Woodborough Woods Maths Progression

Reception

	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Number	• Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. • Rote counts to 10 • Subitises to 3. • Represent numbers to 5 using fingers, marks or digits. • Know the last number in a counting sequence is the total number (cardinal principle)	• Subitise to 3. • Recognise numbers to 5. • Represent 1 - 5 on fingers, on a tens frame and with objects • Discuss composition of numbers to 3, showing some automatic recall of number facts. • Show accuracy when counting a group of up to 5 objects.	• Subitise to 4. • Recognise numbers to 10. • Count an irregular arrangement of up to ten objects. • Estimate how many objects I can see and check by counting them. • Understand there are different ways to make numbers up to 10. • Discuss composition of numbers to 5, showing some automatic recall of number facts.	•Have a deep understanding of number to 10, including the composition of each number; •Subitise (recognise quantities without counting) up to 5; •Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	• Compares amounts using the language of 'more, fewer or same'. • Reads numerals to 5 and matches to an amount. • Orders numbers to 5. • Solve real world maths problems with numbers up to 5.	• Recite numbers to 20 confidently. • Count back from 10. • Compare groups of objects up to 3. • Understand the term equal when comparing two groups of objects. • Demonstrate understanding of the cardinal principle (the final number you say is the total) when counting objects.	• Show some understanding of doubling and halving in familiar contexts. • Recite numbers to 20 and back from 20 with a little support. • Count on from a given number to 20. • Use the language of 'more' and 'fewer' to compare two sets of objects. •Understand the 'one more than/one less than' relationship between consecutive numbers. •I can find the total number of items in two groups by counting all of them	•Verbally count beyond 20, recognising the pattern of the counting system; •Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; •Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

			and starting to use 'counting on'. • Say the number one more/less than a given number 1 - 10. • Explore sharing into equal groups in practical contexts, commenting on what they notice.	
Shape, Space and Measure	• Uses some everyday language to talk about and compare size and shape. • Recognises a repeated pattern and is beginning to create own patterns and arrangements. • Talk about routines e.g. before/after. • Start to identify shapes • Identify shapes in the environment. • Use positional language	• Use comparative language like taller, shorter, the same. • Compare items according to these criteria. • Start to identify shapes in the environment – circles, triangles and 4 sided shapes. • Understand yesterday, today, tomorrow. • Recite days of the week. • Recognise and talk about simple patterns. • Sort according to simple properties.	• Experiment with length, height, capacity and use my findings to order and group items. • Identify money and I can start to use money in my play. • Recall routines and start to relate them to the time on the clock. •Compare length, weight and capacity. • Recall names for 2D and 3D shapes and I can use some of the terms to describe their properties. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Use the language of direction when programming toys • Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. • Continue a simple AB, ABC pattern	• Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations. • Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved) with support. • Know some common 2D and 3D shapes. • Create, copy and continue a simple pattern • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Year 1 to Year 6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Number and Place Value					
Counting	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	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; find 10 or 100 more or less than a given number	count backwards through zero to include negative numbers count in multiples of 6, 7, 9, 25 and 1 000 find 1 000 more or less than a given number	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	use negative numbers in context, and calculate intervals across zero
Comparing Numbers	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 1000 compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
Identifying, representing and estimating numbers	identify and represent numbers using objects and pictorial representations	identify, represent and estimate numbers using different representations,	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		

	including the number line	including the number line				
Reading and Writing Numbers	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 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 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 read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
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) 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	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	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) 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
Rounding				round any number to the nearest 10, 100 or 1 000 round decimals with one decimal place to the nearest whole number	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 round decimals with two decimal places to the nearest whole number and to one decimal place	round any whole number to a required degree of accuracy solve problems which require answers to be rounded to specified degrees 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

Addition and Subtraction						
Number Bonds	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 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	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	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 mentally with increasingly large numbers	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
Written Methods	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs		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		recognise and use the inverse relationship between addition and subtraction and use this to	estimate the answer to a calculation and use inverse operations	estimate and use inverse operations to check answers to a calculation	use rounding to check answers to calculations and determine, in the context	use estimation to check answers to calculations and determine, in

		check calculations and solve missing number problems	to check answers		of a problem, levels of accuracy	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: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	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

Multiplication and Division						
Multiplication and Division	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	
Multiplication and Division Facts		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		
Mental Calculations		show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	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	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 and divide numbers mentally drawing upon known facts multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	perform mental calculations, including with mixed operations and large numbers associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
Written Calculations		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times onedigit	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 multiplication for two-digit numbers	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

		(÷) and equals (=) signs	numbers, using mental and progressing to formal written methods		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 use written division methods in cases where the answer has up to two decimal places
Properties of Numbers: Multiples, Factors, 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.	identify common factors, common multiples and prime numbers use common factors to

					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 recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	simplify fractions; use common multiples to express fractions in the same denomination 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 km3
Order of Operations						use their knowledge of the order of operations to carry out calculations involving the four operations
Inverse Operations and Estimating			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 estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
Problem Solving	solve one-step problems involving multiplication and division, by	solve problems involving multiplication and division,	solve problems, including missing number problems, involving	solve problems involving multiplying and adding, including using	solve problems involving multiplication and division	solve problems involving addition, subtraction,

	calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	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	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	multiplication and division solve problems involving similar shapes where the scale factor is known or can be found

