



Maths Progression of Skills



Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number: Number and Place Value - Understanding Number	- Can say the number names to 10 and beyond in an unbroken string forwards and backwards. - Begin to develop one to one correspondence and say one number name for each object. - Move or touch objects to count them. Count things they cannot touch such as pictures on the board or sounds. Know that when objects/pictures are spread out or moved closer together, the total remains the same. - Begin to develop one to one correspondence and say the correct number name for the right digit. - Say number names to count objects, not necessarily in the right order or at the right speed. - Use language associated with counting such as 'more', 'a lot', 'less.' - Subitise small amounts of objects arranged in a regular pattern, such as dice pattern. - Subitise small amounts of objects in an irregular pattern.	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. - given a number, identify one more and one less - use the language of: equal to, more than, less than (fewer), most, least - identify and represent numbers using objects and pictorial representations including the number line - read and write numbers from 1 to 20 in numerals and words.	- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward - compare and order numbers from 0 up to 100; use <, > and = signs - identify, represent and estimate numbers using different representations, including the number line - read and write numbers to at least 100 in numerals and in words - recognise the place value of each digit in a two-digit number (tens, ones)	- count from 0 in multiples of 4, 8, 50 and 100; - find 10 or 100 more or less than a given number - compare and order numbers up to 1000 - identify, represent and estimate numbers using different representations - read and write numbers up to 1 000 in numerals and in words - recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	- count backwards through zero to include negative numbers - count in multiples of 6, 7, 9, 25 and 1000 - find 1 000 more or less than a given number - order and compare numbers beyond 1000 - compare numbers with the same number of decimal places up to two decimal places (copied from Fractions) - identify, represent and estimate numbers using different representations - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths - 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	- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	- use negative numbers in context, and calculate intervals across zero - read, write, order and compare numbers up to 10 000 000 and determine the value of each digit - identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1 000 where the answers are up to three decimal places
Number: Number and Place Value - Rounding					- round any number to the nearest 10, 100 or 1 000 - round decimals with one decimal place to the nearest whole number	- round any number up to 1,000,000 to the nearest 10, 100, 1 000, 10 000 and 100 000 - round decimals with two decimal places to the nearest whole number and to one decimal place	- round any whole number to a required degree of accuracy - solve problems which require answers to be rounded to specified degrees of accuracy
Number: Number and Place Value Problem Solving	- Know that numbers are made up of different numbers. Be able to partition numbers to at least 10. For example,		- use place value and number facts to solve problems	- solve number problems and practical problems involving these ideas.	- solve number and practical problems that involve all of the above and with increasingly large positive numbers	- solve number problems and practical problems that involve all of the above	- solve number and practical problems that involve all of the above



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	four can be four and zero, one and three or two and two. - Represent numbers in different ways using equipment, such as tens frame, cubes, numicon, objects.						
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Number: Addition and Subtraction	- Know that numbers identify how many objects are in a set. - Know that a group of things changes in quantity when something is taken away or added. - Count out objects from a larger group. - Compare sets of objects, saying when they have the same, fewer or more objects. - Subtract or add by counting a group of objects, counting out the number to remove/add and then recounting all. - Find one less and one more to 10. - Understand the effect of subtracting or adding zero. - Understand the effect of subtracting the total amount. - To be able to understand and use vocabulary for subtraction: fewer, less, take away, less than. - To be able to understand and use vocabulary for addition: more, bigger, increase, greater, sum.	- represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation) - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$	- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. - solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods	- add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - estimate the answer to a calculation and use inverse operations to check answers - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction - estimate the answer to a calculation and use inverse operations to check answers	- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why - estimate and use inverse operations to check answers to a calculation	- add and subtract numbers mentally with increasingly large numbers - add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	- 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 - use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy - 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



