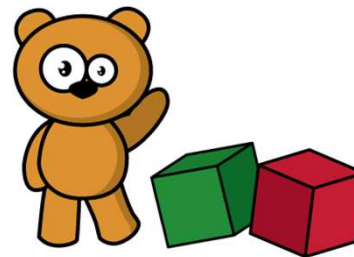


Reception Guidance



Our guidance underpins the Educational Programme for Mathematics (DfE March 2021) and will support you to deliver a curriculum that embeds mathematical thinking and talk.

Our overviews support the ethos of the EYFS whilst at the same time enabling teachers to create a mathematically rich curriculum. Additionally, it allows for key mathematical concepts to be revisited and developed further across the year.

The guidance has been divided into ten phases and provides a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking.

The Counting Principles

Following research from Gelman and Gallistel in 1978, it is vital that teachers understand the five counting principles. (Gelman, R. & Gallistel, C. (1978) *The Child's Understanding of Number*. Cambridge, MA. Harvard University Press.)

I

The one-one principle. This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object.

Children will sometimes count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count saying one number name per object. This will also help to avoid children counting more quickly than they touch the objects which again shows they have not grasped one-one correspondence.



1



2



3



4



5

The Counting Principles



2

The stable-order principle. Children understand when counting, the numbers have to be said in a certain order.

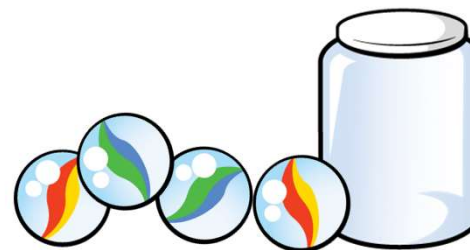
Children need to know all the number names for the amount in the group they are counting. Teachers can therefore encourage children to count aloud to larger numbers without expecting them to count that number of objects immediately.

3

The cardinal principle. Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

In order to grasp this principle, children need to understand the one-one and stable-order principle. From a larger group, children select a given number and count them out. When asked ‘how many?’, children should be able to recall the final number they said. Children who have not grasped this principle will recount the whole group again.

The Counting Principles



4

The abstraction principle. This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps.

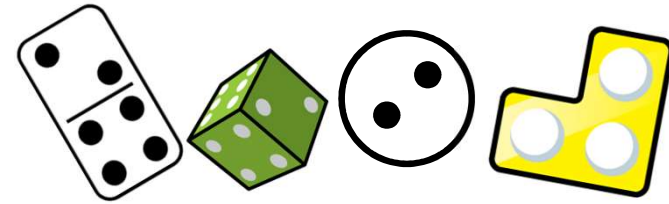
When starting to count, many children rely on touching the objects in order to count accurately. Teachers can encourage abstraction on a daily basis by counting claps or clicks. They can also count imaginary objects in their head to encourage counting on, this involves the children visualising objects.

5

The order-irrelevance principle. This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.

Encourage children to count objects, left to right, right to left, top to bottom and bottom to top. Once children have counted a group, move the objects and ask children how many there are, if they count them all again they have not fully grasped this principle.

Key Language for Teachers



Cardinal - The number that indicates how many there are in a set.

Classification – The identification of an object by specific attributes, such as colour, texture, shape or size.

Conservation (of number) – The recognition that the number stays the same if none have been added or taken away.

Numeral - The written symbol for a number; e.g. 3, 2, 1

Ordinal - A number denoting the position in a sequence e.g. 1st, 2nd, 3rd, etc or page 1, page 2, page 3...

Partition - Separate a set into two or more subsets e.g. Partition a set of socks into plain and patterned.

Subitise - Instantly recognise a small quantity, without having to count how many there are.

Number - Number can be:

- a count of a collection of items e.g. three boxes,
- a measure e.g. of length or weight, or
- a label e.g. the number 17 bus

Quantity - The amount you have of something e.g. a cup of flour, three boxes, half an hour.

Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Getting to Know You</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p>			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Combining 2 amounts Making pairs			Counting to 9 & 10 Comparing numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-shapes Patterns		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even & Odd			Deepening Understanding Patterns and Relationships		
Spatial Thinking	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

National Curriculum Progression

Years 1 to 6

#MathsEveryoneCan

2019-20

White
Rose
Maths

How does this document work?

