



Mathematics Progression Map

Intent

Our Maths curriculum is creative and engaging and embraces the Mastery approach to teaching mathematics. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem-solving. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding. They need to be able to make rich connections across the areas of maths and use their knowledge in other subjects. We want our children to know the purpose behind their learning and to apply their knowledge to their everyday lives.

Implementation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number – Number and Place Value							
Counting	Subsidise (recognise quantities without counting) up to 5. Verbally count beyond 20, recognising the pattern of the counting system.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals;	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; Find 10 or 100 more or less than a given number	Count backwards through zero to include negative numbers Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Count forwards or backwards in steps of powers of 10 for	Use negative numbers in context, and calculate intervals across zero

		<p>Count in multiples of twos, fives and tens</p> <p>Given a number, identify one more and one less</p>				any given number up to 1000 000	
Place Value	Have a deep understanding of number to 10, including the composition of each number.	<p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p>	<p>Read and write numbers to at least 100 in numerals and in words</p> <p>Recognise the place value of each digit in a three digit number (hundreds, tens, ones)</p>	<p>Read and write numbers up to 1000 in numerals and in words</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p>	<p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p>	<p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>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</p>	<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p>

Comparing and ordering	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	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 1000 Compare numbers with the same number of decimal places up to two decimal places	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
Rounding, representation and estimation		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 Round any number to the nearest 10, 100 or 1,000 Round decimals with one decimal place to the nearest whole number	Round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10,000 and 100,000 Round decimals with two decimal places to the nearest whole number and to one decimal place	Round any whole number to a required degree of accuracy

Multiplying by powers of 10					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		
Roman numerals				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 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.	
Solving number problems			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 increasingly large positive numbers	Solve number problems and practical problems that involve all of the above	Solve number and practical problems that involve all of the above

Number - Addition and Subtraction							
Understanding addition and subtraction	Explore the composition of numbers to 10.						
Addition and subtraction facts	Compare quantities up to 10 in different context Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	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 methods	Automatically recall number bonds for numbers 0-5 and some to 10.	Add and subtract one digit and two-digit numbers to 20, including zero Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * a two-digit number and hundreds * adding three one-digit numbers	Add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds		Add and subtract numbers mentally with increasingly large numbers	Perform mental calculations, including with mixed operations and large numbers Use their knowledge of the order of operations to carry out calculations involving the four operations

Written methods		Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	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)	Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Estimating and checking calculations			Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Estimate the answer to a calculation and use inverse operations to check answers	Estimate and use inverse operations to check answers to a calculation	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	
Order of operations		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	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
Solving addition and subtraction problems including those with missing numbers			Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change				

Number - Multiplication and Division							
Year 5	Year 6	Multiplication and division facts		Properties of number		Volume and capacity	
		Count in multiples of twos, fives and tens (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 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 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 Recognise and use factor pairs and commutativity in mental calculations Count in multiples of 6, 7, 9, 25 and 1 000	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers 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)	Identify common factors, common multiples and prime numbers use common factors to simplify fractions; use common multiples to express fractions in the same denomination 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
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Mental methods			Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers	Multiply two-digit and three-digit numbers by a one digit number using formal written layout	Multiply and divide numbers mentally drawing upon known facts	Perform mental calculations, including with mixed operations and large numbers
Written methods			Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs	Times one digit numbers, using mental and progressing to formal written methods	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 whole numbers and those involving decimals by 10, 100 and 1000 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	Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) 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 division and interpret remainders appropriately for the context

							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
Estimating and checking calculations				Estimate the answer to a calculation and use inverse operations to check answers	Estimate and use inverse operations to check answers to a calculation		Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

Order of operations							Use their knowledge of the order of operations to carry out calculations involving the four operations
Solving multiplication and division problems including those with missing numbers		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	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	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	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	Solve problems involving multiplication and division including using knowledge of factors, multiples, squares and cubes Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	Solve problems involving addition, subtraction, multiplication and division Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Number - Fractions (including decimals and percentages)

Recognising fractions	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity</p>	<p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p>	<p>Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p>	<p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)</p>	
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Comparing decimals				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
Counting, comparing and ordering fractions		Pupils should count in fractions up to 10, starting from any number and using the $1/2$ and $2/4$ equivalence on the number line	Count up and down in tenths Compare and order unit fractions, and fractions with the same denominators	Count up and down in hundredths	Compare and order fractions whose denominators are all multiples of the same number Compare numbers with the same number of decimal places up to two decimal places	Compare and order fractions, including fractions >1

			<p>Write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>	<p>Recognise and show, using diagrams, equivalent fractions with small denominators</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$</p>	<p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>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</p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>
Equivalence							

Adding and subtracting fractions				<p>Add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$)</p>	<p>Add and subtract fractions with the same denominator</p>	<p>Add and subtract fractions with the same denominator and multiples of the same number</p> <p>Recognise mixed numbers fractions and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 1\frac{1}{5}$)</p>	<p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>
Multiplying and dividing fractions				<p>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</p>	<p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>	<p>Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$)</p>	<p>Multiply one-digit numbers with up to two decimal places by whole numbers</p>

Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$)