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Number: Multiplication and Division	- Understand that doubling an amount means having the same amount again. - Understand that doubling an amount means having two lots of the same amount. - Can recognise when a set of objects or pictures are or are not doubles. - Be able to double objects to 10. Can make and explain doubles through practical activities. - Be able to recall some doubling facts.		- 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 - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs	- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - 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 - estimate the answer to a calculation and use inverse operations to check answers	- 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 - multiply two-digit and three-digit numbers by a one-digit number using formal written layout - recognise and use factor pairs and commutativity in mental calculations - estimate and use inverse operations to check answers to a calculation	- multiply and divide numbers mentally drawing upon known facts - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 - 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 - 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 - 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)	- perform mental calculations, including with mixed operations and large numbers - associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) - 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 short division where appropriate for the context - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - use written division methods in cases where the answer has up to two decimal places - identify common factors, common multiples and prime numbers
Number: Order of Operations							- use their knowledge of the order of operations to carry out calculations involving the four operations



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Number: Problem Solving including Ratio and Proportion		- 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	- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	- 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	- 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	- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	- solve problems involving addition, subtraction, multiplication and division - use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy - 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



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Number: Understanding Fractions, Decimals and Percentages	- Understand fair and unfair when sharing snacks/provision during the school day and share fairly in play. - Through practical activities, be able to halve or find half of a shape. - Be able to split objects into 2 equal groups and to know if it is fair or not fair, to 10 and beyond. - Practically find half of 2, 4, 6, 8 and 10. - Understand that two halves make the whole amount.	- 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	- pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line - 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 - write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	- count up and down in tenths - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - compare and order unit fractions, and fractions with the same denominators - recognise and show, using diagrams, equivalent fractions with small denominators	- count up and down in hundredths - recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten - compare numbers with the same number of decimal places up to two decimal places - recognise and show, using diagrams, families of common equivalent fractions - recognise and write decimal equivalents of any number of tenths or hundredths - recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	- compare and order fractions whose denominators are all multiples of the same number - read, write, order and compare numbers with up to three decimal places - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - recognise the percent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	- compare and order fractions, including fractions > 1 - identify the value of each digit in numbers given to three decimal places - use common factors to simplify fractions; use common multiples to express fractions in the same denomination - associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Number: Fractions, Decimals and Percentages - Calculations				- add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) - solve problems that involve fractions, decimals and percentages	- add and subtract fractions with the same denominator - 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	- add and subtract fractions with the same denominator and multiples of the same number - multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams - solve problems involving numbers up to three decimal places	- 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 (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) - multiply one-digit numbers with up to two



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					- solve simple measure and money problems involving fractions and decimals to two decimal places.	- 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 with a denominator of a multiple of 10 or 25.	decimal places by whole numbers - divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
Algebra: Equations, Formulae and Sequences (as linked to other areas of the maths curriculum)		- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$ (Addition and Subtraction) - represent and use number bonds and related subtraction facts within 20 (Addition and Subtraction) - sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (Measurement)	- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. (copied from Addition and Subtraction) - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Addition and Subtraction) - compare and sequence intervals of time (Measurement) - order and arrange combinations of mathematical objects in patterns	- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (Addition and Subtraction) - solve problems, including missing number problems, involving multiplication and division, including integer scaling (Multiplication and Division)	- Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. (Measurement)	- use the properties of rectangles to deduce related facts and find missing lengths and angles (Geometry)	- express missing number problems algebraically - find pairs of numbers that satisfy number sentences involving two unknowns - enumerate all possibilities of combinations of two variables - use simple formulae - generate and describe linear number sequences - recognise when it is possible to use formulae for area and volume of shapes (Measurement)



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Measurement: Comparing and Estimating	- recognise the specific attributes of length, height, weight, capacity – eg that a stick is long; adults are tall - compare -measurement eg say which is taller - be able to order a group of objects according to their measurement eg from tallest to shortest - be able to make a realistic estimation such as choosing the group with more objects in or choosing the group which has the closest to ten objects.	- compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]; mass/weight [e.g. heavy/light, heavier than, lighter than]; capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]; time [e.g. quicker, slower, earlier, later] - sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ - compare and sequence intervals of time	- compare durations of events, for example to calculate the time taken by particular events or tasks	- estimate, compare and calculate different measures, including money in pounds and pence	- calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (also included in measuring) - estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)	- calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3.