The aim of this document is to give an at-a-glance guide to how the White Rose Maths curriculum links to the Key Stage 1 and 2 National Curriculum, and how it progresses through topics.

In each of the major topic areas (Number, Measurement, Geometry and Statistics), the curriculum has been broken down into key areas. For each of these areas, you can then see which NC objectives are covered in that year, together with the term and block in which that objective is first met in the White Rose Maths schemes.

These are the NC objectives. In our schemes these are broken down into the small steps.

Primary Progression – Place Value		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value:	Counting	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens <p>Autumn 1 Autumn 2 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from 0, and forward and backward <p>Autumn 1</p>	<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number <p>Autumn 1 Autumn 3</p>	<ul style="list-style-type: none"> count in multiples of 10, 100, 1,000 and 1000 count backwards through zero to include negative numbers <p>Autumn 1</p>	<ul style="list-style-type: none"> count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 count forwards and backwards with positive and negative whole numbers, including through zero <p>Autumn 1</p>	
	Represent	<ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations read and write numbers to 100 in numerals read and write numbers from 1 to 20 in numerals and words. <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words. identify, represent and estimate numbers using different representations, including the number line <p>Autumn 1</p>	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words <p>Autumn 1</p>	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations 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>Autumn 1</p>	<ul style="list-style-type: none"> read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Autumn 1</p>	<ul style="list-style-type: none"> read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit <p>Autumn 1</p>

Where this objective appears in our schemes of learning.

Who is it for?

This progression will help:

- **Class teachers** – for each topic, teachers will be able to see exactly what they are meant to cover in their year group, but also what they can expect students to have covered in the previous year (Y2 to 6) , and where the learning continues next year (Y1 to 5)
- **Maths subject leaders and senior leaders**– the progression provides an overview of the whole primary phase so leaders can clearly see how topics are developed over time. They will also be aware of when topics are taught and what resources may be needed across the school at particular times.

When are topics revisited?

