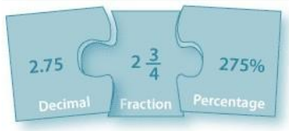
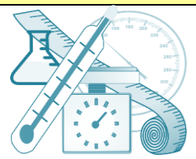
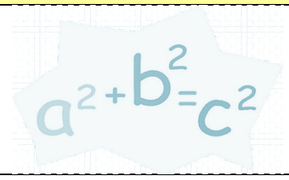
Kingston St Mary C of E Primary School Progression Map

MATHS

Mathematics is the study of numbers, geometry (shape), data, measurements and logical activities (statistics, algebra, ratio & proportion).

Curriculum Intent: All learners should become fluent in the fundamentals of mathematics and should be able to reason mathematically and solve problems by the application of their mathematical understanding. We endeavour to ensure that children develop an enthusiastic and creative attitude towards mathematics that will stay with them throughout their lives

Knowledge and Skills - Core Areas

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals and percentages)	Ratio and Proportion
				
Place value is the value of each digit in a number. For example, the 5 in 350 represents 5 tens, or 50; however, the 5 in 5,006 represents 5 thousands, or 5,000. It is important that children understand that while a digit can be the same, its value depends on where it is in the number.	Addition combines two or more numbers to find their sum, while subtraction separates or removes a number from another number to find the difference between them.	Multiplication and division are two of the four basic operations. Multiplication is finding the product of two or more numbers, and division is finding the quotient of two numbers.	Fractions, decimals and percentages all represent parts of a whole.	Ratio describes how the amounts of two things compare to one another, while proportion describes an amount of something.
Measurement	**Geometry- Properties of Shapes**	**Geometry- Position and Direction**	**Statistics**	**Algebra**
				
Measurement is the action of measuring something. We can measure time, weight, height, temperature, length, speed, and more.	Properties of shapes deal with the definitions of shapes and how shapes are classified.	Position is the ability to describe where an object is in relation to another one. Direction involves describing how something moves, for example forwards, backwards or in a full or half turn.	Statistics involves gathering information, summarizing it, and deciding what it means. The numbers that result from this work are also called statistics.	Algebra is the branch of mathematics that helps in the representation of problems or situations in the form of mathematical expressions. It involves variables like x, y, z, and mathematical operations like addition, subtraction, multiplication, and division to form a meaningful mathematical expression.

Kingston St Mary Maths Curriculum Expectations – RECEPTION TO YEAR 6

RECEPTION EXPECTATIONS – EARLY LEARNING GOALS

Early Learning Goal: Mathematics | Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- 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.

Progression towards the Early Learning Goal

By the end of the AUTUMN term children should be able to …	By the end of the SPRING term children should be able to …	By the end of the SUMMER term children should be able to …
✓ Recognise and name numbers 0 to 5 – when not in order ✓ Counting,1:1 correspondence to 5 - how many? ✓ Counting,1:1 correspondence to 5 – give me? ✓ Know that anything can be counted (to 5) claps, drum beats… ✓ Count an irregular arrangement to 5 ✓ Understand that zero means nothing ✓ Match numeral to quantity to 5 – concrete and visual ✓ Display a deep understanding of the composition of numbers to 5 ✓ Solve addition and subtraction calculations to 5 - practically and visually ✓ Find 1 more and 1 less numbers to 5 **(A)** – using concrete and number line ✓ Addition facts to 5 (fingers to help) ✓ Subtraction facts to 5 (fingers to help) ✓ Number bonds to 2, 3 and 4 (using concrete aids to help) ✓ Subitise to 5 - dots on a die, numicom piece, ten-frame, ✓ Experiment with their own symbols and marks as well as numerals ✓ Understand double 1,2,3 and halving even numbers to 6	✓ Recognise and read numbers to **7** including when not in order with the aid of a number line, picture clues ✓ Accurate 1:1 correspondence concrete, visual to 7 ✓ Know that anything can be counted eg. claps, drum beats… to 7 ✓ Count an irregular arrangement to 7 ✓ Match numeral to quantity to 7 ✓ Display a deep understanding of the composition of numbers to 7 e.g make 7 in different ways (with concrete aids) ✓ Becoming more confident with the part whole model for numbers to 7 ✓ Solve addition and subtraction calculations to 10 practically and visually ✓ Find 1 more and 1 less using numbers to 7 **(A)** – compare using manipulatives and number lines (links to 'Number Patterns – compare quantities up to 10) **(E)** ✓ Quick mental recall - addition facts to 7 (fingers to help) ✓ Quick mental recall - subtraction facts within 7 (fingers to help) ✓ Number bonds to 5, 6 and 7(using concrete aids to help) ✓ Know that addition and subtraction are related (inverse operations to 7) **(D)** ✓ Half of numbers 2,4,6, 8, and 10 concrete aid **(B)** ✓ Doubles to 5 (double 1, 2, 3, 4, 5) concrete aid or fingers **(C)** ✓ Subitise to 5 - dots on a die, numicom piece, ten-frame, cubes, etc.	✓ Recognise and read numbers to 10 – including when not in order and show that they understand the relationship between them ✓ Display a deep understanding of the composition of numbers to 10, (e.g make 10 in different ways and combinations using manipulatives/objects) ✓ Display accurate 1:1 correspondence to 10 using concrete apparatus - then visually ✓ Confidently count to 10 ✓ Subitise to 10 (through the use of patterns such as numicom, ten frame, bar model)) ✓ Match numeral to quantity up to 10 – inc. out of sequence ✓ To understand 1 more and 1 less for numbers to 10 **(A)** ✓ Mentally recall number bonds to 5 without apparatus and to 10 (with apparatus if needed) ✓ Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed (ie. by using 2 sets of objects) – link to 1:L1 correspondence ✓ Know that addition and subtraction are related (inverse operations to 10) **(D)** ✓ Mentally, quickly recall all doubles to 5 (ie. double 1, 2, 3, 4, 5) **(C)** ✓ Mentally, quickly recall half of 2,4,6, 8,and 10 **(B)** ✓ Know that doubling and halving are related (inverse operation) ✓ Subitise to 5 – dots on a dice, numicom piece, ten-frame, pebbles, etc, ✓ Know that = means must balance is worth the same as ✓ Solve addition and subtraction calculations when = is presented in different place (eg. 10 = 7+3)

