| Areas of study | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| **Overview** | Number ELG Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.<br><br>Numerical Patterns ELG Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system;<br><br>Compare quantities up to 10 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.<br><br>Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least.<br><br>Read and write numbers from 1 to 20 in numerals and words.<br><br>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones).<br><br>Identify, represent and estimate numbers using different representations, including the number line.<br><br>Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems.<br><br>Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.<br><br>Applying their increasing knowledge of mental and written methods.<br><br>Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. | Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.<br><br>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).<br><br>Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words.<br><br>Solve number problems and practical problems involving these ideas.<br><br>Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.<br><br>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. | Count in multiples of 6, 7, 9, 25 and 1000; Find 1000 more or less than a given number; Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).<br><br>Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000.<br><br>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.<br><br>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.<br><br>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number problems and practical problems that involve all of the above.<br><br>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.<br><br>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, | Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero Solve number and practical problems that involve all of the above.<br><br>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.<br><br>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting |

| Overview (continued) | | | | | | |
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| in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. | Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. 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. Count up and down in tenths; recognise that tenths arise from dividing an object into | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 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. | deciding which operations and methods to use and why. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert from one form to the other and | remainders according to the context. Perform mental calculations, including with mixed operations and large numbers Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. |

| Overview (continued) | | Compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/ shorter, tall/ short, double / half]; Mass/ weight [e.g. heavy/light, heavier than, lighter than]; Capacity and volume [e.g full/empty, more than, less than, half, half full, quarter]. Time [e.g quicker, slower, earlier, later]. Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).

Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].

Recognise and use language relating to dates, including days | Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Recognise, find, name and write fractions: $^1/_3$ $^1/_4$ $^2/_4$ $^3/_4$ of a length, shape, set of objects or quantity Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of $^2/_4 = ^1/_2$

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume /capacity and record the results using | 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ Compare and order unit fractions, and fractions with the same denominators - solve problems that involve all of the above.

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes.

Add and subtract amounts of money to give change, using both £ and p in practical contexts. | Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to ¼, ½, ¾. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places.

Convert between different units of measure [e.g. kilometre to metre; hour to minute]. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | write mathematical statements > 1 as a mixed number e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions e.g. 0.71 = $\frac{71}{100}$ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of ½, ¼, $^1/_5$, $^2/_5$, $^4/_5$ and those fractions with a denominator of a multiple of 10 or 25. Convert between different units of metric measure (e.g. kilometre | Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. ¼ × ½ = $\frac{1}{8}$ Divide proper fractions by whole numbers e.g. $\frac{1}{3}$ ÷ 2 = $\frac{1}{6}$

Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction e.g. $\frac{3}{8}$ Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places. |

| Overview (continued | | of the week, weeks, months and years.<br><br>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.<br><br>Recognise and name common 2-D and 3-D shapes, including:<br>- 2-D shapes [e.g. rectangles (including squares), circles and triangles]<br>- 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].<br><br>Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | >, < and =<br>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.<br>Find different combinations of coins that equal the same amounts of money.<br>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.<br>Compare and sequence intervals of time.<br>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.<br>Know the number of minutes in an hour and the number of hours in a day.<br><br>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.<br><br>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces<br>Identify 2-D shapes on the surface of 3-D shapes, [e.g a circle on a cylinder and a triangle on a pyramid]. | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.<br><br>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.<br>Know the number of seconds in a minute and the number of days in each month, year and leap year.<br>Compare durations of events [e.g. to calculate the time taken by particular events or tasks].<br><br>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.<br>Recognise angles as a property of shape or a description of a turn<br>Identify right angles, recognise that two right angles make a half-turn, three make three quarters | Find the area of rectilinear shapes by counting squares<br>Estimate, compare and calculate different measures, including money in pounds and Pence.<br><br>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.<br>Identify acute and obtuse angles and compare and order angles up to two right angles by size.<br>Identify lines of symmetry in 2-D shapes presented in different orientations<br>Complete a simple symmetric figure with respect to a specific line of symmetry.<br><br>Describe positions on a 2-D grid as coordinates in the first quadrant<br>Describe movements between positions as translations of a given unit to the left/right and up/down.<br>Plot specified points and draw sides to complete a given polygon. | and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).<br><br>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.<br>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.<br><br>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm$^2$) and square metres (m$^2$) and estimate the area of irregular shapes.<br>Estimate volume [for example, using 1cm$^3$ blocks to build cuboids (including cubes)] and capacity [e.g. using water].<br>Solve problems involving converting between units of time.<br><br>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.<br><br>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations<br>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles | Solve problems which require answers to be rounded to specified degrees of accuracy.<br>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.<br><br>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.<br>Solve problems involving the calculation of percentages [e.g. of measures, and such as 15% of 360] and the use of percentages for comparison.<br>Solve problems involving similar shapes where the scale factor is known or can be found.<br>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.<br><br>Use simple formulae.<br><br>Generate and describe linear number sequences |

