

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

*'Be the best you can be; together we grow from acorns
to oaks flourishing in God's love'*

Mathematics Curriculum Skills Progression Document

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

At Bream C of E Primary School, our intent for mathematics is to teach a rich, balanced and progressive curriculum using maths to reason, problem solve and develop fluent conceptual understanding in each area. Our curriculum allows children to better make sense of the world around them by making connections between mathematics and everyday life. Our resources and schemes support our vision and clearly outline where maths can be incorporated across different curriculum areas. The structure of the mathematics curriculum across school shows clear progression in line with age related expectations. Teaching curriculum content in blocks allows children to explore skills and knowledge in depth and gain a secure understanding of particular subject matter. Key knowledge and skills are also revisited regularly allowing repetition to embed learning. A concrete, pictorial, abstract approach provides children with a clear structure in which they can develop their depth of understanding of mathematical concepts. We aim to ensure that mathematics is a high profile subject which children view positively and where they strive to 'be the best they can be'. We also strive to ensure that our Christian values (trust, friendship, respect, forgiveness, courage and truthfulness) underpins our teaching and learning of mathematics.

Implementation

- Our long-term planning sets out the mathematic units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- At Bream C of E Primary School, we use curriculum maps based on the White Rose yearly overviews which set the curriculum out in blocks enabling children to get to grips with different areas of maths through extended periods of time.
- Alongside the White Rose materials, we use My Mini Maths in our maths meetings to ensure repetition of the basic key skills and provide opportunities for children to revisit previous learning.
- In Key Stage 1, we use NCETM to build confidence with and embed number knowledge.
- Good practice and new ideas are shared between staff and all CPD is used to inform teaching and learning across school.
- Correct mathematical vocabulary is used by all teachers and this is discussed with and explained to children who are then encouraged to use it independently when talking about maths. Vocabulary is displayed clearly on working walls and is referred to in every lesson.
- Timetabled interventions for maths are in place for children with SEND; children receive regular group support as part of their maths lessons with further support for individuals or small groups where a need is identified.
- Fluency is developed through repeating, reinforcing and revising key skills.
- Feedback is given through marking following the school marking policy, as well as verbal feedback within the lesson.

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- Teachers also implement the schools agreed calculation policies for progression in written and mental calculations.
- Children use a variety of resources and are familiar with them, they are encouraged to access them independently where needed.
- Discussion is essential to learning and children are encouraged to discuss their thoughts, ideas and methods with a partner, group or the teacher.
- Reasoning remains one of our key focuses in mathematics. Children work both collaboratively and independently when solving problems which require them to persevere and develop resilience.

Impact

The impact of our mathematics curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts. Children know that maths is a vital life skill that they will rely on in many areas of their daily life. The children know that it is reasonable to make mistakes because this can strengthen their learning through the journey to finding an answer. Children are able to 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring a high proportion of children are on track or above.

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

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Key Stage 1

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources.

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Lower Key Stage 2

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12-multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.

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Upper Key Stage 2

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Place Value						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place value: counting	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count numbers to 100 in numerals;	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	- count in multiples of 6, 7, 9, 25 and 1000 - count backwards through zero to include negative numbers	- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - count forwards and backwards	

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	count in multiples of twos, fives and tens				with positive and negative whole numbers, including through zero	
Place value: Represent	- identify and represent numbers using objects and pictorial representations - read and write numbers to 100 in numerals - read and write numbers from 1 to 20 in numerals and words	- read and write numbers to at least 100 in numerals and in words - identify, represent and estimate numbers using different representations, including the number line	- identify, represent and estimate numbers using different representations - read and write numbers up to 1000 in numerals and in words	- identify, represent and estimate numbers using different representations - 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 - read Roman numerals to 1000 (M) and recognise years written in Roman numerals	read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit
Place value: Use and compare	given a number, identify one more and one less	- recognise the place value of each digit in a two-digit number (tens, ones) - compare and	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	- find 1000 more or less than a given number - recognise the place value of each digit in a four-digit	(read, write) order and compare numbers to at least 1 000 000 and determine the	(read, write), order and compare numbers up to 10 000 000 and determine the

		order numbers from 0 up to 100; use and = signs	compare and order numbers up to 1000	number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000	value of each digit	value of each digit
Place value: Problems/Rounding		use place value and number facts to solve problems	solve number problems and practical problems involving these ideas	- round any number to the nearest 10, 100 or 1000 - solve number and practical problems that involve all of the above and with increasingly large positive numbers	- interpret negative numbers in context - 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	- 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

