

Mathematics curriculum and progression

The 3 main aims of the Mathematics Primary Curriculum are to become fluent, reason mathematically and to apply their knowledge to solving problems. These aims are covered throughout every objective the children are taught.

- Black text relates to coverage in the National Curriculum
- Objectives in red text are part of our school maths curriculum that we have added to each year group

Fluency

To enable our pupils to become fluent in Mathematics we use a Concrete, Pictorial, Abstract approach (CPA) which allows them to use arrange of resources, show and describe their thinking in different ways. Fluency can be seen through reasoning and problem solving and can be seen in such ways: counting forwards and backwards, identifying and representing numbers using objects and pictorial representations, number bonds, partitioning numbers in different ways, understanding the commutative and inverse laws, developing multiplicative reasoning and understanding the associative and distributive laws.

	Reasoning and Problem Solving					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Records, using marks that they can interpret and explain.	Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and the set solution in the original context.	Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem.	Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £	Represent a puzzle or problem using number sentences, statements or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem.	Represent a puzzle or problem by identifying and recording the information or calculations needed to solve it; find possible solutions and confirm them in the context of the problem.	Tabulate systematically the information in a problem or puzzle; identify and record the steps or calculations needed to solve it, using symbols where appropriate; interpret solutions

			and p notation or units of measure.			in the original context and check their accuracy.
Begins to identify own mathematical problems based on own interests and fascinations.	Order and arrange combinations of objects and shapes in patterns.	Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organizing and presenting information in lists, tables and simple diagrams.	Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organize and interpret the information.	Suggest a line of enquiry and the strategy needed to follow it; collect, organize and interpret selected information to find answers.	Plan and pursue an enquiry; present evidence by collecting, organizing and interpreting information; suggest extensions to the enquiry.	Suggest, plan and develop lines of enquiry; collect, organize and represent information, interpret results and review methods; identify and answer related questions.
Solve problems using doubling.	Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures.	Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples.	Identify patterns and relationships involving numbers or shapes, and use these to solve problems.	Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples.	Explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false.	Represent and interpret sequences, patterns and relationships involving numbers and shapes; suggest and test hypotheses; construct and use simple expressions and formulae in words then symbols.
Solve problems including halving.	Describe simple patterns and relationships involving numbers or shapes; decide	Present solutions to puzzles in an organized way; explain decisions, methods and	Express the rules for sequences in words (e.g. 3, 5, 7: you add 2 each time).	Express the rules for increasingly complex sequences in words.	Explain reasoning using diagrams, graphs and text; refine ways of	Explain reasoning and conclusions, using words, symbols or diagrams as

	whether examples satisfy given conditions.	results in pictorial, spoken or written form, using mathematical language and number sentences.			recording using symbols and images.	appropriate. Use simple formulae expressed in words. Express missing number problems algebraically (e.g. $6+n=28$)
Solve problems including sharing.	Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures.		Begin to make generalisations based on patterns in mathematics (e.g. all even numbers end in a 0, 2, 4, 6 or 8).	Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols.	Begin to express missing number problems algebraically.	Begin to use symbols and letters to represent variables (things that can change) and unknowns in mathematical situations which they already understand, such as missing numbers, missing lengths, arithmetical rules and number puzzles.
			Begin to make conjectures (statements) about mathematics and develop the ability to convince others.	Continue to make generalisations based on patterns in mathematics.	Continue to make increasingly advanced generalisations based on patterns in mathematics.	Continue to make increasingly advanced generalisations based on patterns in mathematics.
			Begin to make if then statements.		Make conjectures (statements) about mathematics and further develop the	Make conjectures (statements) about mathematics and further develop the

					ability to convince others.	ability to convince others.
			Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams.		Continue to make 'if then.....' statements.	Continue to make 'if then.....' statements, representing them using letters if able.

Number: Number and Place Value

COUNTING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			count backwards through zero to include negative numbers	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	use negative numbers in context, and calculate intervals across zero
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100;	count in multiples of 6, 7, 9, 25 and 1000	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
given a number, identify one more and one less		find 10 or 100 more or less than a given number	find 1000 more or less than a given number		

COMPARING NUMBERS					
use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000	order and compare numbers beyond 1000 <i>compare numbers with the same number of decimal places up to two decimal places</i> (copied from Fractions)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)
IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS					
identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		
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	read and write numbers up to 1 000 in numerals and in words		read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)
		tell and write the time from an analogue clock, including using	read Roman numerals to 100 (I to C) and know that over time, the	read Roman numerals to 1 000 (M) and	

