



Small Steps Progression in Mathematics

EYFS	Counting	Comparison	Composition of Number	Shape and Space	Patterns and Relationships	Measure
	1) Count verbally beyond 5. 2) Count verbally beyond 10. 3) Count verbally beyond 20. 4) Accurately count items to 5 with one-to-one correspondence. 5) Accurately count items to 10 with one-to-one correspondence. 6) Correctly count sounds and actions, as well as objects. 7) Show a secure understanding of the 'cardinal principle' (knows the last number reached when counting tells you the total). 8) Subitise up to 3. 9) Subitise up to 5. 10) Show 'finger numbers' up to 5. 11) Link numeral to amounts up to 5. 12) Link numeral to amounts up to 10.	1) Can use 'more than' and 'fewer than' to compare quantities. 2) Can compare quantities up to 10 and say whether one is greater than, less than or the same as the other. 3) Understand 'one more than/one less than'.	1) Solve real-life maths problems with numbers up to 5. 2) Know the total of a larger set by subitising the groups within it and immediately combining them to find the total (conceptual subitising). 3) Demonstrate an understanding of the composition of numbers to 5. 4) Demonstrate an understanding of the composition of numbers to 10. 5) Automatically recall number bonds to 5. 6) Automatically recall some number bonds to 10. 7) Apply knowledge of number bonds to recall some subtraction facts to 5.	1) Can talk about some common 2D shapes using informal and mathematical language. 2) Can talk about some common 3D shapes using informal and mathematical language. 3) Can select shapes appropriately for tasks. Combine shapes to make new ones. 4) Understand that shapes can be decomposed into smaller ones within them. 5) Explore shapes and spatial awareness by rotating and manipulating shapes. 6) Understand positional language. 7) Use positional language. 8) Describe and discuss a route.	1) Talk about patterns in the environment using informal language. 2) Continue a simple AB pattern. 3) Copy and create a simple AB pattern. 4) Notice and correct an error in a simple pattern. 5) Continue and copy a more complex pattern. E.g. ABC, ABB, ABBC 6) Create a more complex pattern. 7) Notice and correct an error in a more complex pattern. 8) Understand the odd and even pattern of numbers up to 10. 9) Explore how quantities can be distributed equally within numbers up to 10. 10) Explore the pattern of double facts to 10.	1) Make direct comparisons between objects relating to size. 2) Begin to use units to compare size. 3) Make direct comparisons between objects relating to length. 4) Begin to use units to compare length. 5) Make direct comparisons between objects relating to weight. 6) Begin to use units to compare weight. 7) Make direct comparisons between objects relating to capacity. 8) Begin to use units to compare capacity. 9) Can describe a sequence of events.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value	<p>1) Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>2) Count, read and write numbers to 100 in numerals;</p> <p>3) Count in multiples of twos, fives and tens (begin to link to 2x, 5x, 10x tables)</p> <p>4) Given a number, identify one more and one less</p> <p>5) Identify and represent numbers using objects and pictorial representations including the number line</p> <p>6) Use the language of: equal to, more than, less than (fewer), most, least</p> <p>7) Read and write numbers from 1 to 20 in numerals and words.</p>	<p>1) Count in steps of 2, 3, and 5 from 0, and in tens from any number to 100, forward and backward (count in multiples of 3 to at least 30)</p> <p>2) Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>3) Identify, represent and estimate numbers using different representations, including the number line</p> <p>4) Compare and order numbers from 0 up to 100 (using place value); use $<$, $>$ and $=$ signs</p> <p>5) Read and write numbers to at least 100 in numerals and in words</p> <p>6) Use place value and number facts to solve problems</p>	<p>1) Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>2) Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>3) Compare and order numbers up to 1000</p> <p>4) Identify, represent and estimate numbers using different representations</p> <p>5) Read and write numbers up to 1000 in numerals and in words</p> <p>6) Solve number problems and practical problems involving these ideas</p>	<p>1) Count in multiples of 6, 7, 9, 25 and 1000</p> <p>2) Find 1000 more or less than a given number - any number</p> <p>3) Count backwards through zero to include negative numbers</p> <p>4) Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>5) Order and compare numbers beyond 1000</p> <p>6) Identify, represent and estimate numbers (as above) using different representations</p> <p>7) Round any number to the nearest 10, 100 or 1000</p> <p>8) Solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>9) 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.</p>	<p>1) Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>2) Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>3) Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>4) Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>5) Solve number problems and practical problems that involve all of the above</p> <p>6) Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</p>	<p>1) Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>2) Round any whole number to a required degree of accuracy (10, 100, 1000, 10,000, 100,000)</p> <p>3) Use negative numbers in context, and calculate intervals across zero</p> <p>4) Solve number and practical problems that involve all of the above</p>
Addition and Subtraction	<p>1) Read, write and interpret mathematical</p>	<p>1) Solve problems with addition and subtraction:</p>	<p>1) Add and subtract numbers mentally, including:</p>	<p>1) Add and subtract numbers with up to 4 digits using the formal</p>	<p>1) Add and subtract whole numbers with more than 4 digits, including using</p>	<p>1) Solve addition and subtraction multi-step problems in contexts,</p>



