

St George's Central CE Primary School and Nursery

Progression in Maths

Place Value				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2 – 3 year olds</u> - Sing finger rhymes which involve hiding and returning, like 'Two little dicky birds'. - Experience counting in everyday contexts i.e. songs and routines. - Offer repeated experiences with the counting sequence in meaningful and varied contexts, outdoors and indoors. Count fingers and toes, stairs, toys, food items, sounds and actions. - Help children to match their counting words with objects. - Compare amounts with vocabulary such as, 'lots', 'more' or 'same'. - Children show counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. - Children begin to count sometimes skipping numbers saying 1-2-3-5. <u>3 – 4 year olds</u> - Say number names in order to 5, progressing to 10 and beyond. - Show numbers up to 5 on their fingers.	- Match and sort items for a variety of criteria. - Count objects, actions and sounds. - Say how many there are after counting. - Count out a smaller number from a larger group. - Estimate how many there might be before counting. - Compare amounts saying which has less and which has more. - Build numbers beyond 10. - Develop awareness of counting patterns. - Link the number symbol (numeral) with its cardinal number value. - Can partition and recombine sets of numbers. - Children can use fingers, dice, tens frames etc. to show their understanding of composition. - Have a deep understanding of number to 10, including the composition of each number; - Subitise to 5, extending to 7. - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising	<u>Year 1</u> - 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. - 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. - Read and write numbers from 1 to 20 in numerals and words. <u>Year 2</u> - 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). - Identify, represent and estimate numbers using different representations, including the number line.	<u>Year 3</u> - Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). - 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. - Solve number problems and practical problems involving these ideas. <u>Year 4</u> - 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). - Order and compare numbers beyond 1000	<u>Year 5</u> - 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. - 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. - Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <u>Year 6</u> - 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

• Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2, progressing to the stable order of 1, 2, 3, 4, 5 and beyond. • Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principal). • Take 1 or 2 objects from a larger group, progressing to taking 5 objects from a larger group. • Subitise to 2, 3 and 4. • Separates 3 in different ways and knows it is still 3. • Separates 4 in different ways and known it is still 4. • Links numerals to amounts: for example, showing the right number of objects to match the numeral, up to 5 initially. • Experiment with their own symbols and marks as well as numerals to represent amounts. • Solve real world mathematical problems with numbers up to 5 initially. • Can compare two small amounts and say which is more and then touch count to say how many altogether.	• when one quantity is greater than, less than or the same as the other quantity. • Identify odd and even numbers.	• 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.	• identify, represent and estimate numbers using different representations. • 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. 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.	• context, and calculate intervals across zero. • Solve number and practical problems that involve all of the above.
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Addition and Subtraction				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2 – 3 year olds</u> • Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up. • Children regularly play with loose parts and bowls and baskets to experience amounts and changes in amounts. • Join in with number rhymes involving hiding and returning. <u>3 – 4 year olds</u> • Knows what one more than a given amount is. • Can compare quantities using language: ‘more than’, ‘fewer than’. • Separates 3 in different ways and knows it is still 3. • Separates 4 in different ways and known it is still 4.	• Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Children use everyday experiences to apply their number bonds learning, for example ‘There are 6 of us but only two clipboards. How many more do we need?’. • 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. • Add more to a given number. • Take away from a given number. • Can double numbers to 10.	<u>Year 1</u> • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • Represent and use number bonds and 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 $7 = \square - 9$. <u>Year 2</u> • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number	<u>Year 3</u> • 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 with up to three digits, using formal written methods of columnar addition and subtraction. • 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. <u>Year 4</u> • 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.	<u>Year 5</u> • 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, deciding which operations and methods to use and why. <u>Year 6</u> • Perform mental calculations, including with mixed operations and large 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.

