



	Autumn									
RECEPTION Autumn	Match, sort and compare	Talk about measure and pattern	lt's Me 1, 2, 3!	Circles and Triangles	1, 2, 3, 4, 5	Shapes with 4 sides				
Key Mathematical Concepts	Number: Comparison Shape, space and measure: Pattern	Number: Comparison Shape, space and measure: Spatial awareness Shape, space and measure: Pattern	Number: Comparison Number: Counting Number: Cardinality Number: Composition	Shape, space and measure: Spatial awareness Shape, space and measure: Shape	Number: Comparison Number: Counting Number: Cardinality Number: Composition	Shape, space and measure: Shape Shape, space and measure: Measure				
NCETM Areas of		Shape, space and measure:								
Early		Measure								
Mathematics										
Learning										
Small Stems	1)Match objects1)Compare size2)Match pictures and objects2)Compare mass3)Identify a set3)Compare capacity3)Identify a set4)Explore simple patterns4)Sort objects to a type techniques5)Copy and continue simple patterns6)Create sorting rules6)Create simple patterns		 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 	 Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position 	 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 	 Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night 				
Curriculum	Development Matters	Development Matters	Development Matters	Development Matters	Development Matters	Development Matters				
Links:	Reception	3 and 4-year-olds	Reception	3 and 4-year-olds	Reception	3 and 4-year-olds				
	- Compare numbers.	- Make comparisons	- Count objects, actions and sounds. Link the	- Talk about and explore 2D and 3D shapes (for	- Link the number symbol (numeral) with its	- Talk about and explore 2D and 3D, shapes (for				
- Development	Birth to 5 Matters	size, length, weight and	number symbol (numeral)	example, circles,	cardinal number value.	example, circles,				
Matters	Range 5	capacity.	with its cardinal number	rectangles, triangles and	- Subitise	rectangles, triangles and				
- DEE Statutory	- Compares two small groups of up to five objects,	- Talk about and identify the patterns around them.	value. - Subitise	cuboids) using informal and mathematical language.	- Count objects, actions and sounds.	cuboids) using informal and mathematical language.				
Framework for	saying when there are the	Reception	- Count objects, actions and	- Describe a familiar route.	- Understand the 'one more	- Begin to describe a				
FYFS - Farly	each group.	repeating patterns.	symbol (numeral) with its	locations, using words like	relationship between	fictional, using words such				
Learning Goals	Range 6		cardinal number value.	'in front of' and 'behind'.	consecutive numbers.	as 'first', 'then'				
Learning Gould	- Spots patterns in the	Birth to 5 Matters	- Understand the 'one more		- Explore the composition	Reception				
- Educational	environment, beginning to	Range 4	than/one less than'	Birth to 5 Matters	of numbers to 10.	- Compose and decompose				
Programme for	identify the pattern "fule".	- Explores differences in size, length, weight and	consecutive numbers	- Responds to and uses	Birth to 5 Matters	snapes so that children recognise a shane can have				
Mathematics	WRM Rationale	capacity.	- Explore the composition	language of position and	Range 5	other shapes within it, just				
mathematics	- Matching is a simple form	Range 5	of numbers to 10.	direction.	- Points or touches (tags)	as numbers can.				
	of sorting and is the	- In meaningful contexts,		Range 6	each item, saying one					
	beginning of logical	finds the longer or shorter,	Birth to 5 Matters		number for each item,	Birth to 5 Matters				

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	thinking. Through matching, children learn one-to-one correspondence. - Matching objects to pictures develops children's understanding that objects can be represented by pictures. - Identifying and making sets is a precursor to counting. Children need this for the basis of the counting principles of cardinality and one-to-one correspondence. - When children sort objects, they are learning that some things are alike, and some are different. Early experiences of sorting objects into groups according to their similarities helps children to learn how to categorise and is a precursor to classifying	heavier or lighter and more/ less full of two items. - Explores and adds to simple linear patterns of two or three repeating items. - Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next. - Creates their own spatial patterns showing some organisation or regularity.	 Range 5 Links numerals with amounts up to 5 and maybe beyond. Subitises one, two and three objects (without counting). Beginning to recognise that each counting number is one more than the one before. Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number. Separates a group of three or four objects in different ways, beginning to recognise that the total is the same. 	- Uses informal language and analogies, (e.g. heart- shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.	using the stable order of 1, 2, 3, 4, 5. - Links numerals with amounts up to 5 and maybe beyond. - Beginning to recognise that each counting number is one more than the one before. - Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number. Range 6 - Engages in subitising numbers to four and maybe five. - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.	 Range 5 Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. Shows awareness of shape similarities and differences between objects. Range 6 Uses informal language and analogies, (e.g. heartshaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Is increasingly able to order and sequence events using everyday language related to time.
			Spi	ring		
RECEPTION Spring	Alive in 5	Mass and capacity	Growing 6, 7, 8	Length, height and time	Building 9 and 10	Explore 3D shapes
Key Mathematical Concepts NCETM Areas of Early Mathematics Learning_	Number: Comparison Number: Counting Number: Cardinality Number: Composition	Shape, space and measure: Measure	Number: Comparison Number: Counting Number: Cardinality Number: Composition Shape, space and measure: Spatial awareness	Number: Comparison Shape, space and measure: Measure	Number: Comparison Number: Counting Number: Cardinality Number: Composition	Shape, space and measure: Spatial awareness Shape, space and measure: Shape Shape, space and measure: Pattern
Small Stems	 Introduce zero Find 0 to 5 Subitise 0 to 5 	 Compare mass Find a balance Explore capacity 	 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 	 Explore length Compare length Explore height 	 Find 9 and 10 Compare numbers to 10 	 Recognise and name 3D shapes





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	 4) Represent 0 to 5 5) 1 more 6) 1 less 7) Composition 8) Conceptual subitising to 5 	4) Compare capacity	 1 less Composition of 6,7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising 	 Compare height Talk about time Order and sequence time 	 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd 	 Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Copy and continue patterns Patterns in the environment
Curriculum	Development Matters	Development Matters	Development Matters	Development Matters	Development Matters	Development Matters
Links:	3 and 4-year-olds	3 and 4-year-olds	3 and 4-year-olds	3 and 4-year-olds	3 and 4-year-olds	3 and 4-year-olds
	- Descution	- Decention	- Decembion	- Descution	- Descution	- Descution
- Development	Reception	Reception	Reception	Reception	Reception	Reception
Matters	-	-	-	-	-	-
Matters	Birth to 5 Matters	Birth to 5 Matters	Birth to 5 Matters	Birth to 5 Matters	Birth to 5 Matters	Birth to 5 Matters
	Range 5	Range 5	Range 5	Range 5	Range 5	Range 5
- DFE Statutory	-	-	-	-		-
Framework for	Range 6	Range 6	Range 6	Range 6	Range 6	Range 6
EYFS – Early	-	-	-	-	-	-
Learning Goals						
- Educational						
Programme for						
Mathematics						
			Sum	mer		
RECEPTION Summer	To 20 and beyond	How many now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections
Key Mathematical Concepts NCETM Areas of	Number: Comparison Number: Counting	Number: Comparison Number: Cardinality Number: Composition	Shape, space and measure: Spatial awareness Shape, space and measure: Shape	Number: Comparison Number: Cardinality Number: Composition	Shape, space and measure: Spatial awareness Shape, space and measure: Shape Shape, space and measure: Pattern	Number: Comparison Number: Counting Number: Cardinality Number: Composition Shape, space and measure: Measure
Early					Measure	