The White Rose Maths curriculum is a cumulative curriculum, so that once a topic is covered it is met many times again in other contexts – often so many that listing them all is impractical. For example, place value is always covered in Autumn 1 but revisited within addition and subtraction, multiplication and division etc. We are also adding “Flashback Four” to our premium resources to support teachers with spaced repetition of key topics throughout and between years.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Counting	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward <p>Autumn 1</p>	<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number <p>Autumn 1 Autumn 3</p>	<ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 count backwards through zero to include negative numbers <p>Autumn 1 Autumn 4</p>	<ul style="list-style-type: none"> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 count forwards and backwards with positive and negative whole numbers, including through zero <p>Autumn 1</p>	
Place Value: Represent	<ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations read and write numbers to 100 in numerals read and write numbers from 1 to 20 in numerals and words. <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words identify, represent and estimate numbers using different representations, including the number line <p>Autumn 1</p>	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words <p>Autumn 1</p>	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations 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>Autumn 1</p>	<ul style="list-style-type: none"> read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Autumn 1</p>	<ul style="list-style-type: none"> read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit <p>Autumn 1</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value : Use PV and Compare	<ul style="list-style-type: none"> given a number, identify one more and one less <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs <p>Autumn 1</p>	<ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 <p>Autumn 1</p>	<ul style="list-style-type: none"> find 1000 more or less than a given number recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 <p>Autumn 1</p>	<ul style="list-style-type: none"> (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit <p>Autumn 1</p>	<ul style="list-style-type: none"> (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit <p>Autumn 1</p>
Place Value: Problems & Rounding		<ul style="list-style-type: none"> use place value and number facts to solve problems. <p>Autumn 1</p>	<ul style="list-style-type: none"> solve number problems and practical problems involving these ideas <p>Autumn 1</p>	<ul style="list-style-type: none"> round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers <p>Autumn 1</p>	<ul style="list-style-type: none"> interpret negative numbers in context round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above <p>Autumn 1</p>	<ul style="list-style-type: none"> round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above <p>Autumn 1</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Recall, Represent, Use	<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 <p style="text-align: center;">Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> estimate and use inverse operations to check answers to a calculation <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy <p style="text-align: center;">Autumn 2</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Calculations	<ul style="list-style-type: none"> add and subtract one-digit and two-digit numbers to 20, including zero <p style="text-align: center;">Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the four operations <p style="text-align: center;">Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Solve Problems	<ul style="list-style-type: none"> • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p style="text-align: center;">Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> • solve problems with addition and subtraction: <ul style="list-style-type: none"> ➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➤ applying their increasing knowledge of mental and written methods <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p style="text-align: center;">Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Recall, Represent, Use		<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <p style="text-align: center;">Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <p style="text-align: center;">Autumn 3</p>	<ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations <p style="text-align: center;">Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) <p style="text-align: center;">Autumn 4</p>	<ul style="list-style-type: none"> identify common factors, common multiples and prime numbers use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p style="text-align: center;">Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Calculations		<ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> multiply two-digit and three-digit numbers by a one-digit number using formal written layout 	<ul style="list-style-type: none"> multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts 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 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	<ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 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 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 perform mental calculations, including with mixed operations and large numbers
			Autumn 4 Spring 1	Autumn 3 Spring 1	Spring 1	Autumn 4 Spring 1 Summer 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Solve Problems	<ul style="list-style-type: none"> 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 style="text-align: center;">Summer 1</p>	<ul style="list-style-type: none"> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p style="text-align: center;">Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> 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 style="text-align: center;">Spring 1</p>	<ul style="list-style-type: none"> 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 n objects are connected to m objects <p style="text-align: center;">Spring 1</p>	<ul style="list-style-type: none"> solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p style="text-align: center;">Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division <p style="text-align: center;">Autumn 2</p>
Multiplication & Division: Combined Operations					<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p style="text-align: center;">Spring 1</p>	<ul style="list-style-type: none"> use their knowledge of the order of operations to carry out calculations involving the four operations <p style="text-align: center;">Autumn 2</p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Recognise and Write	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p style="text-align: center;">Summer 2</p>	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity <p style="text-align: center;">Spring 4</p>	<ul style="list-style-type: none"> 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 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators <p style="text-align: center;">Spring 5</p>	<ul style="list-style-type: none"> count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] <p style="text-align: center;">Spring 2</p>	
Fractions: Compare		<ul style="list-style-type: none"> Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p style="text-align: center;">Spring 4</p>	<ul style="list-style-type: none"> recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions, and fractions with the same denominators <p style="text-align: center;">Summer 1</p>	<ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number <p style="text-align: center;">Spring 2</p>	<ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 <p style="text-align: center;">Autumn 3</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Calculations		<ul style="list-style-type: none"> write simple fractions for example, $\frac{1}{2}$ of 6 = 3 <p style="text-align: center;">Spring 4</p>	<ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] <p style="text-align: center;">Summer 1</p>	<ul style="list-style-type: none"> add and subtract fractions with the same denominator <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] <p style="text-align: center;">Autumn 3</p>
Fractions: Solve Problems			<ul style="list-style-type: none"> solve problems that involve all of the above <p style="text-align: center;">Spring 5 Summer 1</p>	<ul style="list-style-type: none"> 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 <p style="text-align: center;">Spring 3</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Recognise and Write				<ul style="list-style-type: none"> recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ <p style="text-align: center;">Spring 4 Summer 1</p>	<ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> identify the value of each digit in numbers given to three decimal places <p style="text-align: center;">Spring 1</p>
Decimals: Compare				<ul style="list-style-type: none"> round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places <p style="text-align: center;">Summer 1</p>	<ul style="list-style-type: none"> round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places <p style="text-align: center;">Spring 3</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Calculations & Problems				<ul style="list-style-type: none"> 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 <p style="text-align: center;">Spring 4</p>	<ul style="list-style-type: none"> solve problems involving number up to three decimal places <p style="text-align: center;">Summer 1</p>	<ul style="list-style-type: none"> multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy <p style="text-align: center;">Spring 1</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions, Decimals and Percentages				<ul style="list-style-type: none"> solve simple measure and money problems involving fractions and decimals to two decimal places <p style="text-align: center;">Spring 3 Spring 4 Summer 1</p>	<ul style="list-style-type: none"> 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 solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts <p style="text-align: center;">Spring 1 Spring 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion						<ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <p style="text-align: right;">Spring 6</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algebra	<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	<ul style="list-style-type: none"> solve problems, including missing number problems 			<ul style="list-style-type: none"> use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables. <p style="text-align: right;">Spring 3</p>

Note – although algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the ‘missing number’ objectives from Y1/2/3

