What does Maths look like at St.Clare's?

WALK IN THE LIGHT

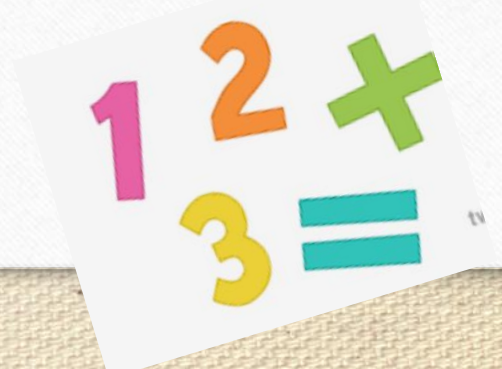
ST CLARE'S

CATHOLIC PRIMARY SCHOOL

Intent

We want all our pupils to..

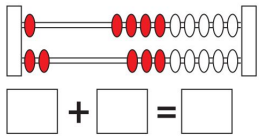
- Leave St Clare's with the maths skills necessary for them to excel in secondary school
- Be confident and competent in their use of maths in their everyday lives - preparing our pupils for adulthood.
- Have opportunities to work individually and collaboratively.
- Have a positive mindset towards maths.
- Leave us with an excellent understanding of the four operations, develop fluency, knowledge, skills and understanding of numbers and the number system, calculations, solving problems, measures, shape, space, and data handling,
- Apply knowledge to solve a range of problems, and in a variety of contexts.
- Persevere and take risks in their problem solving approach to learning in Mathematics.
- confidently present their thinking and reasoning through the use of maths vocabulary, thus enabling them to engage with concepts and build a deep understanding of them. meet expectations. achieve mast[illegible]and consolidate knowledge.
- Have a positive mindset of Mathematics and value its importance in life.
- Enjoy Maths!



What does Maths look like in EARLY YEARS?

Mixture of indoor, outdoor, practical, written, verbal.

Concrete, pictoral and abstract approach.



Assessed through interactions with teachers and teaching assistants.

Continuous provision in the room – maths area/activities

Floor books

10 4 24

5 a day

1. 8 x 5 = 4 x 10 ✓
2. 5 tens ÷ 10 = 5 ✓
3. Number 6 7✓ 8 9✓
   Double 12✓14 16✓18
4. Twelve ✓
5. 8 ✓

Can I measure in kilograms?

Fluency

What is the mass of each object?

a)

15 kg ✓

b)

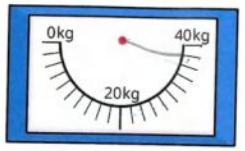
62 kg ✓

Mo weighs his dog in January and June.

a) How much heavier is the dog in June? 13 kg ✓

Mo's dog is now 10 kg heavier than she was in June.

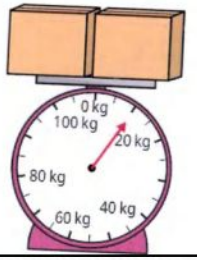
b) Draw an arrow to show the mass of the dog now.



✗

Reasoning and Problem Solving

Tiny is finding the mass of **one** box.



What does Maths look like in KS1 AND KS2

Daily maths lessons

Explicit teaching of vocabulary

Use of stem sentences

Paired discussion work

Short tasks

Fluency teaching

Reasoning and problem solving

Interventions

Find it, fix it

3. Put these numbers in **ascending order.**

345 350 305 34 340

4. Write the heights of these sunflowers in **descending order.**

5. These numbers are in order. What could the missing numbers be? Find three possibilities.

412 ? 432 457 ? 498

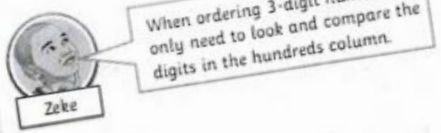
34, 305, 340, 345 and 350.

105cm, 112cm, 115 and 121.

411, 421, 432, 457, 479 and 498.

Problem Solving and Reasoning 1

Is this statement true or false? Explain why.



No because the tens and ones could be smaller and bigger than each tens and ones.

Problem Solving and Reasoning 2

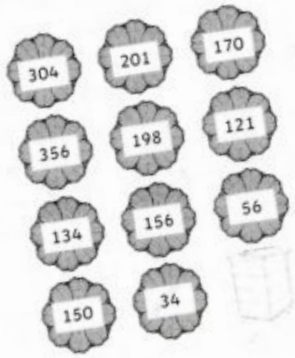
These numbers have been put in descending order. The missing digit is the same in each number. What is the missing digit? Find all the possibilities.

46_ 44_ 4_5 39_ _89

466, 443, 435, 391 and 289.

Challenge 1

Buzzy wants to reach the beehive. She must travel to the hive by moving through the flowers in descending order. Find three possible routes she could take.



356, 304, 201, 198, 170, 156, 150, 134, 121, 56 and 34

I notice that the remainders only go up to two not three ✓

Remainders will always be below the number you divide by ✓

Five a day

1. 99 ÷ 11 = 9 ✓
2. 27 ÷ 9 = 3 ✓
3. 011 ✓
4. 1618 ✓
5. 1319 ✓

309

0943
9|3639 ✓

0614
5|3049 ✓

1541
2|3089 ✓

Work out the divisions.

36 ÷ 3 37 ÷ 3 38 ÷ 3 39 ÷ 3

What do you notice about the remainders?

What does this tell you about remainders?

Amir is thinking of a 3-digit number that is less than 500

When my number is divided by 9, the remainder is 3. When my number is divided by 2, the remainder is 1. When my number is divided by 5, the remainder is 4.

What could Amir's number be?

Use the arrays to complete the divisions.

a) 18 ÷ 6 = ☐

b) 18 ÷ 3 ÷ 2 = ☐

What do you notice?

c) Complete the number sentence.

18 ÷ ☐ = 18 ÷ ☐ ÷ ☐

The array shows that 8 ÷ 4 = 8 ÷ 2 ÷ 2

Make your own arrays to show these divisions.

16 ÷ 4 = 16 ÷ 2 ÷ 2

32 ÷ 8 = 32 ÷ 2 ÷ 2 ÷ 2

Mo uses factors to work out 810 ÷ 6

Factors of 6 are 2 and 3

810 ÷ 2 = 405
405 ÷ 3 = 135
or
810 ÷ 3 = 270
270 ÷ 2 = 135

So 810 ÷ 6 = 135

Use Mo's method to work out the divisions.

