



Maths Curriculum Progression - Yearly Overview

A1

Maths Curriculum: A Stage 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number		Shape, Space and Measure			Number
001 - I respond at an early reflex level to external stimuli		004 - I can touch a range of textures with support.			001 - I respond at an early reflex level to external stimuli
002 - I can stop crying in response to physical contact or familiar voice.		006 - I can give intermittent reactions.			002 - I can stop crying in response to physical contact or familiar voice.
003 - I show simple reflex responses.		009 - I can show interest in people, events and objects.			003 - I show simple reflex responses.
005 - I can make sounds or gesture to communicate needs and wants		013 - I can perform actions, often by trial and improvement, and I remember learned responses over short periods of time.			005 - I can make sounds or gesture to communicate needs and wants
007 - I show recognition of familiar people and objects.		016 - I can request events or activities.			007 - I show recognition of familiar people and objects.
008 - I begin to react to familiar situations / people.		018 - I can hold out hands to request items.			008 - I begin to react to familiar situations / people.
010 - I can accept and engage in coactive exploration		020 - I can explore materials in increasingly complex ways.			010 - I can accept and engage in coactive exploration
011 - I can communicate consistent preferences and affective responses.					011 - I can communicate consistent preferences and affective responses.
012 - I can recognise familiar people, events and objects.					012 - I can recognise familiar people, events and objects.
015 - I can seek attention through eye contact, gesture or action					015 - I can seek attention through eye contact, gesture or action
019 - I can sustain concentration for short periods of time.					019 - I can sustain concentration for short periods of time.



Maths Curriculum Progression - Yearly Overview

A2

Maths Curriculum: A Stage 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number		Shape, Space and Measure			Number
021 - I can track objects as they are counted.		023 - I watch moving objects with interest			021 - I can track objects as they are counted.
022 - I show awareness that objects still exist when out of sight.		027 - I can operate simple switch toys using trial and error.			022 - I show awareness that objects still exist when out of sight.
024 - They observe the results of their own actions with interest.		029 - I can reach towards any object by making a small movement.			024 - They observe the results of their own actions with interest.
025 - I show interest in a tower built in front of me and then knock it down.		030 - I can greet known people and may initiate interactions and activities.			025 - I show interest in a tower built in front of me and then knock it down.
026 - I search under a cloth to find a hidden object that I have seen hidden.		033 - I can actively explore objects and events for more extended periods.			026 - I search under a cloth to find a hidden object that I have seen hidden.
028 - I can copy simple actions or sounds.		036 - I can put objects into a container and take them out one-by-one.			028 - I can copy simple actions or sounds.
031 - I can remember learned responses over increasing periods of time and may anticipate known events.					031 - I can remember learned responses over increasing periods of time and may anticipate known events.
032 - I can respond to options and choices with actions or gestures.					032 - I can respond to options and choices with actions or gestures.
034 - I can anticipate turn taking.					034 - I can anticipate turn taking.
035 - I can apply potential solutions systematically to problems.					035 - I can apply potential solutions systematically to problems.
037 - I can participate in simple games and take turns.					037 - I can participate in simple games and take turns.

A3



Maths Curriculum Progression - Yearly Overview

Maths Curriculum: A Stage 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number		Shape, Space and Measure			Number
041 - I can show awareness of a significant change in quantity.		038 - I can match objects.			041 - I can show awareness of a significant change in quantity.
042 - I can copy some actions and anticipate the ending or key elements of familiar rhymes and songs.		039 - I can match big objects and small objects.			042 - I can copy some actions and anticipate the ending or key elements of familiar rhymes and songs.
043 - I can follow the sequence of pictures or numbers as indicated by an adult during rhymes and songs.		040 - I can demonstrate interest in position and the relationship between objects.			043 - I can follow the sequence of pictures or numbers as indicated by an adult during rhymes and songs.
044 - During rhymes, songs and number games, I can indicate, through sign, speech or gesture, the next action following a prompt.		048 - I understand the terms on and under.			044 - During rhymes, songs and number games, I can indicate, through sign, speech or gesture, the next action following a prompt.
045 - I can identify my counter and anticipate my turn in a number game.		049 - I can match identical pairs of objects.			045 - I can identify my counter and anticipate my turn in a number game.
046 - I can say, sign or identify the number 1 and use my finger to indicate 1.					046 - I can say, sign or identify the number 1 and use my finger to indicate 1.
047 - I can demonstrate the series of actions during the singing of familiar songs.					047 - I can demonstrate the series of actions during the singing of familiar songs.
048 - I understand the terms on and under.					048 - I understand the terms on and under.
049 - I can match identical pairs of objects.					049 - I can match identical pairs of objects.



Maths Curriculum Progression - Yearly Overview

050 - I can roll a die and look at the outcome with support.				050 - I can roll a die and look at the outcome with support.
--	--	--	--	--



Maths Curriculum Progression - Yearly Overview

S1

Maths Curriculum: S Stage 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Place Value		Measurement	Geometry: Properties of Shape + Deepening of Number	Geometry: Position and Direction + Deepening of Number	Number and Place Value: Recap specific areas of development
100 - I begin to use one-to-one correspondence in practical activities.		100 - I can compare the overall size of one object with another.	100 - I can place objects in and out of containers according to target shape.	100 - I can find familiar objects, which are kept in familiar places.	100 - I begin to use one-to-one correspondence in practical activities.
101 - I can show and name one finger then show another and name the quantity as two.		101 - I can match objects of a similar size.	101 - I begin to demonstrate and use prepositions to describe the locations of objects.	101 - I can find an object in usual place even when out of view.	101 - I can show and name one finger then show another and name the quantity as two.
102 - I can indicate one or two by copying an adult.		102 - I can match similar objects of varying size with occasional prompts.	102 - I can give the correct object to an adult, on request	102 - I search for objects not found in their usual place.	102 - I can indicate one or two by copying an adult.
103 - I demonstrate an understanding of the concept of more. (Maths-PK1)		103 - I can sort two sets of like objects where there is a marked difference in size;	103 - I can find a similar object requested by another person.		103 - I demonstrate an understanding of the concept of more. (Maths-PK1)
104 - I can copy a simple drumbeat.			105 - I can manipulate 3D shapes.		104 - I can copy a simple drumbeat.
105 - I can join in by saying, signing or indicating at least one of the numbers in a familiar number rhyme.					105 - I can join in by saying, signing or indicating at least one of the numbers in a familiar number rhyme.
106 - I can use 'one to one' correspondence when pairing objects. (Maths-PK1)					106 - I can use 'one to one' correspondence when pairing objects. (Maths-PK1)
107 - I can demonstrate some understanding of the sequence of numbers, joining in with counting in familiar rhymes and songs.					107 - I can demonstrate some understanding of the sequence of numbers, joining in with counting in familiar rhymes and songs.
108 - I can join in with counting in new songs, stories and games, which contain a repetitive counting element.					108 - I can join in with counting in new songs, stories and games, which contain a repetitive counting element.
109 - I can recognise the numerals 1, 2 and 3 during a range of activities.					109 - I can recognise the numerals 1, 2 and 3 during a range of activities.



