

National Curriculum Progression of Skills and Knowledge

MATHS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place Value <u>Old EYFS Maths</u> Can I count to 10 and recognise numbers 1-5? Can I use 1-1 correspondence to count a small number of objects? Am I showing in interest in number? Reception Can I count and order numbers 1-20 reliably? Can I demonstrate my understanding of number using appropriate mathematical language? <u>New EYFS Maths</u> Reception Range 6 NUMBER Numbers now to 10 rather than 20 Doubling now in both areas of maths No specific mention of order of numbers/more/less number recognition – this may be implied under ‘deep understanding’ Greater focus on number bonds and partitioning (Yr 1?) No specific mention of subtraction apart from partitioning facts – linking subtraction to addition Focus on visual memory – subitise and recall. Lots of ways of representing number in different ways	RANGE 4 (2+) NUMBER - Beginning to compare and recognise changes in numbers of things, using words like more, lots or same - Begins to say numbers in order, some of which are in the right order (ordinality) - In everyday situation, takes or gives two or three objects from a group - Beginning to notice numerals (numbers and symbols) - Beginning to count on their fingers PATTERN - Joins in and anticipates repeated sound and action patterns - Is interested in what happens next using the pattern of everyday routines RANGE 5 (Nursery) NUMBER - Compares two small groups of up to five objects, saying when they are the same number of objects in each group e.g.	- 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 2s, 5s and 10s - given a number, identify 1 more and 1 less (10 more and 10 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 (Generic) - read and write numbers from 1 to 20 in numerals and words (1-100)	- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward - recognise the place value of each digit in a two-digit number (10s, 1s) - identify, represent and estimate numbers using different representations, including the number line (Generic) - compare and order numbers from 0 up to 100; use <, > and = signs (Generic) - read and write numbers to at least 100 in numerals and in words (1,000) - use place value and number facts to solve problems (under addition and subtraction)	- count from 0 in multiples of 4, 6, 8, 50 and 100; find 10 or 100 more or less than a given number - recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) - compare and order numbers up to 1,000 (and beyond) - identify, represent and estimate numbers using different representations - read and write numbers up to 1,000 in numerals and in words - solve number problems and practical problems involving these ideas (Generic)	- count in multiples of 6, 7, 9, 25 and 1,000 - find 1,000 more or less than a given number (Transition work Yr 3) - count backwards through 0 to include negative numbers - recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) - order and compare numbers beyond 1,000 - identify, represent and estimate numbers using different representations (Generic) - round any number to the nearest 10, 100 or 1,000 - solve number and practical problems that involve all of the above and with increasingly large positive numbers (Generic) - read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value	- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit - count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 - round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 - solve number problems and practical problems that involve all of the above (Generic) - read Roman numerals to 1,000 (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 - round any whole number to a required degree of accuracy - use negative numbers in context, and calculate intervals across 0 - solve number and practical problems that involve all of the above (Generic)

e.g. dice, numicon, ten frame – ‘story’ of each number No mention of how to solve number facts – strategies Focus on recall of facts rather than general understanding of how to add/subtract Numerical Patterns (New ELG) Knowing numbers beyond 20 Use subitising and different arrays to compare numbers Greater focus on comparisons and language to compare – using quantities rather than numbers Odds and evens (Yr 1?) Greater focus on sharing No problem solving. Still need patterns to develop prediction and reasoning Very little focus on recognition of number or recording Recall of double facts	you’ve got 2, I’ve got 5 • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 • Uses some number names and number language within play and may show fascination with large numbers • Begin to recognise numerals 0 to 10 • Subitises one, two and three objects • Counts up to five items, recognising that the last number said represents the total counted so far • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings • Through play and exploration, beginning to learn that numbers are made up of smaller numbers • Beginning to use understanding of number to solve practical problems in play and						
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	meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways beginning to recognise that the total is still the same PATTERN • Creates their own spacial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next RANGE 6 (Reception) NUMBER • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size						
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	• Enjoys reciting numbers from 0 to 10 and beyond and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality) • Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10) • Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems using signs and strategies of their own						
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	choice, including (when appropriate) standard numerals, tallies and + or – PATTERN - Spots patterns in the environment, beginning to identify the pattern rule - Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat						
Addition and Subtraction	Am I able to use my knowledge to solve simple addition and subtraction problems?	- 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 0 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. (Generic)	- 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 (column method introduced) - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - add and subtract numbers using	- add and subtract numbers mentally, including: - a three-digit number and 1s - a three-digit number and 10s - a three-digit number and 100s - add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction (the above is ongoing from Yr 2) - estimate the answer to a calculation and use inverse operations to check answers (Generic) - solve problems, including missing number problems, using number facts, place value, and more	- 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 (Generic) - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. (Generic)	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 (Generic) - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. (Generic) and (negative numbers and calculating intervals across 0 and calculating the mean and interpreting remainders. Also investigate numbers: consecutive, palindromic and multiples)	- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. (Generic) - solve problems involving addition, subtraction Algebra - 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 2 variables (Calculation problems)

			concrete objects, pictorial representations, and mentally, including: 1. a two-digit number and 1s 2. a two-digit number and 10s 3. 2 two-digit numbers 4. adding 3 one-digit numbers • show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	complex addition and subtraction. (Generic)			
Multiplication and Division	• 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. (using doubling and halving to assist where appropriate)	• recall and use multiplication and division facts for the 2, 5 and 10 (3, 4) multiplication tables, including recognising odd and even numbers (Generic) • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs (Generic) • show that multiplication of 2	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (6) • 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	• 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; (Generic) • multiplying together 3 numbers • recognise and use factor pairs and commutativity in mental calculations (Generic) • multiply two-digit and three-digit numbers by a one-digit number using formal written layout	• 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 (non-prime) 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 multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where	