126 ÷ 6 960 ÷ 6 1,392 ÷ 6 2,052 ÷ 6

Use factors to complete the sentences.

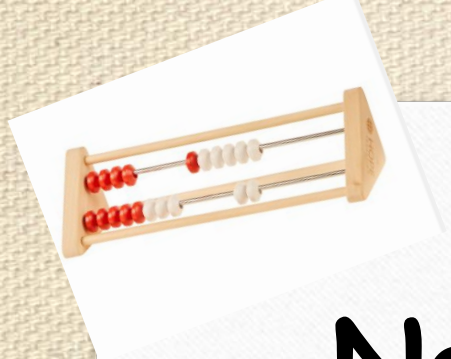
None of your factors should be 1

a) 16 ÷ 8 = 16 ÷ ☐ ÷ ☐

b) 27 ÷ 9 = 27 ÷ ☐ ÷ ☐

c) 32 ÷ 4 = 32 ÷ ☐ ÷ ☐

d) 40 ÷ 8 = 40 ÷ ☐ ÷ ☐ ÷ ☐



Not just lessons…

RECEPTION, YEAR 1 AND YEAR 2 complete Mastery Maths

Football Fluency (whole school) – the target is for children to be fluent in key skills set out in each year group, to access age related expectations.

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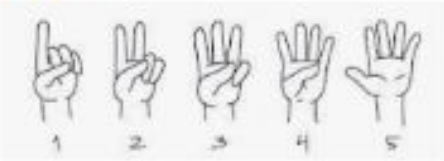
Book 1 (Nursery)

1. Say the number names in order to 3	2. Begin to use number names when counting	3. Recite numbers to 5 and show the correct number of fingers to match numerals
1 2 3	One Two Three Four Five	
4. Say what number comes next - up to 5	5. Count up to 5 and recognise the final number said is the quantity in the group(cardinal numbers)	6. Identify numbers up to 5 and link amounts
0 1 1 2 2 3 3 4 4 5		

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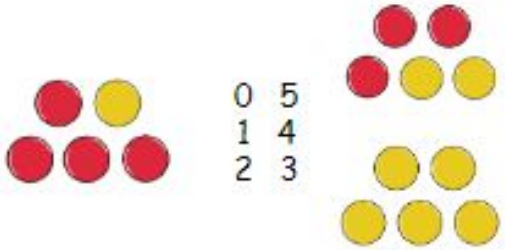
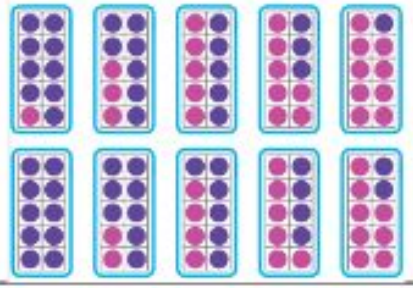
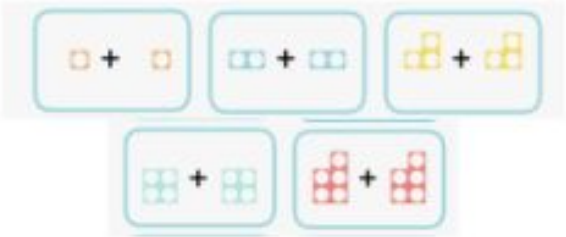
Book 2 (Reception)

1. Say the number names in order to 5	2. Partition numbers to 5 into 2 groups	3. Say number names in order to 10
One Two Three Four Five	 0 5 1 4 2 3	One Two Three Four Five Six Seven Eight Nine Ten
4. Partition numbers to 10 into 2 groups	**5. Say numbers in order to 20**	**6. I can halve and double a number within 10**
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	

Fluency Football

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Book 3 (Year 1)

1. Know all my number bonds to 5	2. Recall the composition of the numbers 7-9	3. Recall number bonds to 10	4. Identify doubles(to 10) using visual representations	5. Identify halves of numbers to 20	6. Recall addition facts within 20 using bonds within 10
1 + 4 2 + 3 3 + 2 4 + 1 5 + 0	0 + 7 9 + 0 1 + 6 8 + 1 2 + 5 7 + 2 3 + 4 6 + 3 5 + 3 8 + 0 7 + 1 6 + 2 5 + 3 4 + 4	0 + 10 1 + 9 2 + 8 3 + 7 4 + 6 5 + 5	Double 1 =2 Double 2=4 Double 3=6 Double 4=8 Double 5=10 Double 6=12 Double 7=14 Double 8=16 Double 9=18 Double 10=20	Half 20 = 10 Half 18 = 9 Half 16 + 8 Half 14 = 7 Half 12 = 6 Half 10 = 5 Half 8 = 4 Half 6 = 3 Half 4 = 2 Half 2 = 1	2 + 3 = 5 12 + 3 = 15 6 + 1 =7 16 + 1 = 17
6. State 1 more/less than each number to 20	7. Form numbers 1-20 correctly and in words	8. Count in multiples of 2s, 5s and 10s	9. Recognise odd and even numbers	10. Count, read and write numbers to 100 in numerals	11. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
3 = 1 less 4 1 more = 5 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	One, two, three, four, five, six, seven.....	2 4 6 8 10 12 14 ... 5 10 15 20 25 30 25 10 20 30 40 50 60 70	Odd 1 3 5 7 9 ... EVEN 2 4 6 8 10 ...	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	0 1 2 3 4 .....100 101 102... 1 2 3 4 ... 100 101 ... 56 57 58 .... 100 101 ...

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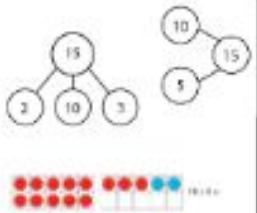
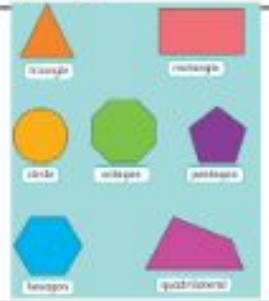
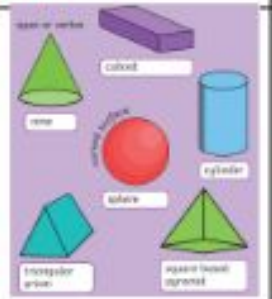
Book 4 (Year 2)

Timestables.co.uk
Learn the times tables here!

