



Maths Progression at Mousehole School

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place Value							
Counting	<ul style="list-style-type: none"> -beginning to familiarise themselves with the tens structure of the number -counting up to three or four objects by saying one number name for each item -begin to use teens to count beyond 10 -counting an irregular arrangement of up to 10 objects -have a deep understanding of numbers to 10, including the composition of each number -verbally count beyond 20, recognising the pattern of the counting system 	<ul style="list-style-type: none"> -count to and across 100, forwards and backwards, from any given number -count, read and write numbers to 100 in numerals; count in multiples of two, fives and tens 	<ul style="list-style-type: none"> -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward 	<ul style="list-style-type: none"> -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 	<ul style="list-style-type: none"> -count in multiples of 6, 7, 9, 25 and 1000 -count backwards through zero to include negative numbers -find 1000 more or less than a given number 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -use negative numbers in context, and calculate intervals across zero
Place Value (Reading, Writing, Ordering, Comparing and Valuing Numbers)	<ul style="list-style-type: none"> -finding one more or one less from a group of up to 5 objects, then 10 -compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity 	<ul style="list-style-type: none"> -given a number, identify one more and one less -read and write numbers from 1 to 20 in numerals and words. 	<ul style="list-style-type: none"> -recognise the place value of each digit in a two-digit number (tens, ones) -read and write numbers to at least 100 in numerals and in words 	<ul style="list-style-type: none"> -recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -read and write numbers up to 1000 in numerals and in words 	<ul style="list-style-type: none"> -recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) -read and write numbers up to 1000 in numerals and in words 	<ul style="list-style-type: none"> -read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit 	<ul style="list-style-type: none"> -read, write, order and compare numbers up to 10 000 and determine the value of each digit
Identifying, Representing and Estimating Number	<ul style="list-style-type: none"> -selecting the correct numeral to represent 1 to 5, then 1 to 10 objects -linking the number symbol with its cardinal value -show a number of fingers together without counting them 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -identify, represent and estimate numbers using different representations, including the number line 	<ul style="list-style-type: none"> -identify, represent and estimate numbers using different representations 			

	-estimating the amount of objects, they can see and checking by counting them -subitise- recognise quantities without counting) up to 5						
Rounding					-round any number to the nearest 10, 100 or 1000	-round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	-round any whole number to a required degree of accuracy
Problem Solving			-use place value and number facts to solve problems.	-solve number problems and practical problems involving these ideas.	-solve number and practical problems that involve all of the above and with increasingly large positive numbers	-solve number problems and practical problems that involve all of the above	-solve number and practical problems that involve all of the above.
Roman Numerals					-read Roman numerals to 100 (I to C) & know that over time, the numeral system changed to include the concept of zero & place value	-read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	

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Addition and Subtraction							
Problem solving	-find the total number of items in two groups by counting all of them -beginning to use the vocabulary involved in adding and subtracting	-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	--solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	-solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	-solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	-solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why -solve problems involving addition, subtraction, multiplication and division
Facts	-understand addition up to 5 using all combinations. Then 6,7,8,9,20 -recall number bonds to 5 (without the use of rhymes or	-represent and use number bonds and related subtraction facts within 20	-recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				

	counting) and some bonds to 10						
Understanding and Using Statements & Relationships		<ul style="list-style-type: none"> -read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 	<ul style="list-style-type: none"> -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 & subtraction and use this to check calculations and solve missing number problems. 	<ul style="list-style-type: none"> -estimate the answer to a calculation and use inverse operations to check answers 	<ul style="list-style-type: none"> -estimate and use inverse operations to check answers to a calculation 	<ul style="list-style-type: none"> -use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 	<ul style="list-style-type: none"> -use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. -use their knowledge of the order of operations to carry out calculations involving the four operations
Addition and Subtraction – Mental & Written Methods		<ul style="list-style-type: none"> -add and subtract one-digit and two-digit numbers to 20, including zero 	<ul style="list-style-type: none"> -add and subtract numbers using concrete objects, pictorial representations, and mentally, (with number lines or jottings), including: <ul style="list-style-type: none"> -a two-digit number & ones -a two-digit number and tens -two two-digit numbers -adding three one-digit numbers 	<ul style="list-style-type: none"> -add and subtract numbers mentally, including: <ul style="list-style-type: none"> -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 including expanded method of columnar addition and subtraction 	<ul style="list-style-type: none"> -add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction 	<ul style="list-style-type: none"> -add and subtract whole numbers with more than 4 digits, (and decimals with up to 3 dp) including using formal written methods (columnar addition and subtraction) -add and subtract numbers mentally with increasingly large numbers 	<ul style="list-style-type: none"> -perform mental calculations, including with mixed operations and large numbers

