

# Maths: Progression Mapped by Strand



## Our School Vision

But those who hope in the Lord will renew their strength.  
They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.  
Isaiah 40:31

## Rationale

- ✚ Promote high aspiration
- ✚ Promote opportunities for cultural capital
- ✚ Create a vocabulary-rich curriculum

## Intent

As a church school we acknowledge that all of our pupils are significant to God. We therefore value each child's unique personality and aim to develop their character, talents and abilities to the fullest in His name. Our maths curriculum is an intrinsic part of this, unlocking the potential of each child, so that they can flourish. This is also in-keeping with our status as a UNICEF Rights Respecting School and fulfils our obligations under Article 29 of the United Nations Convention on the Rights of the Child.

We want all pupils at Holy Trinity Primary School to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject with a clear understanding. At Holy Trinity we foster a positive 'can do' attitude and promote the fact that 'We can all do maths!' We have designed a curriculum which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging and we want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to understand that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

## **Implementation**

Each year group studies maths for 1 hour and 15 minutes every day. This is split into an hour's maths lesson and a fifteen minute mini-maths lesson; a time dedicated to practising fluency with mathematical concepts in a fun and engaging way, though the use of games and puzzles. The core of our planning for maths lessons is the National Curriculum, using the White Rose Small Steps documents for detailed guidance but enhanced with rich problems from esteemed practitioners and groups such as NRich, Hamilton Trust and I See Reasoning. We implement a cumulative curriculum; once a topic has been covered it is met many times again in other contexts.

### **The lessons follow a 6-part structure:**

1. Do Now – practises previously taught concepts to address the 'forgetting curve'
2. New Learning – new concepts and vocabulary are taught, with the use of concrete and pictorial representations to aid understanding
3. Talk Task – this is a time to practise the new concept using the correct mathematical vocabulary and using the same concrete resources as in the teaching
4. Develop Learning – misconceptions are addressed and the learning is moved forward
5. Independent Learning – our independent work generally follows the structure:
  - Do it (straightforward problems, to practise the new concept)
  - Practise it (involving procedural and conceptual variation)
  - Twist it (misconceptions, empty box problems, I am thinking of a number)
  - Deepen it (spot the mistake, mix it up using more than one method or operation, prove it)
6. Plenary – celebrate learning, address misconceptions, assess

Each year some classes are taught maths by the subject leader, who works regularly with the Maths Hub. The maths leader also team teaches units if class teachers request support, to ensure that quality teaching is modelled throughout the school.

## **Impact**

Maths is a well-enjoyed subject across the school. We encourage parents as much as possible to help their children maintain their fluency skills and run maths workshops for KS1 parents to help foster a sense of fun and engagement with maths through games and puzzles. By the end of KS2 children are fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios. Children are able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

### **2018-2019 Key Stage 2 Results:**

- ✚ 85% of our children reached the expected standard in all 3 subjects compared with 65% nationally.
- ✚ 89% of children achieved the standard in Maths (compared with 79% nationally)
- ✚ Our average score at KS2 maths is 108, compared to 105 nationally

**Strength for Today, Bright Hope for Tomorrow**

## Progression by strand

| Area   | Strand                                    | Year 1                                                                                                                                                                                                                                              | Year 2                                                                                                                                                                                                                     | Year 3                                                                                                                                                                                      | Year 4                                                                                                                                                                                                                                                                         | Year 5                                                                                                                                                                                                                                             | Year 6                                                                                                                                                  |
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| Number | <b>Place Value:</b><br>Counting           | <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count numbers to 100 in numerals; count in multiples of twos, fives and tens</li> </ul>            | <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> </ul>                                            | <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>count backwards through zero to include negative numbers</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>count forwards and backwards with positive and negative whole numbers, including through zero</li> </ul> |                                                                                                                                                         |
|        | <b>Place Value:</b><br>Represent          | <ul style="list-style-type: none"> <li>identify and represent numbers using objects and pictorial representations</li> <li>read and write numbers to 100 in numerals</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> </ul> | <ul style="list-style-type: none"> <li>read and write numbers to at least 100 in numerals and words</li> <li>identify represent and estimate numbers using different representations, including the number line</li> </ul> | <ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and words</li> </ul> | <ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations</li> <li>read Roman Numerals up to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value</li> </ul> | <ul style="list-style-type: none"> <li>read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>read, write, (order and compare) numbers to at least 10 000 000 and determine the value of each digit</li> </ul> |
|        | <b>Place Value:</b><br>Use PV and Compare | <ul style="list-style-type: none"> <li>given a number, identify one more and one less</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>recognise the place value of each digit in a two-digit number (tens, ones) compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> </ul>                        | <ul style="list-style-type: none"> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> </ul>      | <ul style="list-style-type: none"> <li>find 1000 more or less than a given number</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> </ul>                      | <ul style="list-style-type: none"> <li>(read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>(read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit</li> </ul>   |