1. Recall number bonds to 20	2. Recall addition facts using < equations.	3. Recall the composition of numbers 11-19	4. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	5. Read and write numbers to at least 100 in numerals and in words.	6. Compare and order numbers from 0 up to 100; use <, > and = sign
0 and 20 1 and 19 2 and 18 3 and 17 4 and 16 5 and 15 6 and 14 7 and 13 8 and 12 9 and 11 10 and 10	5 + 3 > 6 16 + 2 < 19	10 + 2 = 12 	5 + 2 = 7 so 15 + 2 = 27 35 + 2 = 37 18 - 2 = 16 28- 2 =26 88 - 2 = 86	56 Fifty-six 70 Seventy 84 Eighty-four 	59 > 45 34 = 34 15 < 34

7. Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	8. Recall number facts for 2 times tables.	9. Recall number facts for 5 times tables.	10. Recall multiplication facts for 10 times tables	11. Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line	12. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	13. Tell the time to the nearests hour, half hour and quarter of an hour. Know time facts.
2 4 6 8 10 12 14 ... 3 6 9 12 15 18 ... 5 10 15 20 25 30 25 36 46 56 76 86 ... 89 79 69 59 49 ...	1 x 2 = 2 2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 2 = 10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18 10 x 2 = 20 11 x 2 = 22 12 x 2 = 24	1 x 5 = 5 2 x 5 = 10 3 x 5 = 15 4 x 5 = 20 5 x 5 = 25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50 11 x 5 = 55 12 x 5 = 60	1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 = 50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100 11 x 10 = 110 12 x 10 = 120			60 minutes in 1 hour 24 hours = 1 day

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Book 5 (Year 3)

Recall multiplication facts WITHIN 6 SECONDS!

Timestables.co.uk
Learn the times tables here!

1. Know number bonds for each number to 20	2. Use non-counting strategies for addition calculations across 10 eg doubles	3. Count from 0 in multiples of 4, 8, 50 and 100;	4.Add numbers with up to 3 digits, using formal written methods of columnar addition	5. Recall the 2 x tables multiplication and division facts	6. Recall the 5 x tables multiplication and division facts	7. Recall the 10 x tables multiplication and division facts	8. Recall the 3 x tables multiplication and division facts	9. Recall the 4 x tables multiplication and division facts	10.Recall the 8 x tables multiplication and division facts
Eg 12 1 + 11 2 + 10 3 + 9 4 + 8 5 + 7 6 + 6	Doubles 6 doubled (x2) = 12 Make 10 strategy 8 + 5 = 8 + 2 + 3 = 13	4 8 12 16 ... 8 16 24 32 ... 50 100 150... 100 200 300...	3 2 6 + 4 1 9	1x2=2 2x2=4 3x2=6 4x2=8 5x2=10 6x2=12 7x2=14 8x2=16 9x2=18 10x2=20 11x2=22 12x2=24	1x5=5 2x5=10 3x5=15 4x5=20 5x5=25 6x5=30 7x5=35 8x5=40 9x5=45 10x5=50 11x5=55 12x5=60	1x10=10 2x10=20 3x10=30 4x10=40 5x10=50 6x10=60 7x10=70 8x10=80 9x10=90 10x10=100 11x10=110 12x10=120	1x3=3 2x3=6 3x3=9 4x3=12 5x3=15 6x3=18 7x3=21 8x3=24 9x3=27 10x3=30 11x3=33 12x3=36	1x4=4 2x4=8 3x4=12 4x4=16 5x4=20 6x4=24 7x4=28 8x4=32 9x4=36 10x4=40 11x4=44 12x4=48	1x8=8 2x8=16 3x8=24 4x8=32 5x8=40 6x8=48 7x8=56 8x8=64 9x8=72 10x8=80 11x8=88 12x8=96
11.Read and write numbers up to 1,000 in numerals and in words state the place value of each digit in a 3-digit numbers	12.Add and subtract multiples of 10s and 100s	13. Multiply two digit numbers by 10	14.Subtract numbers with up to 3 digits, using formal written methods of columnar subtraction	15. Doubles and halves of multiples of 10 and 100, 2 digit even numbers	16. Add and subtract fractions with the same denominator	17. Knew 8 compass points and degrees of a turn	18. Recall conversion facts mm/cm/m/km	19.. Recall facts about durations of time	20. Tell the time to the nearest 5 minutes Tell and write the time.... using Roman numerals from I to XII
378 Three hundred and seventy-eight 300 70 8	692 + 200 = 892 457 - 40 = 417	24 x 10 = 240 45 x 10 = 250	6 7 2 - 3 5 9	Double 60 = 120 Half 140 = 70 Double 28 = 56 Half 86 = 43	$\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$ $\frac{7}{9} - \frac{5}{9} = \frac{2}{9}$	45 degrees each point ¼ turn 90 degrees ½ turn 180 degrees ¾ turn 270 degrees Full turn 360 degrees	1 cm = 10 mm 1 m = 100 cm ¼ metre = 25 cm ½ m = 50 cm ¾ m = 75 cm 1 km = 1000m	365 days in 1 year 366 days leap year 52 weeks in 1 year 7 days in 1 week 24 hours in 1 day 60 minutes = 1 hour 60 seconds = 1 minute	

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Book 6 (Year 4)

Recall multiplication facts WITHIN 6 SECONDS by June this year !