		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 to check calculations and solve missing number problems.		
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Multiplication and Division				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2 – 3 year olds</u> - Children react to changes of amount in a group of up to three items. - Begin to group and combine objects and understand collecting objects. <u>3 – 4 year olds</u> - Children react to changes of amount in a group of up to five items. - Group and combine objects and understand collecting objects.	- Count verbally beyond 10, pausing at each multiple of 10 to draw out the structure. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. - Pair and combine groups within and up to 10. - Double numbers to 10. - Begin to understand sharing and grouping.	<u>Year 1</u> - 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. <u>Year 2</u> - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. - Calculate statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. - 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.	<u>Year 3</u> - 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. <u>Year 4</u> - 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; multiplying together three numbers. - Recognise and use factor pairs and commutativity in mental calculations. - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	<u>Year 5</u> - 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, composite 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 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 1000. - Recognise and use square numbers/ cube numbers, and the notation for squared (2) and cubed (3). - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. - Solve problems involving addition, subtraction, multiplication, division and a

			Solve 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.	combination of these, understanding the meaning of the = sign. - Solve problems involving multiplication/ division, including scaling by simple fractions and problems. <u>Year 6</u> - 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 methods and interpret remainders as whole number remainders, fractions, or by rounding. - 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 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.
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Fractions, Decimals and Percentages				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2 – 3 year olds</u> - Compare small amounts (e.g. more, lots, same). - Talk about small quantities (up to 3) with increasing confidence. <u>3 – 4 year olds</u> - Take 1, 2, 3, 4 or 5 objects from a larger group. - Separates 3 in different ways and knows it is still 3. - Separates 4 in different ways and know it is still 4.	- Double numbers to 10. - Begin to understand sharing and grouping. - Pair and combine groups within and up to 10. - Explore and understand composition of numbers to 10.	<u>Year 1</u> - 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. <u>Year 2</u> - Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity. - Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	<u>Year 3</u> - 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 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. - Compare and order unit fractions, and fractions with the same denominators. - Solve problems that involve all of the above. <u>Year 4</u> - 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.	<u>Year 5</u> - Compare 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 write mathematical statements > 1 as a mixed number. - 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. - 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.

			• 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. • 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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • 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.	• 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. <u>Year 6</u> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • 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. • Divide proper fractions by whole numbers. • Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. • 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.
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				• 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. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
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Measurement				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2 – 3 year olds</u> - Provide blocks and boxes to play freely with and build with, outdoors and indoors. - Compare size and weight etc. using gesture and language, ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. - Children begin to use the language of size and weight in everyday context. - Begin to notice differences in size (big/small). - Explore objects with clear size differences. - Explore space through movement (climbing, squeezing into spaces). <u>3 – 4 year olds</u> - Children can talk about what comes next during the day and know the difference between day and night. - Make comparisons between objects relating to size, length and weight. - Make comparisons between objects relating to capacity. - Children can use some associated language with capacity, for example, ‘full’, ‘empty’, ‘holds more’, ‘holds less’. - In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two or three items.	- Talk about the passing of the day and time in general and compare day and night. - Use comparative language to compare length, mass and capacity. - Compare and understand length, mass and capacity using tall, short, long, longer, longest, short, shorter, shortest, heavy, heavier, heaviest, light, lighter, lightest. - Children can make and test predictions, e.g. – ‘what if we pour the water from the jug into the teapot? Which holds more?’ - Understand and use spatial reasoning for a purpose.	<u>Year 1</u> - Compare, describe and solve practical problems for lengths and heights, mass/weight and capacity, volume and time - Measure and begin to record lengths and heights, mass/weight, capacity, volume and time. - Recognise and know the value of different denominations of coins and notes. - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, 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. <u>Year 2</u> - 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 >, <	<u>Year 3</u> - 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. - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. - 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. <u>Year 4</u> - Convert between different units of measure (including time). - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. - Find the area of rectilinear	<u>Year 5</u> - Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. - 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 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. - Solve problems involving converting between units of time. - Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