Fractions (including Decimals and Percentages)						
Counting in Fractional Steps		Pupils should count in fractions up to 10, starting from any number and using the 1/2 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 and name a quarter as one of four equal parts of an object, shape or quantity	recognise, find, name and write fractions 1/2, 1/3, 2/4 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 recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	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	
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	identify the value of each digit in numbers given to three decimal places
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
Equivalance		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 recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to 1/2 1/4 3/4	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths read and write decimal numbers as fractions (e.g. 0.71 = 71/100 recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents recognise the per cent	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 (e.g. 0.375) for a simple fraction (e.g 3/8 recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

					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	
Addition and Subtraction of Fractions			add and subtract fractions with the same denominator within one whole	add and subtract fractions with the same denominator	add and subtract fractions with the same denominator and multiples of the same number 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 different denominators and mixed numbers, using the concept of equivalent fractions
Multiplication 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 multiply one-digit numbers with up to two decimal places by whole numbers

						divide proper fractions by whole numbers
Multiplication and Division of Decimals				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 one-digit numbers with up to two decimal places by whole numbers 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 (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 simple measure and money problems involving fractions and decimals to two decimal places.	solve problems involving numbers up to three decimal places solve problems which require knowing percentage and decimal equivalents of 1/2 1/3 1/4 1/5 and those with a denominator of a multiple of 10 or 25	

Ratio and Proportion						
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

Measurement						
Comparing and Estimating	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] sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	compare and order lengths, mass, volume/capacity and record the results using >, < and = compare and sequence intervals of time	compare durations of events, for example to calculate the time taken by particular events or tasks 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	estimate, compare and calculate different measures, including money in pounds and pence	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 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
Measuring and Calculating	measure and begin to record the following: * lengths and heights * mass/weight	choose and use appropriate standard units to estimate and measure length/height in any direction	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity	estimate, compare and calculate different measures, including	use all four operations to solve problems involving measure (e.g. length,	solve problems involving the calculation and conversion of units of

	* capacity and volume * time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes	(m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels 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 solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	(l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts	money in pounds and pence measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares	mass, volume, money) using decimal notation including scaling. measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres 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 recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	measure, using decimal notation up to three decimal places where appropriate recognise that shapes with the same areas can have different perimeters and vice versa calculate the area of parallelograms and triangles 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^3 and km^3]. recognise when it is possible to use formulae for area and volume of shapes
Telling the Time	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	tell and write the time from an analogue clock, including using Roman numerals from I	read, write and convert time between analogue	solve problems involving converting between units of time	

	recognise and use language relating to dates, including days of the week, weeks, months and years	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	to XII, and 12-hour and 24hour clocks 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	and digital 12 and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days		
Converting		know the number of minutes in an hour and the number of hours in a day	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) 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	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) solve problems involving converting between units of time understand and use equivalences between metric units and common	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 solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal

					imperial units such as inches, pounds and pints	places where appropriate convert between miles and kilometres

Geometry – Property of Shapes						
Identifying Shapes and their Properties	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 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]		identify lines of symmetry in 2-D shapes presented in different orientations	identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Drawing and Constructing			draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations	complete a simple symmetric figure with respect to a specific line of symmetry	draw given angles, and measure them in degrees (o)	draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes,

			and describe them			including making nets
Comparing and Classifying		compare and sort common 2-D and 3-D shapes and everyday objects		compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	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	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
Angles			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	identify acute and obtuse angles and compare and order angles up to two right angles by size	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles identify: * angles at a point and one whole turn (total 360o) * angles at a point on a straight line and ½ a turn (total 180o) * other multiples of 90o	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry – Position and Direction						
Position, Direction and Movement	describe position, direction and movement, including 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 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)
Pattern		order and arrange combinations of mathematical objects in patterns and sequences				

Statistics						
Interpreting, Constructing and Presenting Data		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	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
Solving Problems			solve one-step and two-step 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

Algebra						
Equations	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial	recognise and use the inverse relationship between addition and subtraction	solve problems, including missing number problems, using number		use the properties of rectangles to deduce related facts and find missing	express missing number problems algebraically

	representations, and missing number problems such as 7 = ▪ - 9 represent and use number bonds and related subtraction facts within 20	and use this to check calculations and missing number problems recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	facts, place value, and more complex addition and subtraction. (copied from Addition and Subtraction) solve problems, including missing number problems, involving multiplication and division, including integer scaling		lengths and angles	find pairs of numbers that satisfy number sentences involving two unknowns enumerate all possibilities of combinations of two variables
Formulae						use simple formulae recognise when it is possible to use formulae for area and volume of shapes
Sequences	sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	compare and sequence intervals of time order and arrange combinations of mathematical objects in patterns				generate and describe linear number sequences