# Maths Skills Progression

| Number and Place Value | | | | | |
|---|---|---|---|---|---|
| **Counting** | | | | | |
| **Key Stage 1** | | **Key Stage 2** | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | | | count backwards through zero to include negative numbers | interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | use negative numbers in context, and calculate intervals across zero |
| count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward | count from 0 in multiples of 4, 8, 50 and 100; | count in multiples of 6, 7, 9, 25 and 1 000 | count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 | |
| given a number, identify one more and one less | | find 10 or 100 more or less than a given number | find 1 000 more or less than a given number | | |

# Maths Skills Progression

| Comparing Numbers | | | | | |
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| use the language of: equal to, more than, less than (fewer), most, least | compare and order numbers from 0 up to 100; use <, > and = signs | compare and order numbers up to 1 000 | order and compare numbers beyond 1 000<br>*compare numbers with the same number of decimal places up to two decimal places*<br>(copied from Fractions) | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit<br>(appears also in Reading and Writing Numbers) | read, write, order and compare numbers up to<br>10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) |
| Identifying, Representing and Estimating Numbers | | | | | |
| identify and represent numbers using objects and pictorial representations including the number line | identify, represent and estimate numbers using different representations, including the number line | identify, represent and estimate numbers using different representations | identify, represent and estimate numbers using different representations | | |
| Reading and Writing Numbers (including roman numerals) | | | | | |
| read and write numbers from 1 to 20 in numerals and words. | read and write numbers to at least 100 in numerals and in words | read and write numbers up to 1 000 in numerals and in words | | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit<br>(appears also in Comparing Numbers) | read, write, order and compare numbers up to<br>10 000 000 and determine the value of each digit |

# Maths Skills Progression

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| | | *tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks* (copied from Measurement) | 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 Roman numerals to 1000 (M) and recognise years written in Roman numerals. | (appears also in Understanding Place Value) |
| Understanding Place Value | | | | | |
| | recognise the place value of each digit in a two-digit number (tens, ones) | recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)<br><br>*recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents* (copied from Fractions) | read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) |
| | | | *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 units, tenths and hundredths* (copied from Fractions) | | *identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1 000 where the answers are up to three decimal places* (copied from Fractions) |
| Rounding | | | | | |

# Maths Skills Progression

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| | | | round any number to the nearest 10, 100 or 1 000 | round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 | round any whole number to a required degree of accuracy |
| | | | *round decimals with one decimal place to the nearest whole number* (copied from Fractions) | *round decimals with two decimal places to the nearest whole number and to one decimal place* (copied from Fractions) | *solve problems which require answers to be rounded to specified degrees of accuracy* (copied from Fractions) |
| 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 |

# Maths Skills Progression

| Addition and Subtraction | | | | | |
|---|---|---|---|---|---|
| **Number Bonds** | | | | | |
| **Key Stage 1** | | **Key Stage 2** | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 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 | | | | |
| **Mental calculation** | | | | | |
| add and subtract one-digit and two-digit numbers to 20, including zero | add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>* a two-digit number and ones<br>* a two-digit number and tens<br>* two two-digit numbers | add and subtract numbers mentally, including:<br>* a three-digit number and ones<br>* a three-digit number and tens<br>* a three-digit number and hundreds | | add and subtract numbers mentally with increasingly large numbers | perform mental calculations, including with mixed operations and large numbers |

# Maths Skills Progression

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| | adding three one-digit numbers | | | | |
| read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) | show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot | | | | use their knowledge of the order of operations to carry out calculations involving the four operations |
| **Written Methods** | | | | | |
| read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation) | | add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction | add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) | |
| **Inverse Operations, Estimating and Checking Answers** | | | | | |

# Maths Skills Progression

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| | recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | estimate the answer to a calculation and use inverse operations to check answers | estimate and use inverse operations to check answers to a calculation | use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy | use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. |
| **Problem Solving** | | | | | |
| 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:<br>* using concrete objects and pictorial representations, including those involving numbers, quantities and measures<br>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 |

