Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number, place value, approximation & estimation / rounding							
Counting (in multiples)	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Count beyond ten. Verbally count beyond 20, recognising the pattern of the counting system.	Count to & across 100, forward & backwards, beginning with 0 or 1, or from any given number	Count in steps of 2, 3, & 5 from 0, & in tens from any number, forward or backward		Count in multiples of 6, 7, 9, 25 & 1000	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
		Count in multiples of twos, fives & tens		Count from 0 in multiples of 4, 8, 50 & 100			
Read, write, order & compare numbers	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Link the number symbol (numeral) with its cardinal number value. Compare quantities using language: 'more than', 'fewer than'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare quantities up to10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Count, read & write numbers to 100 in numerals	Read & write numbers to at least 100 in numerals & in words	Compare & order numbers up to 1000; Read & write numbers to 1000 in numerals & in words	Order & compare numbers beyond 1000	Read, write, order & compare numbers to at least 1 000 000	6 Read, write, order & compare numbers up to 10 000 000
		Given a number, identify one more & one less	Compare & order numbers from 0 up to 100; use <, > & = signs	Find 10 or 100 more or less than a given number	Find 1000 more or less than a given number		
		Read & write numbers from 1 to 20 in numerals & words					
Place value; Roman numerals			2 Recognise the place value of each digit in a two-digit number (tens, ones)	3 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	4 a Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens & ones)	5 a Determine the value of each digit in numbers up to 1 000 000	6 Determine the value of each digit in numbers up to 10 000 000
					4 b Read Roman numerals to 100 (I to C) & know that over time, the numeral system changed to include the concept	5 b Read Roman numerals to 1000 (M) & recognise years written in Roman numeral	

					of zero & place value		
Identify, represent & estimate; rounding	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show "finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Subitise. Link the number symbol (numeral) with its cardinal number value. Subitise (recognise quantities without counting) up to 5.	1 Identify & represent numbers using objects & pictorial representations including number lines, & use the language of: equal to, more than, less than (fewer), most, least	2 Identify, represent & estimate numbers using different representations, including the number line	3 Identify, represent & estimate numbers using different representations	4 a Identify, represent & estimate numbers using different representations		
	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Subitise. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. • 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. Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.				4 b Round any number to the nearest 10, 100 or 1000	5 Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 & 100 000	6 Round any whole number to a required degree of accuracy
Negative numbers					4 Count backwards through zero to include negative numbers	5 Interpret negative numbers in context, count forwards & backwards with positive & negative whole numbers, including across zero	6 Use negative numbers in context, & calculate intervals across zero
N6 Number problems			2N6 Use place value & number facts to solve problems	3N6 Solve number problems & practical problems involving 3N1–3	4N6 Solve number & practical problems that involve 4N1–4 & with increasingly large positive numbers	5N6 Solve number problems & practical problems that involve 5N1–5	6N6 Solve number problems & practical problems that involve 6 –6
				Addition, subtraction, multiplication & division (calculations)			

Add Subtract mentally		1 Represent & use number bonds & related subtraction facts within 20	2 a Recall & use addition & subtraction facts to 20 fluently, & derive & use related facts up to 100	3 Add & subtract numbers mentally, including: • a three-digit number & ones • a three-digit number & tens • a three-digit number & hundreds		5 Add & subtract numbers mentally with increasingly large numbers	
			2 b Add & subtract numbers mentally, i.e: • a two-digit number & ones • a two-digit number & tens • two two-digit numbers • adding three one-digit numbers				
Add / subtract using written methods		1 a Add & subtract one-digit & two-digit numbers to 20, including zero	2 Add & subtract numbers using concrete objects & pictorial representations, including: • a two-digit number & ones • a two-digit number & tens • two two-digit numbers • adding three one-digit numbers	3 Add & subtract numbers with up to three digits, using formal written methods of columnar addition & subtraction	4 Add & subtract numbers with up to 4 digits using the formal written methods of columnar addition & subtraction where appropriate	5 Add & subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition & subtraction	
		1 b Read, write & interpret mathematical statements involving addition (+), subtraction (–) & equals (=) signs					
Estimate, use inverses & check			2 Recognise & use the inverse relationship between addition & subtraction & use this to check calculations & missing number problems	3 Estimate the answer to a calculation & use inverse operations to check answers	4 Estimate & use inverse operations to check answers to a calculation	5 Use rounding to check answers to calculations & determine, in the context of a problem, levels of accuracy	6 Use estimation to check answers to calculations & determine, in the context of a problem, an appropriate degree of accuracy
Add / subtract to solve problems		1 Solve one-step problems that involve addition & subtraction, using concrete objects & pictorial representations, & missing number problems such as 7 = □ – 9	2 Solve s addition & subtraction problems: • using concrete objects & pictorial representations, including those involving numbers, quantities & measures • applying their increasing knowledge of mental & written methods	3 Solve problems, including missing number problems, using number facts, place value, & more complex addition & subtraction	4 Solve addition & subtraction two-step problems in contexts, deciding which operations & methods to use & why	5 Solve addition & subtraction multi-step problems in contexts, deciding which operations & methods to use & why	6 Solve addition & subtraction multi-step problems in contexts, deciding which operations & methods to use & why
Properties of number (multiples, factors, primes, squares & cubes)						5 a Identify multiples & factors, including finding all factor pairs of a number & common factors of two numbers	6 Identify common factors, common multiples & prime numbers
						5 b Know & use the vocabulary of prime numbers, prime factors & composite (nonprime) numbers	
						5 c Establish [if] a number up to 100 is prime & recall prime numbers up to 19	
						5 d Recognise & use square numbers & cube numbers, & the notation for squared (^{2})& cubed (^{3})	