	<p>statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>2) Represent and use number bonds and related subtraction facts within 20</p> <p>3) Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>4) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p>	<p>2) Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>3) Applying their increasing knowledge of mental and written methods</p> <p>4) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>5) Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> ○ a two-digit number and ones ○ a two-digit number and tens ○ two two-digit numbers (which do not involve bridging a 10) ○ adding three one-digit numbers <p>6) Show that addition of two numbers can be done in any order (commutative) and subtraction of one</p>	<ul style="list-style-type: none"> ○ a three-digit number and ones ○ a three-digit number and tens ○ a three-digit number and hundreds <p>2) Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>3) Estimate the answer to a calculation and use inverse operations to check answers</p> <p>4) Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>written methods of columnar addition and subtraction where appropriate</p> <p>2) Estimate and use inverse operations to check answers to a calculation</p> <p>3) Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<p>formal written methods (columnar addition and subtraction)</p> <p>2) Add and subtract numbers mentally with increasingly large numbers e.g $12\ 462 - 2\ 300 = 10\ 162$</p> <p>3) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>4) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (Vary the context and complexity of questions)</p>	<p>deciding which operations and methods to use and why</p> <p>2) Solve problems involving addition, subtraction, multiplication and division</p> <p>3) Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>
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		<p>number from another cannot</p> <p>7) Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>				
Multiplication and Division	<p>1) Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>1) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (to at least 100)</p> <p>2) Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>3) Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>4) Solve problems involving</p>	<p>1) Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>2) 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</p> <p>3) Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>1) Recall multiplication and division facts for multiplication tables up to 12×12</p> <p>2) 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</p> <p>3) Recognise and use factor pairs and commutativity in mental calculations</p> <p>4) Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>5) 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</p>	<p>1) Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>2) Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>3) Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>4) 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</p> <p>5) Multiply and divide numbers mentally drawing upon known facts</p> <p>6) Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret</p>	<p>1) Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>2) 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.</p> <p>3) Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</p> <p>4) Perform mental calculations, including with mixed operations and large numbers.</p> <p>5) Identify common factors, common multiples and prime numbers (prime numbers to at</p>



		<p>multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>		<p>such as n objects are connected to m objects</p>	<p>remainders appropriately for the context 7) Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 8) Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) 9) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 10) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 11) Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p>	<p>least 19 and square numbers at least up to 144). 6) Use their knowledge of the order of operations to carry out calculations involving the four operations BODMAS.</p>
Fractions	<p>1) Recognise, find and name a half as one of two equal parts of an object, shape or quantity 2) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>1) Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity 2) Write simple fractions for example, of $\frac{1}{2}$ of 6 =</p>	<p>1) 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 2) Recognise, find and write fractions of a</p>	<p>1) Recognise and show, using diagrams, families of common equivalent fractions 2) Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p>	<p>1) Compare and order fractions whose denominators are all multiples of the same number 2) Identify, name and write equivalent fractions of a given fraction, represented visually,</p>	<p>1) Use common factors to simplify fractions; (<i>identify equivalent fractions</i>) use common multiples to express fractions in the same denomination. 2) Compare and order fractions, including fractions > 1 3) Add and subtract fractions with different denominators and</p>