		and =. • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find 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. • Compare and sequence intervals of time. • 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. Know the number of minutes in an hour and the number of hours in a day.	shapes by counting squares. • Estimate, compare and calculate different measures, including money in pounds and pence. • Read, write and convert time between analogue and digital 12- and 24-hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	<u>Year 6</u> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • Use, read, write and convert between standard units, converting 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. • Convert between miles and kilometres. • 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 [for example, mm³ and km³].
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Properties of shape				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2 – 3 year olds</u> - Children play daily with large and small blocks and other construction materials both indoors and outdoors. - Provide inset puzzles and jigsaws with differing levels of challenge. - Children begin to notice patterns that they see all around them. - Children begin to arrange things in patterns. - Explore space through movement (climbing, squeezing into spaces). <u>3 – 4 year olds</u> - Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. - Talk about and identify patterns around them. Use informal language like 'pointy', 'spotty' etc. to describe pattern. - Create ABABAB patterns - Selects shapes appropriately for desired outcome. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Combine shapes to make new ones – an arch, a bigger triangle, etc.	- Name and recognise 2D shapes. - Select, rotate and manipulate 2D shapes in order to develop spatial reasoning skills. - Can continue, copy and create repeating patterns. - Name and recognise 3D shapes. - Select, rotate and manipulate 3D shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Find 2D shapes within 3D shapes, including through printing or shadow play. - Can name and identify some properties of 2D and 3D shapes (for example, cube, cuboid, sphere, cylinder, pyramid), using informal and mathematical language: 'flat', 'round', 'straight', 'curved', 'face', 'surface'. - Compare 2D and 3D shapes. - Develop an understanding of spatial awareness and use spatial reasoning for a purpose.	<u>Year 1</u> - Recognise and name common 2-D and 3-D shapes. <u>Year 2</u> - Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. - Identify 2-D shapes on the surface of 3-D shapes. - Compare and sort common 2-D and 3-D shapes and everyday objects.	<u>Year 3</u> - Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. - 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 perpendicular and parallel lines. <u>Year 4</u> - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. - 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.	<u>Year 5</u> - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. - 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 a $\frac{1}{2}$ turn (total 180°); other multiples of 90°. - Use the properties of rectangles to deduce related facts and find missing lengths and angles. - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <u>Year 6</u> - Draw 2-D shapes using given dimensions and angles. - Recognise, describe and build simple 3-D shapes, including making nets. - Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is

				twice the radius. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
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Position and Direction				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2 – 3 year olds</u> - Explore space through movement (climbing, squeezing into spaces). - Use simple positional language (e.g. up, down, on top, through) including independently in play. <u>3 – 4 year olds</u> - Understand position through words alone, for example, 'The bag is under the table', with no pointing. - Children use spatial words in play. - Respond to and uses language of position and direction including following and giving directions.	- Select, rotate and manipulate 2D shapes in order to develop spatial reasoning skills. - Select, rotate and manipulate 3D shapes in order to develop spatial reasoning skills. - Develop an understanding of spatial awareness and use spatial reasoning for a purpose.	<u>Year 1</u> - Describe position/ direction/ movement, including whole, half, quarter and three-quarter turns. <u>Year 2</u> - 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).	<u>Year 4</u> - 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.	<u>Year 5</u> - 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. <u>Year 6</u> - 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.

Statistics				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2 – 3 year olds</u> - Develop an understanding of the meaning of 'same' and 'different'. <u>3 – 4 year olds</u> - Understand the meaning of 'same' and 'different'. - Develop an awareness of a simple bar graph to gather information i.e. number of children that like peas vs beans. - Notice and correct an error in a simple repeating pattern.	- Can sequence 4 and then 6 pictures. - Show an awareness of a simple bar graph to gather information i.e. how children travel to school. - Explain and correct errors in repeating patterns.	<u>Year 2</u> - Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. - 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.	<u>Year 3</u> - Interpret and present data using bar charts, pictograms and tables. - Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. <u>Year 4</u> - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	<u>Year 5</u> - Solve comparison, sum and difference problems using information presented in a line graph. - Complete, read and interpret information in tables, including timetables. <u>Year 6</u> - Interpret and construct pie charts and line graphs and use these to solve problems. - Calculate and interpret the mean as an average.
Ratio and Proportion			Algebra	
<u>Year 6</u> - 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 [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 or multiples.			<u>Year 6</u> - 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.	