			numbers can be done in any order (commutative) and division of 1 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.	positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. (multiply and divide whole numbers and those involving decimals by 10, 100)	• multiply and divide numbers mentally drawing upon known facts (Generic) • 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 contex (long division) • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • recognise and use square numbers and 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 (Generic) • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (Generic) • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers. (Generic) • identify common factors, common multiples and prime numbers (Generic) • use their knowledge of the order of operations to carry out calculations involving the 4 operations • solve problems involving addition, subtraction, multiplication and division (Generic) • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. (Generic) Algebra • 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 2 variables (Calculation)
Fractions/Decimals		• recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.	• recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the	• 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 and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object	• 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	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1

			equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	- 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 (Generic)	by a 100 and dividing tenths by 10 (Decimals) - 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 (Decimals) - 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 1 decimal place to the nearest whole number (Decimals) - compare numbers with the same number of decimal places up to 2 decimal places (Decimals) - solve simple measure and money problems involving fractions and decimals to 2 decimal places (Decimals) (Generic) - Represent fractions greater than one as mixed numbers and improper fractions	- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (Year 4 and generic) - 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 2 decimal places to the nearest whole number and to 1 decimal place - read, write, order and compare numbers with up to 3 decimal places (Decimals) - solve problems involving number up to 3 decimal places (Decimals) (Generic) - recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction - 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 fractions with a denominator of a multiple of 10 or 25	- 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 (Decimals) - identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places (Decimals) - multiply one-digit numbers with up to 2 decimal places by whole numbers (Decimals) - use written division methods in cases where the answer has up to 2 decimal places (Decimals) - 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. (Year 5)
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Measurement	RANGE 4 (2+) • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time RANGE 5 (Nursery) • In meaningful contexts, finds the longer or shorter, heavier or lighter	• compare, describe and solve practical problems for: 1. lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal] 2. mass / weight 3. capacity and volume 4. time • measure and begin to record the following: 1. lengths and heights 2. mass/weight 3. capacity and volume 4. 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 = (Year 3) • recognise and use symbols for pounds	• 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 (Yr3) • 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	• convert between different units of measure • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (Yr 3 and Shape) • find the area of rectilinear shapes by counting squares (Shape) • 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	• 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 • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (Shape) • estimate volume and capacity	• solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places 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 decimal places • convert between miles and kilometres (Year 5) • recognise that shapes with the same areas can have different perimeters and

	and more/less full of two items - Recalls a sequence of events in everyday life and stories RANGE 6 (Reception) - Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy - Becomes familiar with measuring tools in everyday experiences and play - Is increasingly able to order and sequence events using everyday language related to time - Beginning to experience measuring time with timers and calendars	- recognise and know the value of different denominations of coins and notes - sequence events in chronological order using language - 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 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 - 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	in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, 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	solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	- solve problems involving converting between units of time (Generic) - use all four operations to solve problems involving measure using decimal notation including scaling (Generic)	vice versa (Year 5) (Generic) 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
Properties of Shape No ELG	RANGE 4 (2+) - Chooses puzzle pieces and tries to fit them in - Recognises that two objects have the same shape - Makes simple constructions RANGE 5 (Nursery) - Chooses items based on their shape which are appropriate for the child's purpose	- recognise and name common 2-D and 3-D shapes, including: 2-D shapes 3-D shapes Investigate repeated patterns	- 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	- 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 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether	- 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 2 right angles by size - identify lines of symmetry in 2-D shapes presented in different orientations	- 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 1 whole turn (total 360°)	- 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

	• Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks RANGE 6 (Reception) • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build		• compare and sort common 2-D and 3-D shapes and everyday objects	angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Measure the perimeter	• complete a simple symmetric figure with respect to a specific line of symmetry.	2. angles at a point on a straight line and half a turn (total 180°) 3. other multiples of 90° • use the properties of rectangles to deduce related facts and find missing lengths and angles • Properties of diagonals of quadrilaterals • distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	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

Spacial Awareness for EYFS

RANGE 4 (2+)

- Moves their bodies and toys around objects and explores fitting into spaces
- Begins to remember their way around familiar environments
- Responds to some spatial and positional language
- Explores how things look from different viewpoints including things that are near or far away

RANGE 5 (Nursery)

- Responds to and uses language of position and direction
- Predicts, moves and rotates objects to fit the space or create the shape they would like

RANGE 6 (Reception)

- Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
- Investigats turning and flipping objects in order to make shapes fit and create models, predicting and visualising how

- describe position, directions and movements, 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 anti-clockwise).**

- 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.
- **(Calculate intervals across zero as a context for negative numbers)**

- describe positions on the full coordinate grid (**all 4 quadrants**)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

	- they will look (spatial reasoning) - May enjoy making simple maps of familiar and imaginative environments, with landmarks						
Statistics			- interpret and construct simple pictograms, tally charts, block diagrams and tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (Generic) - ask and answer questions about totalling and comparing categorical data (Generic)	- 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. (Generic)	- 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 (Generic)	- solve comparison, sum and difference problems using information presented in a line graph - complete, read and interpret information in tables, including timetables.	- 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			•	•	•	•	- 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 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.
			•	•	•	•	- 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 2 variables
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Key

Red means we have to trace this element to fuller planning sheets as not seen on MM Progression sheet

Blue means MM has these extra elements on their Progression sheet

Purple means this element is in another category on the MM Progression sheet – usually a different year or topic category