1.Add and subtract multiples of 10 Add and subtract multiples of 100 where the answer is 1000 or less	2. Know all number bonds for 100	3. State doubles and halves of multiple of 10 to 100 Halves of any even number to 100	4. Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)	5. Order and compare numbers beyond 1000	6. Count backwards through 0 to include negative numbers	7. Multiply and divide by 10 and 100	8. Round any number to the nearest 10, 100 or 1,000 Round decimals to the nearest whole number	9. Count in multiples of 1000 Find 1,000 more or less than a given number
Eg 70 + 30 = 100 50 + 60 = 110 20 + 40 = 60 300 + 400 = 700 400 + 600 = 1000	Eg 10 + 90 30 + 70 45 + 55 35 + 65 57 + 43 82 + 18	Eg Double 60 = 120 Double 90 = 180 Half 50 = 25 Half 60 = 30 Half 72 = 36 Half 48 = 24	5687 = 5000 600 80 7 3812 < 5679 < 5789	3812 < 5679 < 5789	5 4 3 2 1 0 -1 -2 ... 30 20 10 0 -10 -20 50 25 0 - 25 -50	Eg 34 x 100 34 divided by 10	5678 Nearest 10 5680 Nearest 100 5700 Nearest 1000 6000 0.7 = 1 2.3 = 2	3568 4568 5568 3456, 4456, 5456, 6456, 7456...
10. Recall multiples of 6 in any order including missing numbers and related division facts with growing fluency	11. Recall multiples of 7 in any order including missing numbers and related division facts with growing fluency	12. Recall multiples of 9 in any order including missing numbers and related division facts with growing fluency	13. Recall multiples of 11 in any order including missing numbers and related division facts with growing fluency	14. Recall multiples of 12 in any order including missing numbers and related division facts with growing fluency	15. Read Roman numerals to 100 (I to C)	16. Add and subtract fractions with the same denominator Recognise decimal equivalent of fractions	17.Know that an angle is an amount of turn measured in degrees and names of angles	18. Know the names of triangles and properties
1 x 6 = 6 2 x 6 = 12 3 x 6 = 18 4 x 6 = 24 5 x 6 = 30 6 x 6 = 36 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54 10 x 6 = 60 11 x 6 = 66 12 x 6 = 72	1 x 7 = 7 2 x 7 = 14 3 x 7 = 21 4 x 7 = 28 5 x 7 = 35 6 x 7 = 42 7 x 7 = 49 8 x 7 = 56 9 x 7 = 63 10 x 7 = 70 11 x 7 = 77 12 x 7 = 84	1 x 9 = 9 2 x 9 = 18 3 x 9 = 27 4 x 9 = 36 5 x 9 = 45 6 x 9 = 54 7 x 9 = 63 8 x 9 = 72 9 x 9 = 81 10 x 9 = 90 11 x 9 = 99 12 x 9 = 108	1 x 11 = 11 2 x 11 = 22 3 x 11 = 33 4 x 11 = 44 5 x 11 = 55 6 x 11 = 66 7 x 11 = 77 8 x 11 = 88 9 x 11 = 99 10 x 11 = 110 11 x 11 = 121 12 x 11 = 132	1 x 12 = 12 2 x 12 = 24 3 x 12 = 36 4 x 12 = 48 5 x 12 = 60 6 x 12 = 72 7 x 12 = 84 8 x 12 = 96 9 x 12 = 108 10 x 12 = 120 11 x 12 = 132 12 x 12 = 144	1 I 2 II 3 III 4 IV 5 V 6 VI 7 VII 8 VIII 9 IX 10 X 11 XI 20 XX 30 XXX 40 XL 50 L 60 LX 70 LXX 80 LXXX 90 XC 100 C	0.5 = 1/2 0.25 = 1/4 0.75 = 3/4 0.1 = 1/10 0.4 = 4/10 0.01 = 1/100 0.06 = 6/100 $\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$ $\frac{7}{9} - \frac{5}{9} = \frac{2}{9}$	An angle is an amount of turn measured in degrees Acute - less than 90 degrees Obtuse - angle more than 90 but less than 180 degrees Right angle - 90 degrees Reflex - angle between 180 and 360 degrees	Right angle square corner 90 degrees Equilateral - 3 equal sides 3 equal angles Isosceles - 2 equal sides 2 equal angles Scalene - no equal sides no equal angles

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Learn the times tables here!

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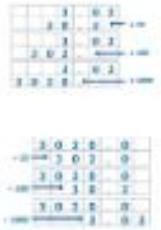
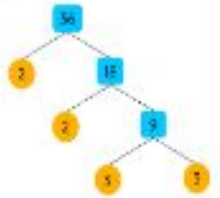
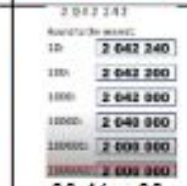
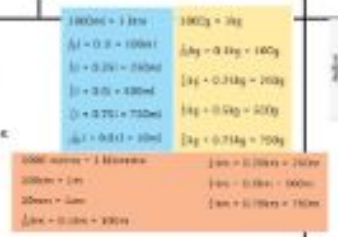
Book 7 (Year 5)

1. Know all decimals that total 1 or 10(1 decimal place)	2. Multiply and divide any number by 10, 100 and 1000	3. Know all multiplication and division facts to 12 x 12	4 Know doubles and halves of any number to 100	5. Recall squares of all numbers up to 12 and their square roots	6. Know cubes of 2 3 4 and 5	7. Know prime numbers to 20	8. Know pairs of factors of numbers to 100	9. Use known facts to multiply multiples of 10 and 100	10. Read, write, order and compare numbers to at least 1,000,000 Determine the value of each digit up to 3 decimal places
Eg 0.1 + 0.9 = 1 0.2 + 0.8 = 1 0.3 + 0.7 = 1 0.4 + 0.5 = 1 0.5 + 0.5 = 1 1.5 + 8.5 4.2 + 5.8			Eg Half of 22 = 11 Half of 51 = 25.5	 √25 5² = 5 × 5 5 × 5 = 25 √25 = 5	1³ = 1 2³ = 8 3³ = 27 4³ = 64 5³ = 125 	2, 3, 5, 7, 11, 13, 17, 19	Eg 	Eg 40 x 40 = 160 50 x 30 = 1500	989,765 Nine hundred and eighty nine thousands, seven hundred and sixty five 900,000 80,000 9,000 700 60 5 3.345 3 0.3 0.04 0.005
11. Interpret negative numbers in context Count forwards and backwards with positive and negative whole numbers, including through 0	12. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 Round 2 decimal places to the nearest whole	13. Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals	14. Add and subtract whole numbers with up to 4 digits	15.Multiply 4 digits by 1 digit	16. Divide 3 and 4 digits by 1 digit	17. Recall angle facts	18. Recall metric/imperial conversion facts	19. Add fractions with different denominators	20. Order fractions, decimals and percentages
-2 0 2 4 40 30 20 10 0 - 10 	 23.46 = 23		8389 + 2094 5555 - 2319	3,556 × 6	8)368 4)1228	Angles in a line = 180 degrees Angles around a point = 360 degrees Angles in a triangle = 180 degrees Angles in a quadrilateral = 360 degrees			Eg 0.72 $\frac{7}{10}$ 70%

ST. CLARE'S CATHOLIC PRIMARY SCHOOL

Book 8 (Year 6)

Timestables.co.uk
Learn the times tables here!