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiply / divide mentally			2 Recall & use multiplication & division facts for the 2, 5 & 10 multiplication tables, including recognising odd & even numbers	3 Recall & use multiplication & division facts for the 3, 4 & 8 multiplication tables	4 a Recall multiplication & division facts for multiplication tables up to 12 × 12	5 a Multiply & divide numbers mentally drawing upon known facts	6 Perform mental calculations, including with mixed operations & large numbers
					4 b Use place value, known & derived facts to multiply & divide mentally, including: • multiplying by 0 & 1; • dividing by 1; • multiplying together three numbers	5 b Multiply & divide whole numbers & those involving decimals by 10, 100 & 1000	
					4 c Recognise & use factor pairs & commutativity in mental calculations		
Multiply / divide using written methods			2 Calculate mathematical statements for multiplication & division within the multiplication tables & write them using multiplication, division & equals signs		4 Multiply two-digit & three-digit numbers by a one-digit number using formal written layout	5 a 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	6 a Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
						5 b Divide numbers up to 4 digits by a one-digit number using the formal written method of short division & interpret remainders appropriately for the context	6 b Divide numbers up to 4 digits by a two- digit whole number using the formal written method of long division & interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
							6 c Divide numbers up to 4 digits by a two-digit number using the formal written method of short division as appropriate, interpreting remainders according to context
Solve problems (commutative, associative, distributive & all four operations)		1 Solve one-step problems involving multiplication & division, by calculating the answer using concrete objects, pictorial representations & arrays with the support of the teacher	2 Solve problems involving multiplication & division, using materials, arrays, repeated addition, mental methods, & multiplication & division facts, including problems in contexts	3 Solve problems, including missing number problems, involving multiplication & division, including integer scaling problems & correspondence problems in which n objects are connected to m objects	4 Solve problems involving multiplying & adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems & harder correspondence problems eg. n objects are connected to m objects	5 a Solve problems involving multiplication & division including using their knowledge of factors & multiples, squares & cubes	6 Solve problems involving addition, subtraction, multiplication & division
						5 b Solve problems involving addition, subtraction, multiplication & division & a combination of these, including under-standing the meaning of the equals sign	
						5 c Solve problems involving multiplication & division including scaling by simple fractions & problems involving simple rates	
Order of operations			2 a Show that addition of two numbers can be done in any order (commutative) & subtraction of one number from another cannot				6 Use their knowledge of the order of operations to carry out calculations involving the four operations
			2 b Show that multiplication of two numbers can be done in any order (commutative) & division of one number by another cannot				
				Fractions, decimals & percentages			

