

Expectations in Mathematics: Year 1	
Key learning	Assessment Focus
Number	
<p>To make expected progress children should be able to:</p> <ul style="list-style-type: none"> Count to and across 100 forwards and backwards from any given number and count up in 2s, 5s and 10s from zero Read and write numbers to 100 in numerals Interpret and write mathematical statements using +, - and = signs Represent and use number bonds to 20 to solve problems Recognise, find and name $\frac{1}{2}$ and $\frac{1}{4}$ of an object, shape and quantity 	<p>Focus assessment on how securely children can:</p> <ul style="list-style-type: none"> Count aloud, read and write the number names Identify the numbers before and after a given number and understand when and why these numbers represent one less, one fewer or one more Count items using a 1-to-1 correspondence and recognise that each number tells you how many items you have counted with the final number giving the size of the set of items Describe and explain the operations of addition and subtraction, interpret + and -, carry out the operations in practical contexts, recording results Recognise and use patterns and pictorial representations to make and recall number bonds Share a set of objects into equal groups to determine how many groups can be formed Interpret arrays, count objects arranged in 2s, 5s and 10s, and double numbers and quantities Identify and find halves and quarters and explain why the parts must be equal
Measurement	
<p>To make expected progress children should be able to:</p> <ul style="list-style-type: none"> Measure, compare and record length, weight and capacity in practical contexts Tell the time to the hour and half past the hour and recognise the value of coins and notes 	<p>Focus assessment on how securely children can:</p> <ul style="list-style-type: none"> Use measuring tools such as a ruler, a pair of scales, jugs and read the marked intervals on the scale Compare measurements and describe the relationships between them Use the language of time to sequence events and to identify o'clock and half past the hour State the value of coins and identify which coins and notes have the highest/lowest values
Geometry	
<p>To make expected progress children should be able to:</p> <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes Describe position, direction and movement including half and quarter turns 	<p>Focus assessment on how securely children can:</p> <ul style="list-style-type: none"> Use the language of shape to describe common shapes such as squares, triangles, rectangles, circle and cubes, cuboids, pyramids and spheres Describe shapes within everyday objects, relate a shape to its mathematical shape, and name the shape In practical contexts, use mathematical and everyday language to describe where objects are in relation to one another or to some fixed position; describe how something moves and the direction of movement Carry out combinations of half and quarter turns and use this language to describe a turn about a point
Statistics	
<p>To make expected progress children should be able to:</p> <ul style="list-style-type: none"> Sort numbers or objects into categories according to different criteria 	<p>Focus assessment on how securely children can:</p> <ul style="list-style-type: none"> Sort objects into categories practically and make an ordered list showing how many objects are in each category Determine if something satisfies a criterion or not and explain why that is the case
Solve problems, communicate and reason mathematically	

To make expected progress children should be able to:

- Solve problems using practical materials, find and represent solutions with pictures, objects, numbers
- Follow and explain rules to form patterns, sequences and shapes; make and justify choices and decisions
- Talk about their solutions and methods, and describe properties of and relationships between familiar numbers and shapes

Please refer to the year or key stage above or below if you child is working to different expectations

Example minimum expectations

Camden in line with [DFE guidance](#) has set some example minimum expectations for education in Maths and English for each Key stage – See Section 2.10 in parents guidance and 9.4 to 9.6 in LA guidance. **There is no requirement for you to follow these examples**

These are indications for parents and our advisor to get a better understanding of the education your child is receiving.

We recognise that children will be on journey in their education some child will be at expected level, some will be in advance of their key stage indicator, some may be working towards the indicator or some children due to their education needs maybe below the indicator. You may find that children can do some elements of the different indicators as well.

Knowing where your child is can be helpful for you in setting work for them, ensuring it is appropriate for them but can also help you know where they could be “stretched” or work needs to be reviewed. It will also enable our home education advisor to offer a tailored set of advice for each child and make suggestions for parents so they can help support their child reach the minimum expectations where appropriate.