| Overview (continued | | | Compare and sort common 2-D and 3-D shapes and everyday objects.<br><br>Order and arrange combinations of mathematical objects in patterns and sequences.<br><br>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).<br><br>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.<br><br>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.<br><br>Ask and answer questions about totalling and comparing categorical data. | of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.<br><br>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.<br><br>Interpret and present data using bar charts, pictograms and tables.<br><br>Solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. | Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.<br><br>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | Draw given angles, and measure them in degrees<br>Identify: angles at a point and one whole turn (total 360º); angles at a point on a straight line and 2<br>1 a turn (total 180º); other multiples of 90º<br><br>Use the properties of rectangles to deduce related facts and find missing lengths and angles.<br><br>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.<br><br>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.<br><br>Solve comparison, sum and difference problems using information presented in a line Graph.<br><br>Complete, read and interpret information in tables, including timetables. | Express missing number problems algebraically.<br><br>Find pairs of numbers that satisfy an equation with two unknowns.<br><br>Enumerate possibilities of combinations of two variables. |

| Areas of study | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| **Skills progression: Place Value** | Count to 10<br><br>Count to 20<br><br>Count to 30<br><br>Use 1:1 correspondence | Place value within 10.<br><br>Place value within 20.<br><br>Place value within 50.<br><br>Place value within 100. | Place value within 100, including counting objects, reading and writing numbers, partitioning, comparing and ordering. | Place value within 1000, including 1s, 10s, 100s, 1000s, comparing numbers to 1000, ordering numbers to 1000 and counting in 50s.<br><br>Add and subtract up to 2 digit from 3 digit numbers, crossing 100. | Place value, including rounding to 10 and 100, counting in 1000s, 1s, 10s, 100s, 1000s, finding 1, 10, 100, 1000 less and number line to 10000. Compare numbers. | Place value, including rounding, comparing and ordering numbers to 1 million, negative numbers and Roman numerals to 1000. | Place value, including numbers to 10 million, ordering/comparing/rounding any number and negative numbers. |
| **Skills progression: Addition and subtraction** | Number bonds to 5<br><br>Some number bonds to 10 | Addition and subtraction within 10. | Addition and subtraction within 100, including number families to 20, add and subtract 1s and 10s, add and subtract a 2 digit and 1 digit crossing tens and add 2 2digit numbers crossing 10. | Add and subtract up to 2 digits from 3-digit numbers, crossing 100. | Addition and subtractions of up to 4 digit numbers with more than one exchange. | Addition and subtraction, including columnar addition and subtraction of numbers with more than 4 digits, rounding to approximate and estimate and multi-step problems. | Addition and subtraction, including adding and subtracting integers. |
| **Skills progression: Multiplication and division** | Double some numbers to 10<br><br>Share objects to 10 | Multiplication and division, including counting in 2s, 5s, 10s, making equal groups-grouping and sharing, making arrays, making doubles. | Multiplication and division, including within 100, making and adding equal groups and making arrays.<br><br>Multiplication and division, including within 100, multiplication using the X symbol, making doubles, 10-, 5- and 2-times tables, dividing by 2, 5 and 10, making equal groups by sharing or grouping and odd and even numbers. | Multiplication and division including multiply and divide by 10, 5, 2 and 3- and 3-times table.<br><br>Consolidate 2-, 4- and 8-times table. Divide 2 digit by 1 digit and understand scaling. | Multiplication and division, including by 10, 100, 3, 4, 5, 6, 8, 9 and 7, including those times tables.<br><br>Multiplication and division, including 11, 12 times tables and multiplying and dividing 2 digits by 1 digit. Also, multiplying 3 digits by 1 digit. | Multiplication and division, including multiples, factors, common factors and prime, square and cube numbers. Also multiply by, divide by and multiples of 10, 100 and 1000.<br><br>Multiplication and division, including multiplication and division of 4 digits by 1 and 2 digits, and division with remainders. | Multiplication, including multiplying up to a 4 digit by 2-digit number, multiples and primes to 100, square and cube numbers and reasoning from known facts.<br><br>Division, including short division, division using factors, long division, common factors to 100, square and cube numbers and reasoning from known facts. |