		Roman numerals from I to XII, and 12-hour and 24-hour clocks (copied from Measurement)	numeral system changed to include the concept of zero and place value.	recognise years written in Roman numerals.	
READING AND WRITING NUMBERS (including Roman Numerals)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	read and write numbers up to 1000 in numerals and in words	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 (appears also in Comparing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)
		<i>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (copied from Measurement)</i>		read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
UNDERSTANDING PLACE VALUE					
Begin to recognize place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.	recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)
			<i>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the</i>	<i>recognise and use thousandths and relate them to tenths,</i>	<i>identify the value of each digit to three decimal places and</i>

			<i>value of the digits in the answer as units, tenths and hundredths</i> (copied from Fractions)	<i>hundredths and decimal equivalents</i> (copied from Fractions)	<i>multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</i> (copied from Fractions)
ROUNDING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		round any number to the nearest 10 or 100	round any number to the nearest 10, 100 or 1 000	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round any whole number to a required degree of accuracy
			<i>round decimals with one decimal place to the nearest whole number</i> (copied from Fractions)	<i>round decimals with two decimal places to the nearest whole number and to one decimal place</i> (copied from Fractions)	<i>solve problems which require answers to be rounded to specified degrees of accuracy</i> (copied from Fractions)
PROBLEM SOLVING					
	use place value and number facts to solve problems	solve number problems and practical problems involving these ideas.	solve number and practical problems that involve all of the above and with increasingly large positive numbers	solve number problems and practical problems that involve all of the above	solve number and practical problems that involve all of the above

Number: Addition and Subtraction

NUMBER BONDS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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	Apply knowledge of numbers bonds to 100 to help them reason	Apply knowledge of numbers bonds to 100 to help them reason	Apply knowledge of numbers bonds to 100 to help them reason	Apply knowledge of numbers bonds to 100 to help them reason
MENTAL CALCULATION					
add and subtract one-digit and two-digit numbers to 20, including zero	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	add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds	add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds	add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				use their knowledge of the order of operations to carry out calculations involving the four operations
WRITTEN METHODS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
read, write and interpret mathematical statements involving	read, write and interpret mathematical statements involving	add and subtract numbers with up to three digits, using formal written	add and subtract numbers with up to 4 digits using the formal written methods of	add and subtract whole numbers with more than 4 digits, including using formal written	add and subtract whole numbers with more than 4 digits and decimals,

addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)	addition (+), subtraction (-) and equals (=) signs Begin to use the columnar method for addition and subtraction	methods of columnar addition and subtraction	columnar addition and subtraction where appropriate	methods (columnar addition and subtraction)	including using formal written methods (columnar addition and subtraction)
INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS					
Use their knowledge of addition and subtraction to check if their answer is sensible (e.g. an answer is bigger if numbers have been added)	recognise 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 and use inverse operations to check answers to a calculation	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
PROBLEM SOLVING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

	knowledge of mental and written methods				
	<i>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)</i>				Solve problems involving addition, subtraction, multiplication and division

Number: Multiplication and Division

MULTIPLICATION & DIVISION FACTS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>count in multiples of twos, fives and tens (copied from Number and Place Value)</i>	<i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value)</i>	<i>count from 0 in multiples of 4, 8, 50 and 100 (copied from Number and Place Value)</i>	<i>count in multiples of 6, 7, 9, 25 and 1000 (copied from Number and Place Value)</i>	<i>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (copied from Number and Place Value)</i>	<i>Count forwards and backwards in multiples and in steps of powers of 10 from any given number</i>
Double and half numbers	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising	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	recall multiplication and division facts for multiplication tables up to 12×12	recall multiplication and division facts for multiplication tables up to 12×12

	odd and even numbers				
MENTAL CALCULATION					
		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 (appears also in Written Methods)	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	multiply and divide numbers mentally drawing upon known facts (including decimals)	perform mental calculations, including with mixed operations and large numbers
	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	<i>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) (copied from Fractions)</i>
WRITTEN CALCULATION					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	calculate mathematical statements for	write and calculate mathematical statements for	multiply two-digit and three-digit numbers by a	multiply numbers up to 4 digits by a one- or two-digit number using	multiply multi-digit numbers up to 4 digits by a two-digit

	<p>multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p>	<p>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 (appears also in Mental Methods)</p>	<p>one-digit number using formal written layout</p>	<p>a formal written method, including long multiplication for two-digit numbers</p>	<p>whole number using the formal written method of long multiplication</p>
				<p>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</p>	<p>divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context 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</p>