Recognise, find, write, name & count fractions		1 a Recognise, find & name a half as one of two equal parts of an object, shape or quantity	2 a Recognise, find, name & write fractions 13, 14, 24 & 34 of a length, shape, set of objects or quantity	3 a Count up & down in tenths; recognise that tenths arise from dividing an object into 10 equal parts & in dividing one-digit numbers & quantities by 10	4 Count up & down in hundredths; recognise that hundredths arise when dividing an object by a hundred & dividing tenths by 10		
		1 b Recognise, find & name a quarter as one of four equal parts of a object, shape or quantity	2 b Write simple fractions eg ½ of 6 = 3	3 b Recognise, find & write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators			
				3 c Recognise & use fractions as numbers: unit fractions & non-unit fractions with small denominators			
Equivalent fractions			2 Recognise the equivalence of 2/4 & ½	3 Recognise & show, using diagrams, equivalent fractions with small denominators	4 Recognise & show, using diagrams, families of common equivalent fractions	5 a Recognise mixed numbers & improper fractions & convert from one form to the other; write mathematical statements >1 as a mixed number [eg: 2/5 + 4/5 = 6/5 = 1 1/5]	6 Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
						5 b Identify name & write equivalent fractions of a given fraction, represented visually, including tenths & hundredths	
Comparing & ordering fractions				3 Compare & order unit fractions & fractions with the same denominators		5 Compare & order fractions whose denominators are all multiples of the same number	6 Compare & order fractions, including fractions >1
Add / subtract fractions				3 Add & subtract fractions with the same denominator within one whole [eg: 5/7 + 1/7 = 6/7]	4 Add & subtract fractions with the same denominator	5 Add & subtract fractions with the same denominator & denominators that are multiples of the same number	6 Add & subtract fractions with different denominators & mixed numbers, using the concept of equivalent fractions
Multiply / divide fractions						5 Multiply proper fractions & mixed numbers by whole numbers, supported by materials & diagrams	6 a Multiply simple pairs of proper fractions, writing the answer in its simplest form [eg: 1/4 × 1/2 = 1/8]
							6 b Divide proper fractions by whole numbers [eg: 1/3 ÷ 2 = 1/6]

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions / decimals equivalence					4 a Recognise & write decimal equivalents to 1/4, 1/2, 3/4	5 a Read & write decimal numbers as fractions [eg: 0.71 = 71 100]	6 Associate a fraction with division to calculate decimal fraction equivalents (eg: 0.375) for a simple fraction eg: 3/8
					4 b Recognise & write decimal equivalents of any number of tenths or hundredths	5 b Recognise & use thousandths & relate them to tenths, hundredths & decimal equivalents	
Rounding decimals					4 Round decimals with one decimal place to the nearest whole number	5 Round decimals with two decimal places to the nearest whole number & to one decimal place	
Compare & order decimals					4 Compare numbers with the same number of decimal places up to two dp	5 Read, write, order & compare numbers with up to three decimal places	
Multiply / divide decimals					4 Find the effect of dividing a one- or two- digit number by 10 & 100, identifying the value of the digits in the answer as ones, tenths & hundredths		6 a Identify the value of each digit to three decimal places & multiply & divide numbers by 10, 100 & 1000 giving answers up to three decimal places
							6 b Multiply one-digit numbers with up to two-decimal places by whole numbers
0 Solve problems with fractions & decimals				3 0 Solve problems that involve 3 –3	4 0a Solve problems involving increasingly harder fractions to calculate quantities & fractions to divide quantities, including non-unit fractions where the answer is a whole number	5 0 Solve problems involving numbers up to three decimal places	6 0 Solve problems which require answers to be rounded to specified degrees of accuracy
					4 0b Solve simple measure & money problems involving fractions & decimals to two decimal places		
1 Fractions / decimal / percentage equivalence						5 1 Recognise the per cent symbol (%) & understand that per cent relates to 'number of parts per hundred'; write percentages as a fraction with denominator hundred, & as a decimal	
2 Solve problems with percentages						5 2 Solve problems which require knowing percentage & decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 & those fractions with a denominator of a multiple of 10 or 25	
	Ratio & proportion						
Relative sizes, similarity							6 Solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication & division facts
Use of percentages for comparison							6 Solve problems involving the calculation of percentages [eg: of measures such as 15% of 360] & the use of percentages for comparison
Scale factors							6 Solve problem involving similar shapes where the scale factor is known or can be found
Unequal sharing & grouping							6 Solve problems involving unequal sharing & grouping using knowledge of fractions & multiples

Algebra						
Missing number problems expressed in algebra						6 Express missing number problems algebraically
Simple formulae expressed in words						6 Use simple formulae
Generate & describe linear number sequences						6 Generate & describe linear number sequences
Number sentences involving two unknowns						6 Find pairs of numbers that satisfy an equation with two unknowns
A5 Enumerate all possibilities of combinations of two variables						6A5 Enumerate possibilities of combinations of two variables