| Areas of study | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| **Skills progression: Fractions** | Halve objects to 20 | Fractions, including finding half and finding quarter. | Fractions including unit and non-unit, equivalence of half and 2 quarters and counting in fractions. | Fractions, including recognising and finding halves, quarters and thirds both unit and non-unit. Equivalence of half and 2 quarters and counting in fractions.<br><br>Fractions, including tenths, ordering, adding and subtracting, fractions of a set of objects, equivalence, on a number line and ordering. | Fractions, including subtracting from whole amounts and calculating fractions of a quantity.<br><br>Fractions, including equivalence, adding, subtracting (2 or more) and improper. Denominators up to 20, unit and non-unit.<br><br>Decimals, including recognising tenths and hundredths and dividing by 10 and 100.<br><br>Decimals, including writing, rounding, ordering, making the whole and comparing numbers up to 2 decimal places. | Multiplication and division, including multiplication and division of 4 digits by 1 and 2 digits, and division with remainders.<br><br>Fractions, including equivalent, improper to mixed numbers, mixed numbers to improper, sequences and comparing and ordering fractions both less and greater than 1.<br><br>Fractions, including comparing, adding and subtraction of fractions more or less than 1 and adding 3 or more fractions.<br><br>Decimals and percentages, including recognising, rounding and ordering decimals up to 3 decimal places and understanding percentages as decimals and fractions and being able to recognise equivalents.<br><br>Decimals, including adding and subtracting within 1, complement to 1, adding and subtracting decimals with the same and different amount of places. Also, adding and subtracting wholes and decimals and decimal sequences. Multiplying and dividing by 10, 100 and 1000. | Fractions, including simplifying, on a number line, compare and order (numerator and denominator), mixed number addition and subtraction, multiply and divide fractions by integers, 4 rules with fractions and fractions of amount – finding the whole.<br>Decimals, including to 3 decimal places, multiplying and dividing by integers, decimals as fractions and fractions to decimals/decimals to fractions.<br><br>Percentages, including fractions to percentages, equivalent FDP, ordering FDP, percentages of amounts and missing value percentages.<br><br>Ratio including use of language and symbol and calculation. Also use and calculation of scale factors. |