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|  | <b>Place Value:</b><br>Problems and Rounding |                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• use place value and number facts to solve problems.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• solve number problems and practical problems involving these ideas</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• round any number to the nearest 10,100 or 1000</li> <li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul> | <ul style="list-style-type: none"> <li>• interpret negative numbers in context</li> <li>• round any number up to 1000 000 to the nearest 10,100, 1000,10 000 and 100 000</li> <li>• solve number problems and practical problems that involve all of the above</li> </ul> | <ul style="list-style-type: none"> <li>• round any whole number to a required degree of accuracy</li> <li>• use negative numbers in context, and calculate intervals across zero</li> <li>• solve number and practical problems that involve all of the above</li> </ul> |
|  | <b>A&amp;S:</b> Recall, Represent, Use       | <ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• represent and use number bonds and related subtraction facts within 20</li> </ul> | <ul style="list-style-type: none"> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul> | <ul style="list-style-type: none"> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> </ul>                                                            | <ul style="list-style-type: none"> <li>• estimate and use inverse operations to check answers to a calculation</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                      |
|  | <b>A&amp;S:</b><br>Calculations              | <ul style="list-style-type: none"> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens</li> </ul>                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds</li> </ul> | <ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> </ul>                                     | <ul style="list-style-type: none"> <li>• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• add and subtract numbers mentally with increasingly large numbers</li> </ul>       | <ul style="list-style-type: none"> <li>• perform mental calculations, including with mixed operations and large numbers</li> <li>• use their knowledge of the order of operations to carry out calculations involving the four operations</li> </ul>                     |

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|                                        |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                      | <p>two two-digit numbers</p> <ul style="list-style-type: none"> <li>• adding three one-digit numbers</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> </ul>                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |  |
| <b>A&amp;S: Solve Problems</b>         | <ul style="list-style-type: none"> <li>• 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></li> </ul> | <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>➤ applying their increasing knowledge of mental and written methods</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> | <ul style="list-style-type: none"> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> </ul>                        | <ul style="list-style-type: none"> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul>                                                                                  |  |
| <b>M&amp;D: Recall, Represent, Use</b> |                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>                    | <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> </ul>                                     | <ul style="list-style-type: none"> <li>• recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• 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</li> <li>• recognise and use factor pairs and</li> </ul> | <ul style="list-style-type: none"> <li>• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>• know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>• establish whether a number up to 100 is prime and recall prime numbers up to 19</li> </ul> | <ul style="list-style-type: none"> <li>• identify common factors, common multiples and prime numbers</li> <li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul> |  |

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|  |                                 |  |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                               | commutativity in mental calculations                                                                                                           | <ul style="list-style-type: none"> <li>recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <b>M&amp;D:</b><br>Calculations |  | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul> | <ul style="list-style-type: none"> <li>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</li> <li>multiply and divide numbers mentally drawing upon known facts</li> <li>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</li> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> </ul> | <ul style="list-style-type: none"> <li>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>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</li> <li>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders</li> </ul> |

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| <b>M&amp;D: Solve Problems</b>        | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> </ul> | <ul style="list-style-type: none"> <li>solve problems involving addition, subtraction, multiplication and division</li> </ul>                            |                                                                                                                                                                  |
| <b>M&amp;D: Combined Operations</b>   |                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>use their knowledge of the order of operations to carry out calculations involving the four operations</li> </ul> |                                                                                                                                                                  |
| <b>Fractions: Recognise and Write</b> | <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal pans of an</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>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,</li> </ul>                        | <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>counting up and down in hundredths; recognise that hundredths arise when</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>identify, name and write equivalent fractions of a given fraction, represented</li> </ul>                                                                                                                                                                                            |                                                                                                                                                          |                                                                                                                                                                  |



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|                                   | <ul style="list-style-type: none"> <li>object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> | <ul style="list-style-type: none"> <li>shape, set of objects or quantity</li> </ul>                                                  | <ul style="list-style-type: none"> <li>10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators count up</li> </ul> | <ul style="list-style-type: none"> <li>dividing an object by one hundred and dividing tenths by ten</li> </ul>                | <ul style="list-style-type: none"> <li>visually, including tenths and hundredths</li> <li>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 [for example <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>]</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Fractions:</b><br>Compare      |                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>recognise the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></li> </ul> | <ul style="list-style-type: none"> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>compare and order unit fractions, and fractions with the same denominators</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> </ul> | <ul style="list-style-type: none"> <li>compare and order fractions whose denominators are all multiples of the same number</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions <math>&gt; 1</math></li> </ul>                                                                                                                                                               |
| <b>Fractions:</b><br>Calculations |                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3</li> </ul>              | <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> </ul>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator</li> </ul>                        | <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li> <li>divide proper fractions by whole numbers [for</li> </ul> |

