

Wicklewood Primary School

Maths Progression at Wicklewood

The progression chart below should be used in conjunction with the non-statutory guidance (Ready to Progress documents)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nu	counts up to 10	count to and across	count in steps of 2,	count from 0 in	count in multiples of	read, write, order	read, write, order
mb	objects by saying one	100, forwards and	3, and 5 from 0, and	multiples of 4, 8, 50	6, 7, 9, 25 and 1,000	and compare	and compare
er	number name for each	backwards,	in 10s from any	and 100; find 10 or	find 1,000 more or	numbers to at least	numbers up to 10
and	item counts actions or	beginning with 0 or	number, forward	100 more or less	less than a given	1,000,000 and	000 000 and
Plac	objects	1, or from any given	and backward	than a given number	number	determine the value	determine the value
e	can count a number of	number	recognise the place	recognise the place	count backwards	of each digit	of each digit
Val	things in two groups	count, read and	value of each digit in	value of each digit in	through 0 to include	count forwards or	round any whole
-	and recognise that	write numbers to	a two-digit number	a 3-digit number	negative numbers	backwards in steps	number to a
ue	when recombined	100 in numerals;	(10s, 1s)	(100s, 10s, 1s)	recognise the place	of powers of 10 for	required degree of
	these still make the	count in multiples of	identify, represent	compare and order	value of each digit in	any given number up	accuracy
	same total	2s, 5s and 10s	and estimate	numbers up to 1,000	a four-digit number	to 1,000,000	use negative
	says the number that	given a number,	numbers using	identify, represent	(1,000s, 100s, 10s	interpret negative	numbers in context,
	is one more than a	identify 1 more and	different	and estimate	and 1s)	numbers in context,	and calculate
	given number finds one more or less	1 less	representations,	numbers using	order and compare	count forwards and	intervals across 0
	than groups of objects	identify and	including the	different	numbers beyond	backwards with	solve number and
	recognise some	represent numbers	number line	representations	1,000	positive and	practical problems
	numerals of personal	using objects and	compare and order	read and write	identify, represent	negative whole	that involve all of
	significance	pictorial	numbers from 0 up	numbers up to 1,000	and estimate	numbers, including	the above.
	uses the language of	representations	to 100; use <, > and	in numerals and in	numbers using	through 0	
	'more' and 'fewer' to	including the	= signs	words	different	round any number	
	compare two sets of	number line, and use	read and write	solve number	representations	up to 1,000,000 to	
	objects	the language of:	numbers to at least	problems and	round any number	the nearest 10, 100,	
	recognise numerals and puts them in the	equal to, more than,	100 in numerals and	practical problems	to the nearest 10,	1,000, 10,000 and	
	correct order	less than (fewer),	in words	involving these	100 or 1,000	100,000solve	
	correct order	most, least	use place value and	ideas.	solve number and	number problems	
	ELG	read and write	number facts to		practical problems	and practical	
	Children count	numbers from 1 to	solve problems.		that involve all of	problems that	
	reliably with	20 in numerals and			the above and with	involve all of the	
	remaily with	words.				above	

numbers from 1 to	increasingly large read Roman
20, place them in	positive numbers numerals to 1,000
order and say which	read Roman (M) and recognise
number is one more	numerals to 100 (I to years written in
or one less than a	C) and know that Roman numerals.