Multiply one-digit numbers with up to two decimal places by whole numbers

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
Solving problems involving fractions, decimals and percentages			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 simple measure and money problems involving fractions and decimals to two decimal places	Solve problems involving numbers up to three decimal places Solve problems which require knowing 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						
Ratio and proportion	Problems involving the relative sizes of two quantities where missing values can be found using multiplication and division facts					
						Problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
						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							
Equations							<p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy number sentences involving two unknowns</p> <p>Enumerate all possibilities of combinations of two variables</p>
Formulae					Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit		<p>Use simple formulae</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p>
Sequences							Generate and describe linear number sequences

Measurement							
	Compare length, weight and capacity.	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] Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Compare durations of events, for example to calculate the time taken by particular events or tasks	Estimate, compare and calculate different measures, including money in pounds and pence	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	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 .
Comparing and estimating			Compare and sequence intervals of time	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)		Estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)	

		<p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) <p>Recognise and know the value of different denominations of coins and notes</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Measure the perimeter of simple 2-D shapes</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Find the area of rectilinear shapes by counting squares</p>	<p>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>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</p> <p>recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p>	<p>Problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>Recognise that shapes with the same areas can have different perimeters</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extend to other units [e.g. mm^3 and km^3]</p> <p>Recognise when it is possible to use formulae for area and volume</p>
Measuring and calculating							

Telling the time	<p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p>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</p>	<p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p>	<p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>		
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			<p>Know the number of minutes in an hour and the number of hours in a day.</p>	<p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p>	<p>Convert between different units of measure (e.g. kilometre to metre; hour to minute)</p>	<p>Solve problems involving converting between units of time</p>	<p>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</p>
Converting					<p>Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</p>	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p>	<p>Convert between miles and kilometres</p>

Geometry - Properties of Shapes							
Properties of shape	Reasoning		Reasoning		Reasoning		
	Reasoning	Reasoning	Reasoning	Reasoning	Reasoning	Reasoning	
	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres] 	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p>		<p>Identify lines of symmetry in 2-D shapes presented in different orientations</p>	<p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p>	<p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>

Drawing and constructing				<p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>Complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>Draw given angles, and measure them in degrees (o)</p>	<p>Recognise, describe and build simple 3-D shapes, including making nets</p> <p>Draw 2-D shapes using given dimensions and angles</p>
Comparing and classifying				<p>Compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p>	<p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>	<p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p>

Angles and rotation				<p>Recognise angles as a property of shape or a description of a turn</p> <p>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</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Identify acute and obtuse angles and compare and order angles up to two right angles by size</p>	<p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Identify: * angles at a point and one whole turn (total 360°) * angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) * other multiples of 90°</p>	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
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Geometry - Position and Direction							
Position, direction and movement	<p>Continue, copy and create repeating patterns.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Describe position, direction and movement, including half, quarter and three-quarter turns</p>	<p>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)</p>		<p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>Plot specified points and draw sides to complete a given polygon</p>	<p>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</p>	<p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>
Pattern			<p>Order and arrange combinations of mathematical objects in patterns and sequences</p>				

Statistics							
Interpreting, constructing and presenting data			<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data</p>	<p>Interpret and present data using bar charts, pictograms and tables</p>	<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p>Complete, read and interpret information in tables, including timetables</p>	<p>Interpret and construct pie charts and line graphs and use these to solve problems</p>
Solve problems using data				<p>Solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>	<p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>Solve comparison, sum and difference problems using information presented in a line graph</p>	<p>Calculate and interpret the mean as an average</p>

Impact							
	<p>Children in Reception will have a deep understanding of number to 10, including the composition of each number. They will know and understand how to subitise up to 10. They will be able to automatically recall number bonds up to 10, including double facts. Children will be able to verbally count beyond 20, recognising the pattern of the counting system. They can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children will also be able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Children in Year 1 should be able to count to thirty and identify number bonds to ten and twenty. They should be able to add and subtract two groups and write number sentences to show this. They should be able to use resources to show their reasoning.</p> <p>Children should be able to identify a range of simple 2D and 3D shapes and recall basic properties. They can divide objects into groups and draw simple arrays. They can identify coins and measure simple lengths, heights, capacities and volumes.</p>	<p>Children in Year 2 will be able to count to 100 and beyond. They will use place value to add and subtract a 2 digit and a 2 digit number beginning to show exchange and carrying. They know their 2, 5, and 10 times table. They can name and describe common 2D and 3D shapes. They can show mastery in the way that they use their written methods and understand word problems. They will be confident using bar models and part-part-whole models. They understand the fractions halves, quarters and thirds. They recognize and use coins. They can tell the time to the nearest 15 minutes.</p>	<p>Children in Year 3 have a secure understanding of place value to 3 digit numbers, are able to use the column method confidently to add and subtract 3 numbers. They will have a secure knowledge of the 3, 4 and 8 times tables and will be able to use written methods for multiplication and division.</p>	<p>Children in Year 4 have a growing confidence with place value, using these skills within both written and mental calculations for all four operations. Children have developed a better understanding of mathematical reasoning.</p>	<p>Children in Year 5 will gain a knowledge of mathematical concepts and their ability to explain and reason their mathematical thinking using a wide range of vocabulary.</p>	<p>Children in Year 6 are prepared for transition to KS3 through their knowledge of mathematical concepts and their ability to explain and reason their mathematical thinking using a wide range of vocabulary.</p>

