Margaret Wix Primary School

"Excellence, Creativity, Individuality"

KS1 Maths End Points

At Margaret Wix Primary School, we strive for all pupils to develop enthusiasm for learning so that they are fully engaged in mathematics and acquire the knowledge and skills that they will require to be successful both now, and in the future. Below are the end points that our curriculum is building towards; our school's curriculum is planned and sequenced so that knowledge and skills build on what has been taught before, enabling pupils to work towards these clearly defined end points.

Cultural capital	Pupils will be able to: • confidently solve mathematical problems in everyday life • use mental maths problem solving skills to respond to daily situations • show a positive attitude and enjoyment towards using numbers and mathematical skills • develop the skills need in order to successfully embark on the next stage of their learning journey
Working Mathematically	Pupils will be able to: • solve problems with one or a small number of simple steps • discuss their understanding and begin to explain their thinking using appropriate mathematical vocabulary, concrete resources and different ways of recording • ask simple questions relevant to the problem and begin to suggest ways of solving them
Number – number and place value	Pupils will be able to: • develop their understanding of place value of numbers to at least 100 and apply this when ordering, comparing, estimating and rounding • begin to understand zero as a place holder as this is the foundation for manipulating larger numbers in subsequent years • count fluently forwards and backwards up to and beyond 100 in multiples of 2, 3, 5 and 10 from any number • use concrete resources to help them understand and apply their knowledge of place value in two digit numbers, representing the numbers in a variety of different ways.
Number – addition, subtraction, multiplication and division	Pupils will be able to: • understand that addition and multiplication number sentences can be re-ordered and the answer remains the same (commutativity) such as 9+5+1= 5+1+9. They will know that this is not the case with subtraction and division. • solve a variety of problems using mental and written calculations for +, -, x, ÷ in practical contexts. These methods will include partitioning

	which is where the number is broken up into more manageable parts (e.g. 64 = 60 + 4 or 50 + 14), re-ordering (e.g. moving the larger number to the beginning of the number sentence when adding several small numbers) and using a number line • know the 2, 5 and 10 times tables, as well as the associated division facts (4 x 5 = 20, 20 ÷ 5 = 4) and recall them quickly and accurately • apply their knowledge of addition and subtraction facts to 20 and use these to work out facts up to 100
Number – fractions (including decimals)	Pupils will be able to: • develop understanding of fractions and understand the link to division. They will explore this concept using pictures, images and concrete resources • solve problems involving fractions (e.g. find 1/3 of the hexagon or ¼ of the marbles) and record what they have done • count regularly and fluently in fractions such as ½ and ¼ forwards and backwards and, through positioning them on a number line, understand that some have the same value (equivalent) e.g. ½ = 2/4.
Measurement	Pupils will be able to: • estimate, choose, use and compare a variety of measurements for length, mass, temperature, capacity, time and money • use measuring apparatus such as rulers accurately • use knowledge of measurement to solve problems (e.g. how many ways to make 50p) • extend understanding of time to tell and write it on an analogue clock to 5 minute intervals, including quarter past / to the hour • know key time related facts (minutes in an hour, hours in a day) and relate this to everyday life
Geometry – properties of shapes	Pupils will be able to: • identify, describe, compare and sort common 2-D and 3-D shapes according to their properties (sides, vertices, edges, faces) and apply this knowledge to solve simple problems • develop their understanding by finding examples of 3-D shapes in the real world and exploring the 2-D shapes that can be found on them (e.g. a circle is one of the faces on a cylinder) • use their knowledge of shape in patterns and sequences
Geometry – position and direction	Pupils will be able to: • begin to describe position, direction and movement in a range of different situations, including understanding rotation (turning through right angles clockwise and anti-clockwise).
Statistics	Pupils will be able to: • sort and compare information, communicating findings by asking and answering questions • draw simple pictograms, tally charts and tables