# Maths Skills Progression

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| | *solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change* (copied from Measurement) | | | | Solve problems involving addition, subtraction, multiplication and division |
| **Multiplication and Division** | | | | | |
| **Multiplication and Division Facts** | | | | | |
| **Key Stage 1** | | **Key Stage 2** | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| *count in multiples of twos, fives and tens* (copied from Number and Place Value) | *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward* (copied from Number and Place Value) | *count from 0 in multiples of 4, 8, 50 and 100* (copied from Number and Place Value) | *count in multiples of 6, 7, 9, 25 and 1 000* (copied from Number and Place Value) | *count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000* (copied from Number and Place Value) | |
| | recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers | recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | recall multiplication and division facts for multiplication tables up to 12 × 12 | | |

# Maths Skills Progression

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| Mental Calculations | | | | | |
| | | 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 (appears also in Written Methods) | 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 | multiply and divide numbers mentally drawing upon known facts | perform mental calculations, including with mixed operations and large numbers |
| | show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | | recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers) | multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 | *associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)* (copied from Fractions) |
| Written Calculations | | | | | |
| | calculate mathematical statements for multiplication and division within the multiplication tables | write and calculate mathematical statements for multiplication and division using the | multiply two-digit and three-digit numbers by a one-digit number using formal written layout | multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long | multiply multi-digit numbers up to 4 digits by a two-digit whole number using the |

# Maths Skills Progression

| | | | | | |
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| | and write them 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 (appears also in Mental Methods) | | multiplication for two-digit numbers | formal written method of long multiplication |
| | | | | 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 | divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context 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 |

# Maths Skills Progression

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| | | | | | *use written division methods in cases where the answer has up to two decimal places* (copied from Fractions (including decimals)) |
| Properties of numbers: Multiples, Factors, Primes, Square and Cube Numbers. | | | | | |
| | | | recognise and use factor pairs and commutativity in mental calculations (repeated) | identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.<br>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers<br>establish whether a number up to 100 is prime and recall prime numbers up to 19 | identify common factors, common multiples and prime numbers<br>*use common factors to simplify fractions; use common multiples to express fractions in the same denomination* (copied from Fractions) |
| | | | | recognise and use square numbers and cube numbers, and the notation for squared ($^2$) and cubed ($^3$) | *calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm$^3$)* |

# Maths Skills Progression

| | | | | | |
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| | | | | | *and cubic metres ($m^3$), and extending to other units such as $mm^3$ and $km^3$* (copied from Measures) |
| Order of Operations | | | | | |
| | | | | | use their knowledge of the order of operations (BIDMAS) to carry out calculations involving the four operations |
| Problem Solving | | | | | |
| | | *estimate the answer to a calculation and use inverse operations to check answers* (copied from Addition and Subtraction) | *estimate and use inverse operations to check answers to a calculation* (copied from Addition and Subtraction) | | use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy |

# Maths Skills Progression

| Fractions (inc decimals and percentages) | | | | | |
|---|---|---|---|---|---|
| **Counting in Fractional Steps** | | | | | |
| **Key Stage 1** | | **Key Stage 2** | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | *Pupils should count in fractions up to 10, starting from any number and using the1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)* | count up and down in tenths | count up and down in hundredths | | |
| Recognising Fractions | | | | | |
| recognise, find and name a half as one of two equal parts of an object, shape or quantity | recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity | recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators<br><br>recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. | recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence) | |