given number	over time, the
	numeral system
	changed to include
	the concept of 0 and
	place value.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Add		read, write and	solve problems with	add and subtract	add and subtract	add and subtract	use their knowledge
itio	Finds the total	interpret	addition and	numbers mentally,	numbers with up to	whole numbers with	of the order of
n	number of items in	mathematical	subtraction:	including:	4 digits using the	more than 4 digits,	operations to carry
and	two groups by	statements involving	using concrete	a three-digit number	written methods.	including using	out calculations
Sub	counting all of them	addition (+),	objects and pictorial	and 1s	Where appropriate,	written methods	involving addition
trac	In practical activities	subtraction (-) and	representations,	a three-digit number	estimate and use	add and subtract	and subtraction
tion	and discussion,	equals (=) signs	including those	and 10s	inverse operations	numbers mentally	solve addition and
LIOII	beginning to use the	represent and use	involving numbers,	a three-digit number	to check answers to	with increasingly	subtraction multi-
	vocabulary involved	number bonds and	quantities and	and 100s	a calculation	large numbers	step problems in
	in adding and	related subtraction	measures	add and subtract	solve addition and	use rounding to	contexts, deciding
	subtracting.	facts within 20	applying their	numbers with up to	subtraction two-step	check answers to	which operations
		add and subtract	increasing	3 digits, using	problems in	calculations and	and methods to use
	ELG	one-digit and two-	knowledge of	written methods	contexts, deciding	determine, in the	and why
	Using quantities and	digit numbers to 20,	mental and written	addition and	which operations	context of a	solve problems
	objects, they add	including 0	methods	subtraction	and methods to use	problem, levels of	involving addition
	and subtract two	solve one-step	recall and use	estimate the answer	and why.	accuracy	and subtraction
	single-digit numbers	problems that	addition and	to a calculation and		solve addition and	use estimation to
	and count on or	involve addition and	subtraction facts to	use inverse		subtraction multi-	check answers to
	back to find the	subtraction, using	20 fluently, and	operations to check		step problems in	calculations and
	answer	concrete objects and	derive and use	answers		contexts, deciding	determine, in the
		pictorial	related facts up to	solve problems,		which operations	context of a
		representations, and	100	including missing		and methods to use	problem, an
		missing number	add and subtract	number problems,		and why.	appropriate degree
		problems such as 7 =	numbers using	using number facts,			of accuracy.
		? - 9.	concrete objects,	place value, and			
			pictorial	more complex			

		representations, and	addition and		
		mentally, including:	subtraction		
		a two-digit number			
		and 1s			
		a two-digit number			
		and 10s			
		2 two-digit numbers			
		adding 3 one-digit			
		numbers			
		show that addition			
		of 2 numbers can be			
		done in any order			
		(commutative) and			
		subtraction of one			
		number from			
		another cannot			
		recognise and use			
		the inverse			
		relationship			
		between addition			
		and subtraction and			
		use this to check			
		calculations and			
		solve missing			
		number problems.			
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mul	ELG	solve one-step	recall and use	recall and use	recall multiplication	identify multiples	multiply multi-digit
tipli	They solve	problems involving	multiplication and	multiplication and	and division facts for	and factors,	numbers up to 4
cati	problems, including	multiplication and	division facts for the	division facts for the	multiplication tables	including finding all	digits by a two-digit
on	doubling, halving	division, by	2, 5 and 10	3, 4 and 8	up to 12 × 12	factor pairs of a	whole number using
and	and sharing.	calculating the	multiplication tables,	multiplication tables	use place value,	number, and	a written method for
Divi		answer using	including recognising	write and calculate	known and derived	common factors of	multiplication
		concrete objects,	odd and even	mathematical	facts to multiply and	two numbers.	divide numbers up
sion		pictorial	numbers	statements for	divide mentally,	know and use the	to 4 digits by a two-
		representations and	calculate	multiplication and	including:	vocabulary of prime	digit whole number
		arrays with the	mathematical	division using the	multiplying by 0 and	numbers, prime	using a written
			statements for	multiplication tables	1; dividing by 1;	factors and	method for division,

support of the	multiplication and	that thou know	multiplying together	composito /pop	and interpret
	The state of the s	that they know,		composite (non-	·
teacher.	division within the	including for two-	3 numbers	prime) numbers	remainders as whole
	multiplication tables	digit numbers times	recognise and use	establish whether a	number remainders,
	and write them	one-digit numbers,	factor pairs and	number up to 100 is	fractions, or by
	using the	using mental and	commutativity in	prime and recall	rounding, as
	multiplication (×),	progressing to	mental calculations	prime numbers up	appropriate for the
	division (÷) and	written methods	multiply two-digit	to 19	context