Maths Curriculum Progression - Yearly Overview

110 - I can count reliably up to 3 and make sets of up to three objects.				110 - I can count reliably up to 3 and make sets of up to three objects.
--	--	--	--	--

Maths Curriculum Progression - Yearly Overview



S2

Maths Curriculum: S Stage 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Place Value		Measurement	Geometry: Properties of Shape + Deepening of Number	Geometry: Position and Direction + Deepening of Number	Number and Place Value: Recap specific areas of development
111 - I can say the number names to 5 in the correct order (Maths-PK2)		104 - From a choice of two objects, I can tell the difference between and understands the terms 'big' and 'small'.	104 - I can identify the big or small object from a selection of two (Maths-PK2)	103 - I can look for objects in appropriate locations following in, on and under requests.	111 - I can say the number names to 5 in the correct order (Maths-PK2)
112 - I can demonstrate an understanding of the concept of numbers up to 5 (Maths-PK2)		105 - I can sort two sets of like objects where the difference is not great;	106 - I can sort and compare big and small objects on request	104 - In practical situations, I show understanding of the terms in, on, under and inside.	112 - I can demonstrate an understanding of the concept of numbers up to 5 (Maths-PK2)
113 - I can recognise numerals from 1 - 5.		106 - I understand the terms 'bigger' and 'smaller' from a choice of two objects where the difference is not great.	107 - I can sort objects according to a stated characteristic (Maths-PK2)		113 - I can recognise numerals from 1 - 5.
114 - I can use numbers to 5 in familiar activities and games.		107 - I can use the terms 'heavy' and 'light' to compare two objects or quantities.	108 - I can select from a set of objects with a single attribute.		114 - I can use numbers to 5 in familiar activities and games.
115 - I can respond to mathematical vocabulary.		108 - I can use the terms 'more' and 'less' to compare two objects or quantities.	109 - I can identify specific shapes from pictures, simple models or patterns.		115 - I can respond to mathematical vocabulary.
116 - I can respond appropriately to the question 'How many?'		109 - I begin to demonstrate an understanding of more and less in practical situations	110 - I can copy a simple pattern using 3D objects when provided with a model. (Maths-PK3)		116 - I can respond appropriately to the question 'How many?'
117 - I can recreate and describe a simple repeating pattern using words, symbols or gestures. (Maths-PK2)		110 - When preparing drinks I recognise which cups contain more or less than each other.	111 - I can identify shapes that are round, those with corners or edges using words, symbols or gestures.		117 - I can recreate and describe a simple repeating pattern using words, symbols or gestures. (Maths-PK2)
118 - I can count at least 5 objects reliably.		111 - I can use the terms 'enough' and 'not enough' to compare two objects or quantities.	112 - I can correct terms to compare two different objects or quantities.		118 - I can count at least 5 objects reliably.



Maths Curriculum Progression - Yearly Overview

119 - I can collect a small number of items upon request.	112 - I can understand 'heavy' and 'light' when comparing two objects that differ significantly.	113 - I can identify the odd one out from a selection of similar objects, where only one is different.		119 - I can collect a small number of items upon request.
	113 - I recognise structure in my day.			



Maths Curriculum: S Stage 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Place Value	Number: Addition and Subtraction	Measurement + Deepening of Number	Geometry: Properties of Shape	Geometry: Position and Direction + Deepening of Number	Number and Place Value: Recap specific areas of development
120 - I can match the pattern on a dice to the numeral.	100 - I can demonstrate an understanding of the concept of transaction (Maths-PK1)	114 - I begin to understand and use in practical contexts names of days of the week.	114 - From a collection of regular shapes, I can pick out shapes with common features;	105 - I can perform or describe position.	120 - I can match the pattern on a dice to the numeral.
121 - I can join in with rote counting to 10.	101 - I can, in practical situations, respond appropriately to 'add one'.	115 - I can use 'o'clock' to describe the correct time.	115 - I can describe why an object is different using words, symbols or gestures	106 - I actively move forwards and backwards or can indicate the direction in which I am being moved.	121 - I can join in with rote counting to 10.
122 - I can demonstrate an understanding that the last number counted represents the total number of the count (Maths-PK3)	102 - I demonstrate an understanding of less.	116 - I can identify an increasing range of objects by features and size.	116 - I can identify inconsistencies in sets of objects.		122 - I can demonstrate an understanding that the last number counted represents the total number of the count (Maths-PK3)
123 - I can count up to ten objects.	103 - I can, in practical situations, add one to or take one away from a number of objects then say or sign how many there are now. (Maths-PK3)	117 - I can describe the positions of first and last.	117 - I can correct two incorrectly sorted sets		123 - I can count up to ten objects.
124 - I can identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10. (Maths-PK3)	104 - I can compare two given numbers of objects, understanding which is more and which is less.	118 - I can use the vocabulary of 'first' and 'last' when describing the position of people or objects or the order of events.	118 - I can describe using words, symbols or gestures why an object does not belong to a given category.		124 - I can identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10. (Maths-PK3)
125 - I can, with help, rote count familiar objects or people up to 10 and beyond.		119 - I can compare two objects directly side by side using a common baseline and indicates which is 'longer' or 'taller'.			125 - I can, with help, rote count familiar objects or people up to 10 and beyond.



