

Progression of Mathematics in St Pius X 2021-2022

Updated: July 2021

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place	Numbers to 10	Count objects, actions	I can count to and across	I can count on in steps of 2, 3,	I can count in multiples	I can count in multiples of	I can read, write, order	I can read, write, order
Value	Count to five forwards	and sounds, up to 10	100, forwards and	5 and 10 from any number	of 4, 8, 50 and 100 from	6, 7, 8, 9, 10, 25, 50, 100	and compare numbers	and compare numbers
value	and backwards, saying	forwards and	backwards, from any given	I can recognise the place value	0	and 1000 from any given	to at least 1,000,000	to 10,000,000 and
	one number for each	backwards, beginning at	number	of each digit in a two-digit		number.	and determine the	determine the value of
	item in order. Numbers have an order that they	zero, one or any given number and link	I can count, read and write	number (tens and ones)	I can recognise place value of each digit in a	I can find a 1000 more or	value of each digit	each digit
	follow. Each number is	numerals with its	to 100 in numerals	I can partition any two digit	3-digit number	less than a given number	I can count forwards	I can round any whole
	one more than the	cardinal number value.	to 100 in numerais	number into different	(hundreds, tens, ones)	less than a given number	and backwards in steps	number to a required
	previous number.	Numbers follow a	I can count, read and write	combinations of tens and ones	(nunureus, tens, ones)	I can count backwards	of powers of 10 (100,	degree of accuracy
	pretious number	sequence. Each number	to 20 in words	using pictures or apparatus	I can compare and order	through zero to include	1000, 10,000) from any	
	Link numerals and	is one more than the			numbers up to 1000	negative numbers	given number up to	I can use negative
	amounts, showing the	previous number. The	Count in multiples of twos,	I can identify and represent		5	1,000,000	numbers in context ,
	right number of fingers	last number reached	fives and tens from 0 to	numbers using objects and	I can find 10 or 100	I can recognise the place		and calculate intervals
	or objects to match	when counting tells you	solve problems	pictorial representation -	more or less than a	value of each digit in a	I can interpret negative	across zero
	numerals up to five. The	how many there are in		including the number line	given number	4-digit number	numbers in context,	
	last number reached	total.	I can identify one more and			(thousands, hundreds,	count forwards and	
	when counting tells you		one less of a given number	I can use < , > and = signs to	I can identify, show and	tens and ones)	backwards with positive	
	how many there are in	Explore odd and even		compare and order numbers	estimate numbers using		and negative whole	
	total.	numbers to 10.	I can identify and represent	to 100	objects and pictures –	I can order and compare	numbers, including	
	De site avante sus in sudan	Numbers to 20	numbers using objects and	Lean and an used and surface	Lean need and conten	numbers beyond 1000	through zero	
	Recite numbers in order to 10.	Numbers to 20	pictorial representation	I can order, read and write	I can read and write numbers up to 1000 in	Loop identify represent	Loop round on unmhor	
	10 10.	Recite numbers, in	Partition and combine `a	numbers in increasing and decreasing value	numerals and words	I can identify, represent and estimate numbers	I can round any number up to 1,000,000 to the	
	Explore odd and even	order, to 20 and	two digit number into tens	decreasing value	numerais and words	using different	nearest 10, 100, 1,000,	
	numbers to 10.	beyond. Numbers have	and one to show	I can give 10 more or less than	I can solve number and	representations	10,000 and 100,000	
	10110213 10 10.	an order and a pattern	understanding of place	any number to 100	practical problems	I can round any number to	10,000 und 100,000	
	Numbers to 20	that they follow.	value (using apparatus to		involving these ideas.	the nearest 10, 100 or	I can solve number	
		,	support)	I can read and write numbers		1000	problems and practical	
	Explore real-world	Identify and represent		to 100 in numerals			problems that involve	
	addition and	up to five objects,				I can solve word problems	all of the above,	
	subtraction within their	without counting, using		I can read and write numbers		involving all of the above	including addition,	
	play, such as if they	concrete objects and		to 100 words		with increasingly large	subtraction,	
	have two cars and a	pictorial representation.				positive numbers	multiplication and	
	friend gives them one	However a group of		Use place value and number			division	
	more, they will have	objects is displayed, the		to solve problems		I can read Roman		
	three. Adding objects	total is still the same.		Use reasoning about numbers		numerals to 100 (1 to C)	I can read Roman	
	makes the group bigger. Taking away objects	Use and understand		Use reasoning about numbers and relationships to solve		and know that, over time, the numeral system	numerals to 1000 (M) and recognise years	
	makes the group	language related to		more complex problems and		changed to include the	written in Roman	
	smaller.	adding and subtracting,		explain his/her thinking E.g. 29		concept of zero and place	numerals	
	Sindheir	including 'more than,		+ 17 = 15 + 4 + ?;.		value	indificituito	
	Explore the	less than' and 'the same		,				
	composition of	as'. The same as means						
	numbers to five and	that both quantities						
	compare numbers.	match. More than is a						
	Numbers to five can be	bigger amount. Less						
	made in different ways,	than is a smaller						
	but the total is the	amount.						
	same each time.							
