

# *A progression in Maths from Reception to Year 7*

EYFS

Key Stage one

Lower Key Stage two

Upper Key Stage two

Key Stage three

<p><b>Place value</b></p>	<p>*I understand that when making comparisons a set can have more items, fewer items or the same amount of items as another set</p> <p>*I can show 1, 2 and 3 in different ways.</p> <p>*I understand that as we count, each number is one more than the number before.</p> <p>*I understand as we count back, each number is one less than the previous number.</p> <p>*I can partition a whole number into parts</p> <p>*I can represent 6, 7, 8 in different ways.</p> <p>* I can show 9 and 10 in different ways.</p> <p>*I can build and identify numbers to 20 (and beyond) using a range of resources.</p> <p>*I can count on and back from different starting points.</p> <p>*I can say what comes before or after a given number.</p> <p>*I can place sequences of numbers in order.</p>	<p><b>Y1</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>use the language of: equal to, more than, less than (fewer), most, least</p> <p>identify and represent numbers using objects and pictorial representations including the number line</p> <p>read and write numbers from 1 to 20 in numerals and words.</p> <p><b>Y2</b> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p>identify, represent and estimate numbers using</p>	<p><b>Y3</b> count from 0 in multiples of 4, 8, 50 and 100;</p> <p>find 10 or 100 more or less than a given number</p> <p>compare and order numbers up to 1 000</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1 000 in numerals and in words</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>solve number problems and practical problems involving these ideas.</p> <p><b>Y4</b> count backwards through zero to include negative numbers</p> <p>count in multiples of 6, 7, 9, 25 and 1 000</p> <p>find 1 000 more or less than a given number</p>	<p><b>Y5</b> interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.</p> <p>round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000</p> <p>solve number problems and practical problems that involve all of the above</p> <p><b>Y6</b> use negative numbers in context, and calculate intervals across zero</p>	<p>Understand the value of digits in decimals, measure and integers</p> <p>Understand multiples</p> <p>Understand integer exponents and roots</p> <p>Understand and use the unique prime factorisation of a number</p>
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		<p>different representations, including the number line</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 two-digit number (tens, ones)</p>	<p>order and compare numbers beyond 1 000</p> <p>identify, represent and estimate numbers using different representations</p> <p>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.</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>round any number to the nearest 10, 100 or 1 000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p>	<p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>round any whole number to a required degree of accuracy</p> <p>solve number and practical problems that involve all of the above</p>	
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<p><b>Addition and Subtraction</b></p>	<p>*I can show 4 and 5 in different ways</p> <p>*I can find one more and one less.</p> <ul style="list-style-type: none"> <li>• I can find different ways of making 5</li> </ul> <p>*I can combine 2 groups to find how many altogether.</p> <p>*I can say which group has more, fewer or the same amount of objects</p> <p>*I can explore number bonds to 10.</p> <p>*I know that the quantity of a group can be changed by adding more or taking items away.</p> <p>*I can use the first, then, now structure to create mathematical stories in meaningful contexts.</p> <p>*I can double a number.</p>	<p><b>Y1</b> represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = * - 9</math></p> <p><b>Y2</b> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers</p> <p>show that addition of two numbers can be done in any order (commutative) and</p>	<p><b>Y3</b> add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p><b>Y4</b> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step</p>	<p><b>Y5</b> add and subtract numbers mentally with increasingly large numbers</p> <p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Y6</b> perform mental calculations, including with mixed operations and large numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p>	<p>Understand and use the structures that underpin addition and subtraction strategies</p> <p>Use the laws and conventions of arithmetic to calculate efficiently</p>
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		<p>subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>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</p>	<p>problems in contexts, deciding which operations and methods to use and why</p>	<p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving addition, subtraction, multiplication and division</p>	
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<p><b>Multiplication and Division</b></p>	<p>*I can sort objects where there are two distinct groups.</p> <p>*I can compare numbers to 5 including equal and unequal groups.</p> <p>*I know how quantities can be distributed equally.</p> <p>*I can share fairly and understand what it means if there is some left over.</p> <p>*I understand that some quantities will share equally into 2 groups and some won't.</p> <p>*I can recognise odd and even numbers.</p> <p>*I can recognise that there is a pattern in odd and even numbers.</p>	<p><b>Y1</b> <i>count in multiples of twos, fives and tens</i></p> <p>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</p> <p><b>Y2</b> <i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</i></p> <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p>solve problems involving multiplication and division, using</p>	<p><b>Y3</b> <i>count from 0 in multiples of 4, 8, 50 and 100</i></p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>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</p> <p>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</p> <p><i>estimate the answer to a calculation and use inverse operations to check answers</i></p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and</p>	<p><b>Y5</b> <i>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</i></p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>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</p> <p>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</p> <p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>know and use the vocabulary of prime numbers, prime</p>	<p>Understand multiples</p> <p>Understand and use the structures that underpin multiplication and division strategies</p> <p>Understand the concept of multiplicative relationships</p> <p>Understand that multiplicative relationships can be represented in a number of ways and connect and move between those different representations</p>
