	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number	Recognising	Count to 100	Count to 100.	Count to 1,000.	Count to 10,000.	Read and write	Read and write
	numbers to 5.	(first 0-10, then	To be able to	To be able to	To be able to	numbers to	numbers to 10
	To be able to	to 20, then to 40	count accurately.	count accurately.	count accurately.	1,000,000.	million.
	recognise the	then to 100).	To be able to	To know that 10	To know that	To be able to	To be able to
	numerals to 5.	To understand	count in steps of	tens are	100 hundreds	read, write,	read, write,
	To be able to	the ordinal	1, 2, 5 and 10 to	equivalent to 1	are equivalent to	numbers to at	order and
	count reliably	aspects of	100.	hundred, and	10,000, and that	least 1 000 000.	compare
	(with one-to-one	number.	To identify the	that 100 is 10	10000 is 10		numbers up to
	correspondence	To be able count	previous and	times the size of	times the size of	Tell the place	10 000 000.
	and	to and across	next multiple of	10.	1000.	value of a digit in	
	understanding of	100, forwards	10.	To apply this to		a number.	Compare and
	cardinality) up to	and backwards,		identify and work	Count in	To determine the	arrange
	five forwards and	beginning with 0	Read and write	out how many	thousands,	value of each	numbers within
	backwards.	or 1, or from any	numbers to 100.	10s there are in	hundreds, tens	digit.	10 million.
		given number.	To be able to	other three-digit	and one.	-	
	Sorting/comparing		read numbers to	multiples of 10.	To be able to	Compare and	To be able to
	to 5.	Read and write	100 accurately.	To know the	count in	arrange	compare and
	To be able to	numbers from 0-	To know how to	place value of	thousands,	numbers within	arrange
	count reliably	100 (first 0-10,	write numbers to	each digit in	hundreds, tens	1,000,000.	numbers up to
	(with one-to-one	then to 20, then	100 accurately.	three-digit	and ones.	To be able to	10 000 000.
	correspondence	to 40 then to		numbers.	To be able to	order and	
	and	100).	Compare and	To be able to	compare	compare	Tell the place
	understanding of	To be able to	arrange	and compose	numbers beyond	numbers to at	value of a digit in
	cardinality) up to	count to and	numbers within	and decompose	1000.	least 1 000 000.	a number.
	five forwards and	across 100,	100.	three-digit			
	backwards.	forwards and	To recognise the	numbers using	Count in twenty-	Count forwards	To determine
	To be able to	backwards,	place value of	standard and	fives.	or backwards in	the value of
	compare	beginning with 0	each digit in 2-	non-standard	To count in	steps of 1000,	each digit.
	numbers, order	or 1, or from any	digit numbers.	partitioning.	multiples of 25's.	10,000 and	
	and write	given number.	To understand			100,000	
	numbers to five.	To be able	what greater		Count in sixes,		Round numbers
	Recognising	Identify and write	than, less than	Count in	sevens and	To be able to	to the nearest
	numbers to 10.	numbers to 100.	means and the	hundreds, tens	nines.	count forwards	10, 100, 1000,
	To be able to		associated	and ones.	To count in	or backwards in	10,000, 100,000
	recognise the	Compare and	symbols.	To be able to	multiples of 6, 7	steps of powers	and 1,000,000
	numerals to 10.	order numbers	To arrange	count accurately.	and 9.	of 10 for any	
	To be able to	from 0-100 (first	numbers from	To know the	To recall	given number up	To round any
	count reliably	0-10, then to 20,	smallest to	place value of	multiplication	to 1 000 000.	whole number to



(with one-to-one	then to 40 then	greatest and	each digit in	and division		a required
correspondence	to 100).	greatest to	three-digit	facts up to 12 x	Round numbers	degree of
and	To be able to	smallest.	numbers.	12, and	to the nearest	accuracy.
understanding of	count to and		To apply this to	recognise	10, 100, 1000,	-
cardinality) up to	across 100,	Make and	identify and work	products in	10,000 and	
ten forwards and	forwards and	complete	out how many	multiplication	100,000.	
backwards.	backwards,	number patterns.	10s there are in	tables as		
Count reliably to	beginning with 0	To be able to	other three-digit	multiples of the	To be able to	
10.	or 1, or from any	count in steps of	multiples of 10.	corresponding	round any	
To be able to	given number.	2, 3, 5 and 10		number.	number up to 1	
count reliably	To be able	from any number	To be able to		000 000 to the	
(with one-to-one	Identify and write	forwards and	and compose	Tell the number	nearest 10, 100,	
correspondence	numbers to 100.	backwards.	and decompose	that a digit	1000, 10 000	
and	To be able to		three-digit	stands for.	and 100 000.	
understanding of	represent and		numbers using	To recognise the		
cardinality) up to	identify numbers		standard and	place value for		
ten forwards and	using objects		non-standard	each digit in a 4		
backwards.	and pictorial		partitioning.	digit number.		
	representations,					
Sorting/comparing	including the		Count in fifties.	Compare and		
to 10.	number line, and		To be able to	arrange		
To be able to	use the following		count accurately.	numbers within		
count reliably	language: 'equal		To know	10,000.		
(with one-to-one	to', 'more than',		multiples of ten	To compare		
correspondence	'less than'		and fifties.	numbers within		
and	(fewer), 'most'		To be able to	10,000 using the		
understanding of	and 'least'.		reason about the	words greater		
cardinality) up to	To be able to		location of any	than and smaller		
ten forwards and	identify 1 more		three-digit	than.		
backwards.	and 1 less that a		number in the	To arrange		
To be able to	given number.		linear number	numbers within		
compare	To be able to		system,	10,000		
numbers, order	use and		including	according to the		
and write	understand the		identifying the	criteria.		
numbers to ten.	language 'more		previous and			1
Verbally count	than' when		next multiple of	Describe and		
reliably to 20.	describing and		100 and 10.	complete		1
To be able to	comparing			number patterns.		
count verbally						1



knowing all the		Count in four	To be able to		
number names.	Make different	and eights.	make number		
Count irregular	number bonds	To know all even	patterns using		
arrangements	for numbers up	numbers. To be	100, 10, 1 'more'		
within 10. Odds	to 10.	able to count	and 'less'.		
and evens.	To be able	from 0 in			
To be able to	represent and	multiples of 4	Round numbers		
count reliably	use number	and 8.	and estimate		
(with one-to-one	bonds, and		sum and		
correspondence	related	Tell the value of	difference.		
and	subtraction facts	a digit in a			
understanding of	within 10.	number.	To be able to		
cardinality) up to		To know the	round any		
ten forwards and	Make number	place value of	number to the		
backwards.	stories.	each digit in	nearest 10, 100		
To be able to	To be able to	three-digit	or 1000.		
find the total	create a number	numbers.			
number of items	story using	To apply this to	To be able to		
in two aroups by	number bonds.	identify and work	estimate		
counting all of		out how many	answers using		
them within ten	Complete	10s there are in	number		
(for oxomplo 2	number patterns.	other three-digit	knowledge.		
	To be able to	multiples of 10.			
± 2).	recognise and	To be able to			
To be able to	complete	and compose			
recognise odd	number patterns	and decompose			
and even	within numbers	three-digit			
numbers using	of 100.	numbers using			
objects and		standard and			
numerals.	Use a place-	non-standard			
	value chart to	partitioning.			
Subitise to 5.	snow numbers in	Compare and			
To be able to	Te be able to				
subitize quickly		ananye			
recognizing and					
naming the	digit number	To apply this to			
number in a	aigit number.	identify and work			
				•	



group without	To understand	10s there are in	
counting	the value of tens	other three-digit	
000	and ones.	multiples of 10.	
	To be able to	To be able to	
	create a 2-digit	reason about the	
	number using	location of any	
	tens and ones	three-digit	
	on a place value	number in the	
	chart.	linear number	
		system,	
	Find how much	including	
	more.	identifying the	
	To be able to	previous and	
	use and	next multiple of	
	understand the	100 and 10.	
	language 'more	number.	
	than' when	To be able to	
	describing and	compose and	
	comparing.	decompose	
	To be able to	three-digit	
	use count on to	numbers using	
	find how many	standard and	
	more.	non-standard	
		partitioning.	
	Count in twos,	To know the	
	fives and tens to	place value of	
	100.	each digit up to	
	To recognise	a four-digit	
	numerals to 100.	number.	
	To be able to	Complete	
	count in	number patterns.	
	multiples of 5	To be able to	
	and 10 to 100.	count accurately.	
		To know odd	
	Say a number	and even	
	that is 1 more or	numbers.	
	1 less than a 2-	To be able to	
	digit number.	find 100 more or	



To nui To rec nui mo tha nui	o recognise imerals to 100. o be able to cognise a imber that is 1 ore or 1 less an any 2-digit imber.	100 less than a given number. To be able to reason about the location of any three-digit number in the linear number system, including identifying the		
nu	ımber.	linear number system, including identifying the previous and next multiple of 100 and 10		
		number.		