Maths Curriculum Progression - Yearly Overview

126 - I can identify the larger and smaller group of 2 sets of objects		120 - I can describe in simple terms using words, symbols or gestures familiar events of my day.			126 - I can identify the larger and smaller group of 2 sets of objects
127 - I can respond appropriately to key vocabulary and questions.		121 - I can put the events into the correct order.			127 - I can respond appropriately to key vocabulary and questions.
128 - I can describe a simple repeating pattern using words, symbols or gestures.		122 - I can carry out simple instructions in a specific sequence.			128 - I can describe a simple repeating pattern using words, symbols or gestures.
129 - I can demonstrate an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away (Maths-PK4)		123 - I can demonstrate the series of actions during the singing of familiar songs.			129 - I can demonstrate an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away (Maths-PK4)
130 - I demonstrate an understanding that the numeral always represents the quantity.					130 - I demonstrate an understanding that the numeral always represents the quantity.
131 - I can rote count to beyond ten.					131 - I can rote count to beyond ten.
132 - I can estimate the number of objects required for a particular activity.					132 - I can estimate the number of objects required for a particular activity.
133 - I can begin to estimate larger quantities and then check their answers by counting.					133 - I can begin to estimate larger quantities and then check their answers by counting.
134 - I can say who has more or less when comparing two different amounts and check my answers by counting.					134 - I can say who has more or less when comparing two different amounts and check my answers by counting.
135 - I can recognise numerals 1 to 9 and relate each numeral to the correct quantity.					135 - I can recognise numerals 1 to 9 and relate each numeral to the correct quantity.



Maths Curriculum Progression - Yearly Overview

136 - I can continue the rote count onwards from a given small number.					136 - I can continue the rote count onwards from a given small number.
137 - I can use ordinal numbers (1st, 2nd, or 3rd) when describing the position of objects, people or events.					137 - I can use ordinal numbers (1st, 2nd, or 3rd) when describing the position of objects, people or events.
138 - I can estimate a small number.					138 - I can estimate a small number.
139 - I understand that a numeral always represents that quantity.					139 - I understand that a numeral always represents that quantity.



Maths Curriculum Progression - Yearly Overview

E1

Maths Curriculum: E Stage 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Place Value	Number Addition and Subtraction	Measurement + Deepening of Number	Geometry: Properties of Shape + Deepening of Number	Geometry: Position and Direction + Deepening of Number	Number: Fractions, Decimals, Percentage and Ration / Multiplication and Division
200 - Given a number, I can identify one more and one less (YR1)	200 - I can read, write and interpret mathematical statements involving addition (+) and equals (=) signs (Maths-PK4)	200 - I can compare, describe and solve practical problems for lengths and heights. (YR1)	200 - I can sort and classify objects using one criterion (YR1)	200 - I can describe position, direction and movement (YR1)	200 - I can recognise, find and name a half as one of two equal parts of an object, shape or quantity (YR1)
201 - I can read and write numerals from 0 to 9 (Maths-PK4)	201 - I can read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs (Maths-PK4)	201 - I can compare, describe and solve practical problems for mass/weight. (YR1)	201 - I can sort and classify objects using more than one criteria (YR1)	201 - I can describe rotation (YR1)	201 - I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (YR1)
202 - I can count forwards from 1 to 20 (Maths-PK4)	202 - I can demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (Maths-PK4)	202 - I can compare, describe and solve practical problems for capacity/volume. (YR1)	202 - I can recognise and name common 2D shapes (Maths-PK4)		200 - I can solve one-step problems involving multiplication and division by grouping and sharing small quantities (YR1)
203 - I can count backwards from 20 to 0 (Maths-PK4)	203 - I can solve problems involving the addition and subtraction of single digit numbers up to 10 (Maths-PK4)	203 - I can compare, describe and solve practical problems for time. (YR1)	203 - I can recognise and name common 3D shapes (Maths-PK5)		201 - I can solve one-step problems involving multiplication and division by doubling small numbers and quantities (YR1)
204 - I can count forwards from 1 to 50 (YR1)	204 - I can demonstrate an understanding that the total number of objects changes when objects are added or taken away (Maths-PK4)	204 - I can measure and begin to record lengths and heights. (YR1)	204 - I can identify and describe the properties of 2D shapes (Maths-PK5)		202 - I can solve one-step problems involving multiplication and division by finding simple fractions of objects, numbers and quantities (YR1)
205 - I can count forwards to 100 (YR1) (Maths-PK5)	205 - I can demonstrate an understanding of the commutative law (Maths-PK4)	205 - I can measure and begin to record mass/weight. (YR1)	205 - I can identify and describe the properties of 3D shapes (Maths-PK6)		203 - I can put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups
206 - I can count backwards to 0 or 1 (YR1) (Maths-PK5)	206 - I can read, write and interpret mathematical statements involving +, - and = (YR1)	206 - I can measure and begin to record capacity/volume. (YR1)	206 - I can identify 2D shapes on the surface of 3D shapes (Maths-PK6)		



Maths Curriculum Progression - Yearly Overview

207 - I can count across 100 (YR1)	207 - I can recall at least four of the six number bonds for 10 and reason about associated facts (Maths-PK5)	207 - I can measure and begin to record time. (YR1)	207 - I can compare and sort common 2D shapes and everyday objects (YR1)		
208 - I can count, read and write numbers 1 to 100 in numerals (Maths-PK5)	208 - I can represent and use number bonds within 20	208 - I recognise and know the value of different denominations of coins and notes. (YR1) (Maths-PK4)	208 - I can compare and sort common 3D shapes and everyday objects (YR1)		
209 - I can count, read and write numbers 1 to 100 in multiples of two (YR1)	209 - I can demonstrate an understanding of inverse relationships involving addition and subtraction (Maths-PK4)	209 - I can sequence events in chronological order. (YR1)	209 - I can recognise angles as a property of a shape or a description of a turn		
210 - I can count, read and write numbers 1 to 100 in multiples of five (YR1)	210 - I can add and subtract 1-digit and 2-digit numbers within 20 (including zero) (YR1)	210 - I can recognise and use language relating to dates (YR1)	210 - I can identify angles in terms of right angles		
211 - I can count, read and write numbers 1 to 100 in multiples of ten (YR1)	211 - I can solve one-step problems involving addition and subtraction within 20 using terms like: put together, add, altogether, total, take away, distance between, difference between or more than and less than (YR1)	211 - I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. (YR1)			
212 - I can identify and represent numbers using objects and pictorial representations including the number line (YR1)	212 - I can solve problems involving adding and subtracting numbers, quantities and measures within 20 using terms like put together, add, altogether, total, take away, distance between, difference between, more than, less than, sum and difference (YR1)				
213 - I can use the term 'equals' or 'equal to' correctly (YR1)					



Maths Curriculum Progression - Yearly Overview

214 - I can use the terms more than and less than (fewer) correctly (YR1)					
215 - I can use the terms most and least correctly (YR1)					
216 - I can read and write numbers from 1 to 20 in numerals and words (YR1)					