# Maths Skills Progression

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| recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | | recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | | | |
| Comparing Fractions | | | | | |
| | | compare and order unit fractions, and fractions with the same denominators | | compare and order fractions whose denominators are all multiples of the same number | compare and order fractions, including fractions >1 |
| Comparing Decimals | | | | | |
| | | | compare numbers with the same number of decimal places up to two decimal places | read, write, order and compare numbers with up to three decimal places | solve problems which require answers to be rounded to specified degrees of accuracy |
| Rounding including Decimals | | | | | |
| | | | round decimals with one decimal place to the nearest whole number | round decimals with two decimal places to the nearest whole number and to one decimal place | solve problems which require answers to be rounded to specified degrees of accuracy |
| Equivalence (including Fractions, Decimals and percentages) | | | | | |

# Maths Skills Progression

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| | write simple fractions e.g. $^1/_2$ of 6 = 3 and recognise the equivalence of $^2/_4$ and $^1/_2$. | recognise and show, using diagrams, equivalent fractions with small denominators | recognise and show, using diagrams, families of common equivalent fractions | identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths | use common factors to simplify fractions; use common multiples to express fractions in the same denomination |
| | | | recognise and write decimal equivalents of any number of tenths or hundredths | read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$)<br>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$) |
| | | | recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$ | 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 as a decimal fraction | recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. |
| Addition and Subtraction of Fractions | | | | | |

# Maths Skills Progression

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| | | add and subtract fractions with the same denominator within one whole (e.g. $^{5}/_{7} + {}^{1}/_{7} = {}^{6}/_{7}$) | add and subtract fractions with the same denominator | add and subtract fractions with the same denominator and multiples of the same number<br>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5} = 1{}^{1}/_{5}$) | add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions |
| Multiplication and Division of Fractions | | | | | |
| | | | | multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $^{1}/_{4} \times {}^{1}/_{2} = {}^{1}/_{8}$)<br>multiply one-digit numbers with up to two decimal places by whole numbers |

# Maths Skills Progression

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| | | | | | divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = {}^1/_6$) |
| Multiplication and Division of Decimals | | | | | |
| | | | | | multiply one-digit numbers with up to two decimal places by whole numbers |
| | | | 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 | | multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places |
| | | | | | identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places |
| | | | | | associate a fraction with division and calculate decimal fraction equivalents |

# Maths Skills Progression

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| | | | | | (e.g. 0.375) for a simple fraction (e.g. $^{3}/_{8}$) |
| | | | | | use written division methods in cases where the answer has up to two decimal places |
| **Problem Solving** | | | | | |
| | | solve problems that involve all of the above | 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 | solve problems involving numbers up to three decimal places | |
| | | | solve simple measure and money problems involving fractions and decimals to two decimal places. | solve problems which require knowing percentage and decimal equivalents of $^{1}/_{2}$, $^{1}/_{4}$, $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$ and those with a denominator of a multiple of 10 or 25. | |

# Maths Skills Progression

## Ratio and Proportion

**Statements only appear in Year 6 but should be connected to previous learning, particularly fractions and multiplication and division**

| Key Stage 1 | | Key Stage 2 | | | |
|---|---|---|---|---|---|
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | | | | | 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 |

# Maths Skills Progression

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| | | | | | 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. |
| **Algebra** | | | | | |
| **Key Stage 1** | | **Key Stage 2** | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9 (copied from | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. (copied from Addition and Subtraction) | Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction. (copied from Addition and Subtraction) | Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. (Copied from NSG measurement) | Use the properties of rectangles to deduce related facts and find missing lengths and angles (copied from Geometry: Properties of Shapes) | Express missing number problems algebraically |

# Maths Skills Progression

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| Addition and Subtraction) | recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction) | solve problems, including missing number problems, involving multiplication and division, including integer scaling (copied from Multiplication and Division) | | | find pairs of numbers that satisfy number sentences involving two unknowns |
| represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction | compare and sequence intervals of time (copied from Measurement) | | | | enumerate all possibilities of combinations of two variables<br><br>Use simple formulae |
| sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement) | order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction) | | | | recognise when it is possible to use formulae for area and volume of shapes (copied from Measurement) |