	AOL: Maths Explore the							
	different ways that							
	groups of three and four objects can be							
	separated. A number of							
	objects can be							
	separated in different							
	separateu in unicielle							

	ways but the total is still the same.							
Addition and subtraction	Experiment with mathematical mark making when solving real-world addition and subtraction problems. Adding objects makes the group bigger. Taking away objects makes the group smaller.	Understand and use language and concepts relating to addition and subtraction. Be aware of the symbols related to addition and subtraction. Adding means making a group larger and can be represented by the + symbol. Subtraction means making a group smaller and can be represented by the – symbol.	Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = 9. Add and subtract one-digit and two-digit numbers to 20, including zero	I can solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures I can solve addition and subtraction word problems using my knowledge of mental and written methods I can add and subtract mentally: • a two-digit number and ones, • a two-digit number and tens, • 2 two-digit numbers using concrete objects and pictorial representations I can add and subtract up to two-digit numbers (as above) using written methods including column addition (without carrying or borrowing) I can recall and use addition and subtraction facts to 10 fluently and workout similar facts to 20 I can recognise that addition can be done in any order but subtraction is the inverse of addition and use for checking calculations I can use estimation to check that my answers to a calculation are reasonable	I can mentally add and subtract: pairs of one and 2-digit numbers; a 3-digit number and ones; a 3-digit number and tens; a 3-digit number and 100s I can add and subtract numbers with up to 3 digits, using formal written methods of column addition and subtraction I can estimate the answer to a calculation and use inverse operations to check answers I can solve problems, using number problems, using number facts, place value, and more complex addition and subtraction	I can add numbers with up to 4-digits using the formal written methods of columnar addition I can subtract numbers with up to 4-digits using the formal written methods of columnar subtraction I can estimate and use inverse operations to check answers to a calculation I can solve addition and subtraction two-step problems in contexts, deciding which operations to use and why	I can add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction) I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why I can add and subtract numbers mentally with increasingly large numbers I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	I can perform mental calculations, including with mixed operations and large numbers I can use my knowledge of the order of operations to carry out calculations involving the four operations I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why I can solve problems involving addition, subtraction, multiplication and division I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Multiplication and	Explore sharing	Double quantities	I can solve one-step	I can recall doubles and halves	I know all table	I can recall multiplication		I can multiply
division	resources in their play	within 10 and explore	problems involving	to 20	calculations for 2, 3, 4,	and division facts for	I can identify multiples	multi-digit numbers up
	with adult support.	how to share amounts	multiplication and division,		5, 8 and 10	tables up to 12 x 12	and factors, including	to 4-digits by a 2-digit
	Sharing evenly means	evenly using concrete	by calculating the answer	I can recall multiplication and			finding all factor pairs of	whole number using
	putting one object at a	resources. Doubling is adding the same	using concrete objects, pictorial representations	division facts for the 2, 5 and 10 times tables and use them	l can calculate mathematical	I can use place value, known and derived facts	a number and common factors of two numbers	the formal written method of long
	time into a group, until the groups have the	number to itself.	and arrays	to solve simple problems	statements for	to multiply and divide	factors of two numbers	multiplication
	same amount of	Sharing something	and anays	to solve simple problems	multiplication and	mentally, including	I know and use the	multiplication
	objects.	evenly means that each		I can recognise odd and even	division using the	multiplying by 0 and 1;	vocabulary of prime	I can divide numbers up
	objects.	group has the same		numbers	multiplication tables	dividing by 1	numbers, prime factors	to 4-digits by a 2-digit
	Explore sharing	amount. Only even		numbers	that I know, including	dividing by 1	and composite	whole number using
	resources in their play	numbers can be shared		I can answer multiplication	for 2-digit times	I can recognise and use	(non-prime) numbers	the formal written
	with adult support.	equally between two		and division problems (within	one-digit numbers,	factor pairs and	(· · · · · · · · ·	method of long division,
	Sharing evenly means	sets.		the tables I have learned so far	using mental and	commutativity in mental	I can work out if any	and interpret
	putting one object at a			using the x, ÷ and = signs	progressing to formal	calculations	given number up to 100	remainders as whole
	time into a group until	Explore how to share			written methods		is a prime number and	number remainders,
	the groups have the	amounts evenly using				I can multiply a 2-digit	can recall prime	fractions, or by
	same amount of	concrete resources.		I recognise that multiplication	Solve problems,	and 3-digit numbers by	numbers up to 19	rounding, as
	objects.	Sharing something		can be done in any order but	including missing	1-digit number using		appropriate for the
		evenly means that each		division cannot	number problems,	formal written layout	I can recognise and use	context
