# Progression in Mathematics

| | Level Expected at the End of EYFS |
|---|---|
| | **We have selected the Early Learning Goals that link most closely to the Mathematics National Curriculum.**<br><br>**ELG: Number**<br>Have a deep understanding of number to 10, including the composition of each number;<br>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.<br><br>**ELG: Numerical Patterns**<br>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.<br><br>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |

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# Progression in Mathematics

| | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| Number and Place Value | Pupils should be taught to:<br>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number<br>• count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens<br>• given a number, identify one more and one less<br>• identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br>• read and write numbers 1 to 20 in numerals and words | Pupils should be taught to:<br>• count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward<br>• recognise the value of each digit in a two digit number (tens, ones)<br>• identify, represent and estimate numbers using different representation, including the number line<br>• compare and order numbers from 0 up to 100; use <, > and = signs<br>• read and write numbers to at least 100 in numerals and in words<br>• use place value and number facts to solve problems | Pupils should be taught to:<br>• count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more than a given number<br>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)<br>• compare and order numbers up to 1000<br>• identify, represent and estimate numbers using different representations<br>• read and write numbers to at least 1000 in numerals and in words<br>• solve number problems and practical problems involving these ideas |

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# Progression in Mathematics

| | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| **Addition and Subtraction** | Pupils should be taught to:<br>• read, write and interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs<br>• represent and use number bonds and related subtraction facts within 20<br>• add and subtract one-digit and two-digit numbers to 20,including zero<br>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =□ - 9 | Pupils should be taught to:<br>• solve simple one-step 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<br>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100<br>• 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<br>◊ adding three one-digit numbers<br>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot<br>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems | Pupils should be taught to:<br>• 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<br>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction<br>• estimate the answer to a calculation and use inverse operations to check answers<br>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |

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# Progression in Mathematics

| | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| Multiplication and Division | Pupils should be taught to:<br>• solve one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | Pupils should be taught to:<br>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers<br>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs<br>• show that multiplications of two numbers can be done in any order (commutative) and division of one number by another cannot<br>• solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Pupils should be taught to:<br>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables<br>• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods<br>• solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects |

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# Progression in Mathematics

| | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| **Fractions** | Pupils should be taught to:<br>• recognise, find and name a half as one of two equal parts of an object, shape or quantity<br>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | Pupils should be taught to:<br>• recognise, find name and write fractions $^1/_3$ , $^1/_4$, $^2/_4$, and $^3/_4$ of a length, shape, set of objects or quantity<br>• write simple fractions e.g. $^1/_2$ of 6 = 3 and recognise the equivalent of two quarters and one half | Pupils should be taught to:<br>• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10<br>• recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators<br>• recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators<br>• recognise and show, using diagrams, equivalent fractions with small denominators<br>• add and subtract fractions with the same denominator within one whole (e.g. $^5/_7 + ^1/_7 = ^6/_7$)<br>• compare and order unit fractions with the same denominators<br>• solve problems that involve all of the above |

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# Progression in Mathematics

| | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| **Measures** | Pupils should be taught to:<br>• compare, describe and solve practical problems for:<br>◊ lengths and heights (e.g. long/short, longer/ shorter, tall/short, double/half)<br>◊ mass or weight (e.g. heavy/light, heavier than, lighter than)<br>◊ capacity/volume (e.g. full/empty, more than, less than, half, half full, quarter)<br>◊ time (e.g. quicker, slower, earlier, later)<br>• Measure and begin to record the following:<br>◊ lengths and heights<br>◊ mass/weight<br>◊ capacity and volume<br>◊ time (hours, minutes, seconds)<br>• recognise and know the value of different denominations of coins and notes<br>• sequence events in chronological order using language (e.g. before, after, next, first, today, tomorrow, morning, afternoon and evening)<br>• recognise and use the language relating to dates, including days of the week, weeks, months and years<br>• tell the time to the hour and half past the hour and draw the hands on a clock face | Pupils should be taught to:<br>• 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<br>• compare and order lengths, mass, volume/ capacity and record the results using <, > and =<br>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value<br>• find different combinations of coins that equal the same amounts of money<br>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change<br>• compare and sequence intervals of time<br>• tell and write time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times<br>• know the number of minutes in an hour and the number of hours in a day | Pupils should be taught to:<br>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)<br>• measure the perimeter of simple 2-D shapes<br>• add and subtract amounts of money giving change, using both £ and p in practical contexts<br>• tell and write the time from an analogue clock, including using Roman numerals from 1 to X11, and 12 hour and 24 hour clocks<br>• estimate and read time to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight<br>• know the number of seconds in a minute and the number of days in each month, year and leap year<br>• compare durations of events, for example to calculate the time taken by particular events or tasks. |

