Number: Number and Place Value

COUNTING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Counting number words in a sequence: count first to 5, then 10 before extending to larger numbers including crossing boundaries 19/20 and 29/30. begin to be able to count backwards tagging each object/person with a number word know the last number counted gives total so far	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			count backwards through zero to include negative numbers	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	use negative numbers in context, and calculate intervals across zero
Count in steps of 1 Count in steps of 2 and 10	count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100;	count in multiples of 6, 7, 9, 25 and 1000	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	

Know the 'one more than/one less than' relationship between counting numbers	given a number, identify one more and one less		find 10 or 100 more or less than a given number	find 1000 more or less than a given number		
tagging each object/person with a number word know the last number counted gives total so far conservation – know that number does not change if things are rearranged						
match number symbols to a number of things						
Subitising – recognizing small quantities without needing to count them all						
COMPARING NUMBERS						
talk about which group has more/less things and identifying groups which consist of the same number of things.	use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000	order and compare numbers beyond 1 000	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in

Know the 'one more than/one less than' relationship between counting numbers				*compare numbers with the same number of decimal places up to two decimal places* (copied from Fractions)		Reading and Writing Numbers)
IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS						
Estimate how many objects can see and check by counting	identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		

READING AND WRITING NUMBERS (including Roman Numerals)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
read and write numbers from 1 to 20 in numerals	read and write numbers from 1 to 20 in numerals and words.	read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1 000 in numerals and in words		read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)
			tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (copied from Measurement)	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
UNDERSTANDING PLACE VALUE						

		recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) *recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents* (copied from Fractions)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)
				find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths (copied from Fractions)		*identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places* (copied from Fractions)

ROUNDING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				round any number to the nearest 10, 100 or 1 000	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round any whole number to a required degree of accuracy
				round decimals with one decimal place to the nearest whole number (copied from Fractions)	*round decimals with two decimal places to the nearest whole number and to one decimal place* (copied from Fractions)	*solve problems which require answers to be rounded to specified degrees of accuracy* (copied from Fractions)
PROBLEM SOLVING						
		use place value and number facts to solve problems	solve number problems and practical problems involving these ideas.	solve number and practical problems that involve all of the above and with	solve number problems and practical problems that involve all of the above	solve number and practical problems that involve all of the above

				increasingly large positive numbers		

Number: Addition and Subtraction

NUMBER BONDS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
identify smaller numbers within a number (i.e. 5 can be made up of 1 and 4, 2 and 3 etc.) know that a number can be partitioned into more than two numbers and know which pairs can make a given number represent number bonds and related subtraction facts to 5 and some to 10 with a range of objects and manipulatives	represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				
MENTAL CALCULATION						
know that groups can be partitioned into two groups and when recombined they will make the same total Subitising – recognizing small quantities without	add and subtract one-digit and two-digit numbers to 20, including zero	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones	add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens		add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers

needing to count them all Adding and subtracting with objects, using count all then count on, or take away strategies		* a two-digit number and tens * two two-digit numbers * adding three one-digit numbers	* a three-digit number and hundreds			
Understanding that operations are related to each other (e.g. adding and then removing items means that the amount is the same)	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				use their knowledge of the order of operations to carry out calculations involving the four operations

WRITTEN METHODS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to understand the meaning of mathematical symbols - addition (+), subtraction (-) and equals (=)	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)		add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	
INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS						
		recognise and use the inverse relationship	estimate the answer to a calculation and	estimate and use inverse operations	use rounding to check answers to calculations and	use estimation to check answers to calculations and

		between addition and subtraction and use this to check calculations and solve missing number problems.	use inverse operations to check answers	to check answers to a calculation	determine, in the context of a problem, levels of accuracy	determine, in the context of a problem, levels of accuracy.