		group has the same			involving multiplication		square numbers and	
		amount. Only even		I can solve word problems	and division, including	I can solve problems	cube numbers, and the	I can divide numbers up
		numbers can be shared		involving multiplication and	positive integer scaling	involving multiplying using	notation for squared (²)	to 4-digits by a 2-digit
		equally between two		division, using materials,	problems and	the distributive law to	and cubed (3)	number using the
		sets.		arrays, repeated addition,	correspondence	multiply two digits by one		formal written method
				mental methods, and	problems (n objects are	digit, integer scaling and	I can solve problems	of short division
				multiplication and division	connected to m objects)	correspondence problems (n objects are connected	involving multiplication and division, including	rounding where
				facts, including problems in contexts		to m objects)	using their knowledge	appropriate, and interpreting remainders
				contexts		to mobjects)	of factors and multiples,	according to the context
							squares and cubes	according to the context
							squares and cubes	I can perform mental
							I can multiply numbers	calculations, including
							up to 4-digits by a 1 or	with mixed operations
							2-digit number using a	and large numbers
							formal written method,	-
							including long	I can identify common
							multiplication for 2-digit	factors, common
							numbers	multiples and prime
								numbers
							I can multiply and	
							divide mentally,	I can use my knowledge
							drawing upon known	of the order of
							facts	operations to carry out
								calculations involving
							I can divide numbers up	the four operations
							to 4-digits by a 1-digit	
							number using the formal written method	
							of short division and	
							interpret remainders	
							appropriately	
							appropriately	
							I can multiply and	
							divide whole and	
							decimal numbers by 10,	
							100 and 1000	
							I can solve number and	
							word problems	
							involving addition and	

Fractions (including bacimus and percentages) Idea waveguing, find and them a full as of the scale percentages) Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and them a full as of the scale percentages Idea waveguing, find and the scale percentages <thidea and<br="" find="" waveguing,="">the scale percentages</thidea>							subtraction	
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Fractions Ican recognise, find and rame a bill a order of two add write fractions of a gualatory of an auguster as one of four equal parts of an unarity. Ican recognise, find, hare and write fractions of a down in terts. Ican count up and down in terts. Ican count up and down in terts. Ican count up and down in terts. Ican second counting dagarms, families of and write fractions of down in terts. Ican second down in terts. Ican second counting dagarms, families of and write fractions of and write fractions of and explored on including 2.2 Ican second down in terts. Ican second counting dagarms, families of and write fractions of and write fractions of and explored on including 2.2 Ican second down in terts. Ican second down in terts. Ican second counting add write fractions of and explored on including 2.2 Ican second down in terts. Ican second and counting add write fractions of and explored on including 2.2 Ican second and write fractions of and explored on including 2.2 Ican second and write fractions of and explored on including dagarms, families of and econications of and								
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Including decimals and percentages) A name a hairs are of two shape or quantry base, set of dyters in composing, find and find requises find and find requises find and the composing, find and find requises find and find find find requises find find find find requises find find find find f							involving simple rates	
Including decimals and percentages) In mater a half as one of two equal parts of no hoject, 1, 2, 2, 2, 2, 2, 2, 2, 3, 2, 3, 3, 3, 3, 1, 2, 2, 3, 3, 3, 3, 1, 2, 2, 3, 3, 3, 3, 1, 2, 2, 3, 3, 3, 3, 2, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3,	Fractions		I can recognise, find and	I can recognise, find, name	I can count up and	I can recognise and show,	I can compare and	I can use common
decimals and percentages) shop or quantity shop, set of objects or under sub and decimal mane quarter as one of four equal parts of an object, shop or quantity shop, set of objects und rations (1) (1) (1) and no-unit fractions (1) (1) and no-unit fractions (1) (1) and no-unit fractions (1) and no-un			name a half as one of two	and write fractions 1/2, 1/3,	down in tenths	using diagrams, families of	order fractions whose	factors and multiples to
percentages) i can recognise, find ad name a quarter as one of four equapter for too object, shape or quantity quantity wire fractions of a discrete set objects in an deviater as one of an down intractions (1/4) ican down in decimality in thractions (1/4) ican down intractions in an deviater as one of the equivalent in thractions (1/4) ican down intractions in an deviater in the equivalent in an deviater in the equivalent in an deviater in the equivalent in thractions (1/4) ican down in thractions in an deviater in the equivalent in thractions (1/4) ican down in thractions in an deviater in the equivalent in thractions (1/4) ican in deviater in the indicater in the equivalent in thractions (1/4) ican in deviater in the indicater in the equivalent in thractions (1/4) ican in the indicater in thractions in thractions (1/4) ican indicater in the indicater in thractions in thractions (1/4) ican indicater in thractions in thractions (1/4) ican in t	(including		equal parts of an object,	1/4 ,2/4 and3/4 of a length,		common equivalent	denominations are all	simplify fractions; use
