



Curriculum Map

Subject area: Mathematics
Curriculum Leader: Tanya Clark

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
YEAR 1 Autumn	Number: Place Value (within 10)			Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation	
YEAR 1 Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 included)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
YEAR 1 Summer	Number: Multiplication and Division (reinforce multiples of 2 5 and 10)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
YEAR 2 Autumn	Number: Place Value			Number: Addition and Subtraction				Measurement: Money		Number: Multiplication and Division		
YEAR 2 Spring	Number: Multiplication and Division		Statistics		Geometry: Properties of Shape			Number: Fractions		Measurement: Length and Height	Consolidation	
YEAR 2 Summer	Geometry: Position and Direction			Problem Solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature		Investigations		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
YEAR 3 Autumn	Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division		Consolidation		
YEAR 3 Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter		Number: Fractions		Consolidation	
YEAR 3 Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity		Consolidation	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
YEAR 4 Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter	Number: Multiplication and Division			Consolidation
YEAR 4 Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
YEAR 4 Summer	Number: Decimals		Measurement: Money		Measurement: Time	Statistics		Geometry: Properties of Shape			Geometry: Position and Direction	Consolidation
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
YEAR 5 Autumn	Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division		Measurement: Perimeter and Area		Consolidation
YEAR 5 Spring	Number: Multiplication and Division			Number: Fractions					Number: Decimals and Percentages		Consolidation	
YEAR 5 Summer	Number: Decimals				Geometry: Properties of Shape			Geometry: Position and Direction	Measurement: Converting Units		Measurement: Volume	Consolidation
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
YEAR 6 Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Number: Fractions				Geometry: Position and Direction	Consolidation
YEAR 6 Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Consolidation
YEAR 6 Summer	Geometry: Properties of Shape		Problem Solving			Statistics		Investigations				Consolidation



Progression of skills
 Subject area: Mathematics
 Curriculum Leader: Tanya Clark

Place Value Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Counting	*count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *count numbers to 100 in numerals; count in multiples of twos, fives and tens Autumn 1 Autumn 4 Spring 2 Summer 4	*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Autumn 1	*count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Autumn 1 Autumn 3	*count in multiples of 6, 7, 9, 25 and 1,000 *count backwards through zero to include negative numbers Autumn 1 Autumn 4	*count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 *count forwards and backwards with positive and negative whole numbers, including through zero Autumn 1	

<p>Place Value: Represent</p>	<p>*identify and represent numbers using objects and pictorial representatons *read and write numbers to 100 in numerals *read and write numbers from 1 to 20 in numerals and words</p> <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<p>*read and write numbers to at least 100 in numerals and in words *identify, represent and estimate numbers using different representations, including the number line</p> <p>Autumn 1</p>	<p>*identify, represent and estimate numbers using different representations *read and write numbers to 1,000 in numerals and words</p> <p>Autumn 1</p>	<p>*identify, represent and estimate numbers using different representations *read Roman numerals to 100 and know that over time, the numerals system changed to include the concept of zero and place value</p> <p>Autumn 1</p>	<p>*read, write, (order and compare) numbers to at least 1,000,000 and determine the value of each digit *read Roman numerals to 1,000 and recognise years written in Roman numerals.</p> <p>Autumn 1</p>	<p>*read, write, (order and compare) numbers to at least 10,000,000 and determine the value of each digit</p> <p>Autumn 1</p>
	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Place Value: Use PV and Compare</p>	<p>*given a number, identify one more and one less</p> <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<p>*recognise the place value of each digit in a two-digit number (tens,ones) *compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Autumn 1</p>	<p>*recognise the place value of each digit in a three-digit number (hundreds, tens,ones) *compare and order numbers up to 1,000</p> <p>Autumn 1</p>	<p>*find 1000 more or less than a given number *recognise the place value of each digit in a four-digit number (thousands, hundreds, tens,ones) *order and compare numbers beyond 1,000</p> <p>Autumn 1</p>	<p>*(read, write) order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>Autumn 1</p>	<p>*(read, write) order and compare numbers to at least 10,000,000 and determine the value of each digit</p> <p>Autumn 1</p>

