

Branton St Wilfrid's C of E Primary School – Whole school Maths Curriculum Map

Intent:

At Branton St. Wilfrid's our maths curriculum is **carefully sequenced** to ensure that children's knowledge is built upon and **connections are made** across different mathematical concepts in order to **embed core skills**, become **fluent in key number facts** and develop of **chains of reasoning**. This promotes depth so that children can say, "Because I KNOW this,... I can DO this" The provision of **concrete manipulatives** and **visual representations** are embedded within daily practice, allowing all children to 'see the maths' and deepen their understanding of the underlying mathematical structures. The aim of our Branton curriculum is to prepare children for their journey into the wider world. We want all learners to develop a love and curiosity for mathematics which they can apply and pursue through their daily lives and future work.

Number: Number and Place Value

COUNTING – Procedural Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recite numbers past 5. Say one number name for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p>			<p>count backwards through zero to include negative numbers</p>	<p>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p>	<p>use negative numbers in context, and calculate intervals across zero</p>
<p>Count objects, actions and sounds. Count beyond ten.</p>	<p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p>	<p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p>	<p>count from 0 in multiples of 4, 8, 50 and 100;</p>	<p>count in multiples of 6, 7, 9, 25 and 1 000</p>	<p>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p>	
<p>Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>given a number, identify one more and one less</p>		<p>find 10 or 100 more or less than a given number</p>	<p>find 1 000 more or less than a given number</p>		
COMPARING NUMBERS						
<p>Compare quantities using language:</p>	<p>use the language of: equal to, more than, less than</p>	<p>compare and order numbers from 0 up to 100</p>	<p>compare and order numbers up to 1000</p>	<p>order and compare numbers beyond 1000</p>	<p>read, write, order and compare numbers to at</p>	<p>read, write, order and compare numbers up to 10</p>

<p>'more than', 'fewer than'</p> <p>Compare numbers. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>(fewer), most, least</p>	<p>to 100; use <, > and = signs</p>		<p>compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)</p>	<p>least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)</p>	<p>000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)</p>
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IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS – Declarative Knowledge

<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Subitise. Link the number symbol (numeral) with its cardinal number value. Subitise (recognising</p>	<p>identify and represent numbers using objects and pictorial representations including the number line</p>	<p>identify, represent and estimate numbers using different representations, including the number line</p>	<p>identify, represent and estimate numbers using different representations</p>	<p>identify, represent and estimate numbers using different representations</p>		
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quantities without counting) up to 5.						
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Number: Number and Place Value

READING AND WRITING NUMBERS (including Roman Numerals) – Declarative Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>read and write numbers from 1 to 20 in numerals and words.</p>	<p>read and write numbers to at least 100 in numerals and in words</p>	<p>read and write numbers up to 1 000 in numerals and in words</p>	<p>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>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers)</p>	<p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)</p>
			<p><i>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24hour clocks</i> (copied from Measurement)</p>		<p>read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.</p>	
UNDERSTANDING PLACE VALUE – Declarative Knowledge						
<p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.</p> <p>Have a deep understanding of numbers to 10,</p>		<p>recognise the place value of each digit in a two-digit number (tens, ones)</p>	<p>recognise the place value of each digit in a three digit number (hundreds, tens, ones)</p>	<p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p><i>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value</i></p>	<p>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)</p> <p><i>recognise and use thousandths and relate them to tenths,</i></p>	<p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)</p> <p><i>identify the value of each digit to three decimal places and</i></p>

including the composition of each number.				<i>of the digits in the answer as units, tenths and hundredths</i> (copied from Fractions)	<i>hundredths and decimal equivalents</i> (copied from Fractions)	<i>multiply and divide numbers by 10, 100 and 1 000 where the answers are up to three decimal places</i> (copied from Fractions)
ROUNDING – Procedural Knowledge						
				round any number to the nearest 10, 100 or 1 000	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round any whole number to a required degree of accuracy
				<i>round decimals with one decimal place to the nearest whole number</i> (copied from Fractions)	<i>round decimals with two decimal places to the nearest whole number and to one decimal place</i> (copied from Fractions)	<i>solve problems which require answers to be rounded to specified degrees of accuracy</i> (copied from Fractions)
PROBLEM SOLVING – Conditional Knowledge						
Solve real world mathematical problems with numbers up to 5.		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

Number: Addition and Subtraction

NUMBER BONDS – Declarative Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				
MENTAL CALCULATION – Declarative Knowledge						
<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	add and subtract onedigit and two-digit numbers to 20, including zero	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	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 mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				use their knowledge of the order of operations to carry out calculations involving the four operations

	(appears also in Written Methods)					
WRITTEN METHODS – Procedural Knowledge						
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)		add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	
INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS						
		recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	estimate the answer to a calculation and use inverse operations to check answers	estimate and use inverse operations to check answers to a calculation	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Number: Multiplication and Division

