Gnosall St. Lawrence C.E Primary Academy
Working together, with Jesus beside us, to achieve our full potential.

Expectations in Mathematics

Reception

Number

What does my child need to be able to do?
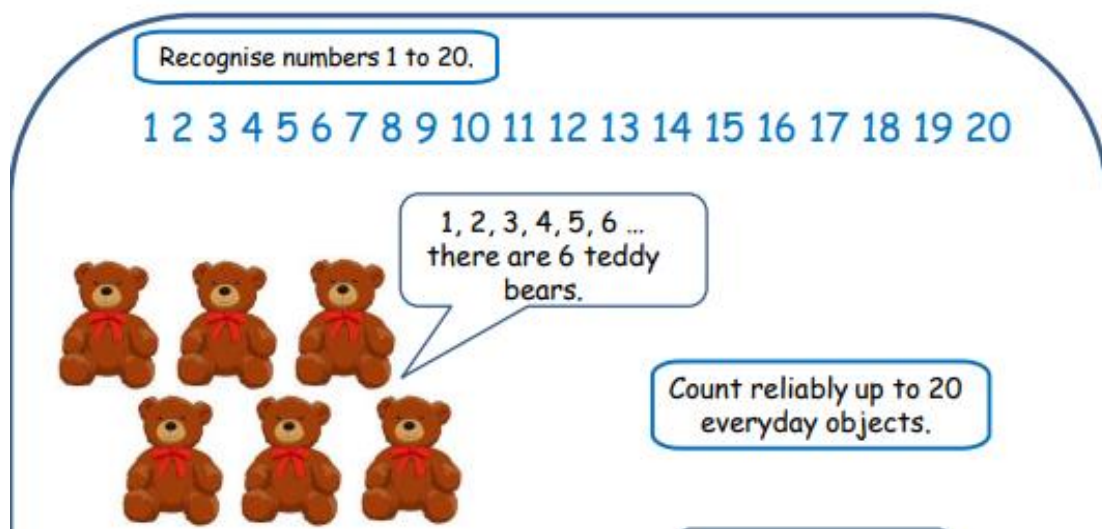Count reliably with numbers from 1-20.

What does this mean?
Your child can use the numbers 1-20 to count a range of objects correctly and accurately.

What does this look like in context?
Your child can count a pile of up to 20 objects or toys.
They recognise the numerals 1-20 and can write them down correctly.

Recognise numbers 1 to 20.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1, 2, 3, 4, 5, 6 ... there are 6 teddy bears.

Count reliably up to 20 everyday objects.

Number

What does my child need to be able to do?
Place numbers 1-20 in order.

What does this mean?
Your child can correctly put the numbers 1-20 in the correct sequence starting from any number.

What does this look like in context?
Using objects or cards labelled with the numbers 1-20 can you child put them in the correct order.

Number

What does my child need to be able to do?
Say which number is one more or one less than a given number to 20.

What does this mean?
Your child can correctly identify which number is one more and one less than any number to 20 when asked. They understand the meaning of the words more and less.

What does this look like in context?
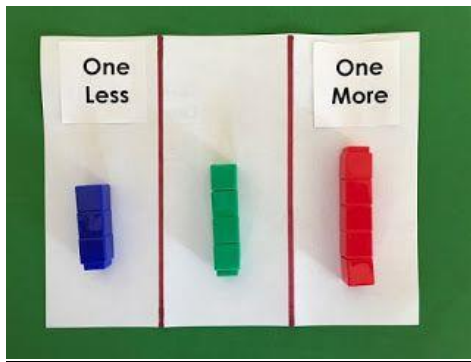
"What number is one more than 15?"
"What number is one less than 20?"

Ben has 4 cakes he eats one how many will he have left?

Number

What does my child need to be able to do?
Using quantities and objects, they add 2 single digit numbers counting on to find the answer.
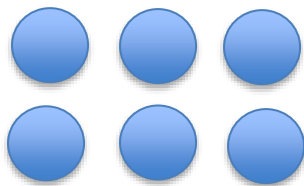
What does this mean?
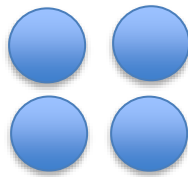Your child can add 2 numbers by putting the first number in their head and counting on the second number.

What does this look like in context?
When solving 6 + 4 your child knows they can count on 4 starting from 6. Rather than counting out 4 objects and counting out 6 objects and then counting them altogether starting again from 1.

6 + 4 =

6...7, 8, 9, 10.