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Measurement: Measuring, Calculating and Converting	- put things in order of length, height, weight or capacity -be able to measure and compare in non-standard units eg how many cubes long the rug is -begin to explore centimetres on a ruler and understand they represent a measurement or height or length	- measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)	- 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	- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - measure the perimeter of simple 2-D shapes	- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares - convert between different units of measure (e.g. kilometre to metre; hour to minute)	- use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) - understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate - recognise that shapes with the same areas can have different perimeters and vice versa - calculate the area of parallelograms and triangles - recognise when it is possible to use formulae for area and volume of shapes - use, read, write and convert between standard units, converting length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp decimal places - solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate - convert between miles and kilometres
Measurement: Money			- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	- add and subtract amounts of money to give change, using both £ and p in practical contexts			



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Measurement: Time	- sequence activities, using positional language of 'before', 'after', 'next', and the relative terms 'yesterday' and 'tomorrow'. - Identifying the days of the week - recognise clocks including the short hand, pointing to a number on a clockface, identifying what we are doing at that time - explore using timers	- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - recognise and use language relating to dates, including days of the week, weeks, months and years	- 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.	- 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, hours and o'clock; use vocabulary a.m./p.m., morning, afternoon, noon, midnight - know the number of seconds in a minute, the number of days in each month, year, leap year	- 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	- solve problems involving converting between units of time	
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Geometry: Properties of Shape - Shapes and their Properties	- explore shapes, the attributes of particular shapes, and select shapes to fulfil a need. - create larger shapes from two smaller shapes. - describe things being 'in front of', 'behind', 'on top of' etc., and to consider objects from different perspectives. - make constructions, patterns and pictures, and select shapes which will fit when rotated or flipped - recognise and name common 2-D shapes and their features - develop spatial reasoning to be able to make bigger shapes from smaller shapes eg a larger square from 4 smaller squares. - understand the difference between 2-D and 3-D shapes.' - recognise and name some common 3-D shapes	- recognise and name common 2-D and 3-D shapes, including: 2-D shapes [e.g. rectangles (including squares), circles and triangles]; 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects	- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	- 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 - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	- identify 3-D shapes, including cubes and other cuboids, from 2-D representations - draw given angles, and measure them in degrees (°) - use the properties of rectangles to deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles	- recognise, describe and build simple 3-D shapes, including making nets illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius - draw 2-D shapes using given dimensions and angles - compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons



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Geometry: Properties of Shape: Angles				- recognise angles as a property of shape or a description of a turn - identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines	- identify acute and obtuse angles and compare and order angles up to two right angles by size	- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°); other multiples of 90°	- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Geometry: Position and Direction: Position, Direction and Movement	- begin to use and develop the language of position and direction: position: 'in', 'on', 'under,' 'above,' 'behind,' 'next to'. - direction: 'up', 'down', 'across', 'forwards', 'backwards.' -be able to describe where an object is using positional language -be able to describe how to get from a simple A to B using the language of direction eg to get from one side of the playground to the other -be able to recognise, explain, continue, copy and creat a simple 2 part repeating pattern (AB) - develop recognition of and continuation of patterns to include ABC / ABBA / ABBC patterns	- describe position, direction and movement, including half, quarter and three-quarter turns.	- use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) - order and arrange combinations of mathematical objects in patterns and sequences		- describe positions on a 2-D grid as coordinates in the first quadrant - describe movements between positions as translations of a given unit to the left/right and up/down - plot specified points and draw sides to complete a given polygon	- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	- describe positions on the full coordinate grid (all four quadrants) - draw and translate simple shapes on the coordinate plane, and reflect them in the axes.



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Statistics: Interpreting, Constructing and Presenting Data, including Problem Solving	- Spot an error in an AB / ABC / ABBA / ABBC pattern - Create patterns with the same rules as other patterns - Identify patterns around us		- interpret and construct simple pictograms, tally harts, block diagrams and simple tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data	- interpret and present data using bar charts, pictograms and tables - solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	- complete, read and interpret information in tables, including timetables - solve comparison, sum and difference problems using information presented in a line graph	- interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average