RTD			Math	s Progression of Lea	rning Map			
	Mathematics Learning							
	Small Stems	 Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns 	 Add more How many did I add? Take away How many did I take away? 	 Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes 	 Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles 	 Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Describe positions Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations 	 Deepen understanding Patterns and relationships 	
	Curriculum Links:	Development Matters 3 and 4-year-olds	Development Matters 3 and 4-year-olds	Development Matters 3 and 4-year-olds	Development Matters 3 and 4-year-olds	Development Matters 3 and 4-year-olds	Development Matters 3 and 4-year-olds	
	- Development Matters	Reception -	Reception -	Reception -	Reception -	Reception -	Reception -	
	- DFE Statutory	Birth to 5 Matters Range 5	Birth to 5 Matters Range 5	Birth to 5 Matters Range 5	Birth to 5 Matters Range 5	Birth to 5 Matters Range 5	Birth to 5 Matters Range 5	
	Framework for EYFS – Early Learning Goals	Range 6 -	Range 6 -	Range 6 -	Range 6 -	Range 6 -	Range 6 -	
	- Educational Programme for Mathematics							
	ΥΕΔΡ 1			Aut	umn			
	Autumn	Number: Place v	alue (within 10)	Number: Addition an	d subtraction (within 0)	Geometry: Shape		

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1.	Maths Progression of Learning Map										
Key Mathematical Concepts	 Count forwards and backy Compare objects and num Order objects and number 	vards within 10 bers 'S	• N • A • S • F	umber bonds within 10 and to 10 ddition + ubtraction - act families involving addition and sul	btraction	 Recognise, name and sort: - 3D shapes - 2D shapes Recognise, describe and make patterns 					
National Curriculum Objectives	 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count to and across 100, forwards and backwards, beginning with zero or 1, from any given number Compare numbers using <, > and = signs Read and write numerals from 1 to 20 in numerals and words 			nd represent numbers using objects a presentations including the number li guage of: equal to, more than, less th e and interpret mathematical statem ddition (+), subtraction (–) and equals and use number bonds and related facts within 20 ubtract 1-digit and 2-digit numbers to ero	nd ine, and an (fewer) ients 5 (=) signs 5 20,	- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]					
Ready to Progress Criteria	1NPV-1 Count within 100, forwards starting with any number. 1NPV-2 Reason about the location o within the linear number system, in using < > and =	 1NF-1 Develop fluency in addition and subtraction facts within 10 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life 			1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.						
Key Vocabulary	digit, number, greater than >, less tl match, order, compare, most, least, one more, count back, count on	nan <, equal to =, fewer, value, one less,	add +, subtract –, total, plus, part, whole, how many?, first, then, now, partition, number sentence, add more, take away, count on, count all, count back			square, rectangle, triangle, circle, 2D shape, 3D shape, face, pattern, repeat, curved, flat, cone, pyramid, cylinder, cuboid, sphere, cube					
Key Representations	ten frames, number tracks, numicor	n, number lines	ten frames, part-whole models, number tracks, number lines, cubes			shapes, everyday objec	ts, sorting diagrams				
VEAD 1				Spring							
Spring	Number: Place value (within 20)	Number: Additi subtraction (wit	on and thin 20)	Number: Place value (within 50)	Measu	urement: Length and height	Measurement: Mass and volume				
Key Mathematical Concepts	 Count and understand numbers within 20 Extend the number line to 20 Compare and order objects and numbers within 20 	 Addition Counting on Number bonds Doubles and nea Subtraction Counting back Difference 	r doubles	 Understand numbers to 50 Unitise in 10s Partition numbers into 10s and 1s 	•	Compare lengths and heights Measure lengths - Non-standard units - Standard units of measure (cm)	 Mass Measure Compare Volume Measure Compare 				





		 Missing number problems 	per						
National Curriculum Objectives	 Count to and across 100, forwards and backwards, beginning with zero or 1, or fro any given number Identify and represent number using objects and pictorial representations including the number line, and use the language of: equal to, more tha less than (fewer), most, least Count, read and write number to 100 in numerals; count in multiples of 2s, 5s and 10s Read and write numbers from to 20 in numerals and words Given a number, identify 1 mo and 1 less 	 Read, write and interpresentation Read, write and interpresentation mathematical statements involving addition (+), s (-) and equals (=) signs Add and subtract 1-dial digit numbers to 20, indiate res Add and subtract 1-dial digit numbers to 20, indiate res Represent and use nu bonds and related subt facts within 20 rs Solve one-step proble involve addition and su using concrete objects pictorial representation missing number proble or = ? - 9 	 Nead, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract 1-digit and 2- digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9 		 Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less 		 compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time 		npare, describe and solve cical problems for: lengths neight; mass/weight; capacity /olume; time asure and begin to record ollowing: lengths and nts; mass/weight; capacity /olume; time
Ready to Progress Criteria	1NPV-1 Count within 100, forwards and backwards, starti with any number. 1NPV-2 Reason about the location of numbers to 20 with the linear number system, including comparing using < > a =	1NF-1 Develop fluency and subtraction facts w 1AS-2 Read, write and i equations containing ar subtraction (–) and equ symbols, and relate add expressions and equati real-life contexts.	1NF-1 Develop fluency in addition and subtraction facts within 10 1AS-2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.		1NPV-1 Count within 100, forwards and backwards, starting with any number. 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =		eason about the numbers to 20 within number system, omparing using < > and		
Key Vocabulary	tens, ones, exchange, greater than >, less than <, equal to =, compare, least, digit, fewer, number, count on, count back, compare, one less, value, one less, one more, order, match, most	how many are not?, co count on, how many m whole, part, difference, number bond, add +, su first, then, now	how many are not?, count back, count on, how many more?, total, whole, part, difference, partition, number bond, add +, subtract -, first, then, now		less than <, equal to =, greater than >, count on, count back, stens, ones, thirty-eight (38), order, compare, partition (ength, longest, tall, illest, height, equal, nit, ruler, centimetre	weig lighte volur	h, heavier, heaviest, half full, est, lighter, mass, capacity, ne, balanced
Key Representations	ten frames, part-whole models base 10, number tracks, numbe lines	, ten frames, part-whole er bar models, base 10, nu tracks, number lines	ten frames, part-whole models, bar models, base 10, number tracks, number lines		10, number nes, part-whole aalf a hundred	Non-standa cubes, stra Standard u	ard units of measure: ws, hands nits of measure: ruler	balar coun	nce scales, cubes, blocks, ters, pencils, containers
				Sum	mer				
YEAR 1 Summer	Number: Multiplication & Number: Fractions division		Geome & c	etry: Position direction value (with		Place iin 100)	Measurement Money	:	Measurement: Time