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and	Number bonds	Add by counting.	Add numbers	Add numbers	Add numbers	Add whole	Perform mental
Subtraction	to 5.	To understand	without	without	without	numbers with	calculations.
(Whole Number)	To recognise the	the concept of	renaming.	renaming.	renaming.	more than 7	
	numerals 1 – 5.	addition.	To be fluent in	To be fluent in	To be fluent in	digits.	To perform
	To be able to	To know how to	recalling addition	addition and	addition and		mental
	touch count.	touch count	facts within 10.	subtraction facts	subtraction facts	To be able to	calculations,
	To understand	accurately.	To be able to	that bridge 10.	that bridge 10.	add whole	including with
	the quantitative	To be able count	add 2-digit	To know the		numbers with	mixed operations
	aspects of	to and across	numbers without	place value of	To know the	more than 7	and large
	number.	100, forwards	renaming, using	each digit in	place value of	digits.	numbers.
	To be able to	and backwards,	concrete objects.	three-digit	each digit in		
	add to 5.	beginning with 0	To be able to	numbers.	four-digit	Add numbers	Use estimation
		or 1, or from any	add 2-digit	To be able to	numbers.	mentally.	to check
	One more/one	given number.	numbers without	add and subtract			answers to
	less to 5.	To know how to	renaming, using	numbers	To be able to	To be able to	calculations.
	To recognise the	count a group of	pictorial	mentally,	add and subtract	add numbers	
	numerals 1 – 5.	objects.	representations.	including a 3-	numbers	mentally with	To use
	To be able to	Add by counting	To be able to	digit number	mentally,	increasingly	estimation to
	touch count.	on.	add 2-digit	(hundreds, tens	including a 4-	large numbers.	check answers
	To understand	To know how to	numbers without	and ones).	digit number		to calculations.
	the quotative	touch count	renaming,	To be able to	(thousands,	Subtract whole	
	aspects of	accurately.	mentally.	add numbers	hundreds, tens	numbers with	Use the order of
	number.	To be able count	To be able to	with up to 3	and ones).	more than 7	operations.
	To understand	to and across	add 2-digit	digits, using	To be able to	digits.	
	the language	100, forwards	numbers without	formal written	add numbers		To be able to
	one more/ one	and backwards,	renaming, using	methods of	with up to 4	To be able to	use knowledge
	less.	beginning with 0	a formal written	columnar	digits, using	subtract whole	of the order of
	To be able to	or 1, or from any	method.	addition without	formal written	numbers with	operations to
	say a number	given number.	Add numbers	renaming.	methods of	more than 7	carry out
	that is one more		with renaming.	Add numbers	columnar	digits.	calculations
	or one less.			with renaming.			



Some number	To know how to	To recall and	To be fluent in	addition without	Subtract	involving the four
bonds to 10 (inc	count a group of	use addition	addition facts	renaming.	numbers	operations.
doubles.)	objects.	facts to 20	that bridge 10.	_	mentally.	
To recognise the	To be able to	fluently.	To know the	Add numbers		Solve problems
numerals 1 – 10.	count on from a	To be able to	place value of	with renaming.	To be able to	involving
To be able to	given number.	add 2-digit	each digit in	To be fluent in	subtract	addition and
touch count.	Make addition	numbers with	three-digit	addition facts	numbers	subtraction,
To understand	stories.	renaming, using	numbers.	that bridge 10.	mentally with	multiplication
the quotative	To be able to	concrete objects.	To be able to	_	increasingly	and division.
aspects of	create an	To be able to	add and subtract	To know the	large numbers.	
number.	addition story	add 2-digit	numbers	place value of	-	To be able to
To be able to	using	numbers with	mentally,	each digit in	Use rounding to	Solve problems
add to 10.	appropriate	renaming, using	including a 3-	four-digit	check answers.	involving
To understand	language.	pictorial	digit number	numbers.		addition,
the concept of	To read, write	representations.	(hundreds, tens		To be able to	subtraction,
doubling.	and interpret	To be able to	and ones).	To be able to	use rounding to	multiplication
	equations	add 2-digit	To be able to	add and subtract	check answers	and division.
Using quantities	containing	numbers with	add numbers	numbers	to calculations	
and objects,	addition (+) and	renaming,	with up to 3	mentally,	and determine,	
subtract 2 single-	equals (=)	mentally.	digits, using	including a 4-	in the context of	
digit numbers	symbols, and	To be able to	formal written	digit number	a problem, levels	
and count on or	relate additive	add 2-digit	methods of	(hundreds, tens	of accuracy.	
back to find the	expressions and	numbers with	columnar	and ones).		
answer with	equations to	renaming, using	addition with		Solve word	
numbers to 10.	real-life contexts.	a formal written	renaming.	To be able to	problems	
To recognise the	Write addition	method.	To be able to	add numbers	involving	
numerals 1 – 10.	equations.	To be able to	estimate the	with up to 4	addition,	
To be able to	To read, write	estimate the	answer to a	digits, using	subtraction,	
touch count.	and interpret	answer to a	calculation.	formal written	multiplication	
To understand	equations	calculation.		methods of	and division, and	
the quantitative	containing		Subtract	columnar	a combination of	
aspects of	addition (+) and		numbers without	addition with	these.	
number.	equals (=)	Subtract	renaming.	renaming.		
To be able to	symbols and	numbers without	To be fluent in		To be able to	
subtract within	relate additive	renaming.	subtraction facts	To be able to	solve problems	
10.	expressions.	I o be fluent in	that bridge 10.	estimate the	involving	
I o be able to		recalling	I o know the	answer to a	addition,	
count on and	Subtract by	subtraction facts	place value of	calculation.	subtraction,	
	crossing out.	within 10.	each digit in		multiplication	



back on a	To understand	To be able to	three-digit		and division and	
number line.	the concept of	subtract 2-digit	numbers.	Subtract	a combination of	
	subtraction.	numbers without	To be able to	numbers without	these multi-step	
	To understand	renaming, using	subtract	renaming.	problems in	
	that subtraction	concrete objects.	numbers	To be fluent in	contexts,	
	can be done by	To be able to	mentally,	subtraction facts	deciding which	
	crossing out or	subtract 2-digit	including: a 3-	that bridge 10.	operations and	
	taking away.	numbers without	digit number	_	methods to use	
	Subtract using	renaming, using	(hundreds, tens	To know the	and why.	
	number bonds.	pictorial	and ones).	place value of		
	To understand	representations.	To know how to	each digit in		
	the concept of	To be able to	subtract	four-digit		
	subtraction.	subtract 2-digit	numbers with up	numbers.		
	To represent and	numbers without	to 3 digits, using			
	use related	renaming,	formal written	To be able to		
	subtraction facts	mentally.	methods of	subtract		
	within 20.	To be able to	columnar	numbers		
	To be able to	subtract 2-digit	subtraction	mentally,		
	subtract 1- and	numbers without	without	including: a 4-		
	2-digit numbers	renaming, using	renaming.	digit number		
	to 20, including	a formal written	To be able to	(thousands,		
	zero.	method.	estimate the	hundreds, tens		
		To be able to	answer to a	and ones).		
	Subtract by	estimate the	calculation.	,		
	counting back.	answer to a	Subtract	To know how to		
	To know how to	calculation.	numbers with	subtract		
	touch count		renaming.	numbers with up		
	accurately.	Subtract	To be fluent in	to 4 digits, using		
	To be able count	numbers with	subtraction facts	formal written		
	to and across	renaming.	that bridge 10.	methods of		
	100, forwards	To recall and	To know the	columnar		
	and backwards,	use subtraction	place value of	subtraction		
	beginning with 0	facts to 20	each digit in	without		
	or 1, or from any	fluently.	three-digit	renaming.		
	given number.	To be able to	numbers.	-		
	To know how to	subtract 2-digit	To be able to	To be able to		
	count a group of	numbers with	subtract	estimate the		
	objects.	renaming, using	numbers	answer to a		
		concrete objects.	mentally,	calculation.		