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		<p>materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects</p> <p><b>Y4</b> <i>count in multiples of 6, 7, 9, 25 and 1 000</i></p> <p>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>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</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p><i>estimate and use inverse operations to check answers to a calculation</i></p> <p>solve problems involving multiplying and adding, including using the</p>	<p>factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</p> <p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p><b>Y6</b> perform mental calculations, including with mixed operations and large numbers</p>	
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			<p>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</p>	<p><i>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. <math>\frac{3}{8}</math>)</i></p> <p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>divide numbers up to 4-digits by a two-digit whole number using the formal written method of short 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</p> <p><i>use written division methods in cases where the answer has up to two decimal places</i></p> <p>identify common factors, common multiples and prime numbers</p>	
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				<p><i>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</i></p> <p><i>calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units such as mm<sup>3</sup> and km<sup>3</sup></i></p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>solve problems involving addition, subtraction, multiplication and division</p> <p><i>solve problems involving similar shapes where the scale factor is known or can be found</i></p>	
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<p><b>Fractions</b></p>		<p><b>Y1</b> 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><b>Y2</b> Pupils should count in fractions up to 10, starting from any number and using the <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> equivalence on the number line (Non Statutory Guidance)</p> <p>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>write simple fractions e.g. <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>	<p><b>Y3</b> count up and down in tenths</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 and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole (e.g. <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>)</p> <p>solve problems that involve all of the above</p>	<p><b>Y5</b> recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>compare and order fractions whose denominators are all multiples of the same number</p> <p>read, write, order and compare numbers with up to three decimal places</p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place</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. <math>0.71 = \frac{71}{100}</math>)</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</p>	<p>Work interchangeably with terminating decimals and their corresponding fractions 20</p> <p>Compare and order positive and negative integers, decimals and fractions</p> <p>Know, understand and use fluently a range of calculation strategies for addition and subtraction of fractions</p> <p>Know, understand and use fluently a range of calculation strategies for multiplication and division of fractions</p> <p>Understand that fractions are an example of a multiplicative relationship and apply this understanding to a range of contexts</p> <p>Understand that ratios are an example of a multiplicative relationship and apply this understanding to a range of contexts</p>
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			<p>Y4 count up and down in hundredths</p> <p>recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>round decimals with one decimal place to the nearest whole number</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 <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></p> <p>add and subtract fractions with the same denominator</p> <p>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the</p>	<p>parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction</p> <p>add and subtract fractions with the same denominator and multiples of the same number</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number (e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>)</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>solve problems involving numbers up to three decimal places</p> <p>solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25.</p>	
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			<p>answer as ones, tenths and hundredths</p> <p>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</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Y6 compare and order fractions, including fractions &gt;1</p> <p>identify the value of each digit in numbers given to three decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</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. <math>\frac{3}{8}</math>)</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>	
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				<p>multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. <math>1/4 \times 1/2 = 1/8</math>)</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>divide proper fractions by whole numbers (e.g. <math>1/3 \div 2 = 1/6</math>)</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</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>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. <math>3/8</math>)</p>	
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				<p>use written division methods in cases where the answer has up to two decimal places</p> <p><b>Ratio and Proportion (Y6 only)</b> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	