		<p>3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>	<p>discrete set of objects: unit fractions and non-unit fractions with small denominators 3) Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 4) Recognise and show, using diagrams, equivalent fractions with small denominators 5) Add and subtract fractions with the same denominator within one whole [for example, $+\ =$] 6) Compare and order unit fractions, and fractions with the same denominators 7) Solve problems that involve all of the above</p>	<p>3) 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 4) Add and subtract fractions with the same denominator through a variety of increasingly complex problems 5) Recognise and write decimal equivalents of any number of tenths or hundredths 6) Recognise and write decimal equivalents to , , 7) 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 8) Round decimals with one decimal place to the nearest whole number 9) Compare numbers with the same number of decimal places up to two decimal places 10) Solve simple measure and money problems involving fractions and decimals to two decimal places</p>	<p>including tenths and hundredths 3) Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $+\ = 1$] 4) Add and subtract fractions with the same denominator and denominators that are multiples of the same number 5) Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 6) Read and write decimal numbers as fractions [for example, $0.71 =$] 7) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 8) Round decimals with two decimal places to the nearest whole number and to one decimal place 9) Read, write, order and compare numbers with up to three decimal places 10) Solve problems involving number up to three decimal places</p>	<p>mixed numbers, using the concept of equivalent fractions 4) Multiply simple pairs of proper fractions, writing the answer in its simplest form [$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] 5) Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] 6) Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] 7) 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</p>
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					<p>11) Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</p> <p>12) Solve problems which require knowing percentage and decimal equivalents of , , , and those fractions with a denominator of a multiple of 10 or 25</p>	
Measures	<p>1) Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>2) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p>3) Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>4) Compare, describe and solve practical problems for capacity and volume [for example, full/empty,</p>	<p>1) Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>2) Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>3) Reason about simple multiplicative relationships such as twice as long, 10 times as high</p> <p>4) Recognise and use symbols for pounds</p>	<p>1) Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)- including mixed units</p> <p>2) Measure the perimeter of simple 2-D shapes</p> <p>3) Add and subtract amounts of money to give change, using both £ and p in practical contexts (introduce formal decimal recording if appropriate)</p> <p>4) Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>5) Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and</p>	<p>1) Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>2) Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>3) Find the area of rectilinear shapes by counting squares</p> <p>4) Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>5) Read, write and convert time between analogue and digital 12 and 24 hour clocks</p> <p>6) Solve problems involving converting from hours to minutes; minutes to seconds;</p>	<p>1) Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; gram and kilogram; litre and millilitre)</p> <p>2) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>3) Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres with unknown lengths</p> <p>4) Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres</p>	<p>1) Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>2) 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</p> <p>3) Convert between miles and kilometres and <i>connect conversion from kilometres to miles in measurement to its graphical representation</i></p> <p>4) Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>5) Recognise when it is possible to use formulae for area and volume of shapes</p>