	equals (=) signs	solve problems,	and three-digit	multiply numbers up	divide numbers up
	show that	including missing	numbers by a one-	to 4 digits by a one-	to 4 digits by a two-
	multiplication of 2	number problems,	digit number using	or two-digit number	digit number using
	numbers can be	involving	written methods	using a written	the written method
	done in any order	multiplication and	solve problems	method,	for division where
	(commutative) and	division, including	involving multiplying	divide numbers	appropriate,
	division of 1 number	positive integer	and adding,	mentally drawing	interpreting
	by another cannot	scaling problems and	including using the	upon known facts	remainders
	solve problems	correspondence	distributive law to	divide numbers up	according to the
	involving	problems in which	multiply two digit	to 4 digits by a one-	context
	multiplication and	objects are	numbers by 1 digit,	digit number using a	perform mental
	division, using	connected to	integer scaling	written method of	calculations,
	materials, arrays,	objects.	problems and harder	division and	including with mixed
	repeated addition,		correspondence	interpret remainders	operations and large
	mental methods,		problems such as	appropriately for the	numbers
	and multiplication		objects are	context	identify common
	and division facts,		connected to m	multiply and divide	factors, common
	including problems		objects.	whole numbers and	multiples and prime
	in contexts.			those involving	numbers
				decimals by 10, 100	use their knowledge
				and 1,000	of the order of
				recognise and use	operations to carry
				square numbers and	out calculations
				cube numbers, and	involving
				the notation for	multiplication and
				squared (2) and	division operations
				cubed (3)	solve problems
				solve problems	involving
				involving	multiplication and
				multiplication and	division
				•	
				division, including	use estimation to
				using their	check answers to
				knowledge of factors	calculations and

			and multiples,	determine, in the
				· ·
			squares and cubes	context of a
			multiplication and	problem, an
			division, including	appropriate degree
			scaling by simple	of accuracy
			fractions and	
			problems involving	
			simple rates.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fra	ELG	recognise, find and	recognise, find,	count up and down	recognise and show,	compare and order	use common factors
ctio	they solve	name a half as 1 of 2	name and write	in tenths; recognise	using diagrams,	fractions whose	to simplify fractions;
ns	problems, including	equal parts of an	fractions 1/3, 1/4,	that tenths arise	families of common	denominators are all	use common
	doubling, halving	object, shape or	2/4 and 3/4 of a	from dividing an	equivalent fractions	multiples of the	multiples to express
	and sharing	quantity	length, shape, set of	object into 10 equal	count up and down	same number	fractions in the same
		recognise, find and	objects or quantity	parts and in dividing	in hundredths;	identify, name and	denomination
		name a quarter as 1	write simple	one-digit numbers or	recognise that	write equivalent	compare and order
		of 4 equal parts of	fractions, for	quantities by 10	hundredths arise	fractions of a given	fractions, including
		an object, shape or	example $1/2$ of $6 = 3$	recognise, find and	when dividing an	fraction,	fractions >1
		quantity.	and recognise the	write fractions of a	object by a 100 and	represented visually,	add and subtract
			equivalence of 2/4	discrete set of	dividing tenths by	including tenths and	fractions with
			and 1/2.	objects: unit	10.	hundredths	different
				fractions and non-	solve problems	recognise mixed	denominators and
				unit fractions with	involving	numbers and	mixed numbers,
				small denominators	increasingly harder	improper fractions	using the concept of
				recognise and use	fractions to calculate	and convert from	equivalent fractions
				fractions as	quantities, and	one form to the	multiply simple pairs
				numbers: unit	fractions to divide	other and write	of proper fractions,
				fractions and non-	quantities, including	mathematical	writing the answer
				unit fractions with	non-unit fractions	statements > 1 as a	in its simplest form
				small denominators	where the answer is	mixed number	divide proper
				recognise and show,	a whole number	add and subtract	fractions by whole
				using diagrams,	add and subtract	fractions with the	numbers
				equivalent fractions	fractions with the	same denominator	associate a fraction
				with small	same denominator	and denominators	with division and
				denominators			calculate decimal