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Multiplication and Division							
Problem solving		<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division 	<ul style="list-style-type: none"> -solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and 	<ul style="list-style-type: none"> -solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder 	<ul style="list-style-type: none"> -solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 	<ul style="list-style-type: none"> -solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

			<p>facts, including problems in contexts.</p>	<p>correspondence problems in which n objects are connected to m objects.</p>	<p>correspondence problems such as n objects are connected to m objects.</p>	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.
Facts			<ul style="list-style-type: none"> -recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 	<ul style="list-style-type: none"> -recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 	<ul style="list-style-type: none"> -recall multiplication and division facts for multiplication tables up to 12×12 	<ul style="list-style-type: none"> -establish whether a number up to 100 is prime and recall prime numbers up to 19 	
Understanding and Using Statements & Relationships			<ul style="list-style-type: none"> -show that multiplication of two numbers can be done in any order (commutative and division of one number by another cannot 		<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 -recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) 	<ul style="list-style-type: none"> -identify common factors, common multiples and prime numbers -use their knowledge of the order of operations to carry out calculations involving the four operations
Multiplication and Division – Mental & Written Methods			<ul style="list-style-type: none"> -calculate mathematical statements for multiplication and division within the multiplication tables and write them 	<ul style="list-style-type: none"> -write and calculate mathematical statements for multiplication and division using the 	<ul style="list-style-type: none"> -multiply two-digit and three-digit numbers by a one-digit number using a formal written layout 	<ul style="list-style-type: none"> -multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including 	<ul style="list-style-type: none"> -multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written

			using the multiplication (×), division (÷) and equals (=) signs	multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		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	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
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Fractions							
Recognising, Finding, Naming and Writing Fractions Inc. Equivalent Fractions		-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 $\frac{1}{3}$ and write fractions $\frac{1}{3}$ (new), $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and	-recognise, 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 (understand what they are) with small denominators	-recognise and show, using diagrams, families of common equivalent fractions recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, $\frac{1}{20}$, $\frac{1}{30}$, $\frac{1}{40}$, $\frac{1}{50}$, $\frac{1}{60}$, $\frac{1}{70}$, $\frac{1}{80}$, $\frac{1}{90}$	-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, 1 $\frac{1}{2}$]	-use common factors to simplify fractions; use common multiples to express fractions in the same denomination associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375]

			<p>recognise the equivalence of $\frac{2}{4}$ & $\frac{1}{2}$.</p>		<p>-compare numbers with the same number of decimal places up to two decimal places</p>	<p>$\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$</p> <p>read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]</p> <p>-recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>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</p> <p>-identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p>	<p>for a simple fraction $\frac{3}{8}$</p> <p>-recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>
Counting and ordering				<p>-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</p> <p>-compare and order unit fractions, and fractions with the same denominators</p>	<p>-count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>-round decimals with one decimal place to the nearest whole number</p>	<p>-read, write, order and compare numbers with up to three decimal places</p> <p>-round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>-compare and order fractions whose denominators are all multiples of the same number</p>	<p>-compare and order fractions, including fractions > 1</p>

Adding, Subtracting, Dividing & Multiplying Fractions				<ul style="list-style-type: none"> -add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 	<ul style="list-style-type: none"> -add and subtract fractions with the same denominator -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions -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 simple pairs of proper fractions, writing the answer in its simplest form $\frac{1}{4} \times \frac{1}{2}$ [for example, $\frac{1}{4} = \frac{1}{8}$] -divide proper fractions by whole numbers [e.g., $\frac{1}{3} \div 2 = \frac{1}{6}$] -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
Problem Solving				<ul style="list-style-type: none"> -solve problems that involve all of the above 	<ul style="list-style-type: none"> -solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where 	<ul style="list-style-type: none"> -solve problems involving number up to three decimal places -solve problems which require knowing percentage 	<ul style="list-style-type: none"> -solve problems which require answers to be rounded to specified degrees of accuracy

					<p>the answer is a whole number -solve simple measure and money problems involving fractions and decimals to two decimals</p>	<p>and decimal equivs. $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ of those fractions with a denominator of a multiple of 10 or 25.</p>
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Ratio and Proportion							
Ratio and Proportion							<ul style="list-style-type: none"> -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 & grouping using knowledge of fractions & multiples.