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# Progression in Mathematics

| | | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|
| Geometry | Properties of Shape | Pupils should be taught to:<br>• recognise and name common 2-D and 3-D shapes, including:<br>• 2-D shapes (e.g. rectangles (including squares), circles and triangles)<br>• 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres) | Pupils should be taught to:<br>• identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line<br>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces<br>• identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid<br>• compare and sort common 2-D and 3-D shapes and everyday objects | Pupils should be taught to:<br>• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy<br>• recognise angles as a property of shape and associate angles with turning<br>• 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<br>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
| | Position, Direction, Motion | • describe position, directions and movements, including half, quarter and three-quarter turns | • order and arrange combinations of mathematical objects in patterns<br>• use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise/anti-clockwise) | |
| Statistics | | | • interpret and construct simple pictograms, tally charts, block diagrams and simple tables<br>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity<br>• ask and answer questions about totalling and compare categorical data | • interpret and present data using bar charts, pictograms and tables<br>• solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables |

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# Progression in Mathematics

| | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| **Number and Place Value** | Pupils should be taught to:<br>• count in multiples of 6, 7, 9, 25 and 100<br>• find 1000 more or less than a given number<br>• count backwards through zero to include negative numbers<br>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)<br>• order and compare numbers beyond 1000<br>• identify, represent and estimate numbers using different representations<br>• round any number to the nearest 10, 100 or 1000<br>• solve number and practical problems that involve all of the above and with increasingly large positive numbers<br>• read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value | Pupils should be taught to:<br>• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit<br>• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000<br>• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero<br>• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000<br>• solve number problems and practical problems that involve all of the above<br>• read Roman numerals to 1000 (M) and recognise years written in Roman numerals | Pupils should be taught to:<br>• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit<br>• round any whole number to a required degree of accuracy<br>• use negative numbers in context, and calculate intervals across zero<br>• solve number problems and practical problems that involve all of the above |

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# Progression in Mathematics

| | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| **Addition and Subtraction** | Pupils should be taught to:<br>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate<br>• estimate and use inverse operations to check answers to a calculation<br>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | Pupils should be taught to:<br>• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)<br>• add and subtract numbers mentally with increasingly large numbers<br>• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy<br>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | Pupils should be taught to:<br>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |

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# Progression in Mathematics

| | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| **Multiplication and Division** | Pupils should be taught to:<br>• recall multiplication and division facts for multiplication tables up to 12 x 12<br>• 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<br>• recognise and use factor pairs and commutatively in mental calculations<br>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout<br>• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as which n objects are connected to m objects | Pupils should be taught to:<br>• 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<br>• 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<br>• multiply and divide numbers mentally drawing upon known facts<br>• 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<br>• multiply and divide whole numbers and those Involving decimals by 10, 100 and 1000<br>• recognise and use square numbers and cube numbers, and the notations, ($^2$) ($^3$)<br>• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes<br>• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign<br>• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates | Pupils should be taught to:<br>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication<br>• 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<br>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context<br>• perform mental calculations, including with mixed operations and large numbers<br>• identify common factors, common multiples and prime numbers<br>• using their knowledge of the order of operations to carry out calculations involving the four operations<br>• solve problems involving addition, subtraction, multiplication and division<br>• use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy |

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# Progression in Mathematics

| | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| Fractions (Including Decimals and Percentages) | Pupils should be taught to:<br>• recognise and show, using diagrams, families of common equivalent fractions<br>• count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten<br>• solve problems involving increasingly harder fractions to calculate quantities, including non -unit fractions where the answer is a whole number<br>• add and subtract fractions with the same denominator<br>• recognise and write decimal equivalents of any number of tenths or hundredths<br>• recognise and write decimal equivalents to $^1/_4$ ; $^1/_2$, $^3/_4$<br>• 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<br>• round decimals with one decimal place to the nearest whole number<br>• compare numbers with the same number of decimal places up to two decimal places<br>• solve simple measures and money problems involving fractions and decimals to two decimal places | Pupils should be taught to:<br>• compare and order fractions whose denominators are all multiples of the same number<br>• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths<br>• recognise mixed numbers and improper fractions and convert from one to the other and write mathematical statements >1 as a mixed number (e.g. $^2/_5 + ^4/_5 = ^6/_5 = 1\ ^1/_5$)<br>• add and subtract fractions with the same denominator and denominators that are multiples of the same number<br>• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams<br>• 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<br>• round decimals with two decimal places to the nearest whole number and to one decimal place<br>• read, write, order and compare numbers with up to 3 decimal places<br>• solve problems involving numbers up to 3 decimal places<br>• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal<br>• solve problems which require knowing percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/+$, $^2/+$, $^4/+$ and those fractions with a denominator of a multiple of 10 or 25 | Pupils should be taught to:<br>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination<br>• compare and order fractions including fractions >1<br>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions<br>• multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. ¼ x ½ = $^1/_8$)<br>• divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = ^1/_6$)<br>• associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)<br>• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places<br>• multiply one-digit numbers with up to two decimal places by whole numbers<br>• use written division methods in cases where the answer has up to two decimal places<br>• solve problems which require answers to be rounded to specified degrees of accuracy<br>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts |

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# Progression in Mathematics

| | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| **Ratio and Proportion** | | | Pupils should be taught to:<br>• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts<br>• solve problems involving the calculation of percentages (e.g of measures, and such as 15% of 360) and the use of percentages for comparison<br>• solve problems involving similar shapes where the scale factor is known or can be found<br>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples |
| **Algebra** | | | Pupils should be taught to:<br>• use simple formulae<br>• generate and describe linear number sequences<br>• express missing number problems algebraically<br>• find pairs of numbers that satisfy an equation with two unknowns<br>• enumerate possibilities of combinations of two variables |

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# Progression in Mathematics

| | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| **Measurement** | Pupils should be taught to:<br>• convert between different units of measure (e.g. kilometre to metre; hour to minute)<br>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres<br>• find the area of rectilinear shapes by counting<br>• estimate, compare and calculate different measures, including money in pounds and pence<br>• read, write and convert time between analogue and digital 12 and 24-hour clocks<br>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days | Pupils should be taught to:<br>• convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)<br>• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints<br>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres<br>• calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres ($cm^2$) and square metres ($m^2$) and estimate the area of irregular shapes<br>• estimate volume (e.g. using 1 $cm^3$ blocks to build cuboids (including cubes)) and capacity (e.g. using water)<br>• solve problems involving converting between units of time<br>• use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling | Pupils should be taught to:<br>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate<br>• 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 three decimal places<br>• convert between miles and kilometres<br>• recognise that shapes with the same areas can have different perimeters and vice versa<br>• recognise when it is possible to use formulae for area and volume of shapes<br>• 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 units (e.g. $mm^3$ and $km^3$) |

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# Progression in Mathematics

| | | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|
| Geometry | Properties of Shape | Pupils should be taught to:<br>• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes<br>• identify acute and obtuse angles and compare and order angels up to two right angles by size<br>• identify lines of symmetry in 2-D shapes presented in different orientations<br>• complete a simple symmetric figure with respect to a specific line of symmetry | Pupils should be taught to:<br>• identify 3-D shapes, including cubes and cuboids, from 2-D representations<br>• know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles<br>• draw given angles, measuring them in degrees (°)<br>• identify<br>◊ angles at a point and one whole turn (total 360°)<br>◊ angles at a point on a straight line and ½ a turn (total 180°)<br>◊ other multiples of 90˚<br>• use the properties of a rectangle to deduce related facts and find missing lengths and angles<br>• distinguish between regular and irregular polygons based on reasoning about equal sides and angles | Pupils should be taught to:<br>• draw 2D shapes using given dimensions and angles<br>• recognise , describe and build simple 3-D shapes, including making nets<br>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons<br>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius<br>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles |

# Progression in Mathematics

| | | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|
| Geometry continued | Position, Direction and Motion | Pupils should be taught to:<br>• describe positions on a 2-D grid as coordinates in the first quadrant<br>• describe movement between positions as translations of a given unit to the left/right and up/down<br>• plot specified points and draw sides to complete a given polygon | Pupils should be taught to:<br>• 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 | Pupils should be taught to:<br>• describe positions on the full coordinate grid (all four quadrants)<br>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes |
| Statistics | | Pupils should be taught to:<br>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs<br>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | Pupils should be taught to:<br>• solve comparison, sum and difference problems using information presented in a line graph<br>• complete, read and interpret information in tables, including timetables | Pupils should be taught to:<br>• interpret and construct pie charts and line graphs and use these to solve problems<br>• calculate and interpret the mean as an average |