					<i>use written division methods in cases where the answer has up to two decimal places (copied from Fractions (including decimals))</i>
PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES, SQUARE AND CUBE NUMBERS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		recognise and use commutativity in mental calculations	recognise and use factor pairs and commutativity in mental calculations (repeated)	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	identify common factors, common multiples and prime numbers
				know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19	<i>use common factors to simplify fractions; use common multiples to express fractions in the same denomination (copied from Fractions)</i>
				recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)	<i>calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other</i>

					units such as mm^3 and km^3 (copied from Measures)
ORDER OF OPERATIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				use their knowledge of the order of operations to carry out calculations involving the four operations	use their knowledge of the order of operations to carry out calculations involving the four operations
INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS					
		<i>estimate the answer to a calculation and use inverse operations to check answers</i> (copied from Addition and Subtraction)	<i>estimate and use inverse operations to check answers to a calculation</i> (copied from Addition and Subtraction)	use estimation to check answers to calculations	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
PROBLEM SOLVING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and	solve problems, including missing number problems, involving multiplication and division, including positive integer	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	solve problems involving addition, subtraction, multiplication and division

representations and arrays with the support of the teacher	multiplication and division facts, including problems in contexts	scaling problems and correspondence problems in which n objects are connected to m objects	and harder correspondence problems such as n objects are connected to m objects	solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	
				solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	<i>solve problems involving similar shapes where the scale factor is known or can be found</i> (copied from Ratio and Proportion)

Number: Fractions (including decimals)

COUNTING IN FRACTIONAL STEPS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the</i>	count up and down in tenths	count up and down in hundredths	Count up and down in all fractions learnt	Count up and down in all fractions learnt

	<i>number line (Non Statutory Guidance)</i>				
RECOGNISING FRACTIONS					
recognise, find and name a half as one of two 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	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.			
COMPARING FRACTIONS					
	practically compare halves and quarters	compare and order unit fractions, and fractions with the same denominators	compare and order unit fractions, and fractions with the same denominators	compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions >1
COMPARING DECIMALS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Compare tenths	compare numbers with the same number of	read, write, order and compare numbers with	identify the value of each digit in numbers

			decimal places up to two decimal places	up to three decimal places	given to three decimal places
ROUNDING INCLUDING DECIMALS					
			round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy
EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)					
	write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	recognise and show, using diagrams, equivalent fractions with small denominators	recognise and show, using diagrams, families of common equivalent fractions	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
			recognise and write decimal equivalents of any number of tenths or hundredths	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	associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
			recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

				denominator 100 as a decimal fraction	
ADDITION AND SUBTRACTION OF FRACTIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Add halves together	add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	add and subtract fractions with the same denominator	add and subtract fractions with the same denominator and multiples of the same number	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
				recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	
MULTIPLICATION AND DIVISION OF FRACTIONS					
				multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)
					multiply one-digit numbers with up to two decimal places by whole numbers
					divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)

MULTIPLICATION AND DIVISION OF DECIMALS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					multiply one-digit numbers with up to two decimal places by whole numbers
			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	divide a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
				identify the value of each digit to two decimal places and multiply and divide numbers by 10 and 100	identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
					associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)

					use written division methods in cases where the answer has up to two decimal places
PROBLEM SOLVING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		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	solve problems involving numbers up to three decimal places	solve problems involving numbers up to three decimal places
			solve simple measure and money problems involving fractions and decimals to two decimal places.	solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.	solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.

Ratio and Proportion

Statements only appear in Year 6 but should be connected to previous learning, particularly fractions and multiplication and division					
					Year 6

					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 of percentages [for example, of measures, and such as 15% of 360] and the 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 multiples.

Algebra

EQUATIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</i> (copied from Addition and Subtraction)</p>	<p><i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</i> (copied from Addition and Subtraction)</p>	<p><i>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</i> (copied from Addition and Subtraction)</p>	<p><i>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</i> (copied from Addition and Subtraction)</p>	<p><i>use the properties of rectangles to deduce related facts and find missing lengths and angles</i> (copied from Geometry: Properties of Shapes)</p>	<p>express missing number problems algebraically</p>
		<p><i>solve problems, including missing number problems, involving multiplication and division, including integer scaling</i> (copied from Multiplication and Division)</p>			
	<p><i>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</i> (copied from Addition and Subtraction)</p>				<p>find pairs of numbers that satisfy number sentences involving two unknowns</p>
<p><i>represent and use number bonds and related subtraction facts within 20</i> (copied from Addition and Subtraction)</p>					<p>enumerate all possibilities of combinations of two variables</p>