		T			
Тс	o be able to	I o be able to	including: a 3-		
su	ubtract by	subtract 2-digit	digit number	Subtract	
CO	ounting back.	numbers with	(hundreds, tens	numbers with	
Ma	ake subtraction	renaming, using	and ones).	renaming.	
sto	ories.	pictorial	To know how to	To be fluent in	
Тс	o read, write	representations.	subtract	subtraction facts	
an	nd interpret	To be able to	numbers with up	that bridge 10.	
ec	quations	subtract 2-digit	to 3 digits, using		
СО	ontaining	numbers with	formal written	To know the	
su	ubtraction (-)	renaming,	methods of	place value of	
an	nd equals (=)	mentally.	columnar	each digit in	
Sy	mbols and	To be able to	subtraction with	four-digit	
re	lated	subtract 2-digit	renaming.	numbers.	
ex	pressions and	numbers with	-		
ec	quations to	renaming, using	Solve word	To be able to	
re	al-life contexts.	a formal written	problems	subtract	
W	rite subtraction	method.	involving	numbers	
ec	quations.	To be able to	addition and	mentally,	
To	o understand	estimate the	subtraction.	including: a 4-	
the	e concept of	answer to a	To be able to	digit number	
su	ubtraction.	calculation.	solve problems,	(thousands,	
Тс	o be able to		including missing	hundreds, tens	
wr	rite a		number	and ones).	
SU	ubtraction		problems, using	, ,	
ec	quation (for	Add three	number facts,	To know how to	
ex	kample, $6 - 3 =$	numbers.	place value and	subtract	
3)		To be able to	more complex	numbers with up	
Ma	ake a family of	add numbers	addition.	to 4 digits, using	
ad	ddition and	which bridge	To be able to	formal written	
su	ubtraction facts.	over 10.	solve problems	methods of	
To	o understand	To be able to	using number	columnar	
the	e concept of	add 3 single digit	facts, place	subtraction with	
ac	ddition and	numbers using	value and more	renaming.	
su	ubtraction.	concrete objects.	complex	-	
To	be able to	To be able to	subtraction.		
cre	eate a fact	add 3 single digit			
fai	mily of related	numbers using		Solve word	
ac	ddition and	pictorial		problems	
su	ubtraction	representations.		involving	



	— 1 1 1 1		
number	To be able to	addition and	
sentences that	add 3 single digit	subtraction.	
include the same	numbers	To be able to	
numbers.	mentally.	solve problems,	
		including missing	
Add by making	Recall all	number	
10.	number bonds to	problems, using	
To read write	and within 10	number facts	
and interpret	use these to	place value and	
mathematical	reason with and	more complex	
statemente	calculate bonde	addition	
involving	to and within 20		
	To be able to	To be oble to	
auullion(+),			
subtraction (-)	recall all the	solve problems	
and equals (=)	number bonds to	using number	
signs.	and within 10.	tacts, place	
To identify and	To be able to	value and more	
represent	use knowledge	complex	
numbers using	of number bonds	subtraction.	
objects and	to 10 to calculate		
pictorial	number bonds to		
representations	and within 20.		
including the			
number line.			
To be able to			
make the first			
number total ten			
then add the			
remainder			
Ternamaer.			
Add by adding			
To be oble to			
0) 9105 90 01			
add the sum of			
the ones to the			
10 by separating			
the ones and the			
10.			



Subtract by subtracting ones. To be able to subtract by subtracting from only the ones column.		
Solve word problems involving addition or subtraction. To be able to solve word problems and recognise when to use addition and subtraction through the language.		



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication	Explore that	Make equal	Do my 2, 5 and	Do my 3, 4- and	Multiply by	Find multiples	Multiply numbers
and Division	quantities up to	groups.	10 times table.	8 times table.	6,7,9,11 and 12.	and common	up to 4 digits by
(Whole Number)	10 can be	To be able to	To be able to	To be able to	To be able to	multiples.	a 2-digit whole
	distributed	understand how	recall	recall and use	recall and use		number.
	(shared) equally.	to divide	multiplication	multiplication	multiplication	To be able to	
	To recognise the	numbers into	facts for the 2, 5	and division	and division	identify multiples	To be able to
	numerals to 10.	equal groups	and 10 times	facts for the 3, 4	facts for the 6, 7,	and common	multiply multi-
	To understand	using concrete	tables.	and 8	9, 11 and 12	multiples of a	digit numbers up
	the concept of	materials; to be	To be to recall	multiplication	multiplication	number.	to 4 digits by a 2-
	sharing equally.	able to	division facts for	tables.	tables.		digit whole
	To be able to	determine how	the 2, 5 and 10	Divide a number		Find factors and	number
	count out equal	many groups will	times	by 3, 4 and 8.	Divide by	common factors.	
	groups.	be created from		To be able to	6,7,9,11 and 12.		Divide numbers
	Explore double	sharing equally.	Write	recall and use	To be able to	To be able to	up to 4 digits by
	facts up to total	Add equal	multiplication	multiplication	recall and use	identify factors.	a 2-digit whole
	of 10.	groups to find	equations.	and division	multiplication	including	number.
	To recognise	the total number	To understand	facts for the 3, 4	and division	common factors	
	the numerals to	of objects.	that	and 8	facts for the 6, 7,	of two numbers	To be able to
	10.	To be able to	multiplication of	multiplication	9 and 11	or two numbers.	divide numbers
	To understand	understand how	two numbers can	tables.	multiplication		up to 4 digits by
	the concept of	to divide even	be done in any		tables.	Identify prime	a 2-digit whole
	doubling.	numbers into	order	Solve word		and composite	number.
	To know	equal groups	(commutative).	problems	Divide to find	numbers.	
	doubling facts to	using concrete	To recognise	involving the 3, 4	quotient and		
	10.	materials; to be	repeated		remainder.		



				T 1 1 1 1		
	able to	addition contexts	and 8 times	I o be able to	To know a prime	Interpret
	determine how	and representing	tables.	solve division	number is a	remainders in
	many groups will	them with	To be able to	problems, with 2-	number with no	division.
	be created from	multiplication	recall and use	digit dividends	factors other	
	sharing equally.	equations.	multiplication	and 1-digit	than itself and	To be able to
	To be able to		and division	divisors, that	one.	interpret
	add together	Divide a number	facts for the 3, 4	involve		remainders as
	equal groups.	by 2, 5 and 10.	and 8	remainders.	To know 2,3,5,	whole number
	Group things	To be able to	multiplication		7, 11,13, 17 and	remainders.
	equally.	recall and use	tables.	Solve word	19 by heart.	
	To be able to	division facts for	To be able to	problems	To know a	Identify common
	understand how	the 2 times	solve word	involving	composite is	factors, common
	to divide	tables.	problems	multiplication	divisible by a	multiples and
	numbers into	To be able to	involving the	and division.	number other	prime numbers.
	equal groups	recall and use	multiplication	To be able to	than one or	
	using concrete	division facts for	and division of 3,	solve word	itself.	To be able to
	materials; to be	the 5 times	4 and 8.	problems		Identify common
	able to	tables.		involving		factors, common
	determine how	To be able to	Multiply 2-diait	multiplication	Children will be	multiples and
	many groups will	recall and use	numbers	and division.	able to say 15 is	prime numbers.
	be created from	division facts for	To be able to		a composite	
	grouping equally.	the 10 times	write and	Multiply without	number because	Solve problems
	Share things	tables.	calculate	regrouping.	it is a multiple of	involving
	equally.	To be able to	mathematical	To be able to	three and five.	multiplication
	To be able to	recall and use	statements for	multiply 2-digit		and division.
	understand how	division facts for	multiplication	numbers	Recognise	
	to divide even	the 2, 5 and 10	using the	without	square numbers	To be able to
	numbers equally	times tables to	multiplication	renaming.	and cube	solve word
	into groups; to	solve problems.	tables that they	-	numbers, and	problems
	be able to		know including	Multiply with	use the notation	involving
	determine how	Write	for 2-digit	regrouping.	for squares (eg	multiplication
	many objects will	multiplication	numbers times	To be able to	42) and cubes	and division.
	be included in	and division	1-digit numbers	multiply 2-digit	(eg 23).	
	each group in	equations.	Multiply 2-digit	numbers		Solve problems
	order to share	To be able to	numbers with	without	To understand	involving the
	equally.	recall and use		renaming.	the use of	calculation and
	Solve word	multiplication	regrouping.		square numbers	conversion of
	problems about	and division	I o be able to	To multiply	and cube	units of
	multiplication.	facts for the 2, 5	write and	numbers using	numbers, and	measure.