	Maths Progression of Learning Map										
Key Vocabulary	equal, group, count, share, share, equal, unequal, double, equally, unequal, array, column, row		Directional language - full turn, half turn, quarter turn, three-quarter turn, left, backwards, up, forwards, down, right Positional language – left, right, up, down, forwards, backwards, above, below, under, over, between, first, second, third, fourth	greater than >, less than <, equal to =, count on, count back, 1 less, 1 more, order, compare, partition, ones, tens	greater than >, less than <, money, pound £, pence p, worth, notes, value, coins	tens, ones, exchange, greater than >, less than <, equal to =, compare, least, digit, fewer, number, count on, count back, compare, one less, value, one less, one more, order, match, most					
Key Representations	arrays, real life objects, rekenrek, half a hundred square	shapes, everyday objects, numicon, arrays, counters and straws	shapes, numicon, grids, hands – left, right	part-whole models, base 10, number tracks, number lines, place value chart, hundred square	pre-money tokens, play coins and notes	number lines, analogue clocks, calendars					
VEAD 2			Aut	umn							
Autumn	Number: Place Value		Number: Addition and Subtraction		Geometry: Shape						
Key Mathematical Concepts	 Counting forwards tens Partition flexibly Compare and order 	and backwards in ones and ^r numbers	 Counting on or back Comparing related number facts Number bonds to 100 Add and subtract with pairs of 2-digit numbers Strategy selection 		 2D and 3D shape properties Quadrilaterals and other polygons Prisms Lines of symmetry Recognise 2D shapes as elements of 3D shapes 						
National Curriculum Objectives	 Read and write numbers frowords (Y1) Read and write numbers to in words Identify, represent and estir representations, including th Count in steps of 2, 3 and 5 number, forward and backware Recognise the place value on number (tens, ones) Compare and order number and = signs 	om 1 to 20 in numerals and at least 100 in numerals and mate numbers using different e number line from 0, and in 10s from any ard f each digit in a 2-digit rs from 0 up to 100; use <, >	 Represent and use number subtraction facts within 20 (Y Recall and use addition and fluently, and derive and use r Add and subtract numbers u pictorial representations, and number and 1s, a 2-digit num numbers and adding three 1- Compare and order number and = signs 	bonds and related 1) subtraction facts to 20 elated facts up to 100 using concrete objects, I mentally, including: a 2-digit uber and 10s, two 2-digit digit numbers s from 0 up to 100; use <, >	 Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line Compare and sort common 2-D and 3-D shapes and everyday objects Identify 2-D shapes on the surface of 3-D shapes Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 						
Ready to Progress Criteria	2NPV-1 Recognise the place of numbers, and compose and of numbers using standard and 2NPV-2 Reason about the loc number in the linear number the previous and next multip	value of each digit in two-digit decompose two-digit non-standard partitioning. ation of any two-digit system, including identifying le of 10	2NF-1 Secure fluency in addit within 10, through continued 2AS-1 Add and subtract acros 2AS-3 Add and subtract withi one-digit addition and subtra only ones or only tens to/from	ion and subtraction facts practice. is 10 n 100 by applying related ction facts: add and subtract n a two- digit number.	2G-1 Recognise common 2D a different orientations, and kr cuboids and pyramids are no another.	and 3D shapes presented in iow that rectangles, triangles, t always similar to one					

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		Math	s Progression of Lea	arning Map		
			2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.			
Key Vocabulary	digit, number, is greater than >, is less than < less, more, count, numerals, greatest, least, f	;, is equal to =, wer	number bonds, plus, differen subtract, column, total, reduc away, more, sum, add, numb how many more?	ce, minus, altogether, ce, increase, ones, tens, take er sentence, how many less?,	2D, 3D, prism, pyramid, polygon, quadrilateral, square, sphere, circle, vertex, vertical, sides, curved surface, face, edge, surface	
Key Representations	place value charts, part-whole models, numb 10	oer lines, base	ten frames, part-whole mode place value charts, base 10, r	els, rekenrek, bar models, number lines	shapes, every sticks, squared	day objects, geoboards, isometric paper, lolly d paper
VEAP 2						
Spring	Measurement: Money	Numbei	r: Multiplication and division	Measurement: Length and height		Measurement: Mass, capacity and temperature
Key Mathematical Concepts	 Count money Compare money Add and subtract money Two-step money problems 	 Equ Arra 2, 5 - Oc tim - Dc Divi - Gr - Sh 	al groups ays , 10 times tables dd and even numbers (2 es-table) publing and halving ision rouping aring	 Measure using standard units of length (centimetres and metres) Read scales Compare and order lengths Problem solving 		 Measure mass (g and kg) Measure capacity (ml and l) Compare measurements Temperature (°C)
National Curriculum Objectives	 Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	- Calculate ma multiplication multiplication the multiplicat equals (=) sig - Show that m can be done i (commutative by another ca - Recall and u facts for the 2 tables, includ numbers	athematical statements for a and division within the a tables and write them using ation (×), division (÷) and as nultiplication of two numbers an any order a) and division of one number annot se multiplication and division 2, 5 and 10 multiplication ing recognising odd and even	 Choose and use appropriate units to estimate and measur length/height in any directior mass (kg/g); temperature (°C (litres/ml) to the nearest app using rulers, scales, thermom measuring vessels Compare and order lengths, volume/capacity and record to using >, < and = Solve problems with addition subtraction using concrete ob pictorial representations, incl involving numbers, quantities measures. Solve problems involving measures, olve problems involving measures, and division, using materials, repeated addition, mental measures 	e standard re n (m/cm);); capacity ropriate unit eters and , mass, the results in and ojects and luding those is and ultiplication arrays, ethods, and	 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 =