MULTIPLICATION & DIVISION FACTS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>count in multiples of twos, fives and tens (copied from Number and Place Value)</i>	<i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value)</i>	<i>count from 0 in multiples of 4, 8, 50 and 100 (copied from Number and Place Value)</i>	<i>count in multiples of 6, 7, 9, 25 and 1 000 (copied from Number and Place Value)</i>	<i>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (copied from Number and Place Value)</i>	
		recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to 12×12		
MENTAL CALCULATION						
			write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times onedigit numbers, using mental and	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	multiply and divide numbers mentally drawing upon known facts	perform mental calculations, including with mixed operations and large numbers

			progressing to formal written methods (appears also in Written Methods)			
		show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	<i>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)</i> (copied from Fractions)
WRITTEN CALCULATION						
		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs	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 (appears also in Mental Methods)	multiply two-digit and three-digit numbers by a one-digit number using formal written layout	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 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 one-digit number using the formal written method of short division and	divide numbers up to 4-digits by a two-digit whole number using the formal written method of short

					interpret remainders appropriately for the context	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
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PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES, SQUARE AND CUBE NUMBERS

				recognise and use factor pairs and commutativity in mental calculations (repeated)	<p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</p>	<p>identify common factors, common multiples and prime numbers</p> <p><i>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</i></p>
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					establish whether a number up to 100 is prime and recall prime numbers up to 19	
PROBLEM SOLVING						
	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
					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	
ORDER OF OPERATIONS						
						use their knowledge of the order of

						operations to carry out calculations involving the four operations
INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS						
			<i>estimate the answer to a calculation and use inverse operations to check answers</i> (copied from Addition and Subtraction)	<i>estimate and use inverse operations to check answers to a calculation</i> (copied from Addition and Subtraction)		use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

Number: Fractions (including Decimals and Percentages)

COUNTING IN FRACTIONAL STEPS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)</i>	count up and down in tenths	count up and down in hundredths		
RECOGNISING FRACTIONS						
	recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions	recognise that hundredths arise when dividing an object by one hundred	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	

		and / of a length, shape, 4	with small denominators	and dividing tenths by ten	(appears also in Equivalence)	
		set of objects or quantity	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 name a quarter as one of four equal parts of an object, shape or quantity	recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			

COMPARING FRACTIONS

		compare and order unit fractions, and fractions with the same denominators			compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions >1
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COMPARING DECIMALS

				compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers with up to three decimal places	identify the value of each digit in numbers given to three decimal places
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ROUNDING INCLUDING DECIMALS

				round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy
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EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)

		<p>write simple fractions $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>recognise and show, using diagrams, equivalent fractions with small denominators</p>	<p>recognise and show, using diagrams, families of common equivalent fractions</p>	<p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p>	<p>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p>
				<p>recognise and write decimal equivalents of any number of tenths or hundredths</p>	<p>read and write decimal numbers as fractions (e.g. 0.71 = 71/100)</p>	<p>associate a fraction with division and calculate decimal equivalents (e.g. 0.375) for a simple fraction $\frac{3}{8}$ (e.g. $\frac{3}{8}$)</p>
					<p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p>	
				<p>recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p>	<p>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</p>	<p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>

					as a decimal fraction	
ADDITION AND SUBTRACTION OF FRACTIONS						
			add and subtract fractions with the same denominator within one $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$	add and subtract fractions with the same denominator	add and subtract fractions with the same denominator and multiples of the same number 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. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
MULTIPLICATION AND DIVISION OF FRACTIONS						
					multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	multiply simple pairs of proper fractions, writing the answer in its simplest form. EG $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ multiply one-digit numbers with up to two decimal places by whole numbers

						divide proper fractions by whole numbers (e.g. $\frac{1}{3}$ divided by 2 = $\frac{1}{6}$)
MULTIPLICATION AND DIVISION OF DECIMALS						
				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		multiply one-digit numbers with up to two decimal places by whole numbers
						multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
						identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
						associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
						use written division methods

						in cases where the answer has up to two decimal places
PROBLEM SOLVING						
			solve problems that involve all of the above	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	solve problems involving numbers up to three decimal places	
				solve simple measure and money problems involving fractions and decimals to two decimal places.	<p>solve problems which require knowing percentage and decimal</p> <p style="text-align: center;">$\frac{1}{1}$</p> <p>equivalents of $\frac{1}{1}$, $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, $\frac{5}{10}$</p> <p>$\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.</p>	

Ratio and Proportion

COUNTING IN FRACTIONAL STEPS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p>
						<p>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p>
						<p>solve problems involving similar shapes where the scale factor is known or can be found</p>
						<p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>

Measurement

COMPARING AND ESTIMATING

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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]	compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$	count up and down in tenths	estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring)	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)	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

