St Jude's CofE Primary School Maths - Knowledge and Skills Progression

NUMBER							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Place Value	Counts out up to 10 objects from a larger group. Counting in order saying the numbers (actions and sounds). Subitise to 5. Put objects into five frames and then into ten frames to become familiar with tens structure and the number system. Link the number symbol (numeral) with its cardinal number value up to 10 Count objects beyond ten, and count verbally beyond 20. Compare numbers and recognise the number is important, not the size, when comparing number. Verbally use: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Understands the 'one more than/one less than' relationship between consecutive numbers.	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.	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. 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.	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.	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 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.	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.	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 zero. Solve number and practical problems that involve all of the above.

NUMBER							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Addition and Subtraction	Understands the 'one more than/one less than' relationship between consecutive numbers. In practical activities, adds one and subtracts one with numbers to 10. Recognise the parts within the whole for numbers up to 10, and can partition and recombine sets of numbers up to 10 in different ways using a range of objects. Automatically recalls number bonds for numbers 0–5 (including subtraction facts) and some number bonds to 10, including double facts. Understand how many more of something they need using number bonds to 10. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"	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 = □ – 9.	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 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 this to check calculations and solve missing number problems.	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.	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. 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.	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.	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 and subtraction. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

NUMBER							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Multiplication and Division	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	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.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the 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.	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.	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. 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.	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 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 1000. Recognise and use square numbers and cube numbers, and the notation for squared and cubed. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	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 appropriate, interpreting remainders according to the context. 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 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.

NUMBER							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Fractions	Recognise the parts within the whole for numbers up to 10, and can partition and recombine sets of numbers up to 10 in different ways using a range of objects.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity. Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.	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.	Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; 4ecognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 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 Solve simple measure and money problems involving fractions and decimals to two decimal places.	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.	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 [for example, ¼ x ½ = 1/8]. Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6].

NUMBER							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Fractions (including decimals and percentages)					Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to ¼, ½, and ¾. 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	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. 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 ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]. 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. 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.

NUMBER							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Ratio and Proportion							Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

NUMBER							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Algebra	Understand how many more of something they need using number bonds to 10.	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ___ - 9.	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Solve problems, including missing number problems.			Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.

MEASUREMENT							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Length, Height, Perimeter and Area	Tackles problems involving prediction and discussion of comparisons of length paying attention to fairness and accuracy. Familiar with measuring tools in everyday experiences and play.	Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. Measure and begin to record lengths and heights in cm.	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. Compare and order lengths and record the results using >, < and = Use four operations to calculate with lengths and heights.	Measure, compare, add and subtract lengths (m/cm/mm). Measure the perimeter of simple 2-D shapes. Find equivalent lengths (metres = centimetres, and centimetres = millimetres). Know what perimeter is, measure and calculate it in regular shapes.	Measure in kilometres and metres. Convert between different units of measure [for example, kilometre to metre] Find equivalent lengths (kilometres and metres). Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find missing lengths in rectilinear shapes using knowledge of perimeter. Find the area of rectilinear shapes by counting squares. Estimate, compare and calculate different measures.	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimeter. Understand and use approximate equivalences between metric units and common imperial units such as inches. 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 and square metres and estimate the area of irregular shapes. Find area of compound shapes (made up of rectangles). Use all four operations to solve problems involving measures of length and height using decimal notation, including scaling.	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length 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. Calculate the area of parallelograms and triangles.

MEASUREMENT							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Mass, Volume, Capacity and Temperature	Tackles problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Familiar with measuring tools in everyday experiences and play.	Compare, describe and solve practical problems for: - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record mass/weight and capacity and volume.	Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and = Use four operations to calculate with mass and capacity.	Measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml). Find equivalent masses (kilograms and grams, litres and milliliters). Know and explain difference between capacity and volume.	Convert between different units of measure [for example, mass (kg/g) and volume/capacity (l/ml).	Convert between different units of metric measure (for example, gram and kilogram; litre and millilitre). Understand and use approximate equivalences between metric units and common imperial units such as pints. Estimate volume [for example, using blocks to build cuboids (including cubes)] and capacity [for example, using water]. Use all four operations to solve problems involving measure [for example, volume] using decimal notation, including scaling.	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of mass and volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. Recognise when it is possible to use formulae for area and volume of shapes. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres, and extending to other units.

MEASUREMENT							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Time	Order and sequence events using everyday language related to time. Experience measuring time with timers and calendars.	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. Measure and begin to record time (hours, minutes, seconds). 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. Know the order of days of the week and months of the year. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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.	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour digital 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, hours in a day, and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].	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.	Solve problems involving converting between units of time.	Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Money	Familiar with measuring tools in everyday experiences and play (coins, notes etc)	Recognise and know the value of different denominations of coins and notes.	Count money using pounds and pence (including notes and coins). Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Compare amounts of money. Solve simple problems (one-step and two-step) in a practical context involving addition and subtraction of money of the same unit, including giving change.	Add and subtract amounts of money to give change, using both £ and p in practical contexts.	Estimate, compare and calculate different measures, including money in pounds and pence. Write money using decimal notation. Convert between pounds and pence.	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). Use all four operations to solve problems involving measuring money, using decimal notation, including scaling.	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

GEOMETRY							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Properties of Shapes	Can select, rotate and manipulate shapes in order to develop spatial reasoning skills. Copy increasingly complex 3D pictures and patterns from 3D resources. Solve a range of jigsaws of increasing challenge. Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can. Is able to continue, copy and create repeating patterns. 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.	Recognise and name common 2D and 3D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	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, [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2-D and 3-D shapes and everyday objects.	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.	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.	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 degrees) - angles at a point on a straight line and ½ a turn (total 180 degrees) - other multiples of 90 degrees 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.	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.

GEOMETRY							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Position and Direction	Can select, rotate and manipulate shapes in order to develop spatial reasoning skills. Solve a range of jigsaws of increasing challenge. Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can. Is able to continue, copy and create repeating patterns. Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). Make simple maps of familiar and imaginative environments, with landmarks. 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.	Describe position, direction and movement, including whole, half, quarter and three- quarter turns.	Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and 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.	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							
	Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-		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.	Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [fir example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts, pictograms and tables.	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.	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.