



Chapel Allerton Primary School – End of year maths expectations



Maths	F1 expectations – End of Year				F2 expectations – End of year				National curriculum links
Counting	Say number words in sequence	Tag each object with one number word	Knows that the last number counted gives the total so far	Subitise up to 3 objects	Counts objects, actions and sounds	Knows that the number does not change if simply rearranged	Links numeral with cardinal number value	Subitise up to 5 objects	Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals Given a number, can identify 1 more or 1 less Count in multiples of 2s, 5s and 10s
Comparison	Can compare collections and begin to talk about which group has more things		Can identify groups with the same number of things		Can compare numbers that are far apart, near to and next to each other. For example, 8 is a lot bigger than 2 but 3 is only a little bit bigger than 2.		Knows the 'one more than/one less than' relationship between counting numbers		Use the language of: equal to, more than, less than (fewer), most, least
Composition	Can physically partition a number of things into two groups, and can recognise that those groups can be recombined to make the same total		Can talk about the different arrangements they can see within the whole		Knows that a number can be partitioned into more than 2 numbers		Can automatically recall number bonds for numbers to 10		Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Pattern	Talk about and identify patterns in their environment	Continue an ABAB pattern	Create an ABAB pattern	Notice and correct an error in an ABAB pattern	Can identify the 'unit of repeat'	Continue a pattern which ends mid-unit	Continue and create more complex patterns (ABC, ABB, ABBC)	Can record the patterns they make by symbolising the unit structure	Explore and identify pattern within the number system
Shape and Space	Uses the language of position and direction. E.g. position:	Explores shapes and the attributes of	Identifies similarities between shapes	Name and discuss the properties of basic 2D shapes	Combine shapes to make new ones	Name and discuss properties of basic 3D shapes	Use spatial reasoning skills to create or problem solve	Compose and decompose shapes, recognising	Sound knowledge of 2D and 3D shapes, including: rectangles (including squares) circles, triangles



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	'in', 'on', 'under' direction: 'up', 'down', 'across'.	particular shapes through constructi on play						that shapes can have shapes within them	cuboids (including cubes), pyramids, spheres
Measure	Recognise the specific attributes of (for example) length – that a stick is long; adults are tall.	Can find something that is longer/sho rter or heavier/lig hter than a given reference item	Show an awareness of comparison in estimating and predicting	Compare objects relating to size and length	Recognise the relationship between the size and number of units	Begin to use units to compare things	Begin to use time to sequence events	Compare length, weight, time and capacity	Use and apply in practical contexts, a range of measures, including time