percentages) i can recognise, find ad name a quarter as one of four equapter for too object, shape or quantity quantity wire fractions of a discrete set objects in an deviater as one of an down intractions (1/4) ican down in decimality in thractions (1/4) ican down intractions in an deviater as one of the equivalent in thractions (1/4) ican down intractions in an deviater in the equivalent in an deviater in the equivalent in an deviater in the equivalent in thractions (1/4) ican down in thractions in an deviater in the equivalent in thractions (1/4) ican down in thractions in an deviater in the equivalent in thractions (1/4) ican in deviater in the indicater in the equivalent in thractions (1/4) ican in deviater in the indicater in the equivalent in thractions (1/4) ican in the indicater in thractions in thractions (1/4) ican indicater in the indicater in thractions in thractions (1/4) ican indicater in thractions in thractions (1/4) ican in t	decimals and		shape or quantity	shape, set of objects or	Recognise, find and	fractions with	multiples of the same	common multiples to
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Image: space of part of an object, shape or quantity and op-unit fractions, including dominators and non-unit fractions, including dominators and write quale quantity fractions, including fractions, including fractions, including fractions, including dominators Image: space or quantity image: space or	percentages		I can recognise, find and		discrete set of objects:	including 12		same denomination
2/3 yuthsmil in hourderdths fractions of a given in a solve problems fractions of a given involving increasingly fractions of a given involve in moters fracti			name a quarter as one of	I can write simple fractions				Compare and order
denominatorsfraction, represented (can add and subtract fractions with different denominatorsfraction, represented (can add and subtract fractions with different denominators and on unit fractions and denominatorsican recognise mixed methes and unitered to make and more that of mome form to the of mome form to the of mome form to the other and write decimal equivalents to as attements 1 is as a attements 1 is as attements 1 is as a attements 1 is as attements 1 is as attement is 1 is an att				and equivalents				
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with small denominatorsL can recognise and write decimal equivalents to X, 2, 4, 5 = 6/5 = 11, 26, 27answer in its simplest deform, Eg, 1/4 × 3 = 1/8L can add and subtract fractions with smallL can add and subtract fractions with smallL can find and write decimal equivalents using tenths and hundredthsL can add and subtract fractions with smallL can add and subtract fractions with add and worke out celemalL can add and subtract fractions with add and worke out celemalL can add and subtract fractions with division and worke out celemalL can add and subtract fractions with division and worke out celemalL can add and subtract fractions with division and worke out celemalL can add and subtract fractions with division and worke out celemalL can add and subtract fractions with division and worke out celemalL can add and subtract fractions with division and worke out celemalL can add and subtract fractions with division and worke out celemalL can add and division fractions with division and worke out celemalL ca						denominator		
denominatorsdenominatorsdecimal equivalents to %, %, %+ 4/5= 6/5 = 11/5form, E.g. 1/4 × ½ = 1/8I can add and subtract fractions with same denominator within one wholeI can add and subtract fractions with same denominator within one wholeI can find and write fractions with same denominators that are multiples of the same 1 can find the effect of dividing a to 2-digit identify the value of the digits in the answer as on set, tenths and hundredthsI can add and subtract fractions with division and worket decimal equivalents to %, %, %I can add and subtract fractions with the same unitiples of the same numbers sat fractions with division and work decimal fractions such as 1/3 ÷ 2 = 1/6I can compare and order unit fractions, and fractions with the same denominatorsI can find the effect of dividing a to 2-digit 000; identify the value of the digits in the answer as onces, tenths and hundredthsI can associate a fractions and mixed fractions such as 1/3 ÷ 2 = 1/6Solve problems that involve all of the above decimal spixed to the decimal spixed to the same numbers as fractions (e.g. 0.71 = 72/100) and vice versaI can read and write decimal and diagrams a sa simple fraction equal to 1/3 a as a simple fraction effect difficunt decimal spixed to three decimal of each digit in numbers as fractions end write decimal numbers as fractions end write decimal and users and of each digit in numbers of fractions end write decimal and users as of each digit in numbers of fraction fractionI can identify the value of each digit in numbersI can recognise and user a sa simple fraction effect digit i						L can recognice and write		
N X I can add and subtract fractions with same denominator within one whole I can add and subtract fractions with same denominator within one whole I can adid and subtract fractions with the same denominator within one whole I can adid and subtract fractions with the same denominator and multiples of the same I can adid and subtract fractions with the same denominators that are multiples of the same I can find and write denominators and multiples of the same I can find the effect of dividing a tor 2-digit I can multiply proper fractions and mixed fractions with division and work out decimal fractions with the same denominators I can multiply proper fractions and mixed fractions and mixed sequal to 1/3 a sa simple fraction fractions as a simple fraction fractions as a simple fraction fractions as a simple fraction fraction and write decimal numbers as as a simple fraction fraction and write decimal numbers as as a simple fraction fraction and write decimal numbers as as a simple fraction fraction sequal to 1/3 as a simple fraction fraction sequal to 1/3 as a simple fraction						_		