Place Value: Problems and Rounding		<ul style="list-style-type: none"> *use place value and number facts to solve problems <p>Autumn 1</p>	<ul style="list-style-type: none"> *solve number problems and practical problems involving these ideas <p>Autumn 1</p>	<ul style="list-style-type: none"> *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 <p>Autumn 1</p>	<ul style="list-style-type: none"> *interpret negative numbers in context *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 <p>Autumn 1</p>	<ul style="list-style-type: none"> *round any whole number to a required degree of accuracy *use negative numbers in context, and calculate intervals across zero *solve number problems that involve all of the above <p>Autumn 1</p>
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Addition and Subtraction Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and Subtraction: Recall, Represent, Use	<ul style="list-style-type: none"> *read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs *represent and use number bonds and related subtraction facts within 20 <p>Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 *show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot *recognise and use the inverse relationships between addition and subtraction and use this to check calculations and solve 	<ul style="list-style-type: none"> *estimate the answer to a calculation and use inverse operations to check <p>Autumn 2</p>	<ul style="list-style-type: none"> *estimate and use use inverse operations to check answers to a calculation <p>Autumn 2</p>	<ul style="list-style-type: none"> *use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy <p>Autumn 2</p>	

		missing number problems Autumn 2				
Addition and Subtraction: Calculations	*add and subtract one-digit and two-digit numbers to 20, including zero Autumn 2 Spring 1	*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 Autumn 2	*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 Autumn 2	*add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Autumn 2	*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 Autumn 2	*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 Autumn 2

Addition and Subtraction: Solve Problems	<p>*solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>Autumn 2 Spring 1</p>	<p>*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</p> <p>Autumn 2</p>	<p>*solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Autumn 2</p>	<p>*solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>Autumn 2</p>	<p>*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 and a combination of these, including understanding the meaning of the equals sign</p> <p>Autumn 2</p>	<p>*solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Autumn 2</p>
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Multiplication and Division Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and Division: Recall, Represent, Use		<p>*recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers *show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p>*recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Autumn 3</p>	<p>*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 together three numbers *recognise and use factor pairs and commutativity in mental calculations</p>	<p>*identify multiples and factors, including finding all factor pairs of a number, and common factors if 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</p>	<p>*identify common factors, common multiples and prime numbers *use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Autumn 2</p>

		Autumn 4 Spring 1		Autumn 4 Spring 1	prime numbers up to 19 *recognise and use square numbers and cube numbers, and the notation for square and cubed Autumn 4	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and Division: Calculations		*calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs Autumn 4 Spring 1	*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 Autumn 3 Spring 1	*multiply two-digit and three-digit numbers by a one-digit number using formal written layout Spring 1	*multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers *multiply and divide numbers mentally drawing upon known facts *divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context *multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 Autumn 4 Spring 1	*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, fractions, or by rounding, as appropriate for the context *divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

					Summer 1	*perform mental calculations, including with mixed operations and large m=numbers Autumn 2
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and Division: Solve Problems	*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 Summer 1	*solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Autumn 4 Spring 1	*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 Spring 1	*solve problems involving multiplying and adding, including used the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems in which n objects are connected to m objects Spring 1	*solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes *solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Autumn 4 Spring 1	*solve problems involving addition, subtraction, multiplication and division Autumn 2
Multiplication and Division: Combined Operations					*solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Spring 1	*use their knowledge of the order of operations to carry out calculations involving the four operations Autumn 2

Fractions, decimals and Percentages Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Recognise and Write	*recognise, find and name a half as one of two equal parts of an object, shape or quantity *recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Summer 2	*recognise, find, name and write fractions $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Spring 4	*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 Spring 5	*count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten Spring 3	*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 (for example $\frac{7}{5} + \frac{2}{5} = \frac{9}{5} = 1 \frac{4}{5}$) Spring 2	
Fractions: Compare		*recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Spring 4	*recognise and show, using diagrams, equivalent fractions with small denominators *compare and order unit fractions, and fractions with the same denominators Summer 1	*recognise and show, using diagrams, families of common equivalent fractions Spring 3	*compare and order fractions whose denominators are all multiples of the same number Spring 2	*use common factors to simplify fractions; use common multiples to express fractions in the same denomination *compare and order fractions, including fractions > 1 Autumn 3