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<p><b>Algebra</b></p>		<p><b>Y1</b> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = * - 9</math></p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <p><b>Y2</b> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p> <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>compare and sequence intervals of time</p>	<p><b>Y3</b> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>solve problems, including missing number problems, involving multiplication and division, including integer scaling</p> <p><b>Y4</b> Perimeter can be expressed algebraically as <math>2(a + b)</math> where a and b are the dimensions in the same unit.</p>	<p><b>Y5</b> use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p><b>Y6</b> 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> <p>use simple formulae</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>generate and describe linear number sequences</p>	<p>Understand and use the conventions and vocabulary of algebra including forming and interpreting algebraic expressions and equations</p> <p>Simplify algebraic expressions by collecting like terms to maintain equivalence</p> <p>Manipulate algebraic expressions using the distributive law to maintain equivalence</p>
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		order and arrange combinations of mathematical objects in patterns			
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<p><b>Measurement</b></p>	<p>*I can describe familiar events in order, using the language of time.</p> <p>*I can compare the weights of two objects.</p> <p>*I can use balance scales to show which item is lighter or heavier.</p> <p>*I can use simple everyday language to compare volume and capacity using the terms full, empty, nearly full and nearly empty.</p> <p>*I can compare the length of objects.</p> <p>* I can name the days of the week.</p> <p>* I can order the days of the week.</p>	<p><b>Y1</b> 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]</p> <p>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds)</p> <p>recognise and know the value of different denominations of coins and notes</p> <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><b>Y3</b> compare durations of events, for example to calculate the time taken by particular events or tasks</p> <p>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</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>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><b>Y4</b> estimate, compare and calculate different measures,</p>	<p><b>Y5</b> calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</p> <p>estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cubes and cuboids) and capacity (e.g. using water)</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<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</p>	<p>Understand the concept of perimeter and use it in a range of problem-solving situations.</p> <p>Understand the concept of area and use it in a range of problem-solving situations</p>
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		<p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Y2 compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p>compare and sequence intervals of time</p> <p>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</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</p>	<p>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>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> <p>convert between different units of measure (e.g. kilometre to metre; hour to minute)</p>	<p>recognise and use square numbers and cube numbers, and the notation for squared ( 2 ) and cubed ( 3 )</p> <p>solve problems involving converting between units of time</p> <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>solve problems involving converting between units of time</p> <p>understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Y6 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 .</p>	
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		<p>addition and subtraction of money of the same unit, including giving change</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>know the number of minutes in an hour and the number of hours in a day.</p> <p>know the number of minutes in an hour and the number of hours in a day.</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>recognise that shapes with the same areas can have different perimeters and vice versa</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 (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [e.g. <math>\text{mm}^3</math> and <math>\text{km}^3</math>].</p> <p>recognise when it is possible to use formulae for area and volume of shapes</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>	
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				<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>	
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<p><b>Geometry properties of shapes</b></p>	<p>*I recognise, continue and build simple patterns.</p> <p>*I can identify &amp; name 2D shapes and describe similarities and differences</p> <p>*I can name and describe 3D shapes</p> <p>*I can select and rotate shapes to fill a given space.</p>	<p><b>Y1</b> recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>* 2-D shapes [e.g. rectangles (including squares), circles and triangles]</li> <li>* 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].</li> </ul> <p><b>Y2</b> 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>compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p><b>Y3</b> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <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><b>Y4</b> identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>compare and classify geometric shapes, including</p>	<p><b>Y5</b> identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>draw given angles, and measure them in degrees (<math>^{\circ}</math>)</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>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>identify:</p> <ul style="list-style-type: none"> <li>* angles at a point and one whole turn (total <math>360^{\circ}</math>)</li> <li>* angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^{\circ}</math>)</li> <li>* other multiples of <math>90^{\circ}</math></li> </ul> <p><b>Y6</b> recognise, describe and build simple 3-D shapes, including making nets</p>	<p>Understand and use translations Understand and use rotations Understand and use reflections Understand and use enlargements</p>
