negative numbers in context and calculate intervals across zero
- Compare and order numbers up to 10,000,000
- Identify common factors, common multiples and prime numbers
- Round any number to a required degree of accuracy
- Identify the value of each digit to 3 decimal places
- Use knowledge of order of operations to carry out calculations involving four operations
- Multiply:
 - 4-digit by 2-digit
- Divide:
 - 4-digit by 2-digit
- Add and subtract fractions with different denominators and mixed numbers
- Multiply simple pairs of proper fractions, writing the answer in the simplest form
- Divide proper fractions by whole numbers
- Calculate percentage of whole numbers

YEAR 6

This page highlights the national expectations for children in Year 6 by the END of the academic year in line with the new National Curriculum which was introduced in 2014.

By the end of the year, some children will have met all of the 'expected' objectives and will be working on the exceeding targets.

Measurement and Geometry—Expected

- Solve problems involving calculation and conversion of units of measure
- Recognise that shapes with the same areas can have different perimeters
- Recognise when it is possible to use the formula for area and volume
- Calculate the area of parallelograms and triangles
- Calculate and interpret the mean as an average
- Find missing angles
- Solve problems involving ratio and proportion
- Generate and describe linear number sequences algebraically

Year 6—Exceeding

- Compare, order and convert between fractions, decimals and percentages in contexts related to science, history or geography learning
- Move beyond squared and cubed numbers to calculate problems such as $X \times 10^n$ where n is positive
- Use =, \neq , $<$, $>$, \leq , \geq correctly
- Multiply all integers (using efficient written methods) including mixed numbers and negative numbers
- Recognise an arithmetic progression and find the n th term
- Using formula for measuring area of shape, such as a cuboid and triangle to work out the area of irregular shapes
- Use the four operations with mass, length, time, money and other measures, including with decimal quantities