Maths Curriculum Progression - Yearly Overview

E2

Maths Curriculum: E Stage 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Place Value	Number Addition and Subtraction	Measurement + Deepening of Number	Statistics	Geometry: Position and Direction + Deepening of Number	Number: Fractions, Decimals, Percentage and Ration / Multiplication and Division
217 - I can count in steps of 2 both forwards and backwards (YR2) (Maths-PK5)	213 - I can solve problems involving addition and subtraction using written and mental methods and terms like put together, add, altogether, total, take away, distance between, difference between, more than, less than, sum and difference (YR2)	212 - I can choose and use appropriate standard units to estimate and measure length/height in any direction. (YR2)	200 - I can interpret and construct simple pictograms (YR2)	202 - I can order and arrange combinations of mathematical objects in patterns and sequences (YR2)	204 - I can count in 2's, 5's and 10's (YR2)
218 - I can count in steps of 5 both forwards and backwards (YR2) (Maths-PK5)	214 - I can add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (Maths-PK5)	213 - I can choose and use appropriate standard units to estimate and measure mass. (YR2)	201 - I can interpret and construct tally charts (YR2)	203 - I can use mathematical language to describe position, direction and movement (YR2)	205 - I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables (YR2)
219 - I can count in steps of 10 both forwards and backwards. (YR2) (Maths-PK5)	215 - I can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (Maths-PK6)	214 - I can choose and use appropriate standard units to estimate and measure temperature in °C (YR2)	202 - I can interpret and construct block diagrams (YR2)		206 - I can recognise odd and even numbers (YR2)
220 - I can identify the tens and units digits in a two-digit number	216 - I can recall and use addition and subtraction facts to 20 fluently (YR2)	215 - I can choose and use appropriate standard units to estimate and measure capacity (YR2)	203 - I can interpret and construct simple tables (YR2)		207 - I can recall doubles and halves to total 20 and divide simple shapes into halves and quarters
221 - I can demonstrate an understanding of place value of 10s and 1s in a 2-digit number using	217 - I can use addition and subtraction facts to 20 to derive and use related facts to 100 (YR2)	216 - I can compare and order lengths, mass, volume/capacity and record the results using >, < and = (YR2)	204 - Ask and answer simple questions based on a diagram, chart or table (YR2)		208 - I can write correct mathematical statements for multiplication within the multiplication tables and write them using the



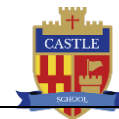
Maths Curriculum Progression - Yearly Overview

resources to support them if necessary					multiplication (\times) and equals ($=$) signs (YR2)
222 - I can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them (Maths-PK5)	218 - I can add and subtract a 2-digit number to and from a multiple of 10 using mental methods, concrete objects (e. apparatus or counters) and pictorial representation numbers written in columns (Maths-PK6)	217 - I can recognise and use symbols for pounds (£) and pence (p) (YR2)	205 - Ask and answer questions about totalling and comparing based on a diagram, chart or table (YR2)		209 - I can count in twos, fives and tens from 0 up to 100 and identify a number in the 2, 5 and 10 times tables, and identify if a number is odd or even based on the digit in the ones place (Maths-PK6)
223 - I can count in steps of 3 both forwards and backwards (YR2)	219 - I can add and subtract a 2-digit numbers to and from either a 1-digit number or a multiple of 10 using mental methods, concrete objects (e.g. apparatus or counters) and pictorial representation numbers written in columns (YR2)	218 - I can combine amounts to make a particular value. (YR2)			210 - I can calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals ($=$) signs (YR2)
224 - I can identify, represent and estimate numbers using different representations, including the number line (YR2)	220 - I can add and subtract two 2-digit numbers to give an answer smaller than 100 using mental methods, concrete objects (e.g. apparatus or counters) and pictorial representation numbers written in columns (YR2)	219 - I can find different combinations of coins that equal the same amount of money. (Maths-PK6)			211 - I can link finding fractions of a quantity to division (YR2)
225 - I can compare and order numbers from 0 up to 100 using the $<$, $>$ and $=$ signs (YR2)	221 - I can add three 1-digit numbers (YR2)	220 - I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. (YR2)			212 - I can connect the 10 multiplication table to place value and the 5 multiplication table to divisions on the clock face (YR2)



Maths Curriculum Progression - Yearly Overview

226 - I can read and write numbers to at least 100 in numerals and in words (YR2)	222 - I can show that the addition of two numbers can be done in any order and subtraction of one number from another cannot using mental methods, concrete objects (i.e. apparatus or counters) and pictorial representation numbers written in columns (YR2)	221 - I can read the time on a clock to the nearest 15 minutes (Maths-PK6)			213 - I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (YR2)
227 - I can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus (Maths-PK6)	223 - I can work out calculations, involving two 2-digit numbers using an efficient mental strategy	222 - I can compare and sequence intervals of time. (YR2)			214 - I can solve problems involving multiplication and division including problems in contexts (YR2)
	224 - I can use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.	223 - I can 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. (YR2)			202 - I can recognise, find, name and write (the unit) fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a length, shape, set of objects or quantity (YR2) (Maths-PK6)
		224 - I know the number of minutes in an hour and the number of hours in a day. (YR2)			203 - I can recognise, find, name and write (the non-unit) fractions $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity (YR2)
		225 - I can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given (Maths-PK6)			204 - I can find and write simple fractions of quantities (YR2)
		226 - I can measure, compare, add and subtract lengths, measured in metres, centimetres and millimetres.			205 - I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (YR2)
		227 - I can measure, compare, add and			