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denominator within om whole decimal equivalents using tenths and hundredth denominators that are multiples of the same number numbers such as 1/3 ÷ 2 = 1/6 I can compare and order unit fractions, and fractions with the same denominators I can find the effect of dividing a 1 or 2-digit fractions with devalue of the dividing a 1 or 2-digit fractions with the value of the digits in the answer as involve all of the above I can multiply proper fractions by whole I can multiply order fractions such as 1/3 ÷ 2 = 1/6 Solve problems that involve all of the above Fortions part the above involve all of the above I can add write digits in the answer as ones, tenths and material and digary and that 0.375 is 3/8 as a simple fraction as a simple fraction as a simple fraction of each digit in numbers order and write I can recognise and use order as a simple fraction as a simple fraction as a simple fraction as a simple fraction order digits in the answer as ones, tenths and nearest whole numbers fractions (e.g. 0.71 = 71/100) and vice versa fractions (e.g. 0.71 = 71/100) and vice versa order digits in numbers fractions (e.g. 0.71 = 71/100) and vice versa fraction simple fraction fraction simple fraction fractions (e.g. 0.71 = 71/100) and vice versa fraction simple fraction fraction simple fraction fraction simple fraction fractions (e.g. 0.71 = 71/100) and vice versa fraction geven to three decimal fraction the besite the same number of						I can find and write		
wholetenths and hundredthsdenominators that are multiples of the same2 = 1/6I can compare and order unit fractions, and fractions with the same denominatorsI can find the effect of dividing a 1 or 2-digit identify the value of the identify the value of the fractions by wholeI can associate a fraction with division and work out decimal fractions such as fractions by wholeI can anultiply proper identify the value of the fractions by whole numbers, supported by material and diagramsI can anultiply proper identify the value of the ones, cenths and numbers, supported by naterial and diagramsI can associate a fraction with division and work out decimal by 21 is the same as 7/21 and that this is equal to 1/3 as a simple fractionNound decimals with one decimal place to the nearest whole numberI can recognise and use fractions que were of each digit in numbers given to three decimalI can recognise and use given to three decimal								· · ·
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Image: space spac				1	I can compare and order	I can find the effect of		I can associate a
Image: Second				1				
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Image: Solve problems that involve all of the above digits in the answer as ones, tenths and hundredths fractions by whole hundredths knowing that 7 divided by 21 is the same as ones, tenths and hundredths Image: Solve problems that involve all of the above Nound ecimals with one decimal and diagrams fractions by whole hundred the same as ones, tenths and hundredths Numbers, supported by by 21 is the same as ones, tenths and hundredths Image: Solve problems that involve all of the above Round decimals with one decimal and diagrams fractions (eg. 0.71 = 71/100) and vice vers) r, and that 0.375 is 3/8 as a sample fraction ones, tenths and hundred the same number of				1		-		
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decimal place to the nearest whole number decimal numbers as a simple fraction fractions (e.g. 0.71 = 71/100) and vice versa fraction of each digit in numbers with the same number of the same number numb								equal to 1/3
Image: Section of the same number fractions (e.g. 0.71 = 71/100) and vice versa fractions (e.g. 0.71 = 71/100) and vice versa fractions (e.g. 0.71 = 71/100) and vice versa Image: Section of the same number num				1		Round decimals with one	I can read and write	, and that 0.375 is 3/8
Image: state of the same number of								as a simple fraction
Compare numbers with the same number of I can recognise and use given to three decimal				1		nearest whole number		
the same number of I can recognise and use given to three decimal				1			71/100) and vice versa	· · · ·
				1				
decimal places up to two thousandths and relate places and multiply and				1				
decimal places them to tenths, divide numbers by 10,						decimal places		
hundreds and decimal 100 and 1000 giving								100 and 1000 giving
equivalents							equivalents	

			Solve simple measure and		answers up to three
			money problems involving	I can round decimals	decimal places
			fractions and decimals to	with 2 decimal places to	
			two decimal places	the nearest whole	I can multiply one-digit
			····	number and to one	numbers with up to two
				decimal place	decimal places by
					whole numbers
				I can read, write, order	
				and compare numbers	I can use written
				with up to 3 decimal	division methods in
				places	cases where the answer
				•	has up to two decimal
				I can solve addition and	places
				subtraction problems	I can solve problems
				involving numbers up to	which require answers
				three decimal places	to be rounded to
				-	specified degrees of
				I can recognise the %	accuracy
				symbol and understand	
				that per cent relates to	I can recall and use
				'a part of a hundred'	equivalences between
					simple fractions,
				I can write percentages	decimals and
				as a fraction with	percentages including in
				denominator 100, and	different contexts
				as a decimal	
				percentages	
				I can solve problems	
				which require knowing	
				those fractions with a	
				denominator of a	
				multiple of 10 or 25	
				I can solve problems	
				which require knowing	
				percentage and decimal	
				equivalents of 1/2, 1/4	
				,1/5 ,2/5 ,4/5	

Geometry –	Explore shapes in the	Use mathematical	Recognise and name 2-D	I can identify and describe	I can draw 2D shapes	I can compare and classify	I can identify 3-D	I can draw 2-D shapes
properties of	environment and use	names for common 3-D	shapes e.g. rectangle	properties of 2D shapes,	and make 3D shapes	geometric shapes,	shapes, including cubes	using given dimensions