Number

What does my child need to be able to do?
Use quantities and objects to subtract 2 single digit numbers and count back to find the answer.
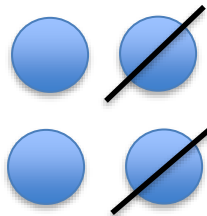
What does this mean?
Your child can answer questions such as 6-3, 5-2 or 4-1.

What does this look like in context?
4-2
Your child can read the number sentence correctly. "4 take away 2"
They count out the correct number of objects to match the first number in the number sentence. They take away the number of objects to match the second number. They can count backwards to find the answer.

4-2

4...3, 2

Number

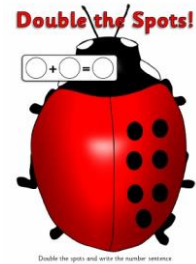**What does my child need to be able to do?**
I can solve problems involving doubling.
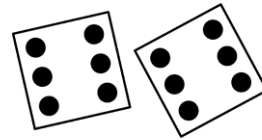
What does this mean?
Your child understands the concept doubling as two quantities of the same amount added together.

What does this look like in context?
The ladybird has 7 spots can you double them?

Can you double the spots you see on the dice?

Ben has 3 sweets. Suzie has double. Use the counters to show how many Suzie has.

Number

What does my child need to be able to do?
I can solve problems involving halving.

What does this mean?
Your child understands the concept of halving as sharing/splitting objects equally into two groups.

What does this look like in context?

Children are encouraged to halve objects, for example half an apple, half a cake, half a pizza etc.

Share the apples between two people.
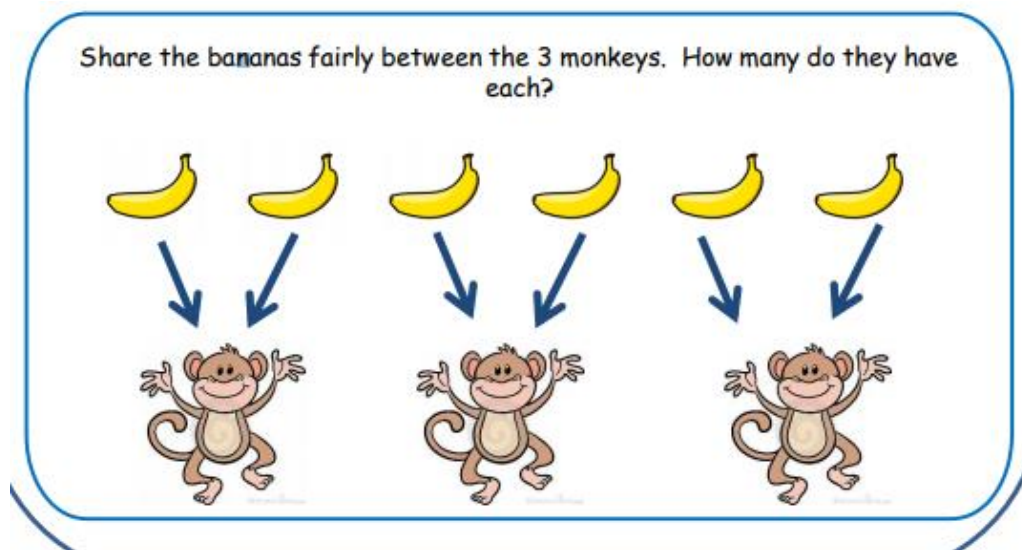
'Half the apples for me, half the apples for you.'

Number

What does my child need to be able to do?
They solve problems involving sharing.

What does this mean?
To share objects fairly between a given quantity.

What does this look like in context?

Share the bananas fairly between the 3 monkeys. How many do they have each?

Can you share the cakes fairly between the plates?

Shape, Space and Measure

What does my child need to be able to do?
Use everyday language to talk about size.

What does this mean?
Your child can use some of the following words to describe and compare the size of a variety of things that they see in the world around them e.g. people, objects, animals: longer, shorter, taller, fatter, thinner and wider.

What does this look like in context?

Compare heights of animals you see during a trip to the zoo.

Order objects found at home by size.
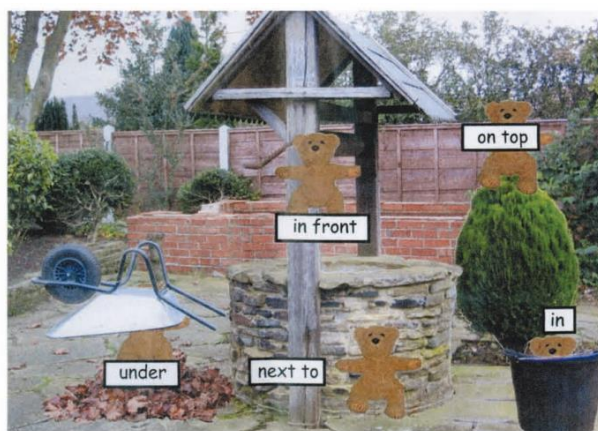
Shape, Space and Measure

What does my child need to be able to do?
Use everyday language to talk about weight.