Maths Curriculum Progression - Yearly Overview

		subtract mass, measured in kilograms and grams.			
--	--	--	--	--	--



Maths Curriculum Progression - Yearly Overview

N1

Maths Curriculum: N Stage 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Place Value / Number Addition and Subtraction	Number Multiplication and Division	Measurement + Deepening of Number	Statistics	Geometry: Properties of shapes	Number: Fractions, Decimals, Percentage and Ration / Multiplication and Division
300 - I can count from 0 in multiples of 4 and 8 (YR3)	300 - I can recall and use multiplication and division facts for the 3 multiplication table (YR3)	300 - I can measure, compare, add and subtract volume/capacity measured in litres and millilitres (YR3)	300 - I can present data from a variety of contexts using scaled bar charts, scaled pictograms and tables (YR3)	300 - I can draw and describe 2D shapes (YR3)	300 - I can count up and down in tenths (YR3)
301 - I can count from 0 in multiples of 50 and 100 (YR3)	301 - I can recall and use multiplication and division facts for the 4 multiplication table (YR3)	301 - I can measure the perimeter of simple 2D shapes (YR3)	301 - I can interpret data from a variety of contexts using scaled bar charts, scaled pictograms and tables (YR3)	301 - I can make 3D shapes using modelling materials (YR3)	301 - I can recognise that tenths arise from dividing an object into 10 equal parts and that tenths arise from dividing one-digit numbers or quantities by 10 (YR3)
302 - I can find 10 or 100 more or less than a given number (YR3)	302 - I can recall and use multiplication and division facts for the 8 multiplication table (YR3)	302 - I can add and subtract amounts of money to give change, using both £ and p in practical contexts (YR3)	302 - I can answer 'one-step' questions from information presented in scaled bar charts, pictograms and tables (YR3)	302 - I can recognise and describe 3D shapes in different orientations (YR3)	302 - I can recognise, find and write fractions of a discrete set of objects (YR3)
303 - I can identify the hundreds, tens and units digits in a three-digit number (YR3)	303 - I can write and calculate mathematical statements for multiplication and division using the multiplication tables I know using mental methods (YR3)	303 - I can tell and write the time from an analogue clock for both the 12 hour and 24 hour clocks (YR3)	303 - I can answer 'two-step' questions from information presented in scaled bar charts, pictograms and tables (YR3)	303 - I can identify horizontal and vertical lines (YR3)	303 - I can recognise and use both unit fractions and non-unit fractions as numbers (YR3)
304 - I can compare and order whole numbers up to 1000 (YR3)	304 - I can calculate mentally and write mathematical statements for multiplication and division of a 2-digit number multiplied by a 1-digit number using the multiplication tables I know (YR3)	304 - I can estimate and read time to the nearest minute (YR3)		304 - I can identify pairs of perpendicular lines and pairs of parallel lines (YR3)	304 - I can use diagrams to both recognise and show equivalent fractions with small denominators. (YR3)



Maths Curriculum Progression - Yearly Overview

305 - I can read and write numbers up to 1000 in numerals and in words (YR3)	305 - I can solve word problems that involve more than one steps (M5)	305 - I can use vocabulary associated with time (YR3)			305 - I can add and subtract fractions with the same denominator within one whole (YR3)
306 - I can solve number problems and practical problems (YR3)	306 - I can write and calculate mathematical statements for multiplication and division for a 2-digit number multiplied by a 1-digit number, using formal written methods and the multiplication tables I know (YR3)	306 - I know the number of seconds in a minute and the number of days in each month, year and leap year (YR3)			306 - I can compare and order unit fractions. (YR3)
300 - I can add and subtract mentally a three-digit number to and from either a 1-digit number, a multiple of 10 or a multiple of 100 (YR3)	307 - I can 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. (YR3)	307 - I can compare durations of events (YR3)			307 - I can compare fractions with the same denominators. (YR3)
301 - I can add two numbers with up to three digits, using a formal approach with the numbers written in columns (YR3)	308 - I can recall multiplication and division facts for multiplication tables up to the 8 multiplication table from $\times 1$ to $\times 10$ (YR3)				
302 - I can subtract a number with up to three digits from another number with up to three digits, using a formal approach with the numbers written in columns (YR3)					
303 - I can use rounding to estimate the answer to a calculation (YR3)					
304 - I can use inverse operations to check answers to addition and subtraction problems. (YR3)					



Maths Curriculum Progression - Yearly Overview

N2

Maths Curriculum: N Stage 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Place Value / Number Addition and Subtraction	Number Multiplication and Division	Measurement + Deepening of Number	Statistics	Geometry: Properties of shapes / Position and Direction	Number: Fractions, Decimals, Percentage and Ratio
307 - I can count in multiples of 6, 7 and 9 (YR4)	309 - I can recall multiplication and division facts for multiplication tables up to the 10 multiplication table from $\times 1$ to $\times 10$ (YR4)	308 - I can convert between different units of length (YR4)	304 - I can interpret and present both discrete and continuous data using appropriate graphical methods including bar charts (YR4)	305 - I can identify lines of symmetry in 2D shapes presented in different orientations (YR4)	308 - I can use diagrams to both recognise and show families of common equivalent fractions (YR4)
308 - I can count in multiples of 25 and 1000 (YR4)	310 - I can recall multiplication and division facts for multiplication tables up to 12×12 from $\times 1$ to $\times 12$ (YR4)	309 - I can convert between mass in grams and mass in kilograms (YR4)	305 - I can interpret and present both discrete and continuous data using graphs that show how data changes over time (YR4)	306 - I can complete a simple symmetric figure with respect to a specific line of symmetry. (YR4)	309 - I can count up and down in hundredths (YR4)
309 - I can find 1000 more or less than a given number (YR4)	311 - I can use place value and known and derived facts to multiply and divide mentally (YR4)	310 - I can convert between different units of capacity/volume (YR4)	306 - I can solve problems involving comparison, sum and difference using information presented in bar charts, pictograms, tables and other graphs (YR4)	307 - I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (YR4)	310 - I can recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten (YR4)
310 - I can count backwards through zero to include negative numbers (YR4)	312 - I can multiply any number by zero and multiply and divide any number by 1 (YR4)	311 - I can convert between different units of time (YR4)	307 - I can solve problems involving comparison, sum and difference using information presented in a line graph (YR4)	308 - I can identify acute and obtuse angles and compare and order angles up to two right angles by size (YR4)	311 - I can 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 (YR4)
311 - I can identify the thousands, hundreds, tens and units digits in a 4-digit number (YR4)	313 - I can multiply together three 1-digit numbers (YR4)	312 - I can convert between £ and p (YR4)	308 - I can complete tables to show information (YR4)	300 - I can describe positions on a 2D grid as coordinates in the first quadrant (YR4)	312 - I can add and subtract fractions with the same denominator. (YR4)
312 - I can order and compare numbers beyond 1000 (YR4)	314 - I recognise and use factor pairs and commutativity in mental calculations (YR4)	313 - I can measure and calculate the perimeter of a rectilinear figure (YR4)		301 - I can describe movements between positions (YR4)	313 - I can recognise and write decimal equivalents of any number of tenths or hundredths. (YR4)