	<p>more than, less than, half, half full, quarter]</p> <p>5) Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>6) Measure (using a ruler, weighing scales and containers) and begin to record lengths and heights</p> <p>7) Measure (using a ruler, weighing scales and containers) and begin to record mass/weight</p> <p>8) Measure (using a ruler, weighing scales and containers) and begin to record capacity and volume</p> <p>9) Measure (using a ruler, weighing scales and containers) and begin to record time (hours, minutes, seconds)</p> <p>10) Recognise and know the value of different denominations of coins and notes</p> <p>11) Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday,</p>	<p>(£) and pence (p); combine amounts to make a particular value</p> <p>5) Find different combinations of coins that equal the same amounts of money</p> <p>6) Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>7) Compare and sequence intervals of time</p> <p>8) Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>9) Know the number of minutes in an hour and the number of hours in a day</p>	<p>hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>6) Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>7) Compare durations of events [for example to calculate the time taken by particular events or tasks]</p>	<p>years to months; weeks to days</p>	<p>(m²) and estimate the area of irregular shapes</p> <p>5) Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>6) Solve problems involving converting between units of time</p> <p>7) Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling (for all of the above)</p>	<p>6) Calculate the area of parallelograms and triangles</p> <p>7) Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]</p>
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	<p>tomorrow, morning, afternoon and evening]</p> <p>12) Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>13) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>					
<p>Geometry (Properties)</p>	<p>1) Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] wider range of examples than developing</p> <p>2) Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes, pyramids and spheres) wider range of examples than developing</p>	<p>1) Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>2) Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - wider range of shapes</p> <p>3) Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] use a wider range of shapes</p> <p>4) Compare and sort common 2-D and 3-D shapes and everyday objects (on the basis of their geometric properties including</p>	<p>1) Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>2) Recognise angles as a property of shape or a description of a turn</p> <p>3) 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</p> <p>4) Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>1) Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (e.g parallelogram, rhombus and trapezium)</p> <p>2) Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>3) Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>4) Complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>1) Identify 3-D shapes, including cubes and other cuboids, from 2-D representations (greater range of examples)</p> <p>2) Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>3) Draw given angles, and measure them in degrees (o)</p> <p>4) Identify angles at a point and one whole turn (total 360o)</p> <p>5) Identify angles at a point on a straight line and a turn (total 180o)</p> <p>6) Identify other multiples of 90o</p> <p>7) Use the properties of rectangles to deduce related facts and find missing lengths and angles - use angle sum facts</p> <p>8) Distinguish between regular and irregular</p>	<p>1) Draw 2-D shapes using given dimensions and angles - <i>increased range</i></p> <p>2) Recognise, describe and build simple 3-D shapes, including making nets - increased examples of shapes used</p> <p>3) Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>4) Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>5) Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p>



		vertices, sides, edges, face)			polygons based on reasoning about equal sides and angles	
Geometry (Position and Direction)	1) Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	1) Order and arrange combinations of mathematical objects in patterns and sequences 2) 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)		1) Describe positions on a 2-D grid as coordinates in the first quadrant 2) Describe movements between positions as translations of a given unit to the left/right and up/down 3) Plot specified points and draw sides to complete a given polygon	1) 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.	1) Describe positions on the full coordinate grid (all four quadrants). 2) Draw and translate simple shapes on the coordinate plane and reflect them in the axes
Statistics		1) Interpret and construct simple pictograms, (where the symbols show many to one correspondence) tally charts, block diagrams (where the scale is divided into 2s and 5s) and simple tables and more complex tables 2) Ask and answer simple questions by counting the number of objects in each category and sorting	1) Interpret and present data using bar charts, pictograms and tables 2) Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. (In varied contexts)	1) Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - using a greater range of scales 2) Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	1) Solve comparison, sum and difference problems using information presented in a line graph 2) Complete, read and interpret information in tables, including time tables 3) Begin to decide which representations of data are most appropriate and why	1) Interpret and construct pie charts and line graphs and use these to solve problems 2) Calculate and interpret the mean as an average - <i>find the mean of a variety of data in different contexts with increasing complexity</i>



		<p>the categories by quantity</p> <p>3) Ask and answer questions about totalling and comparing categorical data</p>				
Ration and Proportion						<p>1) Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>2) Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison e.g <i>25% of the apples in a basket are red. The rest are green. There are 21 red apples. How many green apples are there?</i></p> <p>3) Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>4) Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g <i>What is $\frac{1}{3} \times 15$? What about $15 \times \frac{1}{3}$? How did you work it out?</i></p>
Algebra						<p>1) Use simple formulae e.g <i>Write a formula for the nth term of this sequence: 3, 6, 9, 12, 15...</i></p> <p>2) Generate and describe linear number sequences (more complex)</p> <p>3) Express missing number problems algebraically</p>



							4) Find pairs of numbers that satisfy an equation with two unknowns 5) Enumerate possibilities of combinations of two variables
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