	informal mathematical	shapes and use 3-D	(including squares), circle	including the number of sides	using modelling	including quadrilaterals	and other cuboids, from	and angles
shape	vocabulary to talk about	shapes in their play. 3-D	and triangle	and line symmetry in a vertical	materials	and triangles, based on	2–D representations	1
	the shape of everyday	shapes are solid shapes.	December and name 2 D	line	Lean recognice 2D	their properties and sizes	I can estimate and	I can recognise, describe and build
	objects, such as round	They have a different	Recognise and name 3-D	Lean identify and describe	I can recognise 3D	Lean identify couts and		
	and tall. Shapes have	number of faces and	shapes e.g. cuboids	I can identify and describe	shapes in different	I can identify acute and	compare acute, obtuse	simple 3D shapes,
	different properties.	edges. The faces are	(including cubes), pyramid	properties of 3D shapes,	orientations and	obtuse angles and	and reflex angles and I	including making nets
	They can be straight, long, curvy or short.	made up of different 2-D shapes.	and sphere	including the number of edges, vertices and faces	describe them	compare and order angles up to two right angles by	know angles are measured in degrees	I can compare and
	Shapes are all around	2-D shapes.		euges, vertices and faces	I can recognise angles as	size	measureu muegrees	classify geometrical
	us in the environment.	Use mathematical		I can identify 2D shapes on the	a property of shape or a	5120	I can draw given angles,	shapes based on
	us in the environment.	names for common 2-D		surface of 3D shapes	description of a turn	I can identify lines of	and measure them in	properties and sizes an
	Select appropriate	shapes and explore		surface of 3D shapes	description of a turn	symmetry in 2D shapes	degrees (°)	find unknown angles in
	shapes for building and	shapes in their play. 2-D		I can compare and sort	I can identify right	presented in different	degrees ()	any triangles,
	construction activities	shapes are flat. They		common 2D and 3D shapes	angles; know that 2 and	orientations	I can use the properties	quadrilaterals, and
	and combine shapes to	have a different number		common 20 and 50 shapes	4 right angles make half	onentations	of rectangles to deduce	regular polygons
	make new ones. 3-D	of sides and angles. 2-D		I can order mathematical	and a full turn	I can complete a simple	related facts and find	10 Balar bolygons
	shapes are solid shapes.	shapes can be folded		objects in patterns and	respectively	symmetric figure with	missing lengths and	I can recognise angles
	They have different	and cut into different		sequences	respectively	respect to a specific line of	angles	where they meet at a
	shaped faces.	2-D shapes. They can		sequences	I can identify whether	symmetry	ungles	point, are on a straight
	shaped laces.	also be put together to			angles are greater or	symmetry	I can identify :	line, or are vertically
	Extend and create ABAB	make other 2-D shapes.			less than a right angle		angles at a point and	opposite, and find
	patterns using a variety				less than a right dright		one whole turn (total	missing angles
	of objects, and notice	Continue, copy and			I can identify horizontal		360°)	
	and correct an error in a	create repeating			and vertical lines and		angles at a point on a	I can illustrate and
	repeating pattern.	patterns using a variety			pairs of perpendicular		straight line and half a	name parts of circles,
	Identify patterns in the	of objects.			and parallel lines		turn (total 180°)	including radius,
	environment.	,					other multiples of 90°	diameter and
							-	circumference and
							I can distinguish	know that the diameter
							between regular and	is twice the radius
							irregular polygons	
							based on reasoning	I can describe positions
							about equal sides and	on the full coordinate
							angles	grid (all four quadrants)
							I can identify, describe	I can draw and translate
							and represent the	simple shapes on the
							position of a shape	coordinate plane and
							following a reflection or	reflect them in the axes
							translation, using the	
							appropriate language	
							and know that the	
							shape has not changed	
					1			

	Use and understand	Use and understand	I can describe position,	Use mathematical vocabulary	I can describe positions on	
Geometry –	positional language.	language that describes	direction and movement	to describe position, direction	a 2-D grid as coordinates	
position and	Positional language	where objects are in	including whole, half,	and movement	in the first quadrant	
direction	includes in, under,	relation to each other.	quarter and three-quarter	and movement	in the hist quadrant	
direction	inside, behind, and on	Positional language	turns		I can plot specified points	
	top.	includes under, over,	turns		and draw sides to	
	top.	next to, behind, in			complete a given polygon	
		front, above and			complete a given polygon	
		through.			I can describe movements	
					between positions as	
					translations of a given unit	
					to the left/right and	
					up/down	

Measurement	Explore length, height,	Use language in their	I can compare, describe and	I can choose and use	I can measure, compare,	I can convert between	I can convert between	I can solve problems
weasurement	capacity, weight, time	play, including heavy,	solve practical problems for	appropriate standard units to	add and subtract:	different units of measure	different units of metric	involving the calculation
	and money in their play.	light, heavier, lighter,	length and height e.g. long/	estimate and measure using	lengths (m/cm/mm);	e.g. km to m; m to cm; cm	measure, e.g. km/m,	and conversion of units
	Items can have different	long, short, longer,	short, longer/ shorter,	rulers, scales, thermometers	mass (kg, g); volume	to mm; kg to g; l to ml;	cm/m, cm/mm, g/kg,	of measure, using