Maths Curriculum Progression - Yearly Overview

313 - I can round 2-digit numbers to the nearest 10 (YR4)	315 - I can multiply a 2-digit number by a 1-digit number using formal written layout (YR4)	314 - I can find the area of rectilinear shapes by counting squares (YR4)		302 - I can plot specified points and draw sides to complete a given polygon (YR4)	314 - I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ (YR4)
314 - I can round any 3-digit numbers to both the nearest 10 and the nearest 100 (YR4)	316 - I can multiply a 3-digit number by a 1-digit number using formal written layout (YR4)	315 - I can estimate, compare and calculate different measures, including money in pounds and pence (YR4)			315 - I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100 (YR4)
315 - I can round any 4-digit numbers to both the nearest 10, the nearest 100 and the nearest 1000 (YR4)	317 - I can divide a 2-digit number by a 1-digit number using formal written layout (YR4)	316 - I can read, write and convert time between analogue and digital 12- and 24-hour clocks (YR4)			316 - I can round decimals with one decimal place to the nearest whole number. (YR4)
316 - I can solve number and practical problems with increasingly large positive numbers (YR4)	318 - I can divide a 3-digit number by a 1-digit number using formal written layout (YR4)	317 - I can solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days (YR4)			317 - I can compare numbers with the same number of decimal places up to two decimal places. (YR4)
317 - I can read Roman numerals to 100 (I to C) (YR4)	319 - I can solve problems involving multiplication (YR4)				318 - I can solve simple measure and money problems involving fractions and decimals to two decimal places. (YR4)
318 - I know that over time, the numeral system changed to include the concept of zero and place value (YR4)	320 - I can solve problems involving multiplying and adding (YR4)				
305 - I can solve problems using number facts, place value, and more complex addition and subtraction including missing number problems using both columnar addition and subtraction and mental methods (YR3)					
306 - I can add and subtract numbers with up to 4 digits using a formal approach with the numbers written in columns where appropriate. (YR4)					



Maths Curriculum Progression - Yearly Overview

307 - I can use an estimate to check the answer to a calculation (YR4)					
308 - I can use inverse operations to check answers to a calculation. (YR4)					
309 - I can solve two-step problems involving adding and/or subtracting in contexts (YR4)					



Maths Curriculum Progression - Yearly Overview

N3

Maths Curriculum: N Stage 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Place Value / Number Addition and Subtraction	Number Multiplication and Division	Measurement + Deepening of Number	Statistics	Geometry: Properties of shapes / Position and Direction	Number: Fractions, Decimals, Percentage and Ratio
319 - I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. (YR5)	321 - I can identify multiples and factors (YR5)	318 - I can convert between different units of metric measure (YR5)	309 - I can read and interpret information in tables (YR5)	309 - I can identify 3D shapes, including cubes and cuboids, from 2D representations (YR5)	319 - I can compare and order fractions whose denominators are all multiples of the same number (YR5)
320 - I can count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 (YR5)	322 - I can find all factor pairs (YR5/6)	319 - I understand and can use basic equivalences between metric and common imperial units of length and express them in approximate terms (YR5)	310 - I can read and interpret timetables (YR5)	310 - I know angles are measured in degrees (°) and I can estimate and compare acute, obtuse and reflex angles (YR5)	320 - I can identify, name and write equivalent fractions of a given fraction (YR5)
321 - I can count forwards and backwards with positive and negative whole numbers through zero (YR5)	323 - I can find common factors of two numbers (YR5/6)	320 - I understand and can use basic equivalences between metric and common imperial units of mass and express them in approximate terms (YR5)	311 - I can decide on the diagram to use to represent given data (YR5)	311 - I can draw a given angle in degrees (°) (YR5)	321 - I can recognise mixed numbers and improper fractions and convert from one form to the other. (YR5)
322 - I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 (YR5)	324 - I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.(YR5/6)	321 - I understand and can use basic equivalences between metric and common imperial units of volume/capacity and express them in approximate terms (YR5)		312 - I can measure a given angle, writing its size in degrees (°) (YR5)	322 - I can add and subtract fractions with the same denominator (YR5)
323 - I can solve number problems and practical problems (YR5)	325 - I can establish whether a number up to 100 is prime and recall prime numbers up to 19. (YR5/6)	322 - I can measure and calculate the perimeter of composite rectilinear shapes (YR5)		313 - "I can 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°" (YR5)	323 - I can add and subtract fractions with denominators that are multiples of the same number (YR5)
324 - I can read Roman numerals to 1000 (M) (YR5)	326 - I can multiply numbers with up to 4 digits by 1-digit number using a	323 - I can calculate and compare the area of squares and rectangles		314 - I can use the properties of rectangles (including squares) to	324 - I can multiply proper fractions and mixed numbers by whole numbers (YR5)



Maths Curriculum Progression - Yearly Overview

	formal written method (YR5/6)	including using standard units (YR5)		deduce related facts (YR5)	
325 - I can recognise years written in Roman numerals (YR5)	327 - I can multiply numbers with up to 4 digits by a 2-digit number using a formal written method (YR5/6)	324 - I can estimate the area of irregular shapes (YR5)		315 - I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles (YR5)	325 - I can read and write decimal numbers as fractions (YR5)
310 - I can add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction). (YR5)	328 - I can multiply and divide numbers mentally drawing upon known facts	325 - I can recognise and estimate volume and capacity (YR5)		303 - I can identify, describe and represent the position of a shape following a reflection, using the appropriate language, and know that the shape has not changed (YR5)	326 - I can round decimals with two decimal places to the nearest whole number and to one decimal place (YR5)
312 - I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (YR5)	329 - I can divide numbers up to 4 digits by a 1-digit number when the answer is exact (YR5/6)	326 - I can solve problems involving converting between units of time (YR5)		304 - I can identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed (YR5)	327 - I can read, write, order and compare numbers with up to three decimal places (YR5)
	330 - I can divide numbers up to 4 digits by a 1-digit number when the answer is not exact (YR5/6)				328 - I can solve problems involving number up to three decimal places (YR5)
	331 - I can multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places (YR5/6)				329 - I can recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred" (YR5)
					330 - I can write percentages as a fraction with denominator hundred, and as a decimal fraction. (YR5)



Maths Curriculum Progression - Yearly Overview

					331 - I can solve problems, which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25 (YR5)
--	--	--	--	--	--