PROBLEM SOLVING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Solve a variety of different problems in real life situations. Applying their understanding and explaining their thinking.	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
		solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)				Solve problems involving addition, subtraction, multiplication and division

Number: Multiplication and Division

MULTIPLICATION & DIVISION FACTS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Count in 1s *Count in 2s and 10s.*	*count in multiples of twos, fives and tens* (copied from Number and Place Value)	*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward* (copied from Number and Place Value)	*count from 0 in multiples of 4, 8, 50 and 100* (copied from Number and Place Value)	*count in multiples of 6, 7, 9, 25 and 1000* (copied from Number and Place Value)	*count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000* (copied from Number and Place Value)	
		recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to 12 × 12		
MENTAL CALCULATION						
			write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	multiply and divide numbers mentally drawing upon known facts	perform mental calculations, including with mixed operations and large numbers

			also in Written Methods)			
		show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	*associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)* (copied from Fractions)
WRITTEN CALCULATION						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears also in Mental Methods)	multiply two-digit and three-digit numbers by a one-digit number using formal written layout	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
					divide numbers up to 4 digits by a one-digit number using the formal written method of short	divide numbers up to 4-digits by a two-digit whole number using the formal written method of short

					division and interpret remainders appropriately for the context	division where appropriate for the context 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
						use written division methods in cases where the answer has up to two decimal places (copied from Fractions (including decimals))
PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES, SQUARE AND CUBE NUMBERS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				recognise and use factor pairs and commutativity in mental calculations (repeated)	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	identify common factors, common multiples and prime numbers
					know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	*use common factors to simplify fractions; use common multiples to express fractions in the same denomination* (copied from Fractions)

					establish whether a number up to 100 is prime and recall prime numbers up to 19	
					recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	*calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3* (copied from Measures)

ORDER OF OPERATIONS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						use their knowledge of the order of operations to carry out calculations involving the four operations
	INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS					
			estimate the answer to a calculation and use inverse operations to check answers (copied from Addition and Subtraction)	*estimate and use inverse operations to check answers to a calculation* (copied from Addition and Subtraction)		use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

<table>
<tr><th colspan="7">PROBLEM SOLVING</th></tr>
<tr><th>EYFS</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td></td><td rowspan="3">solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</td><td rowspan="3">solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</td><td rowspan="3">solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</td><td rowspan="3">solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</td><td>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</td><td>solve problems involving addition, subtraction, multiplication and division</td></tr>
<tr><td></td><td>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</td><td></td></tr>
<tr><td></td><td>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</td><td>solve problems involving similar shapes where the scale factor is known or can be found
(copied from Ratio and Proportion)</td></tr>
</table>

Number: Fractions (including Decimals and Percentages)

<table>
<tr><th colspan="7">COUNTING IN FRACTIONAL STEPS</th></tr>
<tr><th>EYFS</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td></td><td></td><td>Pupils should count in fractions up to 10, starting from any number and using the1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)</td><td>count up and down in tenths</td><td>count up and down in hundredths</td><td></td><td></td></tr>
<tr><th colspan="7">RECOGNISING FRACTIONS</th></tr>
<tr><td rowspan="3"></td><td rowspan="2">recognise, find and name a half as one of two equal parts of an object, shape or quantity</td><td rowspan="3">recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity</td><td>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</td><td rowspan="3">recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</td><td rowspan="3">recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)</td><td rowspan="3"></td></tr>
<tr><td>recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.</td></tr>
<tr><td>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</td><td>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</td></tr>
<tr><th colspan="7">COMPARING FRACTIONS</th></tr>
</table>

			compare and order unit fractions, and fractions with the same denominators		compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions >1