What does this mean?
Your child can use some of the following words to describe and compare the weight of a variety of things that they see in the world around them e.g. people, objects, animals: heavy, light, heavier than, lighter than and the same weight as

What does this look like in context?

Talking about the different weights of food whilst cooking or the different weights of family pets.

Shape, Space and Measure

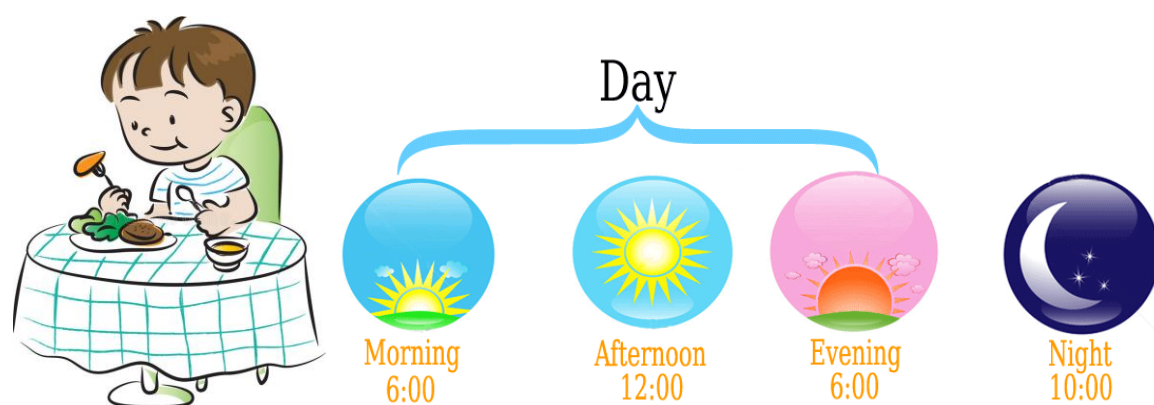**What does my child need to be able to do?**
Use everyday language to talk about capacity.

What does this mean?
Your child can use some of the following words to describe and compare the capacity of a variety of things that they see in the world around them: full, empty, half full, half empty etc.

What does this look like in context?

Describe the capacity of a variety of containers that they see.

Shape, Space and Measure

What does my child need to be able to do?
Use everyday language to talk about position.

What does this mean?
Your child can use some of the following words to describe the position of an object or person that they see in the world around them: on top, next to, in front, under, in, behind, etc.

What does this look like in context?

Play games that involve describing the position of a favourite toy.

Shape, Space and Measure

What does my child need to be able to do?
Use everyday language to talk about time.

What does this mean?
Your child can use simple language to show they have an awareness of times of the day e.g. morning, afternoon, evening and night.

What does this look like in context?

We have our dinner/tea in the evening.

Shape, Space and Measure

What does my child need to be able to do?
Use everyday language to talk about money.

What does this mean?
Your child can use language to show that they have an awareness of money e.g. pounds, pence, money and cost.

What does this look like in context?

Helps adults to buy something in a shop.

Shape, Space and Measure

What does my child need to be able to do?
Recognise, create and describe patterns.

What does this mean?
Your child can recognise where a repeating pattern occurs in the world around them. They can create their own repeating pattern. They can describe the order of the repeating pattern.

**What does this look like in context?**

Shape, Space and Measure

What does my child need to be able to do?
Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

What does this mean?
Your child can recognise that everyday objects are shapes. They can use shape names e.g. square, triangle, circle, rectangle, cube, cuboid, sphere, cone and cylinder. They are beginning to use mathematical language to describe them e.g. sides, corners, faces, straight, curved etc.

What does this look like in context?
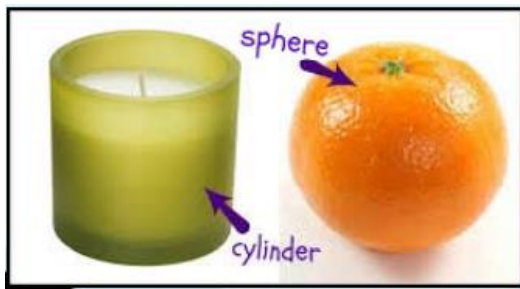
What shapes can you find when you are out shopping? How many cylinders can you find? How many shapes with straight sides can you find?