Maths Curriculum Progression - Yearly Overview

N4

Maths Curriculum: N Stage 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Place Value / Number Addition and Subtraction	Number Multiplication and Division	Measurement + Deepening of Number	Statistics	Geometry: Properties of shapes / Position and Direction	Number: Fractions, Decimals, Percentage and Ratio
326 - I can read and write numbers up to 10 000 000 (YR6)	332 - I can recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) (YR5/6)	327 - I can use all four operations to solve problems involving measure using decimal notation (YR5/6)	312 - I can interpret pie charts (YR6)	316 - I can draw 2-D shapes using given dimensions and angles. (YR6)	332 - I can use common factors to simplify fractionn; use common multiples to express fractions in the same denomination (YR6)
327 - I can compare and order numbers up to 10 000 000 (YR6)	333 - I can solve problems involving multiplication and division and a combination of these including using my knowledge of factors and multiples, squares and cubes (YR5/6)	328 - I can convert between miles and kilometres (YR6)	313 - I can calculate and interpret the mean as an average (YR6)	317 - I can find unknown angles in any triangles, quadrilaterals, and regular polygons (YR6)	333 - I can compare and order fractions, including fractions > 1 (YR6)
328 - I can round any whole number to a required degree of accuracy (YR6)	334 - I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (YR5/6)	329 - I can recognise when it is possible to use formulae for area and volume of shapes. (YR6)	314 - I can calculate and interpret the mean as an average (YR6)	318 - I can name parts of circles, including radius, diameter and circumference. (YR6)	334 - I can multiply simple pairs of proper fractions, writing the answer in its simplest form. (YR6)
329 - I can use negative numbers in context (YR6)	335 - I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates (YR5/6)	330 - I can 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 [for example, mm ³ and km ³]. (YR6)	315 - I can construct a pie chart (YR6)	319 - I can identify diameter is twice the radius (YR6)	335 - I can divide proper fractions by whole numbers (YR6)
311 - I can add and subtract numbers mentally with increasingly large numbers (YR5/6)	336 - I can use estimation to check answers to calculations and determine, in the context of a problem, an	331 - I can calculate the area of parallelograms and triangles (YR6)		320 - I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. (YR6)	336 - I can associate a fraction with division and calculate decimal fraction equivalents. (YR6)



Maths Curriculum Progression - Yearly Overview

	appropriate degree of accuracy. (YR6)				
313 - I can solve multi-step problems involving adding and/or subtracting in contexts. (YR5/6)	337 - I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division (YR6)			305 - I can identify and describe the position of a shape following a reflection or translation, using the appropriate language (YR5/6)	337 - I can multiply one-digit numbers with up to two decimal places by whole numbers (YR6)
	338 - I can interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. (YR6)				338 - I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. (YR6)
	339 - I can order of operations to carry out calculations involving the four operations. (YR6)				



Maths Curriculum Progression - Yearly Overview

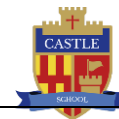
D

Maths Curriculum: D							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Number Place Value / Number Addition and Subtraction	Number Multiplication and Division	Measurement + Deepening of Number	Statistics and Probability	Geometry: Properties of shapes / Position and Direction	Number: Fractions, Decimals, Percentage and Ratio	Algebra	Ratio
400 - I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	400 - I can multiply multi-digit numbers up to 4 digits by a 2-digit whole number using a formal written method	400 - I can solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate.	400 - I can construct a pie chart	400 - I can draw 2D shapes given dimensions and angles	400 - I can use common factors to simplify fractions	400 - I can use simple formulae	400 - I can solve problems involving the relative sizes of two quantities where values can be found using integer multiplication and division facts
401 - I can round any whole number to a required degree of accuracy	401 - I can divide numbers up to 4 digits by a 2-digit whole number using short division	401 - I can convert between miles and kilometres.	401 - I can interpret a pie chart	401 - I can recognise, describe and build simple 3D shapes	401 - I can use common multiples to express fractions in the same denomination	401 - I can generate and describe linear number sequences	401 - I can solve problems involving the calculation of percentages
402 - I can use negative numbers in context	402 - I can divide numbers up to 4 digits by a 2-digit whole number using long division	402 - I can recognise that shapes with the same areas can have different perimeters and vice versa.	402 - I can construct a line graph	402 - I can compare and classify geometric shapes based on their properties and sizes	402 - I can compare and order fractions	402 - I can express missing number problems algebraically	402 - I can use percentages to compare quantities.
403 - I can calculate intervals across zero	403 - I can perform mental calculations, including those with mixed operations and large numbers	403 - I can recognise when it is necessary to use the formulae for area and volume of shapes.	403 - I can interpret a line graph	403 - I can find unknown angles in any triangles, quadrilaterals, and regular polygons	403 - I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	403 - I can find pairs of numbers that satisfy an equation with two unknowns	403 - I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples



Maths Curriculum Progression - Yearly Overview

404 - I can solve number and practical problems	404 - I can use the concepts and vocabulary of prime numbers, factors (or divisors), common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property	404 - I can calculate the area of parallelograms and triangles.	404 - I can solve problems using pie charts and line graphs	404 - I can illustrate and name parts of circles	404 - I can multiply simple pairs of proper fractions, writing the answer in its simplest form	404 - I can enumerate possibilities of combinations of two variables	404 - I can change between related standard units
405 - I can use place value for decimals, measures and for integers of any size	405 - I can use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions and mixed numbers, all both positive and negative	405 - I can 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	405 - I can calculate the mean of a data set as an average	405 - I can recognise and find missing angles	405 - I can divide proper fractions by whole numbers	405 - I can use and interpret algebraic notation	405 - I can use scale factors
406 - I can order positive and negative integers, decimals and fractions using the number line	406 - I can use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals	406 - I can derive and apply formulae to calculate and solve problems involving the perimeter and area of triangles, parallelograms and trapezia.	406 - I can interpret the mean of the data set as an average	406 - I can derive and use the standard ruler and compass constructions	406 - I can calculate decimal fraction equivalents for a simple fraction	406 - I can use and interpret further algebraic notation	406 - I can express one quantity as a fraction of another
407 - I can use the symbols $=$, \neq , $<$, $>$, \leq , \geq correctly	407 - I can recognise and use relations between operations including inverse operations	407 - I can derive and apply formulae to calculate and solve problems involving the volume of cubes, cuboids and other prisms, including the cylinder.	407 - I can describe, interpret and compare observed distributions of a single variable using appropriate graphical representation involving discrete, continuous and grouped data, and using appropriate measures of central	407 - I can recognise and use the perpendicular distance from a point to a line as the shortest distance to the line	407 - I can identify the value of each digit in numbers with up to three decimal places	407 - I can use and interpret coefficients written as fractions instead of decimals	407 - I can use ratio notation and write a ratio in its simplest form