# Maths Skills Progression

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| | | | | | generate and describe linear number sequences |
| **Geometry** | | | | | |
| **Properties of shape** | | | | | |
| **Key Stage 1** | | **Key Stage 2** | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Recognise and name common 2-D and 3-D shapes, including: * 2-D shapes e.g. rectangles (including squares), circles and triangles * 3-D shapes e.g. 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 | | | | Recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing) |
| | Identify and describe the properties of 3-D shapes, including the number of edges, vertices and face | Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | Identify lines of symmetry in 2-D shapes presented in different orientations | Identify 3D shapes including cubes and other cuboids, from 2-D representations | Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius |

# Maths Skills Progression

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| | Identify 2 -D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] | | | Draw given angles, and measure them in degrees ( o ) | Draw 2-D shapes using given dimensions and angle |
| | Compare and sort common 2-D and 3-D shapes and everyday objects | Recognise angles as a property of shape or a description of a tur | Complete a simple symmetric figure with respect to a specific line of symmetry | Use the properties of rectangles to deduce related facts and find missing lengths and angles | Recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties |
| | | Identify right angles, recognise that two right angles make a halfturn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle | Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | Distinguish between regular and irregular polygons based on reasoning about equal sides and angles | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons |
| | | Identify horizontal and vertical lines and pairs of perpendicular and parallel line | Identify acute and obtuse angles and compare and order | Know angles are measured in degrees: estimate and compare | Recognise angles where they meet at a point, are on a straight line, or |

# Maths Skills Progression

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| | | | angles up to two right angles by size | acute, obtuse and reflex angle | are vertically opposite, and find missing angles |
| | | | | Identify: * angles at a point and one whole turn (total 360 o ) * angles at a point on a straight line and ½ a turn (total 180 o ) * other multiples of 90 o | |
| **Geometry** | | | | | |
| **Position, Direction and Movement** | | | | | |
| **Key stage 1** | | | **Key Stage 2** | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Describe position, direction and movement, including | Use mathematical vocabulary to describe position, direction and | | Describe positions on a 2-D grid as coordinates in the first quadrant | Identify, describe and represent the position of a shape following a | Describe positions on the full coordinate grid (all four quadrants) |

# Maths Skills Progression

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| half, quarter and three-quarter turns. | 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) | | | reflection or translation, using the appropriate language, and know that the shape has not changed dimensions | |
| | order and arrange combinations of mathematical objects in patterns and sequences | | describe movements between positions as translations of a given unit to the left/right and up/down | | draw and translate simple shapes on the coordinate plane, and reflect them in the axes |
| | | | plot specified points and draw sides to complete a given polygon | | |

# Maths Skills Progression

| Measurement | | | | | |
|---|---|---|---|---|---|
| **Key Stage 1** | | **Key Stage 2** | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] * time [e.g. quicker, slower, earlier, later] | Compare and order lengths, mass, volume/capacity and record the results using >, < and = | Compare durations of events, for example to calculate the time taken by particular events or tasks | Estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring) | Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm 2) and square metres (m 2 ) and estimate the area of irregular shapes (also included in measuring)<br><br>Estimate volume (e.g. using 1 cm 3 blocks to build cubes and cuboids) and capacity (e.g. using water) | Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm 3 ) and cubic metres (m 3 ), and extending to other units such as mm 3 and km 3 |
| sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] | compare and sequence intervals of time | estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as | Estimate, compare and calculate different measures, including money in pounds and pence (appears also in Comparing) | Use all four operations to solve problems involving measure (e.g. length, mass, volume, 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 |

# Maths Skills Progression

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| | | a.m./p.m., morning, afternoon, noon and midnight (appears also in Telling the Time) | | | appropriate (appears also in Converting |
| measure and begin to record the following:<br><br>lengths and heights<br>mass/weight<br>capacity and volume<br>time (hours, minutes, seconds) | choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels | measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres | recognise that shapes with the same areas can have different perimeters and vice versa |
| recognise and know the value of different denominations of coins and notes | find different combinations of coins that equal the same amounts of money<br><br>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | measure the perimeter of simple 2-D shapes | find the area of rectilinear shapes by counting squares<br><br>Read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting | calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm 2) and square metres (m 2) and estimate the area of irregular shapes<br><br>Recognise and use square numbers and cube numbers, and the | calculate the area of parallelograms and triangles<br>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm 3) and cubic metres (m 3), and extending to other |