1. Consolidate multiplication and division facts for all times tables.

2. Identify common factors of a pair of numbers

3. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

			6	3	2	1
x					1	5
		3	1	6	0	5
+	6	3	2	1	0	
	9	4	8	1	5	

4. Use knowledge of the order of operations to carry out calculations involving the 4 operations

5. Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit including 3 decimal places

6 789 767 =
Six million, seven hundred and eighty-nine thousand, seven hundred and sixty-seven

5593356 -
5000 000 500 000 90 000 3000 300 50 6

87 856 + 8 987 900

6. Recognise the value of each digit up to 3 decimal places Use the decimal placement correctly when setting out calculations

4.534 =
4 5/10 3/100 4/1000

7. Know the square roots of numbers for 15 x 15

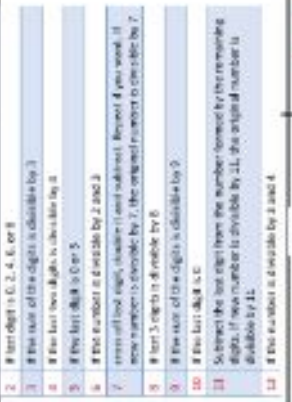
8. Know prime numbers up to 50.

2, 3, 5, 7,
11, 13, 17, 19,
23, 29,
31, 37,
41, 43, 47.

9 Round any number to a required degree of accuracy

345.67 nearest whole
346 nearest tenth 345.7

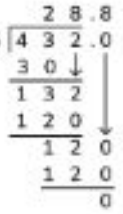
10.Know tests of divisibility for numbers up to 20.



11. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

12 | 5 2 8 4

12. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context



13. Know circle facts

Circumference is the distance around the circle.

Diameter is the distance across the centre of the circle

Radius is the distance from the centre of the circle to the circumference.

The diameter is twice the radius.

The radius is double the diameter.

14. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

$\frac{1}{2} + \frac{1}{3} = ?$

$\frac{1}{2} \times 3 = \frac{3}{6}$ $\quad \frac{1}{3} \times 2 = \frac{2}{6}$

$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$

$2\frac{1}{2} - 1\frac{2}{4}$

15. Multiply simple pairs of proper fractions, writing the answer in its simplest form

$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$

16 Divide proper fractions by whole numbers

$\frac{1}{3} \div 2 = \frac{1}{6}$

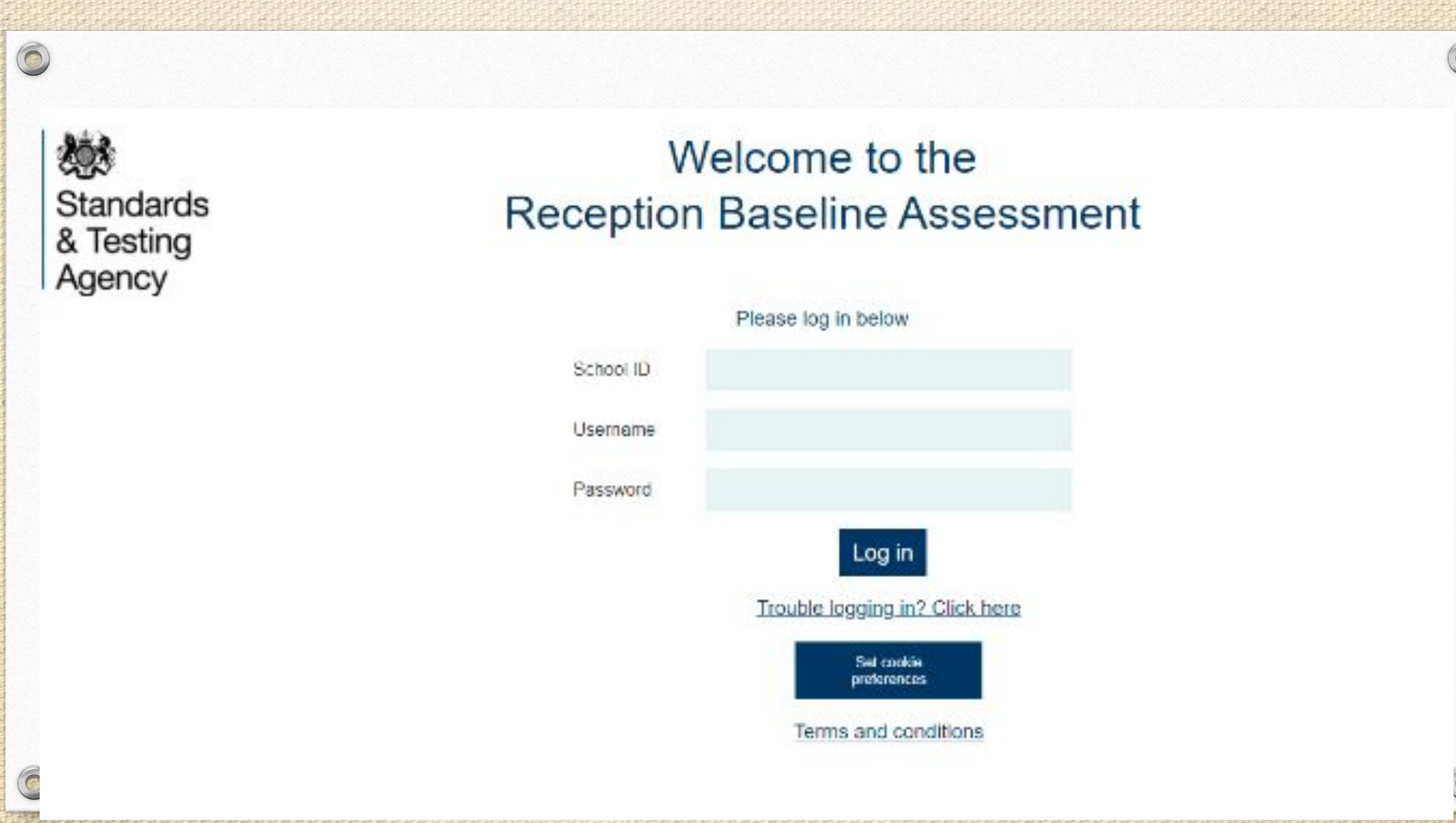
17. Convert between decimals, fractions and percentages.

