MATHEMATICS: END OF YEAR EXPECTED STANDARD OF SKILLS AND KNOWLEDGE

	FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PLACE VALUE	I can name, model and order numbers between 0 and 20	I can name, model and order numbers to at least 120, including representing them on a number line I can break one and two digit numbers into different parts (partition) including into tens and ones	I can name, model and order numbers to at least 1000, including representing them on a number line I can break apart, rearrange and rename two and three digit numbers. Eg 325 is 300, 20 and 5 or 32 tens and 5 ones	I can name, model and order numbers beyond 10 000, including representing them on a number line	I can recognise and use models to explain the value of tenths and hundredths	I can compare and order numbers to more than 2 decimal places and represent them on a number line	I can use negative numbers and represent them on vertical and horizontal number lines
FRACTIONS			I recognise and model one half as being 2 equal parts of a whole	I can recognise and model ½, ⅓, 1/4 , ⅕ and 1/10	I can use a mode to make an equivalent fraction eg: ½ is the same as 5/10 I can connect fractions to decimals notation eg 3/10 is the same as 0.3	I can compare and order fractions with like denominators and represent them on a number line	I can use my understanding of equivalence to compare, order and represent fractions on a number line I can use my understanding of equivalent fractions to add and subtract fractions I can calculate the fraction, decimal or percentage of a quantity (with or without a calculator)
COUNTING	I can count and compare a collection of at least 20 objects I can create, continue and describe a simple repeated pattern	I can skip count by 2's, 5s and 10s to at least 120 I can recognise, continue, describe and create a repeated pattern with numbers, symbols and shapes	I can double all numbers to 20	I can explain and represent the relationship between dollars and cents			
ADDITION AND SUBTRACTION	I can 'make 10' by combining collections in a variety of ways	I can add and subtract numbers within 20	I can add and subtract one and two digit numbers and represent a given real life problem in a number sentence	I can use a variety of strategies to add and subtract two and three digit numbers	I can solve problems involving purchases and calculate change to the nearest 5 cents	I can use a variety of strategies to add and subtract fractions with related denominators	I can choose the correct processes to solve real life mathematical situations involving fractions and percentages

MULTIPLICATION AND DIVISION	I can make a model to represent a real life problem that involves making equal groups and sharing equally	I can use modelling strategies to solve problems involving equal sharing and grouping of collections	I can use a variety of strategies to multiply and divide by one digit numbers	I can automatically recall 2, 3, 4, 5 and 10 multiplication facts I can use a variety of strategies to multiply and divide by one and two digit numbers I can use models to solve simple worded problems involving adding, subtracting, multiplying and dividing	I can use models and efficient strategies to solve simple worded problems involving adding, subtracting, multiplying and dividing I can automatically recall all multiplication facts to 10x10 I can multiple numbers by 10, 100 and 1000 without a calculator	I can multiply and divide using efficient mental and written strategies I can use a variety of efficient mental and written strategies to solve real life mathematical problems	
MEASUREMENT	I can measure and compare the length and weight of everyday objects using informal units eg: pop sticks and unifix cubes I can order the days of the week and times of day and connect them to familiar events	I can compare and order objects according to their attributes of length, weight and capacity I can describe the duration and order of events using years, months, weeks, days and hours	I can use uniform informal units to measure objects according to their attributes of length, weight and capacity I can read an analogue clock to the hour, half hour and quarter hour	I can choose the correct metric unit to estimate the measurement of everyday items I can estimate and compare the duration of events using formal measurements of time eg months, days, minutes	I can use scaled and digital instruments to measure and compare lengths, weights and capacities I can solve problems involving the duration of time	I can choose and combine the correct metric units to measure accurately	I can convert between common metric units and represent measurement as a decimal eg 75cm is 0.75 of a metre
GEOMETRY	I can recognise, name and describe familiar shapes within the environment	I can compare and classify familiar shapes and identify their similarities and difference	I can name classify and compare shapes using spatial terms such as 'parallel', 'curved', 'edge'		I can compare the features of 2 D and 3 D objects	I can estimate and measure angles using a protractor I can match 3 dimensional objects to their 2 dimensional net	I can use my understanding of angles on a straight line to (180 degrees) and circle (360 degrees) to calculate unknown angles I can recognise compare and match parallel cross sections of objects
LOCATION	I can describe position and location of people and objects within a familiar space	I can follow directional language such as 'straight ahead', 'left' to move people and objects to different locations	I can read a simple map and follow directions to locate objects or places on it			I can create and use a grid and use coordinates to locate positions on it	I can use coordinates to locate positions on a cartesian plane
STATISTICS & PROBABILITY	I can collect information and make it into a picture graph	I can use tally marks to collect data and display my information in a graph	I can conduct a simple survey, sort the responses into lists and tables	I can form my own survey questions, collect responses, and record them appropriately, including using a table	I can form my own survey questions, collect responses, and record them appropriately, with the use of digital technology	I can plan and conduct a statistical investigation and represent my findings using digital technology	I can plan and conduct a statistical investigation, represent my findings using digital technology and analyse and communicate my findings to others