		Indens i rogression of Lee							
			multiplication and division facts, including problems in contexts						
Ready to Progress Criteria	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more?". 2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.					
Key Vocabulary	pence (p), pounds (£), notes, coins, money, difference, amount, buy, left, change, value, how much?		taller, length, equal to, shorter, measurement, height, longer, distance, centimetre (cm), metre (m)	volume, kilograms kg, mass, equal to, capacity, heavier than, millilitres ml, grams g, lighter than, litres l, weigh, balanced, degrees centigrade °C					
Key Representations	pretend notes and coins, part-whole model, bar models, strips of paper	arrays, counters, bar models, number lines	everyday objects, number lines in contexts — tape measure, ruler, metre rule	number lines in context – thermometer, scale, jugs balance scales and masses					
ΥΕΔΡ 2	Summer								
Summer	Number: Fractions	Measurement: Time	Statistics	Geometry: Position and direction					
Key Mathematical Concepts	 Make and recognise equal and unequal parts Recognise and find a half, a quarter and a third Find a whole from a given part Recognise and find non-unit fractions 	 Quarter past and quarter to the hour Tell the time to 5 minutes Understand units of time: minutes, hours and days 	 Tally charts Pictograms Block diagrams 	 Describe movement Describe turns Create and describe shape and patterns 					
National Curriculum Objectives	fractions- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity - Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times - Know the number of minutes in an hour and the number of hours in a day		 Interpret and construct simple pictograms, tally charts, 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 	- 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 anticlockwise)					





				 Ask and answer questions a and comparing categorical da - Recall and use multiplicatio facts for the 2, 5 and 10 mult tables, including recognising numbers 	bout totalling ata n and division iplication odd and even	
Ready to Progress Criteria		2MD-1 Recog contexts, repr multiplication the product, v multiplication	nise repeated addition resenting them with equations and calculating within the 2, 5 and 10 etables.	2MD-1: Recognise repeated a contexts, representing them multiplication equations and the product, within the 2, 5 a multiplication tables.	addition with calculating Ind 10	
Key Vocabulary	equal to, dividing by, grouping, parts, sharing, whole, half 1/2, third 1/3, quarter 1/4, unit fraction 1/3, non-unit fraction 2/3, denominator, numerator	minute, hour, day, o'clock, analogue, half past, intervals, quarter past, quarter to, 10 minutes past 6, 25 minutes to 1		horizontal, vertical, tally , tally chart, pictogram, block diagram, key, table		Positional language – over, up, beneath, forwards, under, left, beside, right, backwards, down Directional language – forwards, backwards, up, down, left, right, full turn, half turn, quarter turn, three-quarter turn, clockwise, anticlockwise
Key Representations	paper strips, bar models, shapes, counters	analogue clocks, double number lines		tally charts, block diagrams, pictograms		grids, 2-D shapes
YEAR 3			Aut	umn		
YEAR 3 Autumn	Number: Place Value		Aut Number: Additio	umn n and Subtraction	Number	r: Multiplication and Division A
YEAR 3 Autumn Key Mathematical Concepts	 Number: Place Value To understand and represent whole to 1,000 Flexibly partition 3-digit numbers in ways Position 3-digit numbers on differe lines Compare and order 3-digit number 	e numbers up n a range of nt number s up to 1,000	Aut Number: Additio • Mental methods wi 100s • Written addition ar methods up to 3-di - no exchange - on	umn n and Subtraction hen adding 1s, 10s and 100s hen subtracting 1s, 10s and nd subtraction formal gits e or more exchange	Number • The • The • The	T: Multiplication and Division A structures of multiplication structures of division 2, 4 and 8 times-tables





					 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 			
Ready to Progress Criteria	3NPV-1 Know that 10 tens are equivalent to 1 and that 100 is 10 times the size of 10; apply identify and work out how many 10s there ar three-digit multiples of 10 3NPV-2 Recognise the place value of each dig digit numbers, and compose and decompose numbers using standard and non- standard p 3NPV-3 Reason about the location of any three number in the linear number system, includir the previous and next multiple of 100 and 10 3NPV-4 Divide 100 into 2, 4, 5 and 10 equal p read scales/number lines marked in multiples 2, 4, 5 and 10 equal parts.	L hundred, this to e in other it in three- three-digit artitioning. ee-digit ng identifying arts, and s of 100 with	3NPV-1 Know that 10 tens are and that 100 is 10 times the s identify and work out how ma three-digit multiples of 10 3NF-1 Secure fluency in additi bridge 10, through continued 3AS-1 Calculate complements 3AS-2 Add and subtract up to columnar methods. 3AS-3 Manipulate the additive the inverse relationship betwe and how both relate to the pa Understand and use the comr addition, and understand the subtraction.	e equivalent to 1 hundred, ize of 10; apply this to any 10s there are in other ion and subtraction facts that practice. to 100 three-digit numbers using e relationship: Understand een addition and subtraction, irt-part-whole structure. mutative property of related property for	3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10 3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.			
Key Vocabulary	place value, ones (1s), tens (10s), hundreds (100s), exchange, partition, equal to (=), greater than (>), less than (<)		ones (1s), tens (10s), hundred exchange, partition, column n greater than (>), less than (<),	s (100s), add, subtract, nethod, inverse, equal to (=), fewer, altogether	product, multiple, times, multiply, array, times-table, groups of, lots of, divide, grouping, sharing			
Key Representations	base 10, place value chart arrow cards, place counters, part-whole models, number lines	value charts,	place value charts, counters, l whole models	base 10, number lines, part-	number lines, bar models, arrays, hundred squares			
YFAR 3	Spring							
Spring	Number: Multiplication and division B	Measu	rement: Length and perimeter	Number: Fractic	ons A	Measurement: Mass and capacity		
Key Mathematical Concepts	 Multiply and divide with multiples of 10 Multiply a 2-digit number by a 1- digit number Divide a 2-digit number by a 1- digit number 	 Measure in millimetres, centimetres and metres Equivalent lengths Add and subtract lengths Calculate and measure perimeter 		 Role of denominator numerator Compare and order Fractions on a num Equivalent fractions 	or and fractions ber line S	 Measure mass and capacity Equivalence in mass (g and kg) and capacity (ml and l) Add and subtract units of measure 		

Maths Progression of Learning Map										
National Curriculum Objectives	 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods 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 		Ingths (m/cm/mm); mass (kg/g); volume/capacity (I/mI) - Measure the perimeter of simple 2-D shapes 3NPV-1 Know that 10 tens are equivalent		 Recognise, find discrete set of ob non-unit fraction Compare and or fractions with the Measure, comp lengths (m/cm/m volume/capacity Recognise and u unit fractions and small denominators 	and write fractions of a jects: unit fractions and s with small denominators der unit fractions, and e same denominators are, add and subtract: m); mass (kg/g); (I/mI) use fractions as numbers: I non-unit fractions with ors how, using diagrams, ons with small	- Measu lengths volume,	ire, compare, add and subtract: (m/cm/mm); mass (kg/g); /capacity (l/ml)		
Ready to Progress Criteria	3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.		3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three- digit multiples of 10 3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.		3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). 3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F-3 Reason about the location of any fraction within 1 in the linear number system.					
Key Vocabulary	times, grouping, hundreds, multiply, table, digits, array, partition, divide, sharing, tens, exchanging, lots of, gro	times- ones, oups of	centimetres (cm), greater than >, height, length, compare, ruler, equal to =, less than <, measure, metres (m), equivalent, convert, millimetres (mm), perimeter		unit fraction, less than <, half, denominator, third, greater than >, non- unit fraction, whole, quarter, equal to =, numerator, fifth, sixth, seventh, eighth, equivalent		mass, co measur capacity	ompare, kilograms (kg), ement, weigh, estimate, grams (g), /, volume, millilitres (ml), litres (l)		
Key Representations	place value chart, place value counte part-whole models, base 10, bar mo	ers, dels	number lines, bar models, models	part-whole	bar models, fraction wall, number lines		number lines, part-whole models, bar models			
VEAR 3				Sum	mer					
Summer	Number: Fractions B	Mea	surement: Money	Measuren	nent: Time	Geometry: Shap	be	Statistics		
Key Mathematical Concepts	 Add fractions with a common denominator Subtract fractions with a common denominator Find fractions of set of objects 	•	Convert between pounds and pence Add and subtract money Find change Add and subtract money Find change		time to the minute on an ue clock tand am and pm f time time time tand am and pm tand am and		ertical nes	 Bar Charts Read and interpret Draw Tables Pictograms Read and interpret 		