To b solve prob equa as tr mult	 and 10 times tables. To be able to write multiplication equations after exploring a pictorial representation. To be able to write division equations after exploring a pictorial representation. Write a family of multiplication and division facts. To be able to divide by 2 and identify the links with multiplying by 2. To be able to divide by 5 and identify the links with multiplying by 5. To be able to divide by 10 and identify the links with multiplying by 10. Recognise odd and even numbers. 	calculate mathematical statements for multiplication tables that they know, including for 2-digit numbers times 1-digit numbers. To write formal written methods without regrouping. To write formal written methods with regrouping. Dividing with regrouping. To write and calculate mathematical statements for division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers. To be able to use formal written methods without regrouping.	the distributive property approach. Divide without regrouping. To be able to divide without regrouping. To be able to divide mentally. Divide with regrouping. To be able to divide with regrouping.	 the notation for squared ² and cubed ³. Multiply numbers up to 4 digits by a 1-digit number. To be able to multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method. Multiply numbers up to 3 digits by a 2- digit number. To be able to multiply numbers up to 3 digits by a 2-digit number. To be able to multiply numbers up to 3 digits by a 1- or 3 digits by 1- or 3 digits by 1- or 3 digits br 3 digits by 3 digi	To be able to solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
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To be able to link whether odd or even numbers can be divisible by 2, 5 or 10. To understand and recognise odd numbers. To understand and recognise even numbers.Solve word problems using 2, 5 and 10 times tables. To be able to read word problems and identify what operation is required. To be able to solve word problems by using knowledge of the 2, 5 and 10 times tables.Solve word problems and identify what operation is required. To be able to solve word problems by using knowledge of the 2, 5 and 10 times tables.Solve word problems by using knowledge of the 2, 5 and 10 times tables.Solve word problems by using knowledge of the 2, 5 and 10 times tables.	Solving multiplication and division word problems of 2-digit numbers. To be able to write and calculate mathematical statements for division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers. To be able to use formal written methods. To know how to solve problems, including missing number problems, involving multiplication and division.	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 and to multiply and divide numbers mentally drawing upon known facts. Divide 3 digit and 4 digit numbers. To be able to divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve word problems involving addition, subtraction, multiplication and division and	
and division. To be able to read word problems and identify what		subtraction, multiplication and division and a combination of these.	



operation is required. To be able to solve word problems by using knowledge of the 2, 5 and 10 times tables.	To be able to solve problems involving addition, subtraction, multiplication and division and a combination of these multi-step	
	Dividing with remainders.	
	up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.	



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Length	Children use		How to measure	Write length in	Measure and	Convert	Calculate missing
	everyday		length in metres	metres (m) and	estimate length.	measurements	lengths using
	language to talk		(m).	centimetres	To be able to	of length.	given information.
	about size,		To be able to	(cm).	use the correct	-	
	weight, capacity		estimate length	To be able to	unit of measure	To be able to	To calculate
	and distance.		in any direction	use the correct	to estimate and	convert between	missing lengths
	To be able to		in metres using a	unit of	measure length.	different units of	using information
	use and say		ruler.	measurement to		metric measure	provided.
	mathematical		To be able to	read and write	Convert units of	(for example,	
	language		measure length	distances in	length.	kilometre and	Compare length
	associated with		in any direction	metres and	To know the	metre;	in terms of ratio
	size, weight,		in metres using a	centimetres.	value of each	centimetre and	and fractions.
	capacity and		ruler.		unit.	metre;	
	distance.			Convert length		centimetre and	To measure and
	Ordering and		How to measure	from m and cm	To be able to	millimetre; gram	compare length in
	comparing by		length in	to cm	convert between	and kilogram;	terms of ratio and
	weight, height,		centimetres	To know the	different units of	litre and	fractions.
	length and		(cm).	value of each	metric measure	millilitre).	
	capacity using		To be able to	unit	(for example,		
	everyday		estimate length	To be able to	metre and	Solve problems	
	language.		in any direction	convert between	centimetre to	involving	
	To be able to		in centimetres	different units of	cm) using	measurements.	
	use and say		using a ruler.	metric measure	multiplication or		
	mathematical			(for example,	division.		



le se su ce su c	To be oble to	in a final and	To be able to	
language	TO DE ADIE TO	metre and	OJ 9IQS 9Q OI	
associated with	measure length	centimetre to	solve problems	
size, weight,	in any direction	cm) using	involving	
capacity and	in centimetres	multiplication or	measure [for	
distance.	using a ruler.	division.	example, length,	
To be able to			mass, volume,	
order and	When to use cm		money] using	
compare objects	or m to measure		decimal notation,	
using everyday	length.	Convert length	including scaling.	
objects.	To be able to	from om to m		
	correctly decide			
	when to use cm	and cm.		
	to measure	TO KNOW the		
	length.	value of each		
	To be able to	unit.		
	correctly decide	I o be able to		
	when to use m to	convert between		
	measure length	different units of		
	measure length.	metric measure		
	How to compare	using		
	now to compare	multiplication or		
		division.		
	To be able to			
	compare lengths	Write length in		
	using			
	terminology such			
	as less than,	and metres (m).		
	greater than,	To know the		
	equal to and the	value of each		
	associate	unit.		
	symbols >, < and	To be able to		
	=.	use the correct		
	To be able to	unit of		
	order length	measurement to		
	using the	read and write		
	terminology	distances in		
	greatest and	kilometres and		
	smallest.	metres.		
	To order lengths			
	and record the			
	and record the	1		



results using >, <	Convert length		
and =.	from km and m		
	to m.		
How to measure	To know the		
and draw lines	value of each		
To be able to	unit		
correctly use the	To be able to		
lines.	different units of		
To be able to	metric measure		
correctly use the	using		
ruler to draw	multiplication or		
lines.	division.		
How to solve	Compare		
word problems	different lengths.		
on length	amerena		
To be able to	To be able to		
read word	use different		
problems and	unite of		
identify which	modeuromont to		
	compare and		
	order lengths.		
I o be able to	a		
solve word	Solve word		
problems and	problems on		
use the correct	length.		
unit of measure.	To choose and		
	use appropriate		
	standard units to		
Reading scales	estimate and		
in 1,2,5 and 10.	measure		
To be able to	length/height in		
read scales	any direction		
which go up in	(m/cm) to the		
1's.	nearest		
To be able to	appropriate unit.		
read scales	To be able to		
	rood word		



		which go up in 2's. To be able to read scales which go up in 5's. To be able to read scales which go up in 10's.	problems and identify which operation is required. To be able to solve word problems and use the correct unit of measure.			
Area and Perimeter			Measure the total length around a shape. To be able to use a ruler accurately to measure the total length of a shape. Find the perimeter of figures using a square grid. To understand the term 'perimeter.' To be able to count accurately squares around a shape. To count the squares of each side and add them all up.	Measure perimeter in different units. To measure and calculate the perimeter of shapes in centimetres and metres.	Find the perimeter of a figure. To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Find the area of a figure. To calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the	Find the perimeter and the area of rectangles and parallelograms. To be able to calculate the area of parallelograms and rectangles Use formulae to find the area of rectangles, triangles and parallelograms. To be able to recognise when it is possible to use formulae for area of shapes. Use the area of rectangles to find the area of other types of polygons



Find the	area of irregular and composite
perimeter of	shapes. shapes.
figures in	
centimetres (cm)	Use scale To be able to use
and metres (m).	diagrams to find formulae for the
To understand	the perimeter area and
the term	and the area of a perimeter of
'perimeter.'	figure. rectangles and to
To be able to	To measure and recognise that
use the correct	calculate the shapes with the
unit of	perimeter of same areas can
measurement to	composite have different
read and write	rectilinear perimeters and
distances in	shapes in vice versa.
metres and	centimetres and
centimetres.	metres.
To be able to	Estimate the
calculate all the	Estimate the
lengths together.	area of a figure.
Find the	Calculate and
perimeter of	
squares and	area of
rectangles.	rectangles
To understand	(including
the term	(including squares) and
'perimeter.'	including using
To be able to	standard units
use the correct	square
unit of	centimetres
measurement.	(cm ²) and square
To be able to	metres (m ²) and
calculate all the	estimate the
lengths together.	area of irregular
	shapes.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Volume	Capacity- full,	Compare volume	Compare	Measure volume	Measure and	Find and	Find the volume
	empty, half full.	and capacity.	volume.	in millilitres (ml)	estimate volume.	compare the	of solids by
	To be able to	To be able to	To be able to	and litres (I).	Convert units of	volumes of	counting unit
	know and use	compare volume	compare volume	To understand	volume.	solids.	cubes.
	the language of	and capacity	using	the term	To understand	To identify 3-D	
	capacity: full,	using the terms	terminology	'volume.'	the term	shapes,	To be able to
	empty and half	'more than' and	greater than,	To understand	'volume.'	including cubes	find the volume
	full.	'less than', 'full'	less than and	the value of a	To understand	and other	of cubes and
	To be able to	and 'empty.'	equal to.	millilitre and litre.	the value of a	cuboids, from 2-	cuboids.
	recognise a				millilitre and litre.		