18. Solve algebra

Eg
2x 10
I know 2 x 5 = 10. X = 5

20 + x = 25
I know that 20 + 5 = 25 so x must be 25

56 ÷ x = 8
I know that 8 x 7 = 56 so x must be 7


Standards
& Testing
Agency
Welcome to the
Reception Baseline Assessment
Please log in below
School ID
Username
Password
Log in
Trouble logging in? Click here
Set cookie preferences
Terms and conditions

Checkpoints

Literacy	Enjoys mark making with a range of equipment, giving	Beginning to demonstrate early writing skills - letters	Writes some or all of their names - some letters formed	Begin to write simple words and phrases. Beginning to	Can write simple phrases and sentences that can be
Early Writing	meaning to their marks.	from own name etc.	accurately.	form lower and uppercase letters correctly. Captions beginning to contain key words taught in LW.	read by themselves and others, showing Y1 readiness. Spells some key words correctly within their writing.
Maths (WRM & Mastering Number)	Starting to use some number names. Begins to count, sometimes missing numbers or jumbled sequence. Beginning to join in with number songs. Shows an awareness of mathematical language to compare colour, size, weight, height and positional language. Shows an awareness of shape in the environment and notices patterns. Can complete a simple puzzle,	Beginning to count in sequence and can say which number comes next. Identifies 1 and then 2 objects when asked. Recite numbers to 5 and can show up to 5 on fingers. Beginning to recognise some numerals, particularly those of personal significance. Beginning to use mathematical language to compare colour, size, weight, height and positional language. Can match and name some shapes. Can sort items. Can recognise and continue a simple pattern.	Counts in sequence beyond 5 and can count up to 5 objects, understanding the cardinal principle. Beginning to subitise to 3. Uses numbers spontaneously in play. Identifies numerals to 5 - matching numerals to amount. Uses symbols and marks to represent numbers. Uses the language of more than and fewer than to compare quantities. Begins to solve problems. Can use shape names to talk about 2D and some 3D shapes. Can continue a 3 item continuous pattern.	Can count beyond 10 and can count up to 10 objects, actions, sounds, marks. Matches numeral to amount. Beginning to use language of one more/one less to compare numbers and subitise to 5. Recognises some number bonds to 10 and the composition if numbers to 10. Can compare length, weight and capacity. Develop an awareness of spatial reasoning and make and dissect shapes. Create own repeating patterns.	Can count accurately beyond 20. Has a well developed and deep understanding of numbers to 10. Subitise 0-5 and recall number bonds to 10. Can compare amounts to 10, recalls doubling and halving facts. Understands odd and even numbers. Confidently compares length, weight and capacity and uses technical vocabulary taught. Has spatial reasoning skills that allow them to visl. rotate and manipulate shapes.

Understanding the World	Children begin to be curious about the world around them. They explore natural materials, both indoor and outdoor. Can talk about own family and can compare similarities and differences to others. Know that where they live is their home and can talk about who lives in their home.	Begin to use their senses to explore the world around them. Explore different materials found indoor and outdoor. Show an interest in their life story and family tree. Develop a positive attitude towards different families and places. Begin to understand that we need to care for our world.	Use their senses to explore the world around them. Continue to be confident when exploring properties, and begin to notice differences. Begin to make sense of their own family and history and can discuss this with others. Begin to understand how living things grow and develop. Know what part of	Explore the world around them describing what they can see, hear and feel. Beginning to talk about community and describe, comment , compare and contrast familiar people and places (past/present). Recognise changes in their immediate environment including change in seasons. Compare and contrast to	Explore the world around them making observations of living things. Recognise similarities and differences in our world through first hand experiences and books. Talk about important people and events from past and present. Understand how to help look after our world. Talk about similarities and differences
		Has some understanding that there are other places in the world (holidays etc)	the world they live in and talk about and have knowledge that there are other places in the world. Use a simple programme on the computer with support.	other places in our world. Recognise that our world is made up of land and sea. Use tools to create something independently on a computer/whiteboard.	between Middlesbough and the wider world and discuss different religions using knowledge from books, maps, observations and own experiences. Use a globe/map to identify land and sea. Select and use technology for a reason.
Expressive Art and Design	Shows an awareness of sounds, music, dance, rhymes, action songs. Beginning to explore with a range of musical instruments. Makes marks with a range of tools - paintbrush, dabber, pipette etc). Beginning to engage in pretend play	Beginning to take part in songs, rhymes, dance, music. Beginning to role play stories. Beginning to listen with increased attention to sounds made with musical instruments. Creates a simple picture with some detail. Takes part in imaginative play and begins to develop stories. Beginning to use materials to develop play in other areas.	Join in with songs, rhymes and dance and role play. Can recall and sing entire songs, keeping to the tune. Makes up some songs. Draws with increasing complexity and detail. Takes part in role play both in role play areas and small world	Expresses feelings and emotions through song, dance, art, performances and role play. Draws with detail, using different tools for a purpose - has a plan in mind of what the finished piece will look like and how this will be achieved. Develops own storylines in play and creates props to support this.	Can recall and perform confidently. Shares what they have made with others, discussing the process and why they chose to do it that way. Explores different tools and techniques. Uses new learning to enhance role play and pretend play using media and materials to support.