add and subtract fractions with the same denominator within one whole compare and order unit fractions with the same denominators solve problems that involve all of the above add and subtract fractions with the same denominator within one whole compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above above add and subtract fractions with the same denominator within the same denominator involve all of the above add and subtract recognise and write decimal equivalents of any number of tenths or tenths or numbers by whole numbers by whole numbers, supported by materials and divide numbers by find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the add and subtract fractions with the decimal equivalents to fany number of tenths or multiply proper fractions and mixed numbers given to numbers given to three decimal place and multiply and divide numbers by find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the add and subtract decimal equivalents to fany number of tenths or multiply proper fractions and mixed numbers given to numbers given to three decimal and multiply and divide numbers by find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the or the same number of the same number identify the value each digit in numbers given to numbers given to three decimal and multiply and divide numbers by find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the or numbers with up to three decimal places and use places the number of the digits in the or numbers with up to the compared to the part of the action of any number of the same number identify the value of any numbers and numbers and provide
same denominator within one whole compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above same denominator within one whole compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above same denominators with the same denominators solve problems that involve all of the above same denominator within one whole tenths or hundredths numbers by whole numbers, supported decimal equivalents to ¼; ½; ¾ diagrams divide numbers by find the effect of dividing a one- or two-digit number by 10 and 100, recognise and use places identifying the value of the digits in the relate them to same denominator tenths or fractions and mixed numbers given to three decimal place and multiply and divide numbers by find the effect of dividing a one- or two-digit number by 10 and 100, recognise and use places multiply one-digit numbers with up to the digits in the relate them to
within one whole compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above within one whole compare and order unit fractions, and fractions, and fractions, and same denominators to ¼; ½; ¾ diagrams solve problems that involve all of the above within one whole compare and order hundredths numbers by whole numbers, supported by materials and diagrams divide numbers by three decimal places and write dividing a one- or decimal numbers as above two-digit number by 10 and 100, recognise and use places in the digits in the relate them to numbers with up to three decimal places and write dividing a one- or decimal numbers as independent to three decimal places and write dividing a one- or decimal numbers as independent to ½; ½; ¾ divide numbers by 10 and 100, recognise and use thousandths and multiply one-digit numbers with up to three decimal numbers with up to three decimal numbers are up to three decimal places are up to thre
compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above compare and order recognise and write decimal equivalents by materials and diagrams divide numbers by find the effect of dividing a one- or two-digit number by 10 and 100, recognise and use places indentifying the value of the digits in the relate them to numbers with up to three decimal places in the recognise and write divide numbers by find the effect of dividing a one- or decimal numbers as giving answers are up to three decimal places in the read and write divide numbers by find the effect of dividing a one- or decimal numbers as giving answers are up to three decimal places in the read and write divide numbers by find the effect of dividing a one- or decimal numbers as giving answers are up to three decimal places in the read and write divide numbers by find the effect of dividing a one- or decimal numbers as giving answers are up to three decimal places in the read and write divide numbers by find the effect of dividing a one- or decimal numbers as giving answers are up to three decimal numbers are numbers are up to three decimal numbers are nu
unit fractions, and fractions with the same denominators solve problems that involve all of the above unit fractions, and fractions with the same denominators solve problems that involve all of the above unit fractions, and fractions with the same denominators solve problems that involve all of the above unit fractions, and decimal equivalents to ¼; ½; ¾ diagrams divide numbers by find the effect of dividing a one- or two-digit number by 10 and 100, recognise and use places identifying the value of the digits in the relate them to numbers with up to three decimal place and multiply and diagrams divide numbers by fractions recognise and use thousandths and nultiply one-digit numbers with up to three decimal place and multiply and diagrams recognise and write decimal equivalents by materials and divide numbers by fractions recognise and use thousandths and nultiply one-digit numbers with up to three decimal places and write decimal equivalents and divide numbers by fractions up to three decimal places and write decimal equivalents and divide numbers by fractions up to three decimal places and write decimal equivalents and divide numbers as fractions up to three decimal numbers are recognise and use thousandths and nultiply one-digit numbers with up to three decimal numbers with up to three decimal numbers are recognise and use the first places are recognise and write decimal equivalents and divide numbers by first places are recognise and use the first places are recognised.