contain empty	iner that is y etc. Use half and a quarter to describe volume. Find volume and capacity. To know how to measure and begin to record the following: capacity and volume. To be able to compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	To use the associate symbols to compare volume >, < and =.	be able to ad a scale.	o be able to 	D 	Calculate the volume of cubes and cuboids in standard units. To be able to find the volume of cubes and cuboids using standard units. Solve problems involving volume. To be able to solve problems involving the volume of solids.
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		To be able to		capacity [for	
		read word		example using	
		problems and		water] Identify	
		identify which			
		identity which		S-D Shapes,	
		operation is		including cubes	
		required.		and other	
		To be able to		cuboids, from 2-	
		solve word		D	
		problems and		representations.	
		use the correct			
		unit of measure		Convert units of	
		and operation			
		and operation.		volume.	
				Convert between	
				different units of	
				metric measure	
				(for example,	
				kilometre and	
				metre:	
				contimotro and	
				metre;	
				centimetre and	
				millimetre; gram	
				and kilogram;	
				litre and	
				millilitre).	
				Solve word	
				problems	
				involving	
				volume.	
				To use all four	
				operations to	
				solve problems	
				involving	
				modeuro lfor	
				measure [ioi	
				example, length,	



			mass, volume,	
			money].	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry	Children use	Name solids and	Name triangles,	Recognise an	Identify acute	Identify acute	Recognise
	everyday	shapes.	quadrilaterals	angle.	and obtuse	angles, right	angles that meet
	language to talk	To recognise	and polygons.	To recognise	angles.	angles, obtuse	at a point, angles
	about size	and be able to	To recognise	angles as a	To recognise	angles and reflex	on a straight line
	position.	name 3D and 2D	and name 2D	property of	angles as a	angles.	and vertically
	To be able to	shapes.	shapes.	shape or a	property of		opposite angles.
	know and use	Look for shapes	To understand	description of a	shape or a	To estimate and	
	everyday	in solids.	what a polygon	turn.	description of a	compare acute,	To be able to
	language to talk	To be able to	is.		turn.	obtuse and	recognise angles
	about size	find 2D shapes		Find angles in		reflex angles.	where they meet
	position.	in 3D shapes.	Identify the	shapes.	To be able to		at a point, are on
	Recognise,	Group shapes.	number of sides	To recognise	identify right,	Draw and	a straight line, or
	create and	To know the	and vertices of a	angles as a	acute and	measure given	are vertically
	describe	properties of "D	shape.		obtuse angles.	angles.	opposite, and



n ottomo with	and OD shanes	To identify and	anan artist of			find minder
patterns with	and 3D snapes.	To identify and	property of		- · ·	lind missing
common shapes.	To be able to	describe the	shape.	Compare and	To draw given	angles.
To know what a	group shapes	properties of 2-D		order angles.	angles and	
pattern is and to	using different	shapes,	Find a right	To be able to	measure them in	Find unknown
know how to	criteria.	including the	angle, an acute	identify whether	degrees (°).	angles in
create one.	Make and	number of sides,	angle and an	angles are	č	triangles
To be able	complete	vertices and	obtuse angle.	greater than or		auadrilatorals
identify and	patterns with	lines of	To recognise	less than a right	Identify angles	and regular
describe	shapes.	symmetry.	angles as a	angle.	on a straight line	nolygons
common shapes.	To be able to		property of	To know the	and angles that	polygons.
To be able to	recognise and	To identify and	shape or a	oritorio of on	meet at a point.	To be oble to
describe	name common	describe the	description of a			I O DE ADIE IO
patterns with	2-D shapes, for	properties of 3-D	turn.		To identify	
common shapes	example	shapes.	To be able to	obtuse angles.	angles at a point	angles in any
in them.	rectangles	including the	identify right.		on a straight line	triangles,
Evervdav	(including	number of	acute and	0	and 1/2 a turn	quadrilaterais,
positional	squares), circles	edges, vertices	obtuse angles.	Compare and	(total 180°).	and regular
language.	and triangles.	and lines of		classily triangles		polygons.
To be able to	To be able to	symmetry.	Compare the	and	Find unknown	lala a tifu tha a
know and use	follow and		sizes of angles.	quadrilaterais.	angles in	Identity the
positional	complete		To be able to	o be able to	squares and	radius, diameter,
language	patterns with	Identify the lines	identify whether	compare and	rectangles.	circumterence
(behind, in front,	shapes.	of symmetry of a	angles are	Classify		and centre of a
next to).		shape or figure.	greater than or	geometric	To use the	circie.
Recognise.			less than a right	snapes,	properties of	-
Talk about and		To be able to	onglo	including	rectangles to	To be able to
explore 2D and		correctly identify		quadrilaterais	deduce related	illustrate and
3D shapes using		the lines of a	To know the	and triangles,	facts and find	name parts of
informal		symmetry of a	criteria of an	based on their	missing lengths	circles, including
mathematical		shape or figure.	acute and	properties and	and angles.	radius, diameter
language 'sides'		on the on the second second	obtuse angles.	SIZES.		and
'corners'		Sort shapes.		Liber of the second	Identify regular	circumterence
'straight' 'flat'		To be able to	Make a naif turn,	Identify lines of	polygons.	and know that
fround.'		sort 2D shapes	a three-quarters	symmetry in 2-D		the diameter is
To recoanise		based on their	turn and a full	snapes.	To distinguish	twice the radius.
basic 2D and 3D		properties.	turn.	I O DE ADIE tO	between regular	Draw OD als as a
shapes.		1 - Frances	TO DE ADIE TO	identity lines of	and irregular	Draw 2D snapes
To describe 2D			identity right	symmetry in 2-D	polygons based	using given
and 3D shapes			angles,	snapes, when	on reasoning	



using informal mathematical language.	Draw figures on a square grid and a dot grid. To be able to draw basic shapes on a grid. Make and complete patterns. To be able to recognise repeated patterns by shape, size or colour. To compare and sort common 2- D and 3-D shapes and everyday objects. To be able to order and arrange combinations of mathematical objects in patterns and sequences. Move shapes. To be able to describe direction and	recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. To be able to make a half turn, three quarter turn and full turn. Identify perpendicular lines. To understand a perpendicular is a straight line that makes an angle of 90° with another line. To be able to Identify pairs of perpendicular lines. Identify parallel lines. To understand parallel lines are always the same distance apart (called "equidistant") and will never meet. To recognise and identify parallel lines.	also presented in different orientations. Complete a simple symmetrical figure with respect to a specific line of symmetry. To be able to complete a simple symmetric figure with respect to a specific line of symmetry.	about equal sides and angles. Identify 3-D shapes from 2-D drawings. To identify 3D shapes when shown nets/2D representations.	dimensions and angles. To be able to draw 2D shapes using given dimensions and angles. Identify and draw nets of 3D shapes. To be able to recognise and make nets for 3- D shapes.
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	vocabulary, such as 'left', 'right', 'up' and 'down' Turn shapes. To be able to describe rotation using vocabulary, such as 'quarter turn', 'half turn' and 'three-quarter turn'. To be able to describe direction using vocabulary, such as 'clockwise' and 'anti- clockwise'. To be able to identify right angles, recognise that two right angles make a half-turn,	Draw and describe 2D shapes. To recognise, name and be able to describe the properties of 2D shapes. To be able to draw 2D shapes accurately. in different orientations and describe them. Make and describe 3D shapes. To recognise, name and be able to describe the properties of 3D shapes. To be able to make 3-D shapes wing		
	'three-quarter	accurately.		
	turn'.	in different		
	I o be able to describe	describe them.		
	direction using vocabulary, such as 'clockwise'	Make and describe 3D shapes.		
	clockwise'.	To recognise,		
	To be able to	able to describe		
	angles,	the properties of		
	recognise that two right angles	To be able to		
	make a half-turn,	make 3-D shapes using		
	quarters of a turn	modelling		
	and four a complete turn.	recognise 3-D		
	- suprete term	shapes in different		
	Recognise flat	orientations and		
	curved	describe them.		
	surfaces.			
	To recognise 3D shapes have flat			
	shapes, have flat			