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Using Measures	<ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) 	<ul style="list-style-type: none"> 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 compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ 	<ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	<ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] estimate, compare and calculate different measures 	<ul style="list-style-type: none"> convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling 	<ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate 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 convert between miles and kilometres
	<p>Spring 3 Spring 4 Summer 6</p>	<p>Spring 5 Summer 4</p>	<p>Spring 4 Summer 4</p>	<p>Autumn 3 Spring 2 Summer 3</p>	<p>Summer 1 Summer 4 Summer 5</p>	<p>Spring 4</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Money	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes <p>Summer 5</p>	<ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Autumn 3</p>	<ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Spring 2</p>	<ul style="list-style-type: none"> estimate, compare and calculate different measures, including money in pounds and pence <p>Summer 2</p>	<ul style="list-style-type: none"> use all four operations to solve problems involving measure [for example, money] <p>Summer 1</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Time	<ul style="list-style-type: none"> sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<ul style="list-style-type: none"> compare and sequence intervals of time 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 know the number of minutes in an hour and the number of hours in a day 	<ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks] 	<ul style="list-style-type: none"> read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days 	<ul style="list-style-type: none"> solve problems involving converting between units of time 	<ul style="list-style-type: none"> use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa
	Summer 6	Summer 3	Summer 2	Summer 3	Summer 4	Year 5 Summer 4

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Perimeter, Area, Volume			<ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes <p style="text-align: center;">Spring 4</p>	<ul style="list-style-type: none"> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares <p style="text-align: center;">Autumn 3 Spring 2</p>	<ul style="list-style-type: none"> measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] <p style="text-align: center;">Autumn 5 Summer 5</p>	<ul style="list-style-type: none"> recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles 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 style="text-align: center;">Spring 5</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: 2-D Shapes	<ul style="list-style-type: none"> recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] <p style="text-align: center;">Autumn 3</p>	<ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D shapes and everyday objects <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> draw 2-D shapes <p style="text-align: center;">Summer 3</p>	<ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify lines of symmetry in 2-D shapes presented in different orientations <p style="text-align: center;">Summer 5</p>	<ul style="list-style-type: none"> distinguish between regular and irregular polygons based on reasoning about equal sides and angles. use the properties of rectangles to deduce related facts and find missing lengths and angles <p style="text-align: center;">Summer 2</p>	<ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius <p style="text-align: center;">Summer 1</p>
Geometry: 3-D Shapes	<ul style="list-style-type: none"> recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p style="text-align: center;">Autumn 3</p>	<ul style="list-style-type: none"> recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. compare and sort common 3-D shapes and everyday objects <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <p style="text-align: center;">Summer 3</p>		<ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations <p style="text-align: center;">Summer 2</p>	<ul style="list-style-type: none"> recognise, describe and build simple 3-D shapes, including making nets <p style="text-align: center;">Summer 1</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Angles & Lines			<ul style="list-style-type: none"> recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines <p style="text-align: center;">Summer 3</p>	<ul style="list-style-type: none"> identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry <p style="text-align: center;">Summer 5</p>	<ul style="list-style-type: none"> know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° <p style="text-align: center;">Summer 2</p>	<ul style="list-style-type: none"> find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles <p style="text-align: center;">Summer 1</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Position & Direction	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns <p style="text-align: center;">Summer 3</p>	<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences 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) <p style="text-align: center;">Spring 3 Summer 1</p>		<ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon <p style="text-align: center;">Summer 6</p>	<ul style="list-style-type: none"> 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 <p style="text-align: center;">Summer 3</p>	<ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes <p style="text-align: center;">Autumn 4</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics: Present and Interpret		<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables <p style="text-align: center;">Spring 2</p>	<ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs <p style="text-align: center;">Summer 4</p>	<ul style="list-style-type: none"> complete, read and interpret information in tables, including timetables <p style="text-align: center;">Autumn 3</p>	<ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems <p style="text-align: center;">Summer 3</p>
Statistics: Solve Problems		<ul style="list-style-type: none"> ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data <p style="text-align: center;">Spring 2</p>	<ul style="list-style-type: none"> 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 <p style="text-align: center;">Spring 3</p>	<ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p style="text-align: center;">Summer 4</p>	<ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph <p style="text-align: center;">Autumn 3</p>	<ul style="list-style-type: none"> calculate and interpret the mean as an average <p style="text-align: center;">Summer 3</p>