fractions with the same denominators solve problems that involve all of the above fractions with the same denominators solve problems that involve all of the above fractions with the same denominators solve problems that involve all of the above find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the fractions with the same denominators to ½; ½; ¾ diagrams divide numbers by 10, 100 and 1,000 giving answers are up to three decimal numbers and involve all of the digits in the relate them to numbers with up to the digits in the numbers and numbers are not not not not necessarily and numbers are not necessarily and numbers are not necessarily and numbers are not necessarily and nu
same denominators solve problems that involve all of the above same denominators solve problems that involve all of the above to ¼; ½; ¾ diagrams read and write decimal numbers as two-digit number by 10 and 100, recognise and use places relate them to dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the relate them to numbers with up to three decimal numbers as tho ½; ½; ¾ diagrams read and write decimal numbers as involve all of the digits in the relate them to divide numbers by 10, 100 and 1,000 giving answers are up to three decimal numbers by 10 and 100, recognise and use places multiply one-digit numbers by 10 and 100, recognise and use places
solve problems that involve all of the above solve problems that involve all of the above above two-digit number by 10 and 100, identifying the value of the digits in the find the effect of dividing a one- or two-digit numbers as fractions up to three deciments and use thousandths and multiply one-digit of the digits in the read and write decimal numbers as giving answers are up to three deciments and use thousandths and multiply one-digit of the digits in the relate them to
involve all of the above dividing a one- or two-digit number by 10 and 100, recognise and use places identifying the value of the digits in the relate them to giving answers are up to three decimal numbers as fractions are decimal numbers.
above two-digit number by fractions up to three deciments of the digits in the relate them to up to three deciments of the digits in the relate them to numbers with up to three deciments and use places multiply one-digit of the digits in the relate them to
10 and 100, recognise and use places identifying the value of the digits in the relate them to numbers with up to the digits in the relate them to relate them to numbers with up to the digits in the relate the numbers with up to the digits in the relate the numbers with up to the numbers with the relate the numbers with the relate the numbers with the numbe
identifying the value thousandths and multiply one-digit of the digits in the relate them to numbers with up to
of the digits in the relate them to numbers with up to
answer as ones, tenths, hundredths 2 decimal places to
tenths and and decimal whole numbers
hundredths equivalents use written division
round decimals with round decimals with methods in cases
1 decimal place to 2 decimal places to where the answer
the nearest whole the nearest whole has up to 2 decimal the nearest wh
number number and to 1 places
compare numbers decimal place solve problems
with the same read, write, order which require
number of decimal and compare answers to be
places up to 2 numbers with up to rounded to specifi
decimal places 3 decimal places degrees of accura
solve simple solve problems recall and use
measure and money involving number up equivalences
problems involving to 3 decimal places between simple
fractions and recognise the per fractions, decimal
decimals to 2 cent symbol (%) and and percentages,
decimal places. understand that per including in difference and valetage to a part valeta
cent relates to contexts.