	faces and curved surfaces. To identify 2-D shapes on the		
	surface of 3-D shapes.		
	Name and describe		
	spheres, cuboids, cubes		
	cylinders, cones,		
	pyramids and prisms.		
	To identify and describe the		
	shapes, including the		
	number of edges, vertices		
	and faces. To identify 2-D		
	surface of 3-D shapes.		
	Identify the		
	number of faces, edges		
	and vertices of a shape.		
	To identify and describe the		
	properties of 3-D shapes,		



		including the		
		number of		
		odgos verticos		
		euges, vertices		
		and faces.		
		Fold two		
		dimensional		
		shapes into		
		three		
		unee		
		dimensional		
		ones		
		To be able to		
		use the nets of		
		3D shapes to		
		fold and make it		
		into a three		
		dimensional		
		shape.		
		Group shapes		
		in different		
		ways.		
		To be able to		
		group 3-D		
		group 3-D		
		snapes by		
		similar		
		properties.		
		1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -		
		-		
		Form		
		structures with		
		shanes		
		Ta ha abla ta		
		o be able to		
		torm 3-D		
		structures using		
		multiple 3-D		
		change		
		shapes.		



	To draw 2-D		
	shapes and		
	make 3-D		
	shapes using		
	modelling		
	materials		
	To recognise 3-		
	D change in		
	D Shapes In		
	orientations and		
	describe them.		
	To identify 2-D		
	shapes on the		
	surface of 3-D		
	shapes.		
	Make natterns		
	with chonce		
	with shapes.		
	I o be able to		
	make and		
	recognise		
	patterns using 3-		
	D shapes.		
	To be able to		
	order and		
	arrange		
	combinations of		
	mathematical		
	patterns and		
	sequences.		
	Describe		
	similarities and		
	differences of a		
	and 2D		
	shapes.		



	To be able to describe the similarities and differences of the properties of 2D and 3D		
	shapes.		

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mass		Compare the	Measure mass in	Read the scales	Measure and	Convert	Ratio to compare
		mass of objects.	kilograms (kg).	for mass in	estimate mass.	measurement of	mass.
		To understand	To understand	kilograms (kg)	To be able to	mass.	
		the term mass.	that kilograms is	and grams (g).	estimate mass to		To be able to
		To be able to	standard unit for	To understand	the nearest	To convert	use ratio to
		compare the	measuring mass.	that grams and	kilogram.	between	compare two
		mass of objects		kilograms are a		different units of	



	—			
using the terms	I o be able to	standard unit for	metric measure	quantities,
'heavy' and	measure mass in	measuring mass.	(for example,	including mass.
'light', 'heavier	kilograms.	To be able to	kilometre and	
than', 'lighter		read a range of	metre;	
than' and 'as	Measure mass in	scales whilst	centimetre and	
heavy as'.	grams (g).	measuring mass.	metre;	
Find the mass of	To understand		centimetre and	
objects.	that grams is	Solve word	millimetre; gram	
To be able to	standard unit for	problems on	and kilogram;	
find the mass of	measuring mass.	mass.	litre and	
an object using	To be able to	To be able to	millilitre). Use all	
non-standard	measure mass in	measure,	four operations	
units; to be able	grams.	compare, add	to solve	
to use		and subtract	problems	
visualisation	Compare and	mass (ka/a)	involvina	
skills to estimate	order mass.		measure [for	
the number of	To be able to	To be able solve	example, length.	
unite	compare the	problems	mass volume	
units.	mass of two	involving mass.	moneyl using	
	different objects		decimal notation	
	accurately		including scaling	
	accuratory.		inolaanig soaning.	
	To be able to			
	compare and		Solve problems	
	order mean and		involving	
	order mass and		mooouromonto	
			measurements.	
	results using the			
	iess than,		To use all tour	
	greater than and		operations to	
	equals to		solve problems	
	symbols (>, <		involving	
	and =).		measure [for	
			example, length,	
	Solve word		mass, volume,	
	problems on		money] using	
	mass.		decimal notation,	
	To be able to		including scaling.	
	measure,			
	compare, add			



	T					[
			and subtract			
			mass (kg/g).			
			To be able solve			
			problems			
			involving mass.			
Temperature			Read a		Tell the	Negative
•			thermometer.		temperature.	numbers
			To be able to			
			accurately read		To interpret	To be able to
			temperature in		negative	use negative
			Celsius.		numbers in	numbers in
					context, count	context and
			Measure and		forwards and	calculate
			write down the		backwards with	intervals across
			temperature.		positive and	zero
			To be able to		negative whole	2010.
			choose and use		numbers,	
			appropriate		including through	
			standard units to		zero.	
			estimate and			
			measure			
			temperature (°C)			
			to the nearest			
			appropriate unit,			
			using			
			thermometers.			
Money	Children use	Recognise coins.	Name coins and	Name the		Solve problems
-	everyday	To recognise	notes.	amount of		involving money,
	language to talk	and be able to	To recognise	money in pounds		including the use
	about money.	name all English	and be able to	and pence.		of percentages,
	To be able to	coins.	name all English	To recognise		change, increase
	recognise and	Recognise	currency.	and he able to		and decrease.
	name some	notes.		name all English		
	English	To recognise	Count an			To be able to
	currency.	and be able to	amount of	currency.		use
	To be able to	name all English	money.			equivalences
	talk about	notes.	To be able to	Use different		between simple
	English currency		count money in	ways to show		fractions,



using everyday	notes and use	the same		decimals and
language	the symbol for	amount of		percentages in
	pounds	money		different
	To be able to	To recognize		contexts
	count money in			
	pennies and the	and be able to		
	use the symbol	name all English		
	for pennies	currency.		
	.e. pormoor	To be able to		
	Show amounts	calculate the		
	of money in	same amount of		
	different ways	money using		
	To recognise	different notes		
	and be able to	and coins.		
	name all English	Add money in		
	currency	pounds and		
	To be able to	pence.		
	calculate the	To recognise		
	same amount of	and be able to		
	money using	name all English		
	different notes	currency		
	and coins	To be able to		
		add monoy in		
	Exchange coins	aud money m		
	and notes.	pounds and		
	To be able to	pence.		
	exchange a coin			
	with other coins	Subtract money		
	of different	in pounds and		
	denominations	pence.		
		To recognise		
	To be able to	and be able to		
	find different	name all English		
	combinations of	currency.		
	coins that equal	To be able to		
	the same	subtract monev		
	amounts of	in pounds and		
	money.	pence.		



	Compare amounts of money. To be able to compare different amounts of money.	Calculate change in pounds and pence. To recognise and be able to name all English currency.		
	Calculate change. Solve word problems on money. To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Solve word problems on money. To recognise and be able to name all English currency. To be able to add and subtract money including calculating change.		



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Time	Children use	Tell time to the	Tell and write the	Tell and write	Tell time using	Convert	Interpret
	everyday	hour.	time to 15	time in am and	the 24-hour	measurements	timetables.
	language to talk	To recognise the	minutes.	pm.	clock.	of time.	
	about time, such	numerals 1 to	To be able to tell	To be able to tell	To be able to		To be able to
	as today,	12.	the time to the	the time using an	read time with	To be able to	read and
	yesterday,	To be familiar	nearest 15	analogue clock.	increasing	convert units of	interpret
	tomorrow, this	with the	minutes using	To understand	accuracy to the	time.	timetables.
	morning,	analogue clock,	vocabulary	time in the 12-	nearest minute.		
	evening, night,	including the	ʻquarter past,	hour format.	To be able to tell	Solve problems	
	afternoon,	minute and hour	half past, quarter	To know when	the time using	involving	
	earlier, later.	hands.	to, o' clock'.	am and pm	vocabulary such	measurements.	
	To be able to	To be able to tell		begins and ends.	as o'clock,		
	use everyday	time to the hour	To know the		a.m./p.m.	To solve	
	language to talk	on an analogue	number of	Tell and write	morning,	problems	
	about time, such	clock.	minutes in an	time using "past"	afternoon, noon	involving	
	as today,		hour and the	and "to".	and midnight.	converting	
	yesterday,	Tell time to the	number of hours	To be able to tell		between units of	
	tomorrow, this	half hour.	in a day.	the time using an	To be able to	time.	
	morning,			analogue time.	read write and		
	evening, night,				road, mito and		