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Calculations		*write simple fractions for example, $\frac{1}{2}$ of 6 = 3 Spring 4	*add and subtract fractions with the same denominator within one whole for example $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ Summer 1	*add and subtract fractions with the same denominator Spring 3	*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 Spring 3	*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 for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ *divide proper fractions by whole numbers for example $\frac{1}{3}$ divided by 2 = $\frac{1}{6}$ Autumn 3
Fractions: Solve Problems			*solve problems that involve all of the above Spring 5 Summer 1	*solve problems involving increasingly harder fractions to calculate quantities, add fractions to divide quantities, including non-unit fractions where the answer is a whole number Spring 3		
Decimals: Recognise and Write				*recognise and write decimal equivalents of any number of tenths or hundredths *recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$	*read and write decimal numbers as fractions for example 0.71 = $\frac{71}{100}$ *recognise and use thousandths and relate them to	*identify the value of each digit in numbers given to three decimal places Spring 1

				Spring 4 Summer 1	tenths, hundredths and decimal equivalents Spring 3	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Compare				*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 Summer 1	*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 Spring 3	
Decimals: Calculations and Problems				*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 Spring 4	*solve problems involving number up to three decimal places Summer 1	*multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places *multiply one-digit numbers with up to two decimal places by whole numbers *use written division methods in cases where the answer has up to two decimal places *solve problems which require answers to be rounded to specified degrees of accuracy Spring 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions, Decimals and Percentages				*solve simple measure any money problems involving fractions and decimals to two decimal places Spring 3 Spring 4 Summer 1	*recognise the percent 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 $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ % and those fractions with a denominator of a multiple of 10 or 25 Spring 3	*associate a fraction with division and calculate decimal fraction equivalents *recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Spring 1 Spring 2

Ratio and Proportion Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion						*solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

						<ul style="list-style-type: none"> *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 <p style="text-align: right; color: red;">Spring 6</p>
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Algebra Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algebra	<ul style="list-style-type: none"> *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 	<ul style="list-style-type: none"> *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	<ul style="list-style-type: none"> *solve problems, including missing number problems 			<ul style="list-style-type: none"> *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 <p style="text-align: right; color: red;">Spring 3</p>

*although algebraic notation is not introduced until Y6, algebraic thinking starts in Y1 as shown above.

Measurement Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement : Using Measures	<p>*compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> -lengths and heights -mass/weight -capacity and volume -time <p>*measure and begin to record the following:</p> <ul style="list-style-type: none"> -lengths and heights -mass/weight -capacity and volume -time <p>Spring 3 Spring 4 Summer 6</p>	<p>*choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), mass (kg/g), temperature, and capacity to the nearest appropriate unit, using rules, scales, thermometers and measuring vessels</p> <p>*compare and order lengths, mass, volume/capacity and record the results using <, > and =</p> <p>Spring 5 Summer 4</p>	<p>*measure, compare, add and subtract: lengths, mass, volume/capacity</p> <p>Spring 4 Summer 4</p>	<p>*convert between different units of measure</p> <p>*estimate, compare and calculate different measures</p> <p>Autumn 3 Spring 2 Summer 3</p>	<p>*convert between different units of metric measure</p> <p>*understand and use approximate equivalences between metric units and common imperial units</p> <p>*use all four operations to solve problems involving measure using decimal notation, including scaling</p> <p>Summer 1 Summer 4 Summer 5</p>	<p>*solve problems involving calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>*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 up to three decimal places</p> <p>*convert between miles and kilometres</p> <p>Spring 4</p>
Measurement : Money	<p>*recognise and know the value of different denominations of coins and notes</p> <p>Summer 5</p>	<p>*recognise and use symbols for pounds and pence; combine amounts to make a particular value</p> <p>*find different combinations of coins</p>	<p>*add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Spring 2</p>	<p>*estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Summer 2</p>	<p>*use all four operations to solve problems involving measure for example, money</p> <p>Summer 1</p>	