# Maths Skills Progression

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| | | | | notation for squared ( 2 ) and cubed ( 3 ) (copied from Multiplication and Division) | units [e.g. mm 3 and km 3 ].<br><br>Recognise when it is possible to use formulae for area and volume of shapes |
| tell the time to the hour and half past 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. (appears also in Converting) | Add and subtract amounts of money to give change, using both £ and p in practical contexts | solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting | solve problems involving converting between units of time | 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 |
| Recognise and use language relating to dates, including days of | Tell and write the time to five minutes, including quarter past/to the hour and | estimate and read time with increasing accuracy to the nearest minute; record and | Convert between different units of measure (e.g. kilometre | convert between different units of metric measure (e.g. kilometre and metre; centimetre | solve problems involving the calculation and conversion of units of |

# Maths Skills Progression

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| the week, weeks, months and years | draw the hands on a clock face to show these times. | compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating) | to metre: Hour to minute) | and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) | measure, using decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating) |
| | know the number of minutes in an hour and the number of hours in a day. (appears also in Converting | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting) | solve problems involving converting between units of time | Convert between miles and kilometres |
| | know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time | Know the number of seconds in a minute and the number of days in each month, year and leap year | solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time) | understand and use equivalences between metric units and common imperial units such as inches, pounds and pints | Recognise when it is possible to use formulae for area and volume of shapes |
| Recognise and know the value of different | Recognise and use symbols for pounds (£) and pence (p); combine | Add and subtract amounts of money to give change, using both | | | calculate the area of parallelograms and triangles |

# Maths Skills Progression

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| denominations of coins and notes | amounts to make a particular value | £ and p in practical contexts | | | |
| | find different combinations of coins that equal the same amounts of money | | find the area of rectilinear shapes by counting squares | calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm 2) and square metres (m 2) and estimate the area of irregular shapes<br><br>recognise and use square numbers and cube numbers, and the notation for squared ( 2 ) and cubed ( 3 ) (copied from Multiplication and Division) | |
| | solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | | | | calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm 3) and cubic metres (m 3), and extending to other units [e.g. mm] |

# Maths Skills Progression

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| Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | 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. | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | Read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting) | solve problems involving converting between units of time | |
| Recognise and use language relating to dates, including days of the week, weeks, months and years | know the number of minutes in an hour and the number of hours in a day. (appears also in Converting | estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating) | solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting) | | 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 |
| | know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time) | Know the number of seconds in a minute and the number of days in each month, year and leap year | Convert between different units of measure (e.g. kilometre to metre; hour to minute) | Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram | Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three |

# Maths Skills Progression

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| | | | | and kilogram; litre and millilitre) | decimal places where appropriate (appears also in Measuring and Calculating) |
| | | | read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting) | solve problems involving converting between units of time | Convert between miles and kilometres |
| | | | solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time) | Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints | |

## Statistics

| Key Stage 1 | | Key Stage 2 | | | |
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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | interpret and construct simple pictograms, tally charts, block diagrams and simple tables | Interpret and present data using bar charts, pictograms and table | interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graph | Complete read and interpret information in tables, including timetables | Interpret and construct pie charts and line graphs and use these to solve problems |

# Maths Skills Progression

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| | ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity | solve one-step and twostep questions [e.g. '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 |
| | ask and answer questions about totalling and comparing categorical data | | | | |

*Researched and Created by Tom Crook (Assistant Headteacher and Maths Lead- KS2) and Nicole Baines (Achievement Leader: Yr1&2 and Maths Lead – KS1)*