BD





			Solve time problems	 Classify 2-D and 3-D shapes 	• Draw
National Curriculum Objectives	 Add and subtract fractions with the same denominator within one whole Recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators 	- Add and subtract amounts of money to give change, using both £ and p in practical contexts	 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, am/pm, 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 	 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 Measure the perimeter of simple 2-D shapes Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (I/mI) Identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	 Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables
Ready to Progress Criteria	3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).3F-4 Add and subtract fractions with the same denominator, within 1	3AS-1 Calculate complements to 100 3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part– whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.		 3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. 3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides. 	
Key Vocabulary	numerator, whole, unit fraction, total, difference, equal parts, partition, denominator, partition, non-unit fraction, sum, altogether, subtract	pounds (£), convert, more, amount, total, less, pence (p), change, cost, note, coin, change, value, exchange, difference	seconds, minutes, hours, days, months, weeks, years, morning, night, afternoon, evening, leap year noon, midday, midnight, duration, minutes past, minutes	quarter turn, half turn, three- quarter turn, full turn, clockwise, anti-clockwise, face, edge, vertex, curved surface, angle, acute, right angle, obtuse, horizontal, vertical, parallel, perpendicular	column, row, symbol, tally chart, table, key, pictogram, bar chart, horizontal axis, vertical axis, scale

		Maths Progre	ession of Lea	arning Map				
			to, Roman numerals - I V X, 12- hour digital clock - am pmclocks, calendar, number lines2-D shape turns, ang					
Key Representations	part-whole models, counters, to number lines m	y notes, coins, part-whole odels, bar models, number lines			2-D shapes, 3-D shapes, lines, turns, angles		, pictograms, tally charts, bar charts, two-way tables	
YFAR 4			Aut	umn				
Autumn	Number: Place Value	Number: Addit Subtracti	Number: Addition and Subtraction		rement: Area	Number: Multiplication and Division A		
Key Mathematical Concepts	 Numbers to 1,000 Represent Partition Position on a number line Numbers to 10,000 Represent Partition Position on a number line Compare and order 4-digit numbers Roman numerals Round to the nearest 10, 100 and 1.000 	 Addition with nudigits Subtraction with 4-digits Efficient strategi Problems in contact 	 Addition with numbers up to 4- digits Subtraction with numbers up to 4-digits Efficient strategies Problems in context 		 What is area? Counting squares Draw shapes accurately Calculate the area of rectilinear shapes 		 Multiplication and division facts up to 12 x 12 Multiply by 0 Divide a number by 1 and itself Multiply 3 numbers 	
National Curriculum Objectives	 Read and write numbers up to 1,000 in numerals and words (Y3) Identify, represent and estimate numbusing different representations Recognise the place value of each dig a 3-digit number (hundreds, tens, ones) (Y3) Count in multiples of 6, 7, 9, 25 and 1,000 Recognise the place value of each digit a 4-digit number (thousands, hundreds, tens and ones) Find 1,000 more or less than a given number Order and compare numbers beyond 1,000 	 Add and subtract number four digits using the formation methods of columnar addi subtraction where appropies in contexts, decioperations and methods to problems in contexts, decioperations and methods to - Estimate and use inverse check answers to a calculate in 	ers with up to al written ition and riate action two-step ding which o use and why e operations to tion	- Find the area o counting squares	f rectilinear shapes by	- Recall multipli - Recog commu - Count - Use p to multi multiply multiply	multiplication and division facts for cation tables up to 12 × 12 nise and use factor pairs and tativity in mental calculations t in multiples of 6, 7, 9, 25 and 1,000 lace value, known and derived facts iply and divide mentally, including: /ing by 0 and 1; dividing by 1; /ing together three numbers	

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Spring	Number: Multiplication and division B	Measurement: Length and perimeter	Number: Fractions	Number: Decimals A
YEAR 4		Spi	ring	
Key Representations	base 10, number lines, place value chart arrow cards, place value chart, place value counters, Gattegno chart	number lines, bar models, place value charts, place value counters, part-whole models	square grids	counters, cubes, arrays, bar models, hundred squares
Key Vocabulary	place value, exchange, compare, partition , order, ones (1s), tens (10s), hundreds (100s), thousands (1,000s), equal to (=), greater than (>), less than (<), round, multiple	sum, exchange, total, inverse, estimate , add, difference, subtract, next multiple of, previous multiple of	area, rectilinear, columns, rows, side, length, array, larger, smaller, greatest	times, divide, multiply, multiple, lots of product, times table, sharing, grouping, groups of, array
Ready to Progress Criteria	know that over time, the numeral system changed to include the concept of zero and place value - Round any number to the nearest 10, 100 or 1,000 4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100 4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. 4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	4NF-3: Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).		 4NF-1 Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number. 4NF-2 Solve division problems, with two- digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. 4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.
	 Read Roman numerals to 100 (I to C) and know that over time, the numeral system 			

RTD	_		Maths Progression of Lea	arning Map	
	Key Mathematical Concepts	 Factors Multiply and divide by 10 and 100 Formal written multiplication method Informal written method to divide 	 Understand kilometres Equivalent lengths (m and km) Perimeter of rectilinear shapes Perimeter of polygons 	 Mixed numbers and improper fractions On a number line Partitioning Compare and order Conversion Equivalent fractions Add and subtract fractions 	 Tenths Hundredths Divide 1 and 2-digit numbers by 10 and 100
	National Curriculum Objectives	 Recognise and use factor pairs and commutativity in mental calculations Recall multiplication and division facts for multiplication tables up to 12 × 12 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (Y5) Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as <i>n</i> objects are connected to <i>m</i> objects Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers 	 Convert between different units of measure [for example, kilometre to metre; hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 	 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (Y3) Recognise and show, using diagrams, families of common equivalent fractions Add and subtract fractions with the same denominator 	 Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3) Recognise and write decimal equivalents of any number of tenths or hundredths Compare numbers with the same number of decimal places up to 2 decimal places Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 Recognise and show, using diagrams, families of common equivalent fractions
	Ready to Progress Criteria	 4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100 4NF-1 Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number. 4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. 4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). 	4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side- lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.	 4F-1 Reason about the location of mixed numbers in the linear number system. 4F-2 Convert mixed numbers to improper fractions and vice versa. 4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. 	4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).