	<p>* capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]</p> <p>time [e.g. quicker, slower, earlier, later]</p>				<p>estimate volume (e.g. cm^3 using 1 cm blocks to build cubes and cuboids) and capacity (e.g. using water)</p>	<p>units such as mm^3 and km^3.</p>
	<p>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<p>compare and sequence intervals of time</p>	<p>compare durations of events, for example to calculate the time taken by particular events or tasks</p> <p>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 such as a.m./p.m.,</p>			

			morning, afternoon, noon and midnight			
MEASURING and CALCULATING						
	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 (°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)	estimate, compare and calculate different measures , including money in pounds and pence (appears also in Comparing)	use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.	solve problems involving the calculation and conversion of units of measure , using decimal notation up to three decimal places where appropriate (appears also in Converting)
			measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	recognise that shapes with the same areas can have different perimeters and vice versa
MEASURING and CALCULATING						
Make comparisons between objects relating to size, length,	recognise and know the value of different denominations of coins and notes	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	find the area of rectilinear shapes by counting squares	calculate and compare the area of squares and rectangles including using standard units,	calculate the area of parallelograms and triangles

weight and capacity. Compare length, weight and capacity.		find different combinations of coins that equal the same amounts of money			2 square centimetres (cm ²) and 2 square metres (m ²) and estimate the area of irregular shapes	calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [e.g. mm ³ and km ³].
		solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change			recognise and use square numbers and cube numbers, and the notation for squared () and cubed () (copied from Multiplication and Division)	recognise when it is possible to use formulae for area and volume of shapes

TELLING THE TIME

Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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.	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)		
	recognise and use language relating to dates, including days of the week, weeks, months and years	know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds,	solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting)	solve problems involving converting between units of time	

			minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating)			
CONVERTING						
		know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time)	know the number of seconds in a minute and the number of days in each month, year and leap year	convert between different units of measure (e.g. kilometre to metre; hour to minute)	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	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
				read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)	solve problems involving converting between units of time	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating)

				solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time)	understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	convert between miles and kilometres
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Geometry – Property of Shapes

IDENTIFYING SHAPES AND THEIR PROPERTIES						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using	recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	count up and down in tenths	identify lines of symmetry in 2-D shapes presented in different orientations	identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing)

<p>informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].</p>	<p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>				<p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>
		<p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p>				

DRAWING AND CONSTRUCTING

		<p>appropriate unit, using rulers, scales, thermometers and measuring vessels</p>	<p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>draw given angles, and measure them in degrees ° ()</p>	<p>draw 2-D shapes using given dimensions and angles</p>
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COMPARING AND CLASSIFYING

Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.		compare and sort common 2-D and 3-D shapes and everyday objects		compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	use the properties of rectangles to deduce related facts and find missing lengths and angles	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
					distinguish between regular and irregular polygons based on reasoning about equal sides and angles	

ANGLES

		recognise angles as a property of shape or a description of a turn	identify right angles, recognise that two right angles make a halfturn, 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 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	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
			identify horizontal and vertical lines and pairs of perpendicular and parallel lines		identify: *angles at a point and one whole turn (total 360) angles at a point on a straight line and ½ a turn (total 180) other multiples of 90o	

Geometry – Position and Direction

POSITION, DIRECTION AND MOVEMENT						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Draw information from a simple map.</p>	<p>describe position, direction and movement, including half, quarter and three-quarter turns.</p>	<p>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>		<p>describe positions on a 2-D grid as coordinates in the first quadrant</p>	<p>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>	<p>describe positions on the full coordinate grid (all four quadrants)</p>
				<p>describe movements between positions as translations of a given unit to the left/right and up/down</p>		<p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>
				<p>plot specified points and draw sides to complete a given polygon</p>		
PATTERN						

<p>Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <ul style="list-style-type: none"> • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. <p>Continue, copy and create repeating patterns.</p>		<p>order and arrange combinations of mathematical objects in patterns and sequences</p>				
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Statistics

INTERPRETING, CONSTRUCTING AND PRESENTING DATA						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiment with their own symbols		interpret and construct simple pictograms, tally charts, block	interpret and present data using bar charts,	interpret and present discrete and continuous	complete, read and interpret information in	interpret and construct pie charts and line

and marks, as well as numerals		diagrams and simple tables	pictograms and tables	data using appropriate graphical methods, including bar charts and time graphs	tables, including timetables	graphs and use these to solve problems
		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				
SOLVING PROBLEMS						
			solve one-step and twostep questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average

Algebra

EQUATIONS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	solve one-step problems that involve addition and subtraction, using concrete objects and	recognise and use the inverse relationship between addition and subtraction and	solve problems, including missing number problems, using number facts, place value, and more complex		use the properties of rectangles to deduce related facts and find missing lengths and angles	express missing number problems algebraically

	pictorial representations, and missing number problems such as $7 = \square - 9$ (copied from Addition and Subtraction)	use this to check calculations and missing number problems. (copied from Addition and Subtraction)	addition and subtraction. (copied from Addition and Subtraction)		(copied from Geometry: Properties of Shapes)	
	represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)	solve problems, including missing number problems, involving multiplication and division, including integer scaling (copied from Multiplication and Division)			find pairs of numbers that satisfy number sentences involving two unknowns
						enumerate all possibilities of combinations of two variables
FORMULAE						
				Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. (Copied from NSG measurement)		use simple formulae
						recognise when it is possible to use formulae for area and volume of shapes (copied from Measurement)
SEQUENCES						
	sequence events in chronological order using language such as: before and after, next, first, today, yesterday,	compare and sequence intervals of time (copied from Measurement)				generate and describe linear number sequences

	tomorrow, morning, afternoon and evening (copied from Measurement)	order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)				
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