COMPARING DECIMALS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers with up to three decimal places	identify the value of each digit in numbers given to three decimal places
ROUNDING INCLUDING DECIMALS						
				round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy
EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)						
		write simple fractions e.g. $^1/_2$ of 6 = 3 and recognise the equivalence of $^2/_4$ and $^1/_2$.	recognise and show, using diagrams, equivalent fractions with small denominators	recognise and show, using diagrams, families of common equivalent fractions	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
				recognise and write decimal equivalents of any number of	read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$)	associate a fraction with division and calculate decimal fraction equivalents

				tenths or hundredths	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	(e.g. 0.375) for a simple fraction (e.g. $^{3}/_{8}$)
				recognise and write decimal equivalents to $^{1}/_{4}$; $^{1}/_{2}$; $^{3}/_{4}$	recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
ADDITION AND SUBTRACTION OF FRACTIONS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			add and subtract fractions with the same denominator within one whole (e.g. $^{5}/_{7} + {}^{1}/_{7} = {}^{6}/_{7}$)	add and subtract fractions with the same denominator	add and subtract fractions with the same denominator and multiples of the same number	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
					recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5} = 1\,{}^{1}/_{5}$)	
MULTIPLICATION AND DIVISION OF FRACTIONS						

					multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $^1/_4 \times {}^1/_2 = {}^1/_8$)
						multiply one-digit numbers with up to two decimal places by whole numbers
						divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = {}^1/_6$)
MULTIPLICATION AND DIVISION OF DECIMALS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						multiply one-digit numbers with up to two decimal places by whole numbers
				find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
						identify the value of each digit to three

						decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
						associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^{3}/_{8}$)
						use written division methods in cases where the answer has up to two decimal places
PROBLEM SOLVING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			solve problems that involve all of the above	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	solve problems involving numbers up to three decimal places	
				solve simple measure and money	solve problems which require knowing	

				problems involving fractions and decimals to two decimal places.	percentage and decimal equivalents of $^{1}/_{2}$, $^{1}/_{4}$, $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$ and those with a denominator of a multiple of 10 or 25.	

Ratio and Proportion

Statements only appear in Year 6 but should be connected to previous learning, particularly fractions and multiplication and division						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
						solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for 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.

Algebra

<table>
<tr><th colspan="7">EQUATIONS</th></tr>
<tr><th>EYFS</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td rowspan="2"></td><td rowspan="2">solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as
7 = □ - 9
(copied from Addition and Subtraction)</td><td rowspan="2">recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
(copied from Addition and Subtraction)</td><td>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. (copied from Addition and Subtraction)</td><td rowspan="2"></td><td rowspan="2">use the properties of rectangles to deduce related facts and find missing lengths and angles
(copied from Geometry: Properties of Shapes)</td><td rowspan="2">express missing number problems algebraically</td></tr>
<tr><td>solve problems, including missing number problems, involving multiplication and division, including integer scaling
(copied from Multiplication and Division)</td></tr>
<tr><td></td><td></td><td>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
(copied from Addition and Subtraction)</td><td></td><td></td><td></td><td>find pairs of numbers that satisfy number sentences involving two unknowns</td></tr>
<tr><td></td><td>represent and use number bonds and</td><td></td><td></td><td></td><td></td><td>enumerate all possibilities of</td></tr>
</table>

	related subtraction facts within 20 (copied from Addition and Subtraction)					combinations of two variables

FORMULAE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. *(Copied from NSG measurement)*		use simple formulae
						*recognise when it is possible to use **formulae** for area and volume of shapes* (copied from Measurement)
SEQUENCES						
	sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)	*compare and sequence intervals of time* (copied from Measurement)				generate and describe linear number sequences

Measurement

COMPARING AND ESTIMATING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Recognise attributes (i.e. a stick is long, and adult is tall etc.) • compare amount of continuous qualities (i.e. finding something longer/short, heavier/lighter etc.) * compare sizes, lengths, weights and capacities verbally and begin to use more specific terms, such as 'taller than', 'heavier than', 'lighter than', and 'holds more than', as well as more general comparative phrases, such as 'not enough', 'too much', and 'a lot more'.	compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] * time [e.g. quicker, slower, earlier, later]	compare and order lengths, mass, volume/capacity and record the results using >, < and =		estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring)	calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (also included in measuring)	calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3.