Addition and Subtraction						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and subtraction: Recall, represent, use.	- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - represent and use number bonds and related subtraction facts within 20.	- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. - recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	estimate the answer to a calculation and use inverse operations to check answers	estimate the answer to a calculation and use inverse operations to check answers	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	
Addition and subtraction: Calculations	add and subtract one-digit and two digit numbers to 20,	add and subtract numbers using concrete objects, pictorial	add and subtract numbers mentally,	add and subtract numbers with up to 4 digits	add and subtract whole numbers with more than 4	perform mental calculations, including with mixed

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	including zero	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	including: ➤ a three-digit number and ones ➤ a three-digit number and tens ➤ a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	using the formal written methods of columnar addition and subtraction where appropriate	digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers	operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations
Addition and subtraction: Problems	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number	• solve problems with addition and subtraction: ➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➤	• solve problems, including missing number problems, using number facts, place value, and more complex addition and	• solve addition and subtraction twostep problems in contexts, deciding which operations and methods to use and why	• solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why • solve problems	• solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why

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	problems such as $7 = x - 9$	applying their increasing knowledge of mental and written methods	subtraction		involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	
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Multiplication and Division						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and division: Recall/use		- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - show that multiplication of two numbers can be done in any order (commutative)	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	- recall multiplication and division facts for multiplication tables up to 12×12 - use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1;	- 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)	- identify common factors, common multiples and prime numbers - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

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		and division of one number by another cannot		multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations	numbers • - establish whether a number up to 100 is prime and recall prime numbers up to 19 • - recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	
Multiplication and division: Calculations		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using	multiply two-digit and three-digit numbers by a one-digit number using formal written layout	- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two digit numbers - multiply and divide numbers mentally	- 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

			mental and progressing to formal written methods		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 1000	written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers
Multiplication	• solve one-step	• solve problems	• solve problems,	• • solve	• • solve	• solve problems

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and division: Problems	problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	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	problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	involving addition, subtraction, multiplication and division
Multiplication and division: combined					• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding	• use their knowledge of the order of operations to carry out calculations involving the four operations

					the meaning of the equals sign	
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Fractions, Decimals and Percentages

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Recognise and write	• 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	• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit	• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	• 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	

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			fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators		other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$]	
Fractions: compare		Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	- recognise and show, using diagrams, equivalent fractions with small denominators - compare and order unit fractions, and fractions with the same denominators	recognise and show, using diagrams, families of common equivalent fractions	compare and order fractions whose denominators are all multiples of the same number	- use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fractions, including fractions > 1
Fractions: calculations		write simple fractions for example, $\frac{1}{2}$ of 6 = 3	add and subtract fractions with the same	add and subtract fractions with the same	add and subtract fractions with the same	add and subtract fractions with different

			denominator within one whole [for example, $5/7 + 1/7 = 6/7$]	denominator	denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$] • divide proper fractions by whole numbers [for example $1/3 \div 2 = 1/6$]
Fractions: solve problems			• solve problems that involve all of the above	• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the		

				answer is a whole number		
Decimals: recognise, write, compare				• recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • 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	• read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • 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	• identify the value of each digit in numbers given to three decimal places
Fractions, decimals and				• solve simple measure and	• recognise the per cent symbol	• associate a fraction with

percentages				money problems involving fractions and decimals to two decimal places	(%) 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
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Ratio and Proportion, Algebra

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and proportion						• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation/use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and

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						multiples
Algebra	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = x - 9$	• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	• solve problems, including missing number problems			• use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables

Measurement						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using measures	• compare, describe and solve practical problems for: ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time • measure and begin to record the following: ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time (hours, minutes, seconds)	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and =	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	• Convert between different units of measure [for example, kilometre to metre; hour to minute] • • estimate, compare and calculate different measures	• convert between different units of metric measure • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	• solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. • convert between miles and kilometres
Money	• recognise and	• recognise and	• add and subtract	• estimate,	• use all four	

	know the value of different denominations of coins and notes	use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	amounts of money to give change, using both £ and p in practical contexts	compare and calculate different measures, including money in pounds and pence	operations to solve problems involving measure [for example, money]	
Time	• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday,	• compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour	• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	• read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving	• solve problems involving converting between units of time	• use, read, write and convert between standard units, converting measurements of time from a smaller unit of

	tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day	• 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 • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events	converting from hours to minutes; minutes to seconds; years to months; weeks to days		measure to a larger unit, and vice versa
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			or tasks]			
Perimeter, are, volume			• measure the perimeter of simple 2-D shapes	• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares	• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • estimate volume [for example, using blocks to build cuboids] and capacity [for example, using water]	• recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units

Geometry						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2D shapes	• recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D shapes and everyday objects	• draw 2-D shapes	• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2-D shapes presented in different orientations	• distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • use the properties of rectangles to deduce related facts and find missing lengths and angles	• draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
3D shapes	• recognise and name common 3-D shapes [for example, cuboids]	• recognise and name common 3-D shapes [for example, cuboids]	• make 3-D shapes using modelling materials; recognise 3-D		• identify 3-D shapes, including cubes and other cuboids, from 2-	• recognise, describe and build simple 3-D shapes, including

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	(including cubes), pyramids and spheres]	(including cubes), pyramids and spheres] • compare and sort common 3-D shapes and everyday objects	shapes in different orientations and describe them		D representations	making nets
Angles and lines			• recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of	• identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry	• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees • identify: ➤ angles at a point and one whole turn (total 360°) ➤ angles at a point on a straight line and 1 2 a turn (total 180°) ➤ other multiples of 90°	• find unknown angles in any triangles, quadrilaterals, and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

			perpendicular and parallel lines			
Position and direction	describe position, direction and movement, including whole, half, quarter and three-quarter turns	- order and arrange combinations of mathematical objects in patterns and sequences - 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)		- describe positions on a 2-D grid as coordinates in the first quadrant - describe movements between positions as translations of a given unit to the left/right and up/down - plot specified points and draw sides to complete a given polygon	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	- describe positions on the full coordinate grid (all four quadrants) - draw and translate simple shapes on the coordinate plane, and reflect them in the axes

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Statistics						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Present and interpret data		interpret and construct simple pictograms, tally charts, block diagrams and simple tables	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems
Solve statistical problems		- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totaling and comparing	solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average

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		categorical data			
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Early Years Progression in Mathematics

Phase	Number	Numical pattern
Just like me!	Match and sort. Compare amounts.	Compare size, mass and capacity. Explore
It's me 123!	Representing 1,2 & 3 Comparing 1,2 & 3 Composition of 1,2 & 3	Circles and triangles Positional language
Light and dark	Representing numbers to 5 One more and less	Shapes with 4 sides. Time
Alive 5!	Introducing zero Comparing numbers to 5 Composition of 4 & 5	Compare mass Compare capacity
Growing 6, 7, 8	6, 7 & 8 Combining 2 amounts. Making pairs	Length and height Time
Building 9 & 10	Counting 9 & 10 Comparing numbers to 10 Bonds to 10	3D shapes Patterns
To 20 and beyond	Building numbers beyond 10 Counting patterns beyond 10	Spatial reasoning Match, rotate, manipulate
First then now	Adding more Taking away	Spatial reasoning Compose and decompose
Find my pattern	Doubling Sharing and grouping Even and odd	Spatial reasoning Visualise and build
On the move	Deepening understanding	Spatial reasoning

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	Patterns and relationships	Mapping
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