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|                                               |  |  |                                                                                                  |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                | example, $\frac{1}{3} \div 2 = \frac{1}{6}$ |
| <b>Fractions:</b><br>Solve problems           |  |  | <ul style="list-style-type: none"> <li>• solve problems that involve all of the above</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                 |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |                                             |
| <b>Decimals:</b><br>Recognise and Write       |  |  |                                                                                                  | <ul style="list-style-type: none"> <li>• recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>• recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{1}{3}</math></li> </ul> | <ul style="list-style-type: none"> <li>• read and write decimal numbers as fractions, for examples <math>0.71 = \frac{71}{100}</math></li> <li>• recognise and use thousandths and relate them to hundredths, tenths and decimal equivalents</li> </ul> |                                                                                                                                                                                                |                                             |
| <b>Decimals:</b><br>Compare                   |  |  |                                                                                                  | <ul style="list-style-type: none"> <li>• round decimals with one decimal place to the nearest whole number</li> <li>• compare numbers with the same number of decimal places up to two decimal places</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>• read, write, order and compare numbers with up to three decimal places</li> </ul>                       |                                                                                                                                                                                                |                                             |
| <b>Decimals:</b><br>Calculations and Problems |  |  |                                                                                                  | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• solve problems involving number up to three decimal places</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• multiply one-digit numbers with up to</li> </ul> |                                             |

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|  |                                            |  |  |  |                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>two decimal places by whole numbers</li> <li>use written division methods in cases where the answer has up to two decimal places</li> <li>solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul>                                                             |
|  | <b>Fractions, Decimals and Percentages</b> |  |  |  | <ul style="list-style-type: none"> <li>solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul> | <ul style="list-style-type: none"> <li>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, and as a decimal</li> <li>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> and <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li> </ul> | <ul style="list-style-type: none"> <li>associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, <math>\frac{3}{8}</math>)</li> <li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> </ul> |
|  | <b>Ratio and Proportion</b>                |  |  |  |                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>solve problems involving the calculation of</li> </ul>                                                                                   |

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|  |                |                                                                                                                                                                                                                                     |                                                                                                                                                                                                      |                                                                                                       |  |  | <p>percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison</p> <ul style="list-style-type: none"> <li>• solve problems involving similar shapes where the scale factor is not known</li> <li>• solve problems involving an equal sharing and grouping using knowledge of fractions in multiples</li> </ul> |
|  | <b>Algebra</b> | <ul style="list-style-type: none"> <li>• 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></li> </ul> | <ul style="list-style-type: none"> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul> | <ul style="list-style-type: none"> <li>• solve problems, including missing number problems</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• use simple formulae</li> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically.</li> <li>• find pairs of numbers that satisfy an equation with two unknowns.</li> <li>• enumerate possibilities of combinations of two variables</li> </ul>                 |

**Note:** although algebraic notation is not introduced until Year 6, algebraic thinking starts much earlier as exemplified by the ‘missing number’ objectives from Years 1, 2 and 3.

|                    |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                          |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Measurement</b> | <b>Measurement:<br/>Using<br/>Measures</b> | <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>measure and begin to record the following <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> <li>time (hours, minutes, seconds)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>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</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul> | <ul style="list-style-type: none"> <li>measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> </ul>              | <ul style="list-style-type: none"> <li>convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>estimate, compare and calculate different measures</li> </ul> | <ul style="list-style-type: none"> <li>convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li> </ul> | <ul style="list-style-type: none"> <li>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>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</li> <li>convert between miles and kilometres</li> </ul> |
|                    | <b>Measurement:<br/>Money</b>              | <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>recognise and use symbols for pounds and pence; combine amounts to make a particular value</li> <li>find different combinations of coins</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>add and subtract amounts of money to give change, and using base pounds and pence impractical contexts</li> </ul> | <ul style="list-style-type: none"> <li>estimate, compare and calculate different measures, including money in pounds and pence</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>use all for operations to solve money problems including measure (for example, money)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |                                                                                                               |                                                                                                                                                                                                         |  |
| <b>Measurement:</b><br>Time       | <ul style="list-style-type: none"> <li>• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul> | <ul style="list-style-type: none"> <li>• compare and sequence intervals of time</li> <li>• 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</li> <li>• know the number of minutes in an hour and the number of hours in a day</li> </ul> | <ul style="list-style-type: none"> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul> | <ul style="list-style-type: none"> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul> | <ul style="list-style-type: none"> <li>• solve problems involving converting between units of time</li> </ul> | <ul style="list-style-type: none"> <li>• use, read write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa</li> </ul> |  |
| <b>Measurement:</b><br>Perimeter, |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• measure the perimeter of simple 2-D shapes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• measure and calculate the perimeter of a</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• measure and calculate the perimeter of</li> </ul>                    | <ul style="list-style-type: none"> <li>• recognise that shapes with the same areas</li> </ul>                                                                                                           |  |