afternoon,	To recognise the	Draw hands on a	To understand	convert time	
earlier, later.	numerals 1 to	clock face to	when to use 'to'	between	
To understand	12.	show time.	when telling the	analogue and	
different times of	To be familiar	To be able to	time ("It's twenty	digital 12-hour	
the day e.g.	with the	draw hands on	to eleven").	and 24-hour	
when morning is.	analogue clock.	an analoque	To understand	clocks.	
gier	including the	clock to show	past is before		
	minute and hour	the correct time	half past		
	hands		(minutos 1 20	Change time in	
	To be able to tell	Find the duration	(1111101005) 1 = 23,	minutes to	
	time to the hour	of time	(or ofter) the	seconds.	
		To be able to	(or aller) the	To know there	
	clock	find the end time	nour.	are 60 seconds	
	To know if the	aiven the start	Tall and write	in one minute.	
	longhand is	time and the	time abown on	To be able to	
	holfway around	duration in 30-	different types of	convert minutes	
	the clock it is	minute and	different types of	into seconds.	
	holf post the	hourly intervale	CIUCKS.		
	hair past the	nouny intervais.	to be able to tell	Change time in	
	To be able to tell		the time using an	hours to	
	time to the helf	Find the onding	analogue clock,	minutes.	
	time to the half	or starting time	algital of 24-hour	To know there	
	torm 'bolf poot'	To be oble to	CIOCK.	are 60 minutes	
	Compore	find the stort		in one hour.	
	different times	time given the	Measure time in	To be able to	
	To recognize the	time, given the	seconas, nours	convert hours	
	To recognise the	end time and the	and minutes.	into minutes.	
	numerais 1 to	duration in 30-	To know there		
	1Z. Ta ha familiar	minute and	are 60 seconds	Change time in	
	10 De lamilar	nourly intervals.	in minute.	years to months.	
	with the		To know there	To know the	
	analogue clock,	Compare and	are 60 minutes	number of days	
	including the	sequence	in an hour.	in each month,	
	minute and nour	intervais of time.	To know there	year and leap	
	nands.	o de adie to	are 24-hours in a	year.	
	o de adie to	compare and	day.	To be able to	
	compare	sequence	To be able to	convert years to	
	amerent times	intervals of time.	measure time	months and	
	e.g., 9 am to 9		switching from	weeks to days.	
	pm.		different units.		





	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Graphs			Read information	Draw picture	Use a table to	Read and	Calculate and
			from pictograms,	graphs and bar	show	interpret	interpret the
			block diagrams,	graphs.	information.	information in a	mean as an
			tally charts and	To understand	To be able to	timetable.	average.
			tables.	scales of	draw a table to		-
			To be able to	different values.	present	To read and	To be able to
			read and	To know how to	information.	interpret	calculate and
			interpret a	Interpret and		information in	interpret the
			picture graph.	present data	Draw, read and	tables, including	mean as an
				using bar charts,	interpret tables,	timetables.	average.
			Make	pictograms and	picture graphs,		
			pictograms,	tables.	bar graphs and	Read, interpret	Draw and read
			block diagrams,		line graphs.	and complete	pie charts.
			tally charts and	Read and	To understand	information in a	
			tables.	interpret bar	scales of	table.	To be able to
			To be able to	graphs.	different values.		interpret and
			construct simple	To understand		To complete,	construct pie
			pictograms and	scales of	To know how to	read and	charts.
			tally charts.	different values.	Interpret and	interpret	
				To know how to	present data	information in	Draw and read
			Solve problems	Interpret data	using bar	tables, including	graphs.
			using information	using bar	graphs, picture	timetables.	
			from pictograms.	graphs.	graphs and line		To be able to
			block diagrams.		graphs.	Read and	interpret and
			tally charts and	Solve problems	To understand	interpret	construct line
			tables.	using information	scales of	information from	graphs
			To be able to	from bar graphs.	different values.	a line graph.	
			solve problems	To understand	To know how to		
			using information	scales of	interpret data	To solve	Solve problems
			from pictograms.	different values.	using bar	comparison, sum	using information
			block diagrams.	To know how to	graphs.	and difference	provided by
			and graind,	Interpret data		problems using	graphs.



		tally charts and tables.	using bar graphs. To be able to answer questions and solve problems using information from a bar graph.	Solve problems using information from tables and graphs. To understand scales of different values. To know how to interpret data. To be able to answer questions and solve problems using information from tables and graphs.	information presented in a line graph. Solve word problems using information from a line graph. To solve comparison, sum and difference problems using information presented in a line graph.	To be able to interpret and construct line graphs and use these to solve problems. Median, mode and range including line graphs. To be able to calculate and interpret the median, mode and range including line graphs.
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Recept	tion Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Position and Childre	en use Name positior	IS		Describe	Write the	Use coordinate
Movement everyd	ay in a race and	in		positions using	coordinates of	grids with
langua	ge to talk a queue.			coordinates.	points.	negative
about p	position, To be able to			To be able to		numbers.
first, se	econd, use the			describe	To be able to	
third, a	fter, next, appropriate			positions on a 2-	write, name and	To be able to
before,	in front positional			D grid as	plot points.	describe
of, beh	ind, next language			coordinates.		positions on the
to, und	er, on top. (ordinal				Describes	full coordinate
To und	lerstand numbers) for	qr		To be able to	translations and	grid (all four
and be	able to to 10 positions	S.		describe	reflections.	quadrants).
use ord	dinal Name position	IS		movements		
numbe	r from the left a	nd		between	To describe the	Describe
langua	ge. from the right.			positions as	position of a	positions of
To be a	able to To be able to			translations of a	shape following	points with
know a	and use name position	S,		given unit to the	a reflection or	coordinates.
every o	day including left a	and		left/right and	translation, using	
position	nal right, with			up/down.	the appropriate	To be able to
langua	ge. respect to a				language, and	describe
	reference poir	nt.		Plot points and	know that the	positions on the
				form figures on	shape has not	full coordinate
	Use words su	ch		the grid.	changed.	grid.
	as before, afte	er,		To be able to		Dec. (accelete
	next to, last al	nd		plot specified	Find the position	Draw, translate
	between to			points and draw	of a snape after	and reflect
	name position	S.		SIGES TO	translation or	simple snapes
	TO be able to			complete a given	alter rellection.	on the
	recognise the			polygon.	To find the	coordinate plan.
					noning the	4 quadrants.
	Count to 100.	L L			position of a	To be able to
		1			shape following	TO be able to
	lite language	to			translation using	and reflect
	To be able to				the appropriate	simple shapes
	use the				language and	on the
	comparative				know that the	coordinate
					shape has not	nlane
					changed	piario.



relation to		
numbers to 100.		
Describe		
Describe		
positions.		
To be able to		
describe		
position		
position,		
direction and		
movement,		
including whole,		
half, quarter and		
three-quarter		
turpo		
tums.		
Describe		
movements.		
To be able to		
describe		
position		
direction and		
movement,		
including whole,		
half, quarter and		
three-quarter		
turns.		
Describe turns		
To understand		
how to make		
now to make		
turns using		
mathematical		
language.		
To be able to		
describe		
position.		
direction and		
movement		
including whole,		
halt, quarter and		



		1		
	three-quarter			
	turns.			
Ratio				Compare quantities and numbers using ratios.
				To be able to use ratio to compare two quantities.
				Solve problems involving ratios.
				To be able to solve problems involving ratio.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Negative Numbers							Add and subtract negative numbers.
							To be able to add and subtract negative numbers.
							Use negative numbers in



				context in
				temperature
				tomporataror
				To be able to
				use negative
				numbers in
				context and
				calculate
				intervals across
				70
				2010.
				Solve negative
				numbers
				hambolo
				To be able to
				solve number
				and practical
				problems that
				involve negative
				numbers.
Algebra				Describe and
				complete a
				pattern.
				To be able to
				generate and
				describe number
				patterns.
				write and
				evaluate
				algebraic
				expressions.
				To bo oble to
				write and
				evaluale



					algebraic expressions. Write and use formulae.
					To be able to write and use simple formulae.
					Solve equations and converting back again.
					To be able to use knowledge of algebra to solve problems.
Roman Numerals			Read and write Roman numerals for 1 to 20. To read and write Roman numerals to 20. Read and write Roman numerals to 100. To read and write Roman numerals to 100 (I to C).	Write Roman numerals up to 1,000. To be able to write Roman numerals to 1000 (M). Write years in Roman numerals. To write and recognise years written in Roman numerals	