FORMULAE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

			Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. (Copied from NSG measurement)	begin to use simple formulae	use simple formulae
					recognise when it is possible to use formulae for area and volume of shapes (copied from Measurement)
SEQUENCES					
sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)	compare and sequence intervals of time (copied from Measurement)	Sequence a variety of times, measures and numbers	Sequence and generate a variety of times, measures and numbers	generate and describe linear number sequences	generate and describe linear number sequences

Measurement

COMPARING AND ESTIMATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> * 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] 	<p>compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>	<p>estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring)</p>	<p>calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (also included in measuring)</p>	<p>calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units such as mm³ and km³.</p>
<p>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<p>compare and sequence intervals of time</p>	<p>compare durations of events, for example to calculate the time taken by particular events or tasks</p>	<p>compare durations of events, for example to calculate the time taken by particular events or tasks</p>	<p>estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)</p>	
		<p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use</p>			

		vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Telling the Time)			
MEASURING and CALCULATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	estimate, compare and calculate different measures , including money in pounds and pence (appears also in Comparing)	use all four operations to solve problems involving measure (e.g. 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 three decimal places where appropriate (appears also in Converting)
		measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	recognise that shapes with the same areas can have different perimeters and vice versa
MEASURING and CALCULATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise and know the value of different denominations of coins and notes	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	add and subtract amounts of money to give change, using both £ and p in practical contexts	add and subtract amounts of money to give change, using both £ and p in practical contexts		

	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				
			find the area of rectilinear shapes by counting squares	calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes <i>recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</i> (copied from Multiplication and Division)	calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [e.g. mm ³ and km ³]. recognise when it is possible to use formulae for area and volume of shapes
TELLING THE TIME					

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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.	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 (appears also in Converting)		
recognise and use language relating to dates, including days of the week, weeks, months and years	know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating)			
			solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting)	solve problems involving converting between units of time	solve problems involving converting between units of time
CONVERTING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time)	know the number of seconds in a minute and the number of days in each month, year and leap year	convert between different units of measure (e.g. kilometre to metre; hour to minute)	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
			read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)	solve problems involving converting between units of time	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating)
			solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time)	understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	convert between miles and kilometres

Geometry: Properties of Shape

IDENTIFYING SHAPES AND THIER PROPERTIES						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. 	<p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p>	<p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p>	<p>identify lines of symmetry in 2-D shapes presented in different orientations</p>	<p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p>	<p>recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing)</p>	
	<p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>	<p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>	<p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>			<p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>
	<p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p>					
DRAWING AND CONSTRUCTING						
<p>Make pictures using shapes</p>	<p>Draw lines using a straight edge</p>	<p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>draw given angles, and measure them in degrees (°)</p>	<p>draw 2-D shapes using given dimensions and angles</p> <p>recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying</p>	

					Shapes and Their Properties)
COMPARING AND CLASSIFYING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	compare and sort common 2-D and 3-D shapes and everyday objects	compare and classify geometric shapes, including quadrilaterals and triangles	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	use the properties of rectangles to deduce related facts and find missing lengths and angles	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
				distinguish between regular and irregular polygons based on reasoning about equal sides and angles	
ANGLES					
	recognise a right angle as a quarter turn	recognise angles as a property of shape or a description of a turn		know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
		identify right angles, recognise that two right angles make a half-turn, three make three quarters	identify acute and obtuse angles and compare and order	identify: * angles at a point and one whole turn (total 360°)	recognise angles where they meet at a point, are on a straight line, or

		of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	angles up to two right angles by size	* angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) * other multiples of 90°	are vertically opposite, and find missing angles
		identify horizontal and vertical lines and pairs of perpendicular and parallel lines			

Geometry: Position and Direction

POSITION, DIRECTION AND MOVEMENT					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
describe position, direction and movement, including half, quarter and three-quarter turns.	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 anti-clockwise)	describe positions on a 2-D grid as coordinates in the first quadrant	describe positions on a 2-D grid as coordinates in the first quadrant	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)
			describe movements between positions as translations of a given unit to the left/right and up/down		draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
			plot specified points and draw sides to		

			complete a given polygon		
PATTERN					
	order and arrange combinations of mathematical objects in patterns and sequences				

Statistics

INTERPRETING, CONSTRUCTING AND PRESENTING DATA					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
interpret and construct simple tally charts	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
answer simple questions by counting the number of objects in each category	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 totalling and comparing categorical data				
SOLVING PROBLEMS					

		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.	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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- Black text relates to coverage in the National Curriculum
- Objectives in red text are part of our school maths curriculum that we have added to each year group