	heights, lengths and	shorter, tall, taller, full	tall/short, double/half - and	and measuring vessels,	and capacity (I/ mI)	hour to min; min to sec	l/ml	decimal notation up to
	weights. Containers	and empty. Items can	begin to record	Length/height (m, cm) in any				three decimal places
	hold different amounts.	be measured to show		direction. Mass (kg,	I can recognise and use	I can measure and	I understand and use	where appropriate
		how long, tall or heavy	I can compare, describe and	g)Temperature (°C) Capacity (I,	abbreviations of metric	calculate the perimeter of	approximate	
	Explore length, height,	they are.	solve practical problems for	ml)	units of measure	composite rectilinear	equivalences between	I can use, read, write
	weight and capacity in		mass and weight e.g. heavy/			shapes in centimetres and	metric and common	and convert between
	their play and begin to	Compare and order the	light, heavier than/ lighter	I can compare and order	I can measure the	metres	imperial units such as	standard units,
	use language associated	length and height of	than – and begin to record	length, mass, volume, capacity	perimeter of simple 2D		inches, pounds and	converting
	with this with support,	two to three objects	Including mass and weight	using these signs: >, < or =	shapes	I can find area of	pints	measurements of
	such as long, short, tall,	and use and understand				rectilinear shapes by		length, mass, volume
	heavy, light, full and	the language tall, taller,	I can compare, describe and	I can read scales in divisions of	I can add and subtract	counting squares	I can measure and	and time from a smaller
	empty. Items can have	tallest, long, longer,	solve practical problems for	ones, twos, fives and tens	amounts of money to		calculate the perimeter	unit of measure to a
	different heights,	longest, short, shorter	capacity and volume e.g.		give change, using both	I can estimate, compare	of composite rectilinear	larger unit, and vice
	lengths and weights.	and shortest. Items can	full/ empty, more than, less	I can recognise and use	£ and p in practical	and calculate different	shapes in centimetres	versa, using decimal
	Containers hold	be measured using non	than, half, half full, quarter	symbols for pounds (£) and	contexts	measures, including	and metres	notation to up to three
	different amounts.	standard units to show	and begin to record	pence (p); combine amounts	Loon toll and write the	money in pounds and		decimal places
	Compare the length and	how long or tall they	I can compare describe sad	to a particular value	I can tell and write the	pence	I can calculate and	I can convort between
	Compare the length and	are.	I can compare, describe and solve practical problems for		time from an analogue clock, using Roman	I can read write and	compare the area of	I can convert between miles and kilometres
	height of everyday objects in their play and	Compare and order the	time e.g. quicker, slower,	I can find different	numerals 1 to X11,	I can read, write and convert time between	rectangles (including squares) and including	miles and knometres
	begin to use language	capacity of two to three	earlier, later and begin to	combinations of coins that		analogue and digital 12-	using standard units,	I can calculate the area
	associated with this	items in sand and water	record	equal the same amount of	I can tell and write the	and 24- hour clocks	square centimetres	of parallelograms and
	with support, such as	play and use and	record	money	time on 12 hour & 24		(cm ²) and square	triangles
	long, short and tall.	understand the	I can recognise and know	money	hour clocks	I can solve problems	metres (m ²) and	thungles
		language full and	the value of different	I can solve simple problems in	nour clocks	involving converting from	estimate the area of	I can recognise when it
	Compare the capacity	empty. The capacity of	denominations of coins and	a practical context involving	I can estimate and read	hours to minutes; minutes	irregular shapes	is possible to use
	of everyday objects in	an object is how much	notes	addition and subtraction of	time with increasing	to seconds; years to		formulae for area and
	their play, and begin to	it can hold.		money of the same unit,	accuracy to the nearest	months; weeks to days	I can estimate volume,	volume of shapes
	use language associated		I can sequence events in	including giving change	minute	. ,	e.g. Using 1cm ³ blocks	
	with this, such as full	Order and sequence	chronological order using				to build cuboids	I can recognise that
	and empty.	familiar events, such as	language e.g. before, after,	I can compare and sequence	I can use vocabulary		(including cubes) and	shapes with the same
		everyday routines.	next, first, today, yesterday,	intervals of time	such as: o'clock, am,		capacity, e.g. using	areas can have different
	Be aware of when	Events can be	tomorrow, morning,		pm, morning,		water	perimeters and vice
	certain events take	sequenced using	afternoon etc.	I can remember the number of	afternoon, noon and			versa
	place. There is a	everyday words, such as		minutes in an hour and hours	midnight		I can solve problems	
	structure and routine to	first, then, next,	I can recognise and use	in a day			involving converting	Calculate, estimate and
	the day. Events happen	morning and afternoon.	language of dates: days of		I know the number of		between units of time	compare volume of
	in order.		the week, weeks, months	I can tell and write the time to	seconds in a minute;			cubes and cuboids using
		Know the order of the	and years	the nearest 5 minutes (GDS)	minutes in an hour; and		I can use all four	standard units,
	Begin to describe a	days of the week. There		including quarter to and past	the number of days in		operations to solve	including cubic
	sequence of real or	are seven days in the	I can tell time: to hour and	(EXP)	each month, year and		problems involving	centimetres (cm ³) and
	fictional events, using	week. School days are	half past		leap year		measure (e.g. length,	cubic metres (m ³), and
	words, such as 'first'	Monday to Friday.					mass, volume, money)	extending to other units