"number of parts
per 100", and write
percentages as a
fraction with
denominator 100,
and as a decimal
fraction

		solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me	Orders two or three	compare, describe	choose and use	measure, compare,	convert between	convert between	solve problems
asu	items by length or	and solve practical	appropriate	add and subtract:	different units of	different units of	involving the
rem	height	problems for:	standard units to	lengths (m/cm/mm);	measure	metric measure	calculation and
ent		lengths and heights	estimate and	mass (kg/g);	measure and	understand and use	conversion of units
Cit	Orders two items by	[for example,	measure	volume/capacity	calculate the	approximate	of measure, using
	weight or capacity	long/short,	length/height in any	(l/ml)	perimeter of a	equivalences	decimal notation up
		longer/shorter,	direction (m/cm);	measure the	rectilinear figure	between metric	to 2 decimal places
	Orders and	tall/short,	mass (kg/g);	perimeter of simple	(including squares)	units and common	where appropriate
	sequences familiar	double/half	temperature (°C);	2-D shapes	in centimetres and	imperial units such	use, read, write and
	events	mass / weight	capacity (litres/ml)	add and subtract	metres	as inches, pounds	convert between
		capacity and volume	to the nearest	amounts of money	find the area of	and pints	standard units,
	Beginning to use	time	appropriate unit,	to give change, using	rectilinear shapes by	measure and	converting
	everyday language	measure and begin	using rulers, scales,	both £ and p in	counting squares	calculate the	measurements of
	related to money	to record the	thermometers and	practical contexts	estimate, compare	perimeter of	length, mass,
		following:	measuring vessels	tell and write the	and calculate	composite	volume and time
	ELG	lengths and heights	compare and order	time from an	different measures,	rectilinear shapes in	from a smaller unit
	Children use	mass/weight	lengths, mass,	analogue clock,	including money in	centimetres and	of measure to a
	everyday language	capacity and volume	volume/capacity and	including using	pounds and pence	metres	larger unit, and vice
	to talk about size,	time (hours,	record the results	Roman numerals	read, write and	calculate and	versa, using decimal
	weight, capacity,	minutes, seconds)	using >, < and =	from I to XII, and 12-	convert time	compare the area of	notation to up to 3
	position, distance,	recognise and know	recognise and use	hour and 24-hour	between analogue	rectangles (including	decimal places
	time and money to	the value of	symbols for pounds	clocks	and digital 12 and	squares) including	convert between
	compare quantities	different	(£) and pence (p);	estimate and read	24-hour clocks	using standard units,	miles and kilometres
	and objects and to	denominations of	combine amounts to	time with increasing	solve problems	square centimetres	recognise that
	solve problems	coins and notes	make a particular	accuracy to the	involving converting	(cm2) and square	shapes with the
			value	nearest minute;	from hours to	metres (m2) and	same areas can have
				record and compare	minutes, minutes to		

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sequenc	e events in find different	time in terms of	seconds, years to	estimate the area of	different perimeters
chronolo	ogical order combinations of	seconds, minutes	months, weeks to	irregular shapes	and vice versa
using lar	nguage coins that equal th	e and hours; use	days	estimate volume and	recognise when it is
recognis	se and use same amounts of	vocabulary such as		capacity	possible to use
language	e relating to money	o'clock, am/pm,		solve problems	formulae for area
dates, in	ncluding days solve simple	morning, afternoon,		involving converting	and volume of
of the w	eek, weeks, problems in a	noon and midnight		between units of	shapes
months	and years practical context	know the number of		time	calculate the area of
tell the t	time to the involving addition	seconds in a minute		use all four	parallelograms and
hour and	d half past and subtraction of	and the number of		operations to solve	triangles
the hour	r and draw money of the same	e days in each month,		problems involving	calculate, estimate
the hand	ds on a clock unit, including givi	ng year and leap year		measure using	and compare
face to s	show these change	compare durations		decimal notation	volume of cubes and
times	compare and	of events		including scaling.	cuboids using
	sequence intervals	;			standard units,
	of time				including cubic
	tell and write the				centimetres (cm3)
	time to five minute	es,			and cubic metres
	including quarter				(m3), and extending
	past/to the hour a	nd			to other units
	draw the hands on	ıa			
	clock face to show				
	these times.				