Maths Curriculum Progression - Yearly Overview

			tendency and spread.				
408 - "I can interpret and compare numbers in standard form $A \times 10^n$ $1 \leq A \leq 10$ where n is positive"	408 - I can use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4 and 5	408 - I can estimate number, measures and approximate answers, including using these to check other calculation methods.	408 - I can construct and interpret appropriate tables, charts, and diagrams including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped, grouped numerical data	408 - "I can describe, sketch and draw points lines parallel lines perpendicular lines right angles regular polygons other polygons that have line and rotational symmetry using conventional terms and notations"	408 - I can multiply a number between 1 and 10 with up to two decimal places by a whole number	408 - I can use and interpret brackets in algebraic expressions	408 - I can divide a given quantity in two parts in a given part : part ratio
409 - I can interpret and compare numbers in standard form $A \times 10^n$ $1 \leq A \leq 10$ where n is negative	409 - I can distinguish between exact representations of roots and their decimal approximations		409 - I can describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs	409 - I can use the standard conventions for labelling the sides and angles of triangle ABC	409 - I can use written division methods in cases where the answer has up to two decimal places.	409 - I can substitute numerical values in formulae and expressions	409 - I can divide a given quantity in two parts in a given part : whole ratio
410 - I can round numbers and measures to an appropriate degree of accuracy			400 - I can record, describe and analyse the frequency of outcomes of simple probability experiments using appropriate language	410 - I know and can use the criteria for the congruence of triangles	410 - I can solve problems, which require answers to be rounded to specified degrees of accuracy.	410 - I can understand and use the concepts and vocabulary of basic algebra	410 - I can express the division of a quantity into two parts as a ratio or a fraction
411 - I can use approximation through rounding to estimate answers			401 - I can record, describe and analyse the frequency of outcomes of simple probability experiments using the	411 - I can derive and illustrate properties of triangles, quadrilaterals, circles and other plane figures	411 - I can recall and use equivalences between simple fractions, decimals and percentages, in	411 - I can simplify and manipulate and maintain the equivalence of an	411 - I can express a multiplicative relationship between two quantities as a



Maths Curriculum Progression - Yearly Overview

			0 to 1 probability scale		different contexts	algebraic expression by collecting like terms	ratio or a fraction
412 - I can use approximation through rounding to estimate answers and calculate possible resulting errors using inequality notation			402 - I understand that the probabilities of all possible outcomes (of an event) sum to 1	412 - I can apply the properties of angles at a point, angles at a point on a straight line and vertically opposite angles	412 - I can work interchangeably with terminating decimals and their corresponding fractions	412 - I can simplify and manipulate and maintain the equivalence of an algebraic expression by multiplying a single term over a bracket	412 - I can relate the language of ratios and the associated calculations to the arithmetic of fractions
			403 - I can enumerate sets and their unions and intersections, using tables and grids	413 - I understand and can use the relationship between parallel lines and alternate and corresponding angles	413 - I can interpret fractions and percentages as operators	413 - I can simplify and manipulate and maintain the equivalence of an algebraic expression by taking out common factors	413 - I can relate the language of ratios and the associated calculations to linear functions
			404 - I can enumerate sets and their unions and intersections, using Venn diagrams	414 - I can derive and use the sum of angles in a triangle to deduce the angle sum in any polygon, and to derive properties of regular polygons	414 - I can solve problems involving percentage increase and decrease	414 - I can simplify and manipulate and maintain the equivalence of an algebraic expression by expanding products of two or more binomials	414 - I can solve problems involving direct proportion involving graphical representation



Maths Curriculum Progression - Yearly Overview

			405 - I can generate theoretical sample spaces for single events with equally likely mutually exclusive outcomes and use these to calculate theoretical probabilities	415 - I can apply angle facts, triangle congruence, similarity and properties of named quadrilaterals to derive results about angles and sides, including Pythagoras' theorem, and use known results to obtain simple proofs	415 - I can solve problems involving percentage change and original value	415 - I understand and can use standard mathematical formulae	415 - I can solve problems involving inverse proportion involving graphical representation
			406 - I can generate theoretical sample spaces for combined events with equally likely mutually exclusive outcomes and use these to calculate theoretical probabilities	416 - I can use Pythagoras' Theorem to solve problems involving right-angled triangles	416 - I can solve simple interest problems in financial mathematics	416 - I can rearrange formulae to change the subject	416 - I can solve problems involving direct and inverse proportion involving algebraic representation
				417 - I can use trigonometric ratios in similar triangles to solve problems involving right-angled triangles	417 - I can interpret and use percentages in various situations	417 - I can model situations or procedures by translating them into algebraic expressions or formulae	417 - I can solve problems involving compound units
				418 - I can use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3D		418 - I can model situations or procedures by using graphs	



Maths Curriculum Progression - Yearly Overview

				419 - I can interpret mathematical relationships both geometrically and algebraically		419 - I can use algebraic methods to solve linear equations in one variable	
				400 - I can describe positions on the full coordinate grid in all four quadrants		420 - I can work with coordinates in all four quadrants	
				401 - I can draw and translate simple shapes on the coordinate plane		421 - I can recognise, sketch and produce graphs of linear functions	
				402 - I can draw simple shapes on the coordinate plane, and reflect them in the axes		422 - I can recognise, sketch and produce graphs of quadratic functions	
				403 - I can identify properties of and describe the results of translations, rotations and reflections applied to given figures		423 - I can interpret mathematical relationships both algebraically and graphically	
				404 - I can identify and construct similar shapes by enlargement with and without coordinate grids		424 - I can rearrange a given linear equation in x and y to the form $y = mx + c$	
				405 - I can identify and construct congruent triangles with and without coordinate grids		425 - I can calculate and interpret gradients and intercepts of	



Maths Curriculum Progression - Yearly Overview

						graphs of the form $y = mx + c$ numerically, graphically and algebraically	
						426 - I can use linear and quadratic graphs to estimate values of y for given values of x and vice versa	
						427 - I can use linear and quadratic graphs to find approximate solutions of simultaneous equations	
						428 - I can use given graphs of a variety of functions, to find approximate solutions to contextual problems.	
						429 - I can generate terms from a sequence from a term-to-term rule	
						430 - I can generate terms from a sequence from a	



Maths Curriculum Progression - Yearly Overview

						position-to-term rule	
						431 - I can recognise an arithmetic sequence and find the nth term	
						432 - I can recognise geometric and other sequences	