

Mathematics Assessment Reception Meeting Expectations (Including Early Learning Goal for Number)

Name: _____

Number/Place Value			
Recognise some numbers of personal significance			
Recognise numerals 1-5			
Count up to 3 or 4 objects by saying one number name for each item.			
Count actions or objects which cannot be moved.			
Counts objects to 10 and begins to count beyond.			
Counts out up to 6 objects from a larger group.			
Selects the correct numeral to represent 1 to 5 then 1 to 10 objects.			
Counts an irregular arrangements of up to 10 items.			
Estimates how many objects they can see and checks by counting them.			
Count reliably with numbers from 1-20.			
Place numbers 1-20 in order.			

Multiplication and division			
Solve problems involving doubling.			
Solve problems involving halving.			
Solve problems involving sharing.			

Addition and Subtraction			
Uses the language of 'more' and 'fewer' to compare two sets of objects.			
Find the total number of items in two groups by counting all of them.			
Says the number that is one more than a given number.			
Finds one more or one less from a group of up to 5 objects then ten objects.			
In practical activities and discussions, begins to use the vocabulary involved in adding and subtracting.			
Records using marks they can interpret and explain.			
Begins to identify own mathematical problems based on own interest and problems.			
Say which number is one more or one less than a given number up to 20.			
Add two single-digit numbers and count on to find the answer.			
Subtract two single-digit numbers and count back to find the answer.			

Mathematics Assessment Reception Meeting Expectations (Including Early Learning Goal for Shape, Space and Measure)

Name: _____

Measure			
Orders two or three items by length.			
Orders two or three items by height.			
Orders two or three items by weight.			
Orders two or three items by capacity.			
Use everyday language related to time.			
Begin to use everyday language related to money.			
Order and sequence familiar events.			
Measure short periods of time in simple ways.			
Children use everyday language to talk about size and compare quantities and objects.			
Children use everyday language to talk about weight and compare quantities and objects.			
Children use everyday language to talk about capacity and compare quantities and objects.			
Children use everyday language to talk about time and compare quantities and objects.			
Children use everyday language to talk about money and compare quantities and objects.			
Solve problems related to measure.			

Geometry- Shape			
Begin to use mathematical names for 'solid' 3D shapes and mathematical terms to describe them.			
Begin to use mathematical names for 'solid' 2D shapes and mathematical terms to describe them.			
Selects a particular named shape.			
Use familiar objects and common shapes to create and recreate patterns and build models.			
Recognise describe and create patterns.			
Explore characteristics of everyday objects and shapes.			
Use mathematical language to describe shapes.			

Geometry- Position and direction			
Can describe their relative position such as 'behind' or 'next to'.			
Children use everyday language to talk about position.			
Children use everyday language to talk about distance.			

Mathematics Assessment

Year R Working at greater depth (including exceeding statements)

Name: _____



Greater Depth Expectations

Count reliably to 50 forwards and backwards from any number and use reasoning to explain number problems.
e.g. *I am going to hide a number on the numberline, can you explain how you know which number is hidden?*

Count in twos to twenty

Count in 10s to one hundred.

Write numbers to 20 with the correct formation and orientation.

Identify and represent place value to 30 (tens and ones) using objects and pictorial representations.

Estimate a number of objects and check quantities by counting up to 20.

Investigate and represent addition number bonds to ten.

Investigate and represent doubles facts to ten.

Solve problems involving addition and subtraction.

Solve practical problems that involve combining groups of 2, 5 or 10.

They solve problems sharing into equal groups.

Estimate, measure and weigh objects (using non-standard units).

Compare and order objects (using comparative and superlative vocabulary eg, small, smaller, smallest)

Name and recognise coins up to £2

Talk about time and can tell time to the hour.

Talk about properties of shape (eg, Identify a shape from a given characteristics)

Talk about position (eg above, below, in between) **and direction** (eg forwards, backwards, up, down)

Times tables at St Mary's

Across the school we expect the majority of pupils to achieve the following standards –

- YR – Begin to count in steps – 1's, 2's and 10's
- Y1 – Be able to count in steps of 1, 2, 5 and 10 confidently to the 10th term
- Y2 – To know their 2, 5, and 10 times tables (as times tables not as counting)
- Y3 – To know their 3, 4, and 8 times tables (consolidate previous as well)
- Y4 – Consolidation and move onto the 6, 7, 9, 11 and 12 times tables
- Y5/6 – Consolidation and application

By ensuring this we are preparing the children to work with longer calculations and use written methods competently.