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions	Explore sharing	Show a half.	Make and show	Count in tenths.	Count in	Find equivalent	Find equivalent
	with quantities to	To know how to	halves, quarters	To be able to	hundredths.	fractions of a	fractions using
	10.	split an object	and thirds.	count up and	To be able to	given fraction.	common
	To understand	(shape) into two	To be able to	down in tenths;	count up and		multiples.
	the concept of	equal parts; to	recognise, find,	recognise that	down in	To identify,	
	sharing.	be able to	name and write	tenths arise from	hundredths;	name and write	To be able to
	To be able to	identify shapes	1⁄2 and 1⁄4.	dividing an	recognise that	equivalent	use common
	share numbers	that have been	To recognise,	object into 10	hundredths arise	fractions of a	multiples to
	to 10.	split into two	find, name and	equal parts and	when dividing an	given fraction,	express fractions
		equal parts.	write fractions	in dividing 1-digit	object by 100	represented	in the same
	Explore double	Show a quarter.	1⁄3, 1⁄4, 2⁄4 and	numbers or	and by dividing	visually,	denomination.
	facts up to 10.	To be able to	3⁄4 of a length,	quantities by 10.	tenths by 10.	including tenths	
	(5+5)	split an object	shape, set of	Make number		and hundredths.	Simplify fractions
	To understand	(shape) into four	objects or	pairs that form	Write and show		using common
	the concept of	equal parts;	quantity.	one whole.	mixed numbers	Recognise	factors.
	doubling.	Find a half or a		To add and	on a number	mixed numbers	
	To be able to	quarter of a	To be able to	subtract fractions	line.	and improper	To be able to
	double numbers	groups of things.	recognise, find,	with the same	To be able to	fractions and	use common
	up to 10.	To know how to	name and write	denominator that	write mixed	convert from one	factors to
		group/share	thirds.	make 1 whole	numbers.	form to the other.	simplify
		things to get a		(for example, 5/7	To be able to		fractions.
		half or a quarter.	Name and write	+2/7 = 1).	show mixed	To recognise	
			a fraction.	To recognise,	numbers on a	mixed numbers	Compare and
			To be able to	find and write	number line.	and improper	order fractions.
			identify, name	fractions of a		fractions and	
			and write a	discrete set of	Find equivalent	convert from one	To be able to
			fraction after	objects: unit	fractions.	form to the other.	compare and
			exploring a	fractions and	To find		order fractions.
			pictorial	non-unit	equivalent	Compare and	
			representation.	fractions with	fractions.	order fractions.	Add and subtract
				small		– .	fractions.
			Name fractions	denominators.	To recognise	To compare and	
			that make one	Add and subtract	and show	order fractions	To be able to
			whole.	two tractions.	families of	wnose	add and subtract
			to explore the	O DE AIDE AO	common	denominators	fractions
			Taction Wall.	add and subtract	equivalent	are all multiples	
			TO DE ADIE TO	tractions with the		of the same	
			recognise and	same		number.	



	name fractions	denominator	fractions using		Multiply proper
	that make one	within 1 whole	diagrame	Add and subtract	fractions
	whole	(for example 57	ulagrams.	fractions	nacions.
	Compare and	(101 example, 37) + $1/7 = 6/7$) To	Simplify fractions	nacions.	To be able to
	order fractions	$r_{1/1} = 0.1$). To	and mixed	To add and	
	To be able to	recognise find	numbers	subtract fractions	nairs of proper
	compare and	and write	To be able to	with the same	fractions
	order fractions	fractions of a	cimplify mixed	donominator and	nactions.
	with the same	discrete set of	simplify mixed	denominator anu	
	donominator	objects: upit	numbers.	that are multiples	Divide proper
	denominator.	fractions and		of the same	fractions by
	Countwholog	nactions and	fractions	of the same	whole numbers.
		frontione with	Tactions.	number.	
	with halves,	mactions with	TO add and		To be able to
		Small	Subtract fractions	Multiply proper	divide proper
	thirds.	denominators.	with the same	fractions and	fractions by
		Final and list	denominator.	iractions and	whole numbers
	recognise and	Find and list		mixed numbers	(for example, 1/3
	write mixed	equivalent	Solve word	by whole	÷ 2 = 1⁄6).
	numbers.	fractions.	problems	numbers.	,
		To be able to	involving	-	Relate division of
	Find part of a set	recognise and	fractions.	To multiply	whole numbers
	and a quantity.	show, using	To recognise,	proper fractions	to fractions and
	To be able to	diagrams,	find and write	and mixed	decimals.
	find a fraction of	equivalent	fractions of a	numbers by	
	a set.	fractions with	discrete set of	whole numbers,	To be able to
	To recognise,	small	objects.	supported by	associate a
	find and write	denominators.		materials and	fraction with
	fractions of a set	To recognise,	To solve	diagrams.	division and
	of objects.	find and write	problems		calculate
		fractions of a	involving		decimal fraction
		discrete set of	fractions.	Divide fractions	equivalents for a
		objects: unit		(Not MNP)	simple fraction
		fractions and			Simple nation.
		non-unit		To recognise	
		fractions with		mixed numbers	Find fractions of
		small		and improper	an amount
		denominators.		fractions and	
				convert from one	
				form to the other.	



in its simplest form. Making number pairs. Making number pairs. Ind fractions of ind fractions of whole numbers. In a da dwite fractions of a discrete set of objects: unit fractions and denominators that are multiples To add and subtract fractions with the same denominators that are multiples Image: Second Second Second Second Second Second Second Second Second Second Second Second Second Second Second Seco			Write a fraction		To be able to
Image: infinition in the image: infinition in the image: infinition infinitinfininfinition infinition infinitinfinitinfinit			in its simplest	Making number	find fractions of
Image: Comparison of a subtract fractions of a subtract fractions of a subtract fractions and fractions and denominators and denominators and denominators with the same objects: unit denominators and denominators and mon-unit that are multiples fractions with small denominators. To recognise and know equivalent fractions in their simplest form using knowledge of equivalent fractions. To be able to write fractions. To recognise, find and write fractions. To recognise, find and write fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions of a discrete set of objects: unit fractions and denominators. Image: Comparison of the same number.			form	naking number	whole numbers
Image: Comparison of a comparis			To recognice	pairs.	whole numbers.
Image: Second			find and write	To odd and	
Image: constraint of the same objects: unit denominators and denominators and denominators and denominators with fractions with of the same objects: unit denominators. To recognise and know equivalent fractions. To recognise and know equivalent fractions in their simplest form using knowledge of equivalent fractions. of the same objects: unit denominators of the same objects: unit denominator and denominators. To be able to write fractions in their simplest form using knowledge of equivalent fractions. Compare fractions. Compare fractions of a discrete set of objects: unit fractions of a discrete set of objects: unit fractions and write fractions and write fractions and write fractions of a discrete set of objects: unit fractions and write fractions of a discrete set of objects: unit fractions and write fractions of a discrete set of objects: unit fractions and write fractis and fractis and write fractions and write fractions and write f			fractions of a	nu auu anu	
objects: unit denominator and fractions and denominator and fractions with of the same non-unit that are multiples fractions with of the same number. number. number. number. number. number. recognise and know equivalent fractions. To be able to write fractions in write fractions To be able to write fractions. To be able to write fractions. To be able to write fractions. To recognise, form using knowledge of equivalent fractions. fractions. To recognise, find and write fractions. find and write fractions of a discrete set of objects: unit objects: unit fractions and			discrete set of	subtract fractions	
Image: State of the second st				with the same	
Image: state of the state o			objects. unit		
Implified Implified Implified Implified Implified			Iractions and	denominators	
Image: second			non-unit	that are multiples	
Image: small denominators. number. To recognise and know equivalent fractions. and know equivalent fractions. To be able to write fractions in their simplest form using knowledge of equivalent fractions. Image: small denominators. Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			Tractions with	of the same	
denominators. To recognise and know equivalent fractions. To be able to write fractions in their simplest form using knowledge of equivalent fractions. Compare find and write fractions of a discrete set of objects: unit fractions and			small	number.	
I o recognise and know equivalent fractions. To be able to write fractions in their simplest form using knowledge of equivalent fractions. Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			denominators.		
and know equivalent fractions. To be able to write fractions