Measuring length, mass, temperature, capacity (volume), perimeter & area	<ul style="list-style-type: none"> -talking about the routine of the day and language like before and after -use comparative language such as taller, shorter and the same -beginning to experiment with length, height and capacity -begin to compare length, weight and capacity 	<ul style="list-style-type: none"> -compare, describe and solve practical problems for: <ul style="list-style-type: none"> -lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] -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] -time [for example, quicker, slower, earlier, later] - measure and begin to record the following: <ul style="list-style-type: none"> -lengths and heights -mass/weight -capacity and volume -time (hours, minutes, seconds) 	<ul style="list-style-type: none"> -compare and order lengths, mass, volume/capacity and record the results using >, < and = (include comparison) -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 	<ul style="list-style-type: none"> -compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) -measure the perimeter of simple 2-D shapes 	<ul style="list-style-type: none"> -convert between different units of measure [for example, kilometre to metre; hour to minute] -measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres -find the area of rectilinear shapes by counting squares -estimate, compare and calculate different measures, including money in pounds and pence 	<ul style="list-style-type: none"> -convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) -understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints -measure and calculate the perimeter of composite rectilinear shapes -calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes -estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water 	<ul style="list-style-type: none"> -use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places -convert between miles and kilometres -recognise that shapes with the same areas can have different perimeters and vice versa -recognise when it is possible to use formulae for area and volume of shapes -calculate the area of parallelograms and triangles -calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].
Money	<ul style="list-style-type: none"> -identifying money and using money in play -use everyday language to talk about size, weight, capacity, position, distance, 	<ul style="list-style-type: none"> -recognise and know the value of different denominations of coins and notes 	<ul style="list-style-type: none"> -recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 	<ul style="list-style-type: none"> -add and subtract amounts of money to give change, using both £ and p in practical contexts 	<ul style="list-style-type: none"> -estimate, compare and calculate different measures, including money in pounds and pence 		

	<ul style="list-style-type: none"> time and money to compare quantities -use money with increased confidence - use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities 		<ul style="list-style-type: none"> -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 				
Time	<ul style="list-style-type: none"> -use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities 	<ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (am & pm) -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 <ul style="list-style-type: none"> know the number of seconds in a minute 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]. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -solve problems involving converting between units of time 	

Recognising, naming, drawing, comparing & classifying 2D & 3D Shapes	<ul style="list-style-type: none"> -being confident in identifying shapes in the environment -recognising particular shapes that maybe useful; for certain tasks -recalling the names of 2D and 3D -ordering and sorting according to simple properties -use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities -explore characteristics of everyday objects and shapes and use mathematical language to describe them 	<ul style="list-style-type: none"> -recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> -2-D shapes [for example, rectangles (including squares), circles and triangles] -3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 	<ul style="list-style-type: none"> -compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 	<ul style="list-style-type: none"> -identify 3-D shapes, including cubes and other cuboids, from 2-D representations -distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	<ul style="list-style-type: none"> -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
Angles and Symmetry	<ul style="list-style-type: none"> -making more meaningful pictures, patterns and arrangements with shapes -create and describe patterns 			<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles -draw given angles, and measure them in degrees ($^{\circ}$) -identify: <ul style="list-style-type: none"> -angles at a point and one whole turn (total 360°) -angles at a point on a straight line and a turn (total 180°) -other multiples of 90° -use the properties of rectangles to deduce related facts and find missing lengths and angles 	<ul style="list-style-type: none"> -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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Geometry- Position and Direction							
Describing	-use the language of direction when programming toys	-describe position, direction and movement, including whole, half, quarter and three-quarter turns.	-use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).		-describe positions on a 2-D grid as coordinates in the first quadrant -describe movements between positions as translations of a given unit to the left/right and up/down	-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)
Representing			-order and arrange combinations of mathematical objects in patterns and sequences		-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.	-draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

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Statistics							
Problem Solving			-interpret and construct simple pictograms, tally charts, block diagrams and simple tables	-interpret and present data using bar charts, pictograms and tables	-interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	-complete, read and interpret information in tables, including timetables.	-interpret and construct pie charts and line graphs and use these to solve problems
Representations			-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 & comparing categorical data.	-solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	-solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	-solve comparison, sum and difference problems using information presented in a line graph	-calculate and interpret the mean as an average.

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			Algebra				<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.