		Ma	ths Progression of Lea	arning Map					
	4MD-1 Multiply and divide wi by 10 and 100 (keeping to wh quotients); understand this as to making a number 10 or 100 size. 4MD-3 Understand and apply distributive property of multi	nole numbers ole number s equivalent D times the the plication.							
Key Vocabulary	divide, times-table, sharing, lo grouping, commutative, facto remainder, multiply groups of, times, partition, or hundreds, thousands	ots of, total, less than < , digits, (mm), heig , array, equal to = les, tens, compare, (cm), kilor irregular	, length, distance, millimetres ht, equivalent, measure , metres (m), perimeter, ruler, greater than >, centimetres netres (km), rectilinear, regular,	whole, denominator, numera parts, non-unit fraction, unit mixed number, improper frac	itor, equal d fraction, d ction	ones, tenths, hundredths, fraction, decimal, decimal point, equivalent			
Key Representations	base 10, arrays, part-whole m value charts, counters, factor	odels, place part-whole diagrams models	e models, number lines, bar	bar models, number lines, fractions shown ten fram in a variety of ways charts, squares		ten frames, nu charts, place v squares	umber lines, place value value counters, hundred		
VEAD 4			Summer						
Summer	Number: Decimals B	Measurement: Money	Measurement: Time	Geometry: Shape	Statis	itics	Geometry: Position and direction		
Key Mathematical Concepts	 Make a whole with tenths and hundredths Partition decimals Compare and order decimals Round decimals 	 Money notation using the decim point Estimate with money Calculate with money Solve problems with money 	 Convert between different units of time Convert between analogue and digital times Convert between 12-hour clocks and 24-hour clocks 	 Compare and order angles Line of symmetry Complete symmetric figures Polygons Triangles Quadrilaterals 	 Bar ch pictog tables Comp and di proble Line g 	harts, grams and s parison, sum lifference ems graphs	 Coordinates Plot Describe Translation 2-D shapes Describe 		
National Curriculum Objectives	 Recognise and write decimal equivalents of any number of tenths or hundredths Solve simple measure and money problems involving fractions and decimals to 2 decimal places Compare numbers with the same number of decimal places up to 2 decimal places 	- Estimate, compare and calculate different measures, including mone in pounds and pence	 Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days Read, write and convert time between analogue and digital 12- and 24-hour clocks 	 Recognise angles as a property of shape or a description of a turn (Y3) Identify acute and obtuse angles and compare and order angles up to two right angles by size Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and cizes 	 Interpret and p discrete and cor data using appro- graphical methor including bar ch time graphs Solve comparis and difference p using information presented in ba pictograms, tab 	present ntinuous ropriate ods, narts and ison, sum problems on ar charts, oles and	 Describe positions on a 2- D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygon Describe movements between positions as translations of a given unit to the left/right and up/down 		

			Math	s Progression of Lea	rning Map			
	- Round decimals with 1 decimal place to the nearest whole number - Recognise and write decimal equivalents to 1/4, 1/2 and 3/4				 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 			
Ready to Progress Criteria					4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side- lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. 4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	4NPV-4: Divid 2, 4, 5 and 10 and read scale lines marked i 1,000 with 2, equal parts.	e 1,000 into equal parts, es/number in multiples of 4, 5 and 10	4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.
Key Vocabulary	decimal, fraction, whole, tenths, hundredths, equivalent, decimal point, round, partition, less than <, equal to =, greater than >	estimate, app round, pound pence p, decir convert	roximate, s £, mal point,	days, weeks, months, years, seconds, minutes, hours, am, pm, convert, analogue, 12-hour digital clock, 24- hour digital clock	clockwise, anti-clockwise, right angle, acute, obtuse, quarter turn, half turn, three-quarter turn, full turn, polygon, isosceles, scalene, equilateral, quadrilateral, regular, irregular	pictogram, horizontal axis, vertical axis, symbol, tally chart, bar chart, row, column, table, key, scale, sum, difference, line graph, plot, read		divide, times-table, sharing, lots of, total, grouping, commutative, factor, digits, remainder, multiply, array, groups of, times, partition, ones, tens, hundreds, thousands
Key Representations	part-whole models, ten frames, hundred squares, place value charts, place value counters, number lines	toy notes and decimal point number lines, models	coins, notation, part-whole	clocks, doubles number lines, calendar	representations of 2-D shapes, lines of symmetry, squared paper, angle diarams	pictograms, tally charts, bar charts, line graph		coordinates ggrid, translations
YEAR 5				Aut	umn			
Autumn	Number: Place \	/alue	Num	ber: Addition and Subtraction	Number: Multiplica Division A	tion and	Number: Fractions A	

RTD			Maths Progression of Lea	arning Map	
	KeyUnderstand place value in numbers to 1,000,000KeyPartition flexiblyMathematical ConceptsOrderRound to the nearest 1,000, 10,000 and 100,000Roman numerals		 Addition and subtraction with 4 and 5-digit numbers No exchanges One or more exchanges Inverse operations and finding missing numbers Multi-step problems 	 Multiplicative reasoning Common factors and common multiples Prime numbers, composite numbers, square numbers and cube numbers Multiplying and dividing by 10, 100 and 1,000 	 Equivalent fractions Improper fractions and mixed numbers Order, compare and sequence fractions Add and subtract fractions with different denominators
	National Curriculum Objectives	 Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Solve number problems and practical problems involving the above Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 	 Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 	 Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes 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) Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 Multiple and divide numbers mentally, drawing upon known facts 	 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 Compare and order fractions whose denominators are all multiples of the same number Add and subtract fractions with the same denominator, and denominators that are multiples of the same number
	Ready to Progress Criteria			 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. 5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. 	5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.