		<p>that equal the same amounts of money</p> <p>*solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Autumn 3</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement : Time	<p>*sequence events in chronological order using language for example, before, after, next, first, today, yesterday, tomorrow</p> <p>*recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>*tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p>Summer 6</p>	<p>*compare and sequence intervals of time</p> <p>*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</p> <p>*know the number of minutes in an hour and the number of hours in a day</p> <p>Summer 3</p>	<p>*tell and write the time from an analogue clock, including using Roman numerals and 12- and 24-hour clocks</p> <p>*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, am/pm, morning, noon and midnight</p> <p>*know the number of seconds in a minute and the number of days in a month, year and leap year</p> <p>*compare durations of events</p> <p>Summer 2</p>	<p>*read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>*solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Summer 3</p>	<p>*solve problems involving converting between units of time</p> <p>Summer 4</p>	<p>*use, read, write and convert between standard units, converting measurements of time from a smaller unit to a larger unit, and vice versa</p> <p>Spring 4</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement : Perimeter, Area, Volume			*measure the perimeter of simple 2D shapes Spring 4	*measure and calculate the perimeter of a rectilinear figure in cm and m *find the area of rectilinear shapes by counting squares Autumn 3 Spring 2	*measure and calculate the perimeter of composite rectilinear shapes in cm and m *calculate and compare the area of rectangles (including squares), and including using standard units, square cm and square m and estimate the area of irregular shapes *estimate volume and capacity Autumn 5 Summer 5	*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 cm and m and extending to other units Spring 5

Geometry Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: 2D Shapes	*recognise and name common 2D shapes Autumn 3	*identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line *identify 2D shapes on the surface of 3D shapes	*draw 2D shapes Summer 3	*compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes *identify lines of symmetry in 2D shapes presented in different orientations	*distinguish between regular and irregular polygons based on reasoning about equal sides and angles *use the properties of rectangles to deduce related facts and find missing lengths and angles Summer 2	*draw 2D shapes given dimensions and angles *compare and classify geometric shapes based on their properties and sizes *illustrate and name parts of circles, including radius, diameter and

		<p>*compare and sort common 2D shapes and everyday objects</p> <p>Spring 3</p>		Summer 5		<p>circumference and know that the diameter is twice the radius</p> <p>Summer 1</p>
Geometry: 3D Shapes	<p>*recognise and name common 3D shapes</p> <p>Autumn 3</p>	<p>*recognise and name common 3D shapes</p> <p>*compare and sort common 3D shapes and everyday objects</p> <p>Spring 3</p>	<p>*make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them</p> <p>Summer 3</p>		<p>*identify 3D shapes including cubes and other solids, from 2D representations</p> <p>Summer 2</p>	<p>*recognise, describe and build simple 3D shapes, including making nets</p> <p>Summer 1</p>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Angles and Lines			<p>*recognise angles as a property of a shape or a description of a turn</p> <p>*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</p> <p>*identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Summer 3</p>	<p>*identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>*identify lines of symmetry in 2D shapes presented in different orientations</p> <p>*complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>Summer 5</p>	<p>*know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>*draw given angles, and measure them in degrees</p> <p>*identify</p> <ul style="list-style-type: none"> -angles at a point and one whole turn -angles at a point on a straight line and $\frac{1}{2}$ a turn -other multiples of 90degrees <p>Summer 2</p>	<p>*find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>*recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>Summer 1</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Position and Direction	<p>*describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Summer 3</p>	<p>*order and arrange combinations of mathematical objects in patterns and sequences</p> <p>*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)</p> <p>Spring 3 Summer 1</p>		<p>*describe positions on a 2D grid as coordinates in the first quadrant</p> <p>*describe movements between positions as translations of a given unit of the left/right and up/down</p> <p>*plot specified points and draw sides to complete a given polygon</p> <p>Summer 6</p>	<p>*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</p> <p>Summer 3</p>	<p>*describe positions on the full coordinate grid (all four quadrants)</p> <p>*draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p>Autumn 4</p>

Statistics Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics: Present and Interpret		<p>*interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Spring 2</p>	<p>*interpret and present data using bar charts, pictograms and tables</p> <p>Spring 3</p>	<p>*interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Spring 3</p>	<p>*complete, read and interpret information in tables, including timetables</p> <p>Autumn 3</p>	<p>*interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Summer 3</p>

<p>Statistics: Solve Problems</p>		<p>*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</p> <p>Spring 2</p>	<p>*solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables</p> <p>Spring 3</p>	<p>*solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>Summer 4</p>	<p>*solve comparison, sum and difference problems using information presented in a line graph</p> <p>Autumn 3</p>	<p>*calculate and interpret the mean as an average</p> <p>Summer 3</p>
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