March 2021

Expectations in Mathematics: Year 2	
Key learning	Assessment Focus
Number	
<p>To make expected progress children should be able to:</p> <ul style="list-style-type: none"> Count from 0, forwards and backwards in steps of 2, 3, 5 and 10; recall 2, 5 and 10 multiplication tables Read and write numbers to 100 in words and numerals, position on number line and scales, and recognise the place value of the 10s and 1s digits Recall addition and subtraction facts to 20 and add, subtract 1s, 10s to a 2-digit number and pairs of 2-digit numbers by partitioning into 10s and 1s Interpret and write mathematical statements using \times, \div and $=$ signs Recognise, name and write halves, quarters and thirds, and find these fractional parts of an object, length, shape and quantity 	<p>Focus assessment on how securely children can:</p> <ul style="list-style-type: none"> Use arrays to count forwards and backwards in 2s, 3s, 5s and 10s and recognise patterns in these sequences when represented on a number line or 100 square; count in 1s and 10s from any number Partition 2-digit numbers into 10s and 1s and re-combine into 2-digit numbers; order and use $<$, $>$ signs Recall number bonds, use to add and subtract 1- and 2-digit numbers and carry out related calculations practically, using pictorial representations and mentally; recognise the inverse relationship between the two operations and use to find missing numbers Understand multiplication as repeated addition of equal groups and division as sharing into equal groups Relate the multiplication facts to counting up from 0 in steps of 2s, 5s and 10s and counting objects arranged in rows in an array Recall and use multiplication facts to derive corresponding division facts Use the \times, \div and $=$ signs to record outcomes of practical counting and sharing activities and calculations Name and find halves, quarters and thirds of a shape and on a 0 to 1 number line; find these fractional parts of small quantities practically and by using equal sharing; recognise the relationships between two quarters and one half, and four quarters, three thirds, two halves and one whole
Measurement	
<p>To make expected progress children should be able to:</p> <ul style="list-style-type: none"> Recognise and use symbols for £ and p and combine coins/notes to make up amounts of money Read scales when measuring length, weight, capacity and temperature, and tell and write the time to 5 minutes 	<p>Focus assessment on how securely children can:</p> <ul style="list-style-type: none"> Demonstrate that different combinations of coins can represent a common amount of money, add and subtract combinations of 1p, 2p, 5p, 10p coins and link to counting and to the multiplication tables Identify the units of measure for length, weight, capacity and temperature, and use appropriate equipment to measure by interpreting the intervals shown on the scales Explain the meaning of the numbers on the face on an analogue clock in the context of the hours and minutes and relate these to the movement of the 2 hands over 1 hour and 12 hours Recognise morning and afternoon times, sequence the time of events over a day and record times
Geometry	
<p>To make expected progress children should be able to:</p> <ul style="list-style-type: none"> Identify and describe properties of 2-D and 3-D shapes and use these to sort into categories Identify right angles and establish the link to quarter turns 	<p>Focus assessment on how securely children can:</p> <ul style="list-style-type: none"> Recognise and describe the common features and differences between 2-D shapes, including their vertical symmetry, sides and corners, and 3-D shapes, including their edges, vertices and faces Draw straight lines and 2-D shapes, and name shapes of everyday objects and faces on 3-D shapes Make quarter, half and whole turns and describe each in right angles, to give instructions to others
Statistics	
<p>To make expected progress children should be able to:</p> <ul style="list-style-type: none"> Interpret and construct data simple presentations and ask and answer questions 	<p>Focus assessment on how securely children can:</p> <ul style="list-style-type: none"> Arrange and sort data into categories, count, compare and total quantities organised into categories Read data from pictograms, block charts and tables, collect and record data using tallies and construct simple charts

- Read and use simple scales with intervals and pictogram keys worth 2, 5 or 10

Solve problems, communicate and reason mathematically

To make expected progress children should be able to:

- Solve practical and word problems that involve the four operations applied to simple and familiar contexts
- Interpret repeating patterns and make predictions and explain rules; test results and cases to decide what meets given conditions and explain why
- Describe, compare and sort quantities and shapes, interpret information and explain solutions and methods

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