t		Maths Progre	ession of Lea	arning Map				
Key Vocabulary	place value, partition round to the nearest, negative, thousands (1,0) ten thousands (10,000s), hundred thousands (100,000s), equal to (=), than (>), less than (<), round, multip	exchange, estimate, place 20s), thousands (1,000s), ten th (10,000s), hundred thousa greater how many more?, differer ble	exchange, estimate, place value column, thousands (1,000s), ten thousands (10,000s), hundred thousands (100,000s), how many more?, difference, sumeven, odd, divis column, prime, common factor (x²), cube (x³), t thousand times		odd, divide, multiply, place value 1, prime, composite, factor, multiple, 2n factor, common multiple, square 1be (x ³), ten times greater, one nd times smaller		numerator, denominator, improper, mixed, unit fraction, equivalent, multiply, repeated addition, divide, factor, greater than (>), less than (<), equal to (=)	
Key Representations	place value chart, place value count part-whole models, flexible partitio base 10, number lines, Gattegno ch	ers, number lines, place value ning, value counters, bar model arts	number lines, place value charts, place a value counters, bar models		arrays, place value chart, multilink cubes		actions wall, bar models, number lines	
			Spi	ring				
Spring	Number: Multiplication and Division B	Number: Fractions B	Number: Decimals and percentages		Measurement Perimeter and a	: rea	Statistics	
Key Mathematical Concepts	 Multiply and divide with up to 4-digit numbers Divide involving remainders and understand remainders Problem solving with multiplication and division 	 Multiply fractions by integers Unit fractions Non-unit fractions Mixed numbers Find fractions of amounts Find the whole Fractions as operators 	tiply fractions by gers Thousandths Order and comp decimals to 3 de places Round with dec fractions of Percentages Equivalent fract the whole decimals and places Compared to the places Compared to the places Compared to the place Compared to		idthsPerimeterid compare- Measures to 3 decimal- Calculates to 3 decimal- Calculatevith decimals- Rectangleages- Compound shapeent fractions,• Estimate areas andages		 Line graphs Draw Read and interpret Tables Two-way tables Timetables 	
National Curriculum Objectives	 Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers Divide up to four digits by a 1- digit number using the formal written method of short division and interpret remainders appropriately for the context Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes 	 Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 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 (Y4) 	 Read, write, ord numbers with up places Read and write numbers as fract Identify, name a equivalent fraction fraction, represe including tenths Solve problems knowing percent equivalents of 1/ 4/5 and those fraction denominator of a or 25 Recognise and a and relate them hundredths and equivalents 	der and compare o to 3 decimal decimal tions and write ons of a given nted visually, and hundredths which require tage and decimal (2, 1/4, 1/5, 2/4, actions with a a multiple of 10 use thousandths to tenths, decimal	 Measure and calculate the perimeter of composite rectilinear shapes in centinand metres Calculate and compare the of rectangles (including square centimetres (cm2) square centimetres (cm2), and each the area of irregular shapes 	ne metres ne area uares), nits, and estimate	 Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables 	

RTD			Maths Progr	ession of Learning Map		
				 Solve problems involving numbers up to 3 decimal places Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, 		
	Ready to Progress Criteria	5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. 5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. 5MD-4 Divide a number with up to 4 digits by a one- digit number using a formal written method, and interpret remainders appropriately for the context.	5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. 5F-1 Find non-unit fractions of quantities.	and as a decimal fraction5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01 SNPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning. SNPV-3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. SNPV-4 Divide 1 into 2, 4, 5 and 10 equal parts. SF-3 Recall decimal fraction equivalents for 1/4, 1/2, 1/5 and 1/10 and for multiples of these proper fractions.	5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.	5NPV-4: Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.

		<u>Math</u>	s Progre	ession of Lea	arning Map						
Key Vocabulary	cabularygroups of, multiply, digit, partition, share equally, exchange, remainder, divide, productnon-unit fraction, numerator, part, multiply, unit fraction, denominator, mixed number, whole, integer, commutativetenths, decimal place, fraction, part, digits, hundredths, place value, thousandths, percentage, percent, 100, There are%rectilinear, perimeter polygon, millimetres centimetres (cm), m formula, compound, parts out of 100 shaded. This is %		, perimeter, area, nillimetres (mm), es (cm), metres (m) ompound, square es (cm ²), square metres re millimetres (mm ²)	timetable, scale, am, pm, minute two-way table, data line graph, hour, axes							
Key Representations	place value charts, place value counters, part-whole models, area model, bar models	bar models, number lin counters, cubes	odels, number lines, ers, cubesplace value charts, place value counters, hundred square, bar modelshatch marks to show equal sides, squared and dotted paper, geoboards		ace value charts, place value hatch marks to bunters, hundred square, bar squared and c geoboards		line graphs, tables, timetables, two-way tables				
VEAR 5		Summer									
Summer	Geometry: Shape	Geometry: Position and direction	Numbe	er: Decimals	Number: N numbe	egative ers	Measurement Converting unit	: Measurement: ts Volume			
Key Mathematical Concepts	 Polygons 3-D shapes Angles Measure in degrees with a protractor Draw angles Calculate on a straight line, around a point and in a shape 	 Lines of symmetry Coordinates Problem solving Reflection in horizontal and vertical mirror lines Translation Shapes Points 	• / v • N c r k	Add and subtract with decimal numbers Multiply and divide decimal numbers by powers of 10	 Count + Compa order r numbe Find th differe betwee numbe 	through 0 are and negative ers nce en two ers	 Metric units Kilograms and kilometres Millimetres and millilitres Converting Time Converting Calculating with timetables 	 What is volume? Cubic centimetre (cm3) Cubic metres (m3) Compare volume Estimate volume 			
National Curriculum Objectives	 Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (°) Identify angles at a point and 1 whole turn (total 360°) Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn 	- 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	 Recognise thousandti them to te and decim Solve pronumber up places Read, write compare in to 3 decim Multiply and the second secon	e and use hs and relate nths, hundredths al equivalents blems involving to 3 decimal te, order and umbers with up al places and divide whole nd those lecimals by 10, 000	- Interpret negat numbers in contr forwards and bar with positive and whole numbers, through zero	ive ext, count ckwards d negative including	 Convert between different units of metric measures [for example, kilometres metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millinget and millinget and metric units and the set ween metric units and common imperial units such as inches, pounds pints Solve problems involvit converting between un of time 	erent - Estimate volume [for e example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity - Estimate volume and capacity [for example, usin water] ces nd and ing its			

		<u>Math</u>	s Progre	ssion of Lea	rning Map					
	 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 Identify 3-D shapes, including cubes and other cuboids, from 2-D representations 									
Ready to Progress Criteria	5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.		5MD-1 Mu numbers b understand equivalent number 10 size, or 1 te hundredth	tiply and divide y 10 and 100; I this as to making a or 100 times the enth or 1 times the size.			5NPV-5 Convert betwee units of measure, incluc using common decimals and fractions.	ing		
Key Vocabulary	angle, faces, regular, protractor, polygon, quarter turn, acute, obtuse, right angle, reflex, cuboid, irregular, vertices, cube	mirror line, reflection, axis, points, x-axis, vertices, γ- axis, translation, origin, coordinates, object, image	hundredth times ; reflection, axis, ixis, vertices, y- lation, origin, es, object, image hundredth times add, subtract, sur altogether, differ inverse, ten times one thousand tim When multiplying , the digits place value to the left. When dividing by the digits move		negative, multipl line, negative two negative one -1, one 1, two 2, gre >, less than <, dif	e, number o -2, zero 0, ater than ference	multiply by 1,000, divide 1,000, convert, kilo- kilogram, kilometre milli- millimetre, milliliti inch, pound (lb), pint, length, mass, capacity	e by 3-D shape, equal to =, less than <, greater than >, cubic centimetre cm ³ , cubic metre m ³ volume – the amount of solid space an object occupies capacity – the amount a container can hold		
Key Representations	angle diagrams, polygons, isometric paper, 3-D shapes, protractor	squared grids, mirror lines, coordinates (first quadrant)	value columns to the right. formal methods, place value charts, place value counters, counters, Gattegno chart, part-whole models		number lines in r (thermometer), r lines	eal life number	place value charts, counters, double numb lines, timetables	interlocking cubes, er measuring jug		
				Aut	umn					
YEAR 6 Autumn	Number: Place Value	e Number: Add Subtractio Multiplication	dition, ion, Numbe on and		tion, 1, and Number: F		Number: Fractions A Num		per: Fractions B	Measurement: Converting Units