* Show awareness of comparison in estimating and predicting * Comparing indirectly (i.e. using one thing to compare 2 others) * begin to use units to compare things					estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)	
* begin to use time to sequence events * Vocabulary that supports the understanding of this concept includes the positional language of 'before', 'after', 'next', and the relative terms 'yesterday' and 'tomorrow'. Knowing days of the week also helps children to keep track of time.	sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	compare and sequence intervals of time	compare durations of events, for example to calculate the time taken by particular events or tasks			
			estimate and read time with increasing accuracy to the nearest minute; record and compare time in			

			terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Telling the Time)			
MEASURING and CALCULATING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show an awareness of the following: * **lengths and heights** * **mass/weight** * **capacity and volume** Methods of recording may vary (i.e. how many teddies long is the stick? Using balancing scales to see which is heavier).	measure and begin to record the following: * **lengths and heights** * **mass/weight** * **capacity and volume** * **time** (hours, minutes, seconds)	choose and use appropriate standard units to estimate and measure **length/height** in any direction (m/cm); **mass** (kg/g); **temperature** (°C); **capacity** (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	measure, compare, add and subtract: **lengths** (m/cm/mm); **mass** (kg/g); **volume/capacity** (l/ml)	estimate, compare and calculate **different measures,** including **money in pounds and pence** (appears also in Comparing)	use all four operations to solve problems involving measure (e.g. **length, mass, volume, money**) using decimal notation including scaling.	solve problems involving the calculation and conversion of **units of measure**, using decimal notation up to three decimal places where appropriate (appears also in Converting)
			measure the **perimeter** of simple 2-D shapes	measure and calculate the **perimeter** of a rectilinear figure (including squares) in centimetres and metres	measure and calculate the **perimeter** of composite rectilinear shapes in centimetres and metres	recognise that shapes with the same areas can have different **perimeters** and vice versa

MEASURING and CALCULATING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use every day language related to money	recognise and know the value of different denominations of **coins and notes**	recognise and use symbols for pounds **(£) and pence (p);** combine amounts to make a particular value	add and subtract amounts of **money** to give change, using both £ and p in practical contexts			
		find different combinations of coins that equal the same amounts of money				
		solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change				
				find the area of rectilinear shapes by counting squares	calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes *recognise and use square numbers and cube*	calculate the area of parallelograms and triangles
						calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other

					numbers, and the notation for squared (^{2}) and cubed (^{3}) (copied from Multiplication and Division)	units [e.g. mm^3 and km^3].
						recognise when it is possible to use formulae for area and volume of shapes
TELLING THE TIME						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
begin to be aware of the short hand pointing to the number on a clock face and identify what we are doing at that time	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)		
begin to experience specific time durations (i.e. this may be based on familiar activities such as the number of 'sleeps' before an event. A class calendar may support this by highlighting certain events ('How many sleeps until the	recognise and use language relating to dates, including days of the week, weeks, months and years	know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m.,			

chicks start to hatch?', 'How many sleeps until my birthday?', 'How many sleeps until we go to the park?')			morning, afternoon, noon and midnight (appears also in Comparing and Estimating)			
				solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting)	solve problems involving converting between units of time	

CONVERTING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time)	know the number of seconds in a minute and the number of days in each month, year and leap year	convert between different units of measure (e.g. kilometre to metre; hour to minute)	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
				read, write and convert time between analogue and	solve problems involving converting between units of time	solve problems involving the calculation and conversion of units of

				digital 12 and 24-hour clocks (appears also in Converting)		measure, using decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating)
				solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time)	understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	convert between miles and kilometres

Geometry: Properties of shape

<table>
<tr><th colspan="7">IDENTIFYING SHAPES AND THIER PROPERTIES</th></tr>
<tr><th>EYFS</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td>shape awareness through construction, identifying similarities between shapes
show awareness of properties of shape
describe properties of shape
develop awareness of relationships between shapes</td><td rowspan="3">recognise and name common 2-D and 3-D shapes, including:
* 2-D shapes [e.g. rectangles (including squares), circles and triangles]
* 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].</td><td>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</td><td rowspan="3"></td><td rowspan="3">identify lines of symmetry in 2-D shapes presented in different orientations</td><td rowspan="3">identify 3-D shapes, including cubes and other cuboids, from 2-D representations</td><td>recognise, describe and build simple 3-D shapes, including making nets
(appears also in Drawing and Constructing)</td></tr>
<tr><td>Name 2-D shape and some 3-D shapes</td><td>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</td><td>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</td></tr>
<tr><td></td><td>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</td></tr>
<tr><td></td><td colspan="6">DRAWING AND CONSTRUCTING</td></tr>
</table>

			draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	complete a simple symmetric figure with respect to a specific line of symmetry	draw given angles, and measure them in degrees (°)	draw 2-D shapes using given dimensions and angles
						recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties)
COMPARING AND CLASSIFYING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		compare and sort common 2-D and 3-D shapes and everyday objects		compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	use the properties of rectangles to deduce related facts and find missing lengths and angles	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
					distinguish between regular and irregular polygons based on reasoning about equal sides and angles	
ANGLES						
			recognise angles as a property of shape or a description of a turn		know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	

			identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	identify acute and obtuse angles and compare and order angles up to two right angles by size	identify: * angles at a point and one whole turn (total 360^{o}) * angles at a point on a straight line and ½ a turn (total 180^{o}) * other multiples of 90^{o}	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
			identify horizontal and vertical lines and pairs of perpendicular and parallel lines			

Geometry: Position and direction

<table>
<tr><th colspan="7">POSITION, DIRECTION AND MOVEMENT</th></tr>
<tr><th>EYFS</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td>develop spatial awareness (experiencing different points of view), develop spatial vocabulary, represent spatial relationships</td><td rowspan="3">describe position, direction and movement, including half, quarter and three-quarter turns.</td><td rowspan="3">use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</td><td rowspan="3"></td><td>describe positions on a 2-D grid as coordinates in the first quadrant</td><td rowspan="3">identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</td><td>describe positions on the full coordinate grid (all four quadrants)</td></tr>
<tr><td></td><td>describe movements between positions as translations of a given unit to the left/right and up/down</td><td>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</td></tr>
<tr><td></td><td>plot specified points and draw sides to complete a given polygon</td><td></td></tr>
<tr><th colspan="7">PATTERN</th></tr>
<tr><td>- continue an AB pattern
- copying an AB pattern
- make their own AB pattern
- spotting errors in AB patterns
- identifying the unit of repeat</td><td></td><td>order and arrange combinations of mathematical objects in patterns and sequences</td><td></td><td></td><td></td><td></td></tr>
</table>

- continuing ABC pattern - continuing a pattern which ends mid-unit - making own ABB and ABBC patterns - spotting an error in an ABB pattern - Symbolising the unit structure - generalising structures to another context - making a pattern which repeats around a circle - making a pattern which repeats around a border with a fixed number of spaces - pattern spotting around them						

Statistics

INTERPRETING, CONSTRUCTING AND PRESENTING DATA						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		interpret and construct simple pictograms, tally charts, block diagrams and simple tables	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems
		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				
SOLVING PROBLEMS						
			solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in	solve comparison, sum and difference problems using information presented in bar charts,	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average

			scaled bar charts and pictograms and tables.	pictograms, tables and other graphs.		

Progression Maps

The progression maps are structured using the topic headings as they appear in the National Curriculum:

Number – Number and Place Value

Number – Addition and Subtraction

Number – Multiplication and Division

Number- Fractions (including decimals and percentages)

Ratio and Proportion

Measurement

Geometry – properties of shapes

Geometry – position and direction

Statistics

Each of the above categories has been divided into sub categories to illustrate progression in key areas.

All programmes of study statements are included and some appear twice. This is indicated in the text. This occurs where:

- The statement has central relevance to more than one sub category within a topic;
- The statement has central relevance to more than one mathematics topic. This is done to reflect the aims of the curriculum that *pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems* (Mathematics programmes of study: key stages 1 and 2 page 3). However the connections made are not intended to be exhaustive and teachers should seek to support pupils in making other connections.

https://www.ncetm.org.uk/classroom-resources/progression-maps-for-key-stages-1-and-2/