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Measurement						
Compare, describe & order measures	Make comparisons between objects relating to size, length, weight and capacity. Compare length, weight and capacity.	1 Compare, describe & solve practical problems for: • lengths & heights eg: long/short, longer/ shorter, tall/short, double/half • mass/weight eg: heavy/light, heavier than, lighter than • capacity & volume eg: full/empty, more than, less than, half, half full, quarter • time eg: quicker, slower, earlier, later	2 Compare & order lengths, mass, volume/capacity & record the results using >, < & =	3 a Compare lengths (m/cm/mm)	4 Compare different measures, including money in pounds & pence		
Estimate, measure & read scales		1 Measure & begin to record the following: • lengths & heights • mass/weight • capacity & volume • time (hours, minutes, seconds)	2 Choose & use appropriate standard units to estimate & 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 & measuring vessels	3 a Measure lengths (m/cm/mm)	4 Estimate different measures, including money in pounds & pence		
Money		1 Recognise & know the value of different denominations of coins & notes	2 a Recognise & use symbols for pounds (£) & pence (p); combine amounts to make a particular value				
			2 b Find different combinations of coins that equal the same amounts of money				
Telling time, ordering time, duration & units of time	Solve real world mathematical problems with numbers up to 5.	1 a Tell the time to the hour & half past the hour & draw the hands on a clock face to show these times	2 a Tell & write the time to five minutes, including quarter past/to the hour & draw the hands on a clock face to show these times	3 a Tell & write the time from an analogue clock; 12-hour clocks	4 a Read, write & convert time between analogue & digital 12-hour clocks		
	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	1 b Sequence events in chronological order using language [eg: before & after, next, first, today, yesterday, tomorrow, morning, afternoon & evening]	2 b Compare & sequence intervals of time	3 b Tell & write the time from an analogue clock; 24-hour clocks	4 b Read, write & convert time between analogue & digital 24-hour clocks		
		1 c Recognise & use language relating to dates, including days of the week, weeks, months & years	2 c Know the number of minutes in an hour & the number of hours in a day	3 c Tell & write the time from an analogue clock, including using Roman numerals from I to XII	4 c Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	5 Solve problems involving converting between units of time	
				3 d Estimate & read time with increasing accuracy to the nearest minute; record & compare time in terms of seconds, minutes & hours; use vocabulary such as o'clock/a.m./p.m., morning, afternoon, noon & midnight			
				3 e Know the number of seconds in a minute & the number of days in each month, year & leap year			
				3 f Compare durations of events, eg: calculate the time taken by particular events or tasks			
Convert between metric units					4 Convert between different units of measurement [eg: kilometre to metre; hour to minute]	5 Convert between different units of metric measure [eg: kilometre & metre; centimetre & metre; centimetre & millimetre; gram & kilogram; litre & millilitre]	6 Use, read, write & convert between standard units, converting measurements of length, mass, volume & time from a smaller unit of measure to a larger unit, & vice versa, using decimal notation of up to three dp

Convert metric/imperial						5 Understand & use approximate equivalences between metric units & common imperial units such as inches, pounds & pints	6 Convert between miles & kilometres
Perimeter, area				3 Measure the perimeter of simple 2–D shapes	4 a Measure & calculate the perimeter of a rectilinear figure (including squares) in centimetres & metres	5 a Measure & calculate the perimeter of composite rectilinear shapes in centimetres & metres	6 a Recognise that shapes with the same areas can have different perimeters & vice versa
					4 b Find the area of rectilinear shapes by counting squares	5 b Calculate & compare the area of rectangles (including squares), & including using standard units, square centimetres (c) & square metres ( ) & estimate the area of irregular shapes	6 b Calculate the area of parallelograms & triangles
							c Recognise when it is possible to use the formulae for the area of shapes
Volume						5 Estimate volume [eg: using 1c blocks to build cuboids (including cubes)] & capacity [eg: using water]	6 a Calculate, estimate & compare volume of cubes & cuboids using standard units, including centimetre cubed (c) & cubic metres ( ), & extending to other units[eg: m & k
							6 b Recognise when it's possible to use the formulae for volume of shapes