	and 'then'. Events	Saturday and Sunday		1	I can record and compare time in terms		using decimal notation,	e.g. mm ³ and km ³
	happen in an order and sometimes they have to	are the weekend.		1	of seconds, minutes,		including scaling	
	wait for things to	Use simple timers to		1	hours			
	happen. Certain words,	measure periods of		1	nours			
	including 'later', show	time.		1	I can compare durations			
	that they need to wait	unic.			of events, e.g. calculate			
	for an event to happen.	Use language in their			time taken by particular			
		play, including heavy,			events or tasks			
	Be aware that timers	light, heavier, lighter,						
	and clocks are used to	long, short, longer,		1				
	measure time.	shorter, tall, taller, full		1				
	-	and empty. Items can		1				
		be measured to show						
	•							•

	Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty. Compare the weight of everyday objects in their play and begin to use language associated with this, with support, such as heavy and light. Explore coins and money in their play. Money is used to buy objects.	how long, tall or heavy they are. Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. Items can be measured using non standard units to show how long or tall they are. Use money, including coins, in role play situations. There are different types of coins. Each coin is worth a different amount.					
Statistics		Record data in simple tables and pictograms. Data can be recorded in tables and pictograms.	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity I can ask and answer questions about totalling and comparing grouped data	I can interpret and present data using bar charts, pictograms, tables and tally charts. I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (graphs which show changing data over time) I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	I can solve comparison, sum and difference problems using information presented in a line graph I can complete, read and interpret information in tables, including timetables	I can interpret and construct pie charts and line graphs and use these to solve problems I can calculate and interpret the mean as average

Algebra				l can use simple formulae
				I can generate and describe linear number sequences
				l can express missing number problems algebraically
				I can find pairs of numbers that satisfy an equation with two unknowns
				l can enumerate (list) possibilities of combinations of two variables

proportion proportion proportion proportion proportion problems involving the relative size of two enderson involving the relative size of two enderson involving the relative proportion proceedings (F, c) relative proportion proceedings (F, c) proceedings (F, c) proced	Ratio and				I can solve problems
proportion proportion browhere missing values can be found by using integer multiplication and division facts lan solve problems involving the calculation of percentages. (Eg. of messures and such as 15% of 360) 1 can also use percentages for comparisons. l can solve problems involving similar shapes where the scale factor is known or can be found the second second second second second second second second second involving similar shapes where the scale factor is known or can be found the second secon					
where missing values can be found by using integer multiplication and division facts I can solve problems involving the calculation of percentages. (E.g. of measures and such as 15% of 300 can also use percentages for comparisons. I can solve problems involving similar shapes where the scale factor is known or can be found I can solve problems involving similar shapes where the scale factor is known or can be found involving using knowledge of	proportion				sizes of two quantities
Image: Construction of the second					where missing values
Image: Second					
Image: Constraint of the second se					integer multiplication
Image: set of the set of					and division facts
involving the calculation of percentages. (E.g. of measures and such as 15% of 360) I can also use percentages for comparisons. I can solve problems involving similar shapes where the scale factor is known or can be found I can solve problems involving unequal sharing using knowledge of					
involving the calculation of percentages. (E.g. of measures and such as 15% of 360) I can also use percentages for comparisons. I can solve problems involving similar shapes where the scale factor is known or can be found I can solve problems involving unequal sharing using knowledge of					I can solve problems
of percentages. (E.g. of measures and such as 15% of 360 tan also use percentages for comparisons. I can solve problems involving similar shapes where the scale factor is known or can be found I can solve problems involving unequal sharing and grouping using knowledge of					involving the calculation
measures and such as 15% of 360) can also use percentages for comparisons. can solve problems involving similar shapes where the scale factor is known or can be found can solve problems involving unequal sharing unequal sharing using knowledge of					of percentages. (E.g. of
15% of 360) I can also use percentages for comparisons. I can solve problems involving similar shapes where the scale factor is known or can be found I can solve problems involving ungual shaped and grouping using knowledge of					
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known or can be found I can solve problems involving unequal sharing and grouping using knowledge of					involving similar shapes
I can solve problems involving unequal sharing and grouping using knowledge of					
involving unequal sharing and grouping using knowledge of					known or can be found
involving unequal sharing and grouping using knowledge of					
sharing and grouping using knowledge of					
using knowledge of					involving unequal
using knowledge of fractions and multiples.					sharing and grouping
tractions and multiples.					using knowledge of
					fractions and multiples.