|          |                                    |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                        |                                                                   |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|          | Area and Volume                    |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                        |                                                                   | <p>rectilinear figure (including squares) in centimetres and metres</p> <ul style="list-style-type: none"> <li>find the area of rectilinear shapes by counting squares</li> </ul>                                                                          | <p>composite rectilinear shapes in centimetres and metres</p> <ul style="list-style-type: none"> <li>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of a regular shapes</li> <li>estimate volume [for example, using 1 cm cube blocks to build keyboards (including cubes)] and capacity (for example, using water)</li> </ul> | <p>can have different parameters and vice versa</p> <ul style="list-style-type: none"> <li>recognise when it is possible to use formulae for area and volume of shapes</li> <li>calculate the area of parallelograms and triangles</li> <li>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units (for example, mm<sup>3</sup> and km<sup>3</sup>)</li> </ul> |
| Geometry | <p><b>Geometry:</b> 2-d Shapes</p> | <ul style="list-style-type: none"> <li>recognise and name common 2-D shapes (for example, rectangles (including squares), circles and triangles)</li> </ul> | <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D shapes and everyday objects</li> </ul> | <ul style="list-style-type: none"> <li>draw 2-D shapes</li> </ul> | <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> </ul> | <ul style="list-style-type: none"> <li>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>use the properties of rectangles to deduce related facts and find missing lengths and angles</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>draw 2-D shapes using given dimensions and angles</li> <li>compare and classify geometric shapes based on their properties and sizes</li> <li>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> </ul>                                                                                                                                                                     |

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|  | <p><b>Geometry:</b> 3-d Shapes</p>             | <ul style="list-style-type: none"> <li>recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres]</li> </ul> | <ul style="list-style-type: none"> <li>recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> <li>compare and sort common 3-D shapes and everyday objects</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> </ul>                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> </ul>                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>recognise, describe and build simple 3-D shapes, including making nets</li> </ul>                                                                                                                                       |
|  | <p><b>Geometry:</b> Angles and Lines</p>       |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that two right angles make a half turn, three make 3/4 of a turn and for a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> | <ul style="list-style-type: none"> <li>Identify acute angles and compare and order angles up to 2 right angles by size</li> <li>identify lines of symmetry and 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul> | <ul style="list-style-type: none"> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>draw given angles, and measure them in degrees</li> <li>identify: <ul style="list-style-type: none"> <li>angles at a point and one whole turn (total 360°)</li> <li>angles at a point on a straight line and half a turn (total 180°)</li> <li>other multiples of 90°</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> </ul> |
|  | <p><b>Geometry:</b> Position and Direction</p> | <ul style="list-style-type: none"> <li>describe position, direction and movement, including half, quarter and three-quarter turns</li> </ul>          | <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects and patterns and sequences</li> <li>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,</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon</li> </ul>    | <ul style="list-style-type: none"> <li>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</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>describe positions on the full coordinate grid (or four quadrants)</li> <li>draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> </ul>                                           |



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|                   |                                             |  | half and three-quarter turns open brackets clockwise and anticlockwise)                                                                                                                                                                                      |                                                                                                                                                                                                                          |                                                                                                                                                                                |                                                                                                                                             |                                                                                                                                      |
| <b>Statistics</b> | <b>Statistics:</b><br>Present and Interpret |  | <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> </ul> | <ul style="list-style-type: none"> <li>complete, read and interpret information in tables, including timetables</li> </ul>                  | <ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> </ul> |
|                   | <b>Statistics:</b><br>Solve Problems        |  | <ul style="list-style-type: none"> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data</li> </ul> | <ul style="list-style-type: none"> <li>solve one-step and two-step questions (for example, "How many more?" and "How many fewer?") using information presented in scaled bar charts and pictograms and tables</li> </ul> | <ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul> | <ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in a line graph</li> </ul> | <ul style="list-style-type: none"> <li>Calculate and interpret the mean as an average</li> </ul>                                     |