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Solve problems (a, money; b, length; c, mass / weight; d, capacity / volume)			2 Solve simple problems in a practical context involving addition & subtraction of money of the same unit, including giving change	3 a Add & subtract amounts of money to give change, using both £ & p in practical contexts	4 Calculate different measures, including money in pounds & pence	5 a Use all four operations to solve problems involving measure [money] using decimal notation, including scaling	6 Solve problems involving the calculation & conversion of units of measure, using decimal notation up to three decimal places where appropriate
				3 b Add & subtract lengths (m/cm/mm)		5 b Use all four operations to solve problems involving measure [eg: length] using decimal notation, including scaling	
				3 c Add & subtract mass (kg/g)		5 c Use all four operations to solve problems involving measure [eg: mass] using decimal notation, including scaling	
				3 d Add & subtract volume / capacity (l/ml)		5 d Use all four operations to solve problems involving measure [eg: volume] using decimal notation, including scaling	
	Geometry – properties of shapes						
Recognise & name common shapes	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select, rotate and manipulate shapes in order to develop spatial reasoning skills	1 a Recognise & name common 2-D shapes [eg: rectangles (including squares), circles & triangles]	2 a Compare & sort common 2-D shapes & everyday objects				
		1 b Recognise & name common 3-D shapes [eg: cuboids (including cubes), pyramids & spheres]	2 b Compare & sort common 3-D shapes & everyday objects				
Describe properties & classify shapes	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.		2 a Identify & describe the properties of 2- D shapes, including the number of sides & line symmetry in a vertical line	3 Identify horizontal, vertical lines & pairs of perpendicular & parallel lines	4 a Compare & classify geometric shapes, including quadrilaterals & triangles based on their properties & sizes	5 a Use the properties of rectangles to deduce related facts & find missing lengths & angles	6 a Compare & classify geometric shapes based on their properties & sizes
			2 b Identify & describe the properties of 3- D shapes including the number of edges, vertices & faces		4 b Identify lines of symmetry in 2–D shapes presented in different orientations	5 b Distinguish between regular & irregular polygons based on reasoning about equal sides & angles	
					4 c Complete a simple symmetric figure with respect to a specific line of symmetry		
Draw & make shapes & relate 2–D to 3–D shapes (including nets)	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Select, rotate and manipulate shapes in order to develop spatial reasoning skills		2 Identify 2-D shapes on the surface of 3- D shapes, [eg: a circle on a cylinder & a triangle on a pyramid]	3 a Draw 2–D shapes			6 a Draw 2–D shapes using given dimensions & angles
				3 b Make 3–D shapes using modelling materials; recognise 3–D shapes in different orientations & describe them		5 b Identify 3–D shapes including cubes & other cuboids, from 2–D representations	6 b Recognise & build simple 3D shapes, including making nets
Angles – measuring & properties				3 a Recognise that angles are a property of shape or a description of a turn	4 Identify acute & obtuse angles & compare & order angles up to two right angles by size	5 a Know angles are measured in degrees: estimate & compare acute, obtuse & reflex angles	6 a Find unknown angles in any triangles, quadrilaterals & regular polygons
				3 b Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn & four a complete turn;		5 b Identify: • angles at a point & one whole turn (360°) • angles at a point on a straight line & 12 a turn (total	6 b Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, & find missing angles

				identify whether angles are greater than or less than a right angle		180°) • other multiples of 90°	
						5 c Draw given angles & measure them in degrees (°)	
Circles							6 Illustrate & name parts of circles, including radius, diameter & circumference & know that the diameter is twice the radius
	Geometry – position & direction						
Patterns			2 Order & arrange combinations of mathematical objects in patterns & sequences				
Describe position, direction & movement	Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Draw information from a simple map. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Continue, copy and create repeating patterns.	1 Describe position, directions & movement, including half, quarter & three-quarter turns	2 Use mathematical vocabulary to describe position, direction & movement, including movement in a straight line & distinguishing between rotation as a turn & in terms of right angles for quarter, half & three-quarter turns (clock-wise & anti-clockwise)		4 Describe movements between positions as translations of a given unit to the left/right & up/down	5 Identify, describe & represent the position of a shape following a reflection or translation, using the appropriate language, & know that the shape has not changed	6 Draw & translate simple shapes on the co-ordinate plane, & reflect them in the axes
Coordinates					4 a Describe positions on a 2–D grid as co-ordinates in the first quadrant		6 Describe positions on the full co- ordinate grid (all four quadrants)
					4 b Plot specified points & draw sides to complete a given polygon		
	Statistics						
Interpret & represent data			2 Interpret & construct simple pictograms, tally charts, block diagrams & simple tables	3 Interpret & present data using bar charts, pictograms & tables	4 Interpret & present discrete & continuous data using appropriate graphical methods, including bar charts & time graphs	5 Complete, read & interpret information in tables, including timetables	6 Interpret & construct pie charts & line graphs & use these to solve problems
Solve problems involving data			2 a Ask & answer simple questions by counting the number of objects in each category & sorting the categories by quantity	3 Solve one-step & two-step questions [eg: 'How many more?' & 'How many fewer?'] using information presented in scaled bar charts, pictograms & tables	4 Solve comparison, sum & difference problems using information presented in bar charts, pictograms, tables & other graphs	5 Solve comparison, sum & difference problems using information presented in a line graph	
Mean average			2 b Ask & answer questions about totalling & comparing categorical data				6 Calculate & interpret the mean as an average