Personal, Social & Emotional Development	Beginning to be aware of Nursery rules and routines. Behind to recognise they are unique and can talk about their likes and dislikes. Separates from the main carer with support and begins to form relationships with adults. Plays alongside other children and begins to form friendships. Can use the toilet independently, with some support when needed. Eats and drinks independently.	Increased confidence in following Nursery rules and routines. Selects and uses activities/areas with support. Begins to have preferred areas within the setting and stays engaged in an activity for longer periods of time. Separates from the main carer and shows confidence in setting. Is able to cope with changes in routine (new people/events) Begins to play with other children and engages in the same play, sharing ideas and resources. Confident in self care (toileting, hand washing). Begins to show awareness of the importance of healthy	Follow the rules and routines of the setting and can talk about why rules are important. Independent in choosing specific tasks and becomes engaged and focussed on activities for extended periods of time. Confidently and happily comes into school. Extends and elaborates play ideas with other children. Begins to solve conflicts and understand other children's feelings.	Follows rules and routines and can express and manage own feelings, both socially and emotionally - talks to an adult when needed. Tries something new and shows resilience when challenged. Manages their own needs and is able to ask for support to further their own learning. Continues to build strong relationships with children and adults and can talk about others feelings.	Follows rules, routines and 2/3 part instructions independently. Knows right from wrong and can talk about choices. Confident when trying new activities and can work towards a set goal, demonstrating resilience, perseverance, resourcefulness and patience. Positive relationships with children and adults. Sensitive to the feelings of others and can talk about this. Independent in completing tasks and know how to keep themselves safe and healthy.
		eating and oral hygiene.			
Physical Development	Enjoys moving around. Has increased control over their own body when practising large movements (kicking, rolling, jumping, throwing etc). Begins to use bikes and scooters. Explores different tools to make marks. Begins to put own coat on and off, managing zips and buttons. Can use scissors to make snips in paper.	Enjoys moving around and has increased control over body when practising large movements (skipping, hopping, balancing, riding, painting, making marks). Shows increasing control over tools and beginning to use one handed tools more confidently. Shows a preference for a dominant hand and has a comfortable grip when using pens and pencils. Becomes increasingly independent with dressing self (coats, jumper, wellies) Holds scissors correctly and makes snips in paper.	Shows good control when moving using large movements. Matches physical skills to activities in setting. Shows good control when making marks, with a preference for a dominant hand and strong pencil grip. Put on own coat, shoes, wellies etc independently. Manages self care. Uses non dominant hand to guide when cutting a line on paper	Develop skills with balls and other equipment (throwing, catching, kicking etc). Develops physical movement skills, core and body strength, agility, balance and coordination. Beginning to develop good fine motor skills to form the foundations for handwriting. Can use a range of tools competently and confidently. Cuts different shapes and lines with increasing accuracy.	Has the physical movement skills, core strength, spatial awareness, overall body strength, coordination, balance and agility for good posture. Uses fine motor skills to use equipment correctly with accuracy and confidence. Hold a pencil effectively for fluent writing. Cuts complex shapes such as figures following an outline.

Communication & Language	Enjoy listening to simple stories and can talk about what is happening. Knows some nursery rhymes and songs. Can communicate with others using simple vocabulary. Beginning to speak in simple sentences and developing conversational skills. Names known objects, uses some description. Can follow one instruction/request. Understands simple questions - who, what, when and where.	Listens to longer stories and recall what is happening. Begins to use a wider range of vocabulary, can talk about known books and has a larger repertoire of nursery rhymes and action songs. Can speak in longer sentences and start conversations with adults and children. Beginning to follow 2 part instructions/request. Beginning to understand and answer why questions.	Listens to stories and recalls main characters and storylines. Continuing to develop a wider range of vocabulary and has a library of well known nursery rhymes and action songs. Speaks confidently in sentences and uses talk to organise play and be in role. Able to answer 5w questions confidently.	Listen and talk about stories, non fiction, rhymes and songs, developing deep understanding and knowledge. Learns and uses new vocabulary continuously and uses this in different contexts. Uses more complex sentences. Ask questions to find out more information and check answers.	t, asking questions to deepen their own understanding. Uses recently taught vocabulary within their learning - writing, storytelling, rhymes etc. Confidently hold a conversation with adults and children, showing an awareness of the listener Follows 2/3 part instructions with clear understanding and focus. Pays attention for a sustained period of time.
SPECIFIC AREAS	*Specific areas are more focussed when children reach Reception as prime areas are fully embedded.*				
Literacy Early Reading	Enjoys and joins in with rhymes and rhythms. Beginning to notice some print - e.g own name, numbers, logos.	Develops phonological awareness and begins to hear initial sounds in words and syllables in words. Recognises favourite and known books in the environment and can recall refrains.	Can spot initial sounds, syllables and rhyme in words. Recognises some letters of personal significance. Developing an understanding of books and print.	Becoming confident in GPC. Blending and segmenting to read simple words and phrases made up of known phonemes. Has an understanding of books and print and knows text is read from left to right.	Recognise letters of the alphabet and some digraphs (GPC). Read using phonic knowledge. Read books that match phonic ability, including common exception words. Can choose a favourite book and explain why it is their favourite book, retelling it independently.
Literacy	Enjoys mark making with a range of equipment, giving	Beginning to demonstrate early writing skills - letters	Writes some or all of their names - some letters formed	Begin to write simple words and phrases. Beginning to	Can write simple phrases and sentences that can be

4 $\frac{1}{2}$ of 8 = ☐ 1 mark

5 37 + 9 = ☐ 1 mark

6 20 + 50 = ☐ 1 mark

7 4 + 4 + 40 = ☐ 1 mark

8 35 – 5 = ☐ 1 mark

9 100 – 20 = ☐ 1 mark

2. Fill in the missing numbers.

☐ 97 98 99 ☐ ☐

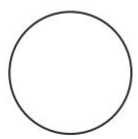
3. Apples cost 5p each. Kim spent 20p on apples. How many apples did she buy?

☐ apples

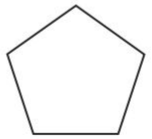
2. Use a ruler to measure the length of this line in centimetres (cm).