Early Learning Goal: Mathematics | Numerical Patterns

Children at the expected level of development will:

- Be able to verbally count beyond 20, recognising the patterns of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including odd and even numbers, double facts and how quantities can be distributed equally

Progression towards the Early Learning Goal

By the end of the AUTUMN term children should be able to …	By the end of the SPRING term children should be able to …	By the end of the SUMMER term children should be able to …
✓ Count by rote forwards and backwards to 10 – visual aid ✓ Hold fingers up correctly for each number to 10 ✓ Count on and back in 1s from *any number* to 10 – visual aid and fingers ✓ Know by heart the number before and after numbers to 5 ✓ Chant rhymes involving numbers e.g 1,2 buckle my shoe… ✓ Chant a number song involving even/ odd numbers	✓ Count in 1s forwards to 20 and beyond – visual aid ✓ Count forwards in 1s from any number (to 20) – visual aid ✓ Count back in 1s from 20– visual aid ✓ Say the number before and after to 10 - visual aid ✓ Compare a variety of quantities up to 5 recognising more/greater than, fewer/less than and the same as **(E)** ✓ Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 5 **(E)** ✓ Explore odd and even numbers to 10 (represented by structures) recognising and discussing the patterns e.g odd numbers there's always one left out and even numbers always have a partner	✓ Count by rote from 0 forwards to 20 and beyond ✓ Count by rote forwards in 1s from any number to 20 and beyond ✓ Compare and order a variety of quantities up to 10 recognising greater than, less than and the same as in practical context (inc.quantities) **(E)** ✓ Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 10 **(E)** ✓ Instant recognition of odd and even numbers to 10 represented by structures e.g dots, even numbers always have a partner/pairs (made visible)
	Both Number and Numerical Patterns ELG ✓ Know that addition and subtraction are related (inverse operations to 5) – using concrete aids or fingers **(D)** ✓ Doubles to 5 concrete aid or fingers **(C)** ✓ Half of numbers 2,4,6,8,10 - concrete **(B)**	**Both Number and Numerical Pattern ELG** ✓ Know that addition and subtraction are related (inverse operation to 5 (4+1 =5 5-1=4))**(D)** ✓ Automatic recall of half of numbers 2,4,6, 8, and 10 **(B)** ✓ Automatic recall of doubles to 5 (double 1,2,3,4 & 5)**(C)**

Maths Progression Years 1 to 6 and order of teaching

Number: Place Value

COUNTING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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, 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 1000 000	
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		

COMPARING NUMBERS

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* (Copied from Fractions)	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 Reading and Writing Numbers)*

IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS

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)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 1000 in numerals and in words *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, write, order and compare numbers to at least 1 000 000 and determine the value of each digit *(Appears also in Comparing Numbers)* Read Roman numerals to 1000 (M) and recognise years written in Roman Numerals.	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit *(Appears also in Understanding Place Value)*

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) *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)*	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)* *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					
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 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

Addition and Subtraction

NUMBER BONDS					
/	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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					
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 * A two-digit number and tens * Two two-digit numbers * 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
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					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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 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	Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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

Multiplication & Division

MULTIPLICATION & DIVISION FACTS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 1 000 (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 – Multiplication & Division

		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 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 numbers mentally drawing upon known facts	Perform mental calculations, including with mixed operations and large numbers
	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 – Multiplication & Division					
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 Division and interpret remainders appropriately for the Context	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
					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					
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					
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

PROBLEM SOLVING – Multiplication & Division					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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 their knowledge of factors and multiples, squares and cubes	Solve problems involving addition, subtraction, multiplication and division
				Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	*Solve problems involving similar shapes where the scale factor is known or can be found (Copied from Ratio and Proportion)*
				Solve problems involving multiplication and division, including scaling by simple Fractions and problems involving simple rates	

Fractions, Decimals and Percentages

COUNTING IN FRACTIONAL STEPS					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	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)	Count up and down in tenths	Count up and down in hundredths		
RECOGNISING FRACTIONS					
Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Recognise, find, name and write fractions ⅓ ¼ ½ and ¾ of a length, shape, set of objects or quantity	Recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators	Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents *(Appears also in equivalence)*	
		Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.			
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		Recognise and use fractions as numbers: unit fractions and non- unit fractions with small denominators			

COMPARING FRACTIONS					
		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					
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. ½ of 6 = 3 and recognise the equivalence of 2/4 and ½	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 tenths or hundredths	Read and write decimal numbers as fractions (e.g. 0.71 = 71/100) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)
			Recognise and write decimal equivalents to ½ ¼ ¾	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					
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 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	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
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. ¼ × ½ =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 ÷ 2 = 1/6)

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

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 problems involving fractions and decimals to two decimal places.	Solve problems which require knowing percentage and decimal equivalents of ½ , ¼ , 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

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

EQUATIONS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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)*	*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)*	Solve problems, *including* ***missing number*** *problems, using number facts, place value, and more complex addition and subtraction.* (Copied from Addition and Subtraction) *Solve problems, including* ***missing number*** *problems, involving multiplication and division, including integer scaling* *(Copied from Multiplication and Division)*		*Use the properties of rectangles to deduce related facts and find* ***missing lengths and angles*** *(Copied from Geometry: Properties of Shapes)*	Express missing number problems algebraically
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 *(Copied from Addition and Subtraction)*				Find pairs of numbers that satisfy number sentences involving two unknowns
Represent and use number bonds and related subtraction facts within 20 *(Copied from Addition and Subtraction)*					Enumerate all possibilities of combinations of two variables

Measurement

COMPARING AND ESTIMATING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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)* Estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)	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.
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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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 (Money)					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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 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	Add and subtract amounts of **money** to give change, using both £ and p in practical contexts			
			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 numbers, and the notation for squared (^{2}) and cubed (^{3})* *(Copied from Multiplication and Division)*	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 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					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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)*		

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., 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					
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 digital 12 and 24- hour clocks *(Appears also in Converting)*	Solve problems involving converting between units of time	Solve problems involving the calculation and conversion of units of 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 Shapes

IDENTIFYING SHAPES AND THIER PROPERTIES					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. Rectangles (including squares), circles and triangles]	Identify and describe the properties of 2-D shapes, including the number of sides and line Symmetry in a vertical line		Identify lines of symmetry in 2-D shapes presented in different orientations	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations	Recognise, describe and build simple 3-D shapes, including making nets *(Appears also in Drawing and Constructing)*
	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces				Illustrate and name parts of circles, including radius, diameter and

* 3-D shapes [e.g. Cuboids (including cubes), pyramids and spheres].	Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]				circumference and know that the diameter is twice the radius
DRAWING AND CONSTRUCTING					
		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					
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 Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
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°) * Angles at a point on a straight line and ½ a turn (total 180°) * Other multiples of 90◦	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			

Statistics

INTERPRETING, CONSTRUCTING AND PRESENTING DATA					
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 scaled bar charts and pictograms and tables.	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph	Calculate and interpret the mean as an average

The progression materials for Y1 to Y6 have been taken from the NCETM site, with more details found at: www.ncetm.org.uk