BD

RTD	Maths Progression of Learning Map								
Ma	Key athematical Concepts	 Understand place value in numbers to 10,000,000 Compare and order Partition Powers of 10 Round any number within 10,000,000 Negative numbers 	 Formal methods Long division Types of number Order of operations 	 Simplify fractions Compare and order fractions and mixed numbers Add and subtract fractions and mixed numbers 	 Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers Fractions of amounts 	 Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures 			
C	National Curriculum Objectives	 Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit 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 the above 	 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 Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Identify common factors, common multiples and prime numbers Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication Perform mental calculations, including with mixed operations and large numbers Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Divide numbers up to four digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders as appropriate for the context Use their knowledge of the order of operations to carry out 	 Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Identify common factors, common multiples and prime numbers 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 	 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5) Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Solve problems involving addition, subtraction, multiplication and division Associate a fraction with division and calculate decimal fraction equivalents 	- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 3 decimal places			





YEAR 6	Spring					
Key Representations	place value chart, place value counters, part-whole models, number lines, Gattegno chart	place value chart, place value counters, counters, cubes, expanded and short methods	bar models, fractions wall, number	lines, area models	double number lines, bar models, place value charts	
Key Vocabulary	place value, digit, partition, equal to (=), greater than (>), less than (<), zero (0), ten thousands (10,000s), hundred thousands (100,000s), million (1,000,000), ten million (10,000,000), round, multiple, negative	factor, remainder , grouping, array, common multiple, sum, times table, estimate, prime, multiply, divide, divisible, difference, sharing, product, long division, priority, order of operations	denominator, numerator, whole, hi greater than (>), improper fraction, lowest common multiple, part, simp multiply, divide	ighest common factor, less than (<), proper fraction, mixed number, plify, integer, share, lots of,	convert, mass, capacity, units, approximately equal to (≈) metric – gram, kilometre, millimetre, metre imperial - pint, feet, inch, stone, pounds (lbs)	
Ready to Progress Criteria	6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). 6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non- standard partitioning. 6NPV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. 6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.	6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. 6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	6F-1 Recognise when fractions can factors to simplify fractions. 6F-2 Express fractions in a common compare fractions that are similar in 6F-3 Compare fractions with differe fractions greater than 1, using reaso reasoning and common denomination	be simplified, and use common a denomination and use this to n value. ent denominators, including poning, and choose between ion as a comparison strategy.	6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.	
	6NPV-1 Understand the	calculations involving the four operations 6AS/MD-2 Use a given additive or multiplicative calculation to	6F-1 Recognise when fractions can	be simplified, and use common	6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2,	





Spring	Number: Ratio	Number: Algebra	Number: Decimals	Number: Fractions, decimals and	Measurement: Area, perimeter and	Statistics
Key Mathematical Concepts	 Develop proportional reasoning Scaling and similar shapes Problem solving involving ratio and proportion 	 Understand and use algebraic notation Form and solve equations Solve problems involving two unknowns 	 Work with numbers with up to 3 decimal places Round decimals Use the four operations with decimals 	 Convert between fractions, decimals and percentages Order fractions, decimals and percentages Calculate percentages of amounts 	 Calculate the area and perimeter or rectilinear shapes Area of a triangle Area of a parallelogram Volume of a cuboid 	 Line graphs Dual bar charts Pie charts The mean
National Curriculum Objectives	 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 unequal sharing and grouping using knowledge of fractions and multiples Solve problems involving similar shapes where the scale factor is known or can be found 	 Use simple formulae Generate and describe linear number sequences Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables Express missing number problems algebraically 	 Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Multiply 1-digit numbers with up to 2 decimal places by whole numbers Use written division methods in cases where the answer has up to 2 decimal places Solve problems involving addition, subtraction, multiplication and division 	 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 for a simple fraction Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Compare and order fractions >1 Solve problems involving the calculation of percentages for comparison 	 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 	 Interpret and construct pie charts and line graphs and use these to solve problems Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (Year 4) Calculate and interpret the mean as an average
Ready to Progress Criteria	6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and	6AS/MD-4 Solve problems with 2 unknowns.	6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with		6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and	6NPV-1: Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with

Maths Progression of Learning Map							
	multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). 6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). 6AS/MD-3 Solve problems		labelled intervals divided into 2, 4, 5 and 10 equal parts.		area, and solve related problems.	labelled intervals divided into 2, 4, 5 and 10 equal parts.	
	involving ratio relationships.						
Key Vocabulary	ratio, simplest form, scale factor, similar, enlarge, :/ to	formula, substitute, input, expression 2n + 5, unknown, output, solve, solution, equation 2n + 5 = 17	integer, thousandth, tens, tenth, decimal point, ones, round, hundredth, to the nearest tenth, to 1 decimal place, lies between and, it is closer to, is times the size of 	tenth, fraction, percentage, decimal, hundredth, divide, division, convert, equivalent, recurring	area, square, volume, triangle, formula, parallelogram, cuboid, perpendicular, formula, perimeter, perpendicular, square metres m ² , cube centimetres cm ³ the <u>perpendicular</u> height of a shape is at a <u>right angle</u> from its base.	scale, line graph, dual bar chart, percentage, axis/axes, key, pie chart, mean	
Key Representations	cubes, counters, double number lines, bar models	function machines, representations of equations, algebraic notation, concrete and pictorial representations	place value counters, place value chart, Gattegno chart, number line, formal methods	hundred square, number line, bar model, formal method of division	2d shapes, multilink cubes, 2d representations of 3d shapes	line graphs, dual bar charts, pie charts, the mean	
VEAD C	Summer						
Summer	Geometry: Shape		Geometry: Position and direction				
Key Mathematical Concepts	 Classify, measure and draw angles Draw shapes Nets Calculate Vertically opposite angles Angles in triangles Angles in other shapes 		Four quadrantsTranslationsReflections		Themed projects, consolidation and problem solving		