| Areas of study | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| **Skills progression: Geometry** | Name simple 2D and 3D shapes. Describe properties of squares, rectangles, triangles, circles and hexagons with everyday language | Shape, including to recognise and name 2D shapes including rectangle, circle, square, triangle and 3D shapes including cube, cylinder, cuboid, pyramid, cone, sphere. | Shape, including counting sides, vertices, faces and edges of 2D and 3D shapes. Also draw 2D shapes, sort 3D shapes, make patterns with 2D and 3D shapes and understand lines of symmetry.<br><br>Position and direction, including describing movement, turns and making patterns with shapes. | Shape, including turns, right angles in shapes and the comparison and drawing of angles. Also, horizontal, vertical, parallel and perpendicular lines.<br><br>Recognise and describe 2D and 3D shapes and make 3D shapes. | Properties of shapes, including identification, comparison and ordering of angles, triangles, quadrilaterals, lines of symmetry and completing a symmetric figure.<br><br>Position and direction, including describing, drawing and moving on a grid. | Perimeter and area including measuring, calculation and areas of rectangles, compound shapes and irregular shapes.<br><br>Properties of shape, including measuring angles in degrees with a protractor. Properties shape, including drawing lines and angles accurately and calculating angles on a straight line. Also, calculating lengths and angles in shapes, regular and irregular polygons and reasoning about 3D shapes.<br><br>Position and direction, including position in the first quadrant, translation with coordinates and reflection with coordinates. | Position and direction, including 4 quadrants, translations and reflections.<br><br>Perimeter, area and volume including shapes with the same area and areas of triangle and parallelograms. Also finding volume counting cubes and volume of a cuboid.<br><br>Properties of shape, including calculating angels, vertically opposite angles, angles in a triangle – special cases/missing angles, special quadrilaterals, regular polygons, draw shapes accurately and draw nets of 3D shapes. |
| **Skills progression: Measurement** | Compare sizes of objects using every day, positional language | Measurement of length and height, including measuring and comparing in centimetres and using vocabulary including longer, shorter, same, length, height and taller. | Measurement of Money, including counting, selecting, comparing, finding difference and finding change.<br>Length and height, including measuring, ordering and 4 operations (cm and m). | Count, convert, add and subtract pounds and pence.<br><br>Measurement of length and perimeter, including length measuring, equivalence, comparison, addition and subtraction. | Length and perimeter including km and perimeter of rectilinear shapes.<br><br>Area, including counting squares, making shapes and comparison. | Measurement, including kg, km, mm, ml, imperial units, converting units of time and timetables.<br><br>Measurement, including comparing and estimating volume and capacity. | Measurement, including converting and calculating with metric measurements, understanding kilometres, miles and imperial measurements. |

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| | | Measurement of weight and volume, including comparing and measuring mass, weight and volume using vocabulary including heavier, lighter, equal, heaviest, lightest, empty, full and capacity. | Time, including telling time to half past, quarter past/to, to 5 minutes, hours and days and finding /comparing duration.<br><br>Mass, capacity and temperature, including comparing volume, ml and l, measuring/ comparing temperatures. | Perimeter measurement and calculation. All above in cm and m. Time, including months, years, hours in a day, am, pm and 24hr clock. Also, finding and comparing duration and measuring time in seconds. Measure, including the measuring, comparing, adding and subtraction of mass and capacity. Also, temperature. | Money, including pounds and pence, ordering, rounding and using the 4 operations.<br><br>Time, including telling the nearest minute, years, months, weeks days and analogue to digital with both 12hr and 24hr clock. | | |
| **Skills progression: Statistics** | | | Statistics, including making tally charts, draw/interpret 1-1 then 2, 5 and pictograms and make/interpret block diagrams. | Statistics, including interpreting pictograms, bar charts and tally charts. | Statistics, including interpreting charts, comparison, sum and difference and an introduction to line graphs. | Statistics, including to read, interpret and draw line graphs and use line graphs to solve problems. Statistics, including read and interpret tables, 2-way tables and timetables. | Statistics, including reading/interpreting/dra wing line graphs, using line graphs to solve problems, read/ interpret/ draw pie charts, pie charts with percentages and find the mean. |
| **Skills progression: Algebra** | | | | | | | Algebra, including find a rule – 2 and 2 step, forming expressions, substitution, formulae, forming equations, solving 1 and 2 step equations, finding pairs of values and enumerate possibilities. |

| Areas of study | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| **Cross-curricular links** | DT (Textile designs) DT (measuring) Geography (maps) | DT (measuring) Geography (maps) | DT (paper aeroplanes) DT (measuring) Geography (compass points) | DT (coding) DT (measuring) Geography (compass points) | DT (coding) DT (measuring) Geography (compass points) History (Romans) | DT (coding) DT (measuring) Geography (coordinates) History (Romans) | DT (coding) DT (measuring) Geography (coordinates) Geography (maps) |