	know the number	of			
	minutes in an hou	r			
	and the number of	F			
	hours in a day				

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pro	Beginning to use	recognise and name	identify and describe	draw 2-D shapes and	compare and classify	identify 3-D shapes,	draw 2-D shapes
per	mathematical names	common 2-D and 3-	the properties of 2-D	make 3-D shapes	geometric shapes,	including cubes and	using given
ties	for 'solid' 3D shapes	D shapes, including:	shapes, including the	using modelling	including	other cuboids, from	dimensions and
of	and 'flat' 2D shapes,	2-D shapes	number of sides and	materials; recognise	quadrilaterals and	2-D representations	angles
Sha	and mathematical	3-D shapes	line symmetry in a	3-D shapes in	triangles, based on	know angles are	recognise, describe
	terms to describe		vertical line	different	their properties and	measured in	and build simple 3-D
pe	shapes		identify and describe	orientations and	sizes	degrees: estimate	shapes, including
			the properties of 3-D	describe them	identify acute and	and compare acute,	making nets
	Selects a particular		shapes, including the	recognise angles as a	obtuse angles and	obtuse and reflex	compare and classify
	named shape			property of shape or	compare and order	angles	geometric shapes

T		number of odges	a description of a	angles up to 2 right	draw givan angles	based on their
		number of edges,	a description of a	angles up to 2 right	draw given angles,	based on their
	Uses familiar objects	vertices and faces	turn	angles by size	and measure them	properties and sizes
	and common shapes	identify 2-D shapes	identify right angles,	identify lines of	in degrees (o)	and find unknown
	to create and	on the surface of 3-D	recognise that 2	symmetry in 2-D	identify:	angles in any
	recreate patterns	shapes	right angles make a	shapes presented in	angles at a point and	triangles,
	and build models	compare and sort	half-turn, 3 make	different	1 whole turn (total	quadrilaterals, and
		common 2-D and 3-	three quarters of a	orientations	360o)	regular polygons
	ELG: They recognise,	D shapes and	turn and 4 a	complete a simple	angles at a point on	illustrate and name
	create and describe	everyday objects.	complete turn;	symmetric figure	a straight line and	parts of circles,
	patterns. They		identify whether	with respect to a	half a turn (total	including radius,
	explore		angles are greater	specific line of	180o)	diameter and
	characteristics of		than or less than a	symmetry.	other multiples of	circumference and
	everyday objects		right angle		900	know that the
	and shapes and use		identify horizontal		use the properties of	diameter is twice the
	mathematical		and vertical lines		rectangles to deduce	radius
	language to		and pairs of		related facts and	recognise angles
	describe them.		perpendicular and		find missing lengths	where they meet at
			parallel lines.		and angles	a point, are on a
					distinguish between	straight line, or are
					regular and irregular	vertically opposite,
					polygons based on	and find missing
					reasoning about	angles.
					equal sides and	
					angles.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Posi	Can describe their	describe position,	order and arrange		describe positions	identify, describe	describe positions
tion	relative position	directions and	combinations of		on a 2-D grid as	and represent the	on the full
and	such as 'behind' or	movements,	mathematical		coordinates in the	position of a shape	coordinate grid (all 4
Dir	'next to'	including whole,	objects in patterns		first quadrant	following a	quadrants)
ecti		half, quarter and	and sequences		describe movements	reflection or	draw and translate
on	ELG	three-quarter turns	use mathematical		between positions	translation, using	simple shapes on the
OII	Children use		vocabulary to		as translations of a	the appropriate	coordinate plane,
	everyday language		describe position,		given unit to the	language, and know	and reflect them in
	to talk about size		direction and		left/right and	that the shape has	the axes.
	position, distance		movement including		up/down	not changed.	
	to compare		movement in a		plot specified points		
	quantities and		straight line and		and draw sides to		
			distinguishing				

problems. a turn and in terms polygon.	objects and to solve	between rotation as	complete a given
of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	problems.	of right angles for quarter, half and three-quarter turns (clockwise and anti-	polygon.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stat istic s	Statistics can be used in EYFS for example: As a class begin to use tally charts e.g. when taking votes for favourite stories		interpret and construct simple pictograms, tally charts, block diagrams and tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.	interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables. Home About Us Parents Children Community	interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begins to identify		he National Curriculur	n for these year gro	ups, however it is wo	ven throughout	use simple formulae
own mathematical	other strands of the	he Maths Curriculum a	um as can be seen below.			generate and describe linear
problems based on own interests and fascinations. Orders and sequences familiar events	-solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = * - 9 (Addition and Subtraction NC Objective) - represent and use number bonds and related subtraction facts within 20 (Addition and Subtraction NC Objective) -sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (Measurement NC	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. (Addition and Subtraction NC Objective) recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Addition and Subtraction NC Objective) -compare and sequence intervals of time (Measurement NC Objective) -order and arrange combinations of mathematical objects in patterns (Geometry: position and direction NC Objective)	-solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. (Addition and Subtraction NC Objective) -solve problems, including missing number problems, involving multiplication and division, including integer scaling (Multiplication & Division NC Objective)	-Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. (Link to Measurement NC Objective)	-use the properties of rectangles to deduce related facts and find missing lengths and angles (Geometry: Properties of Shapes NC Objective)	number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of 2 variables.
