

St Lawrence CE (VA) Primary School - Maths Curriculum Key Objectives

Reception	Year 1	Year 2	Year 3
Say and use the number names in order in familiar contexts.	Count reliably at least 20 objects.	Count, read, write and order whole numbers to at least 100; know what each digit represents (including 0 as a place holder).	Read, write and order whole numbers to at least 1000; know what each digit represents.
Count reliably up to 10 everyday objects.	Count on and back in ones from any small number, and in tens from and back to zero.	Describe and extend simple number sequences (including odd/even numbers, counting on or back in ones or tens from any two-digit number, and so on).	Count on or back in tens or hundreds from any two- or three-digit number.
Recognise numerals 1 to 9.	Read, write and order numbers from 0 to at least 20; understand and use the vocabulary of comparing and ordering these numbers.	Understand that subtraction is the inverse of addition; state the subtraction corresponding to a given addition and vice versa.	Recognise unit fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, and use them to find fractions of shapes and numbers.
Use language such as more or less, greater or smaller, heavier or lighter, to compare two numbers or quantities.	Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.	Know by heart all addition and subtraction facts for each number to at least 10.	Know by heart all addition and subtraction facts for each number to 20.
In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.	Understand the operation of addition, and of subtraction (as 'take away' or 'difference'), and use the related vocabulary.	Use knowledge that addition can be done in any order to do mental calculations more efficiently.	Add and subtract mentally a 'near multiple of 10' to or from a two-digit number.
Find one more or one less than a number from 1 to 10.	Know by heart all pairs of numbers with a total of 10.	Understand the operation of multiplication as repeated addition or as describing an array.	Know by heart facts for the 2, 5 and 10 multiplication tables.
Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'.	Use mental strategies to solve simple problems using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally.	Know and use halving as the inverse of doubling.	Understand division and recognise that division is the inverse of multiplication.
Talk about, recognise and recreate simple patterns.	Compare two lengths, masses or capacities by direct comparison.	Know by heart facts for the 2 and 10 multiplication tables.	Use units of time and know the relationships between them (second, minute, hour, day, week, month, year).
Use language such as circle or bigger to describe the shape and size of solids and flat shapes.	Suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure, a length, mass or capacity.	Estimate, measure and compare lengths, masses and capacities, using standard units; suggest suitable units and equipment for such measurements.	Understand and use £.p notation.
	Use everyday language to describe features of familiar 3-D and 2-D shapes.	Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre.	Choose and use appropriate operations (including multiplication and division) to solve word problems, explaining methods and reasoning.
		Use the mathematical names for common 2-D and 3-D shapes; sort shapes and describe some of their features.	Identify right angles.
Use everyday words to describe position.		Use mathematical vocabulary to describe position, direction and movement.	Identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry.
Use developing mathematical ideas and methods to solve practical problems.		Choose & use appropriate operations and efficient calculation strategies to solve problems, explaining how the problem was solved.	Solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs.

Children to develop a sound understanding of Maths, equipping them with the skills of calculation, reasoning and increasingly sophisticated problem solving that they need in life beyond school, so very child... can soar on wings like eagles.

St Lawrence CE (VA) Primary School - Maths Curriculum Key Objectives

Year 4	Year 5	Year 6
	Multiply and divide any positive integer up to 10 000 by 10 or 100 and understand the effect.	Multiply and divide decimals mentally by 10 or 100, and integers by 1000, and explain the effect.
Use symbols correctly, including less than (<), greater than (>), equals (=).	Order a given set of positive and negative integers.	Order a mixed set of numbers with up to three decimal places.
		Reduce a fraction to its simplest form by cancelling common factors.
	Use decimal notation for tenths and hundredths.	Use a fraction as an operator to find fractions of numbers or quantities (e.g. 5/8 of 32, 7/10 of 40, 9/100 of 400 centimetres).
Round any positive integer less than 1000 to the nearest 10 or 100.	Round a number with one or two decimal places to the nearest integer.	Understand percentage as the number of parts in every 100, and find simple percentages of small whole-number quantities.
Recognise simple fractions that are several parts of a whole, and mixed numbers; recognise the equivalence of simple fractions.	Relate fractions to division and to their decimal representations.	Solve simple problems involving ratio and proportion.
Use known number facts and place value to add or subtract mentally, including any pair of two-digit whole numbers.	Calculate mentally a difference such as 8006 - 2993.	
Carry out column addition and subtraction of two integers less than 1000, and column addition of more than two such integers.	Carry out column addition and subtraction of positive integers less than 10 000.	Carry out column addition and subtraction of numbers involving decimals.
Know by heart facts for the 2, 3, 4, 5 and 10 multiplication tables.	Know by heart all multiplication facts up to 10 x 10.	Derive quickly division facts corresponding to multiplication tables up to 10 x 10.
Derive quickly division facts corresponding to the 2, 3, 4, 5 and 10 multiplication tables.	Carry out short multiplication and division of a three-digit by a single-digit integer.	Carry out short multiplication and division of numbers involving decimals.
Find remainders after division.	Carry out long multiplication of a two-digit by a two-digit integer.	Carry out long multiplication of a three-digit by a two-digit integer.
Know and use the relationships between familiar units of length, mass and capacity.	Understand area measured in square centimetres (cm ²); understand and use the formula in words 'length x breadth' for the area of a rectangle.	Use a protractor to measure acute and obtuse angles to the nearest degree.
Classify polygons, using criteria such as number of right angles, whether or not they are regular, symmetry properties.	Recognise parallel and perpendicular lines, and properties of rectangles.	Calculate the perimeter and area of simple compound shapes that can be split into rectangles.
		Read and plot co-ordinates in all four quadrants.
Choose and use appropriate number operations and ways of calculating (mental with jottings, pencil and paper) to solve problems.	Use all four operations to solve simple word problems involving numbers and quantities, including time, explaining methods and reasoning.	Identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities, and explain methods and reasoning.
		Solve a problem by extracting and interpreting information presented in tables, graphs and charts

Children to develop a sound understanding of Maths, equipping them with the skills of calculation, reasoning and increasingly sophisticated problem solving that they need in life beyond school, so very child... can soar on wings like eagles.