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			<p>quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p>	<p>(appears also in Drawing and Constructing)</p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>draw 2-D shapes using given dimensions and angles</p> <p>recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties)</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> <p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p>	
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<p><b>Geometry</b> <b>position</b> <b>direction and</b> <b>movement</b></p>	<p>*I can describe the position of objects</p>	<p><b>Y1</b> describe position, direction and movement, including half, quarter and three-quarter turns.</p> <p><b>Y2</b> 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>order and arrange combinations of mathematical objects in patterns and sequences</p>	<p><b>Y4</b> 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><b>Y5</b> 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><b>Y6</b> 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>	<p>Connect coordinates, equations and graphs\$</p>
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<p><b>Statistics</b></p>		<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><b>Y3</b> interpret and present data using bar charts, pictograms and tables</p> <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><b>Y4</b> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p><b>Y5</b> complete, read and interpret information in tables, including timetables</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> <p><b>Y6</b> interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average</p>	
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<p><b>Key Vocabulary</b></p>	<p>Number One, two, three to twenty and beyond. None Count on/up/to/from/down Before, after More, less, many, few, fewer, fewest, smaller, smallest Equal to, the same as Odd, even Digit Numeral Compare Order Size Value Between, halfway between, Number line Add, more, plus, make, sum, total, altogether Double Half, halve Equals, is the same (including equals sign) How many more to make...? How many more is,,, then,,,? How much more is...? Subtract, take away, minus. Odd, even Double, halve Share, share equally Group in pairs Equal groups of Divide, Full, half, empty Holds Container Weigh, weighs, balance Heavy, heavier, heaviest, light, lighter, lightest Scales Time Days of the week: Monday, Tuesday etc. Seasons: Spring, Summer, Autumn, Winter Days, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night Bedtime, Over, under, underneath, above, below, top, bottom, side On, in, outside, inside In front, behind Front, back Before, after Beside, next to Middle Up, down, forwards, backwards. Sideways Close, far Through Towards, away from Side, roll, turn, Sort Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Solid Corner Face, side Make, build, draw, Whole Equal One half, Listen, join in Say, think, imagine, remember Start from Look at, point to Put What comes next? Find, use, make, build Tell me, describe, pick out, talk about, explain, show me Read, write Tick, draw a line, ring Cost Count, work out Number line, number track, number square, number cards, dinnertime, playtime Today, yesterday, tomorrow Before, after, next, last Quickest, fastest, slowest Clock Once First, second, third Estimate Too many, too few Length, height Longer, longest, shorter, shortest, taller, tallest, higher, highest Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change How much? How many? Total, Counters, cubes, blocks, die, dice, dominoes, pegs, peg board Same way, different way In order, in a different order</p>	<p>Numbers to one hundred, Hundreds, Partition, Recombine, More/less, Quarter past/to, Half past/to, hour, o'clock, m/km, g/kg, ml/l, Temperature (degrees), rotation, clockwise, anticlockwise, straight line, ninety degree turn, right angle, size, bigger, larger, smaller, symmetrical, line of symmetry, fold, match, mirror line, reflection, pattern, repeating pattern, three quarters, one third, a third, equivalence, equivalent, count, tally, sort, vote, graph, block graph, pictogram, represent, group, set, list, table, label, title, most popular, most common, least popular, least common, predict, describe the pattern, describe the rule, find, find all, find different, investigate, Number bonds Inverse Near doubles Difference between How many fewer is...than...? How much less is...? Once, twice, three times. Five times. Count in tens (forwards from/backwards from) How many times? Lots of, groups of Multiple of, times, multiply, multiply by Repeated addition Array, row, column Group in twos, threes, etc Divided by, left, left over, Long, short, tall, high Low, wide, narrow, deep, shallow, thick, thin, left, right, whole turn, half turn</p>	<p>Numbers to one thousand, tenths, hundredths, decimal places, round, negative integers, count through zero, roman numerals, column addition and subtraction, product, multiples of four, eight, fifty and one hundred, scale up, multiplication facts, division facts, inverse, derive, leap year, twelve hour/twenty four hour clock, greater/less than ninety degrees, orientation, coordinates, translation, quadrant, x-axis, y-axis, perimeter and area, horizontal, vertical, perpendicular and parallel lines, quadrilaterals, triangles, right angle, acute and obtuse angles, numerator, denominator, unit fraction, non-unit fraction, compare and order, equivalent decimals and fractions, chart, bar chart, frequency table, carroll diagram, venn diagram, axis, axes, diagram, continuous data, line graph</p>	<p>Powers of ten, numbers to ten million, efficient written method, order of operations, factor pairs, composite numbers, prime number, prime factors, square number, cubed number, formal written method, common factors, common multiples, volume, imperial units, metric units, reflex angle, dimensions, four quadrants (for coordinates), regular and irregular polygons, vertically opposite (angles), circumference, radius, diameter, proper fractions, improper fractions, mixed numbers, percentage, half, quarter, fifth, two fifths, four fifths, ratio, proportion, degree of accuracy, simplify, linear number sequence, substitute, variables, symbol, known values, mean, pie chart, construct</p>	
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