	Begins to identify own mathematical problems based on own interests and fascinations. Orders and sequences familiar	Begins to identify own mathematical problems based on own interests and fascinations. Orders and sequences familiar events Algebra is not in to other strands of to ther strands of to ther strands of to ther strands of to the strands of the strands	Begins to identify own mathematical problems based on own interests and fascinations. Orders and sequences familiar events Algebra is not in the National Curriculum other strands of the Maths Curriculum of the of the Maths Curriculus of the inverse relationship between addition and subtraction and subtrac	Begins to identify own mathematical problems based on own interests and fascinations. Orders and sequences familiar events -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing (Addition and subtraction Number problems and number problems such as 7 = * - 9 (Addition and Subtraction NC Objective) - represent and use number bonds and related subtraction facts within 20 (Addition and Subtraction NC Objective) - sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (Measurement NC) Algebra is not in the National Curriculum as can be seen below other Maths Curriculum as can be seen below other Stands of the Maths Curriculum as can be seen below other Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as can be seen below of the Maths Curriculum as cubtraction number problems, including missing number problems. (Addition and s	Begins to identify own mathematical problems based on own interests and fascinations. Orders and sequences familiar events Algebra is not in the National Curriculum as can be seen below. -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial missing number problems such as 7 = * - 9 (Addition and Subtraction NC Objective) - represent and use number bonds and related subtraction NC Objective) - regresent and use number bonds and related subtraction no facts within 20 (Addition and Subtraction NC Objective) - sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (Measurement NC Objective) Malgebra is not in the National Curriculum as can be seen below. -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and use the inverse relationship between addition and subtraction and use used the dimensions in the same unit. (Link to Measurement NC Objective) -recall and use addition and derive and use related facts up to 100 (Addition and Subtraction NC Objective) -sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (Measurement NC Objective) Malgebra is not in the National Curriculum as can be seen below. -solve problems, including missing number problems, using number problems, using number problems, using number problems, using number facts, by where a and b are the didition and subtraction facts us to check calculations and more complex addition and subtraction facts us place value, and more complex addition and subtraction facts us place value, and more complex addition and subtraction facts us place value, and more complex addition and subtraction facts us place value, and more complex addition and subtraction facts us place value, and more complex addition and subtraction facts us place value, and more complex	Begins to identify own mathematical problems based on own interests and fascinations. Orders and sequences familiar events Algebra is not in the National Curriculum as can be seen below. -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = *-9 (Addition and Subtraction NC Objective) - recreal and use number bonds and related subtraction of acts within 20 (Addition and Subtraction NC Objective) - sequence events in chronological order using language such as: before and servents (Measurement NC Objective) - recreal and use addition and Subtraction NC Objective) - recreal and use addition and subtraction of acts within 20 (Addition and Subtraction NC Objective) - sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (Measurement NC) - recreal and use related after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (Measurement NC) - recreal and servents of time (Measurement NC) - recreal and s

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rati o	Uses familiar objects and	children's prior lear	ning in other mathema	ear in Year 6. However, i atical concepts, in partion injunction with the fract	cular: fractions, decim	als and percentages.	solve problems involving the relative sizes of two quantities where missing values can be
and Pro por tion	common shapes to create and recreate patterns and build models.	document.	found by using integer multiplication and division facts solve problems involving the calculation of percentages and the use of percentages for				
	ELG: They recognise, create and describe patterns.						comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.