☐ cm

3. Name these 2D shapes.



a) _____



b) _____

c) _____

16 15 + 6 + 8 = ☐

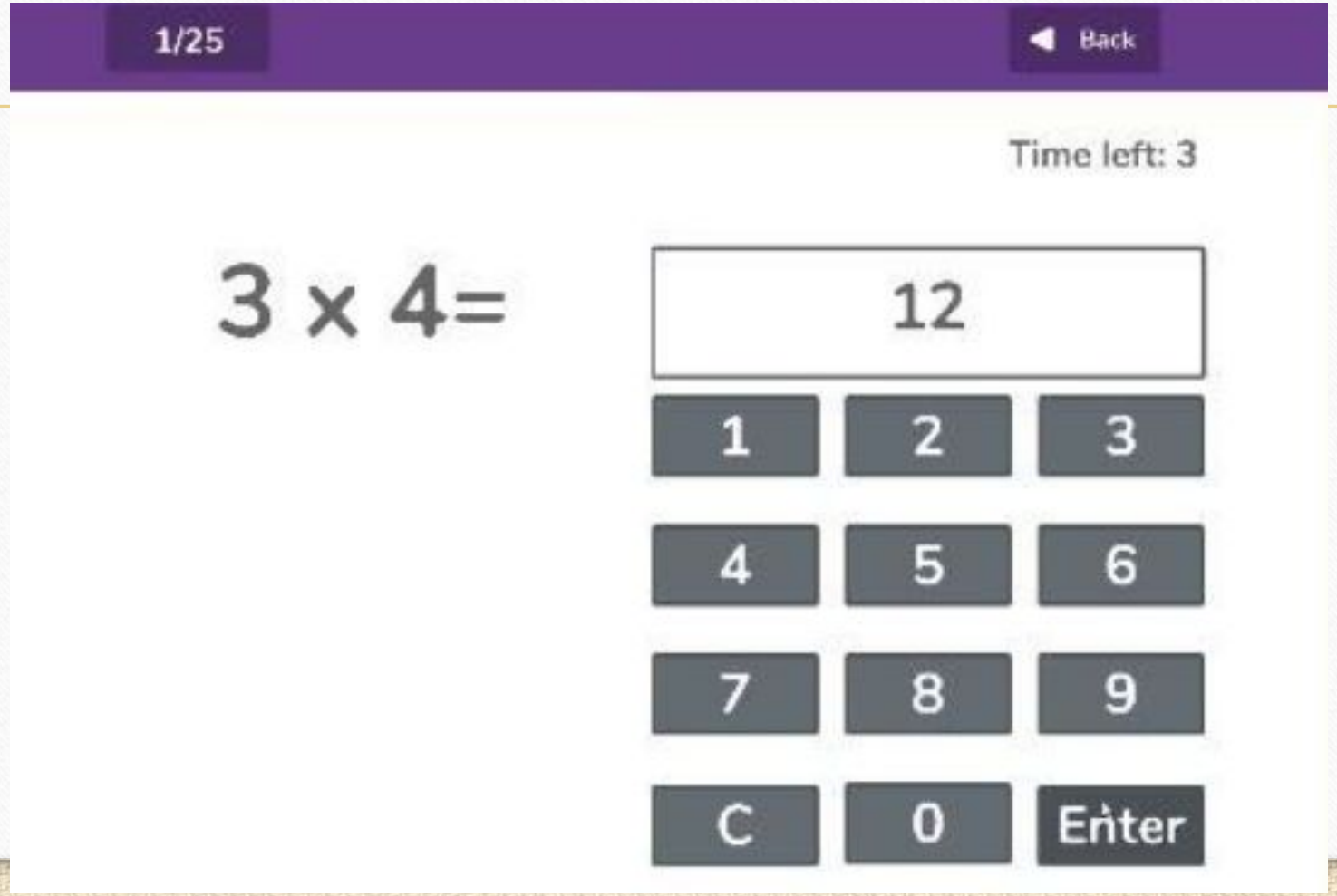
17 $\frac{1}{2}$ of ☐ = 20

18 20 ÷ 2 = ☐

19 78 – 34 = ☐

Year 4 MTC

25 questions - 6 seconds per answer



17 The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show your method

2 marks

These are the prices of some vegetables in a shop.

Mushrooms £3.20 for 1 kg

Carrots 60p for 1 kg

Layla buys **500 grams** of mushrooms and **1 $\frac{1}{4}$ kg** of carrots.

She pays with a **£5** note.

How much change does Layla get?

Show your method

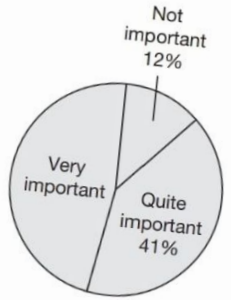
£

2 marks

24 1,200 pupils were asked this question:

How important is it to have a break when using a screen?

This chart shows the results.



How many pupils answered 'Very important'?

pupils

21 The height of the tallest person in history is 8 feet 11 inche

Conversion table	
One foot	30 centimetres
One inch	2.5 centimetres

Use this conversion table to calculate the height of the tallest person, in **centimetres**.

Show your method

cm

2 marks

20

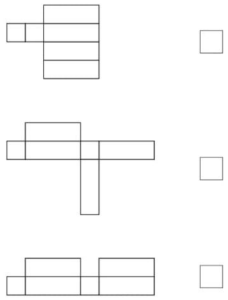
$$\begin{array}{r} 508 \\ \times \quad 74 \\ \hline \end{array}$$

Show your method

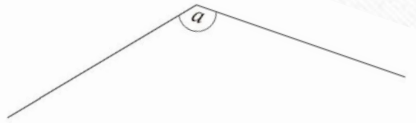
2 marks

12 This is a drawing of a cuboid.

Tick the nets that could make the cuboid.



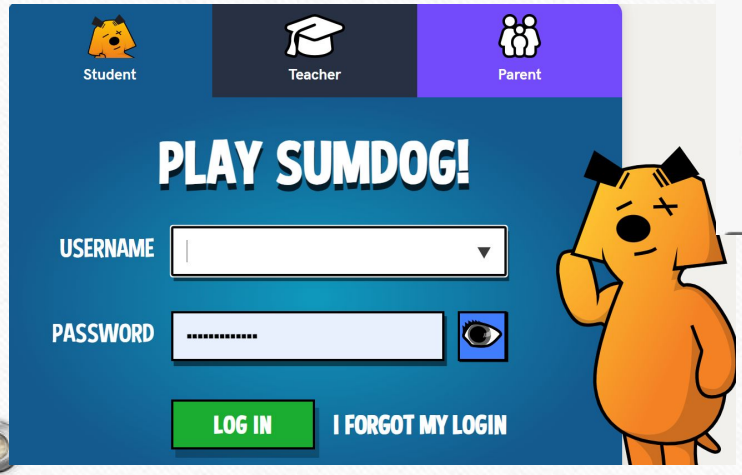
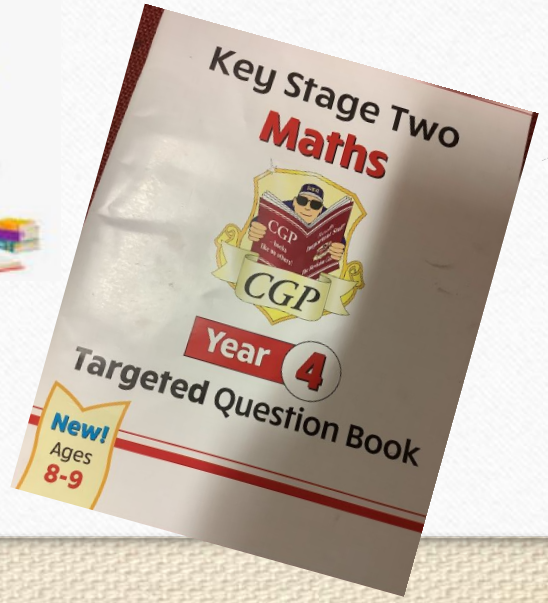
14



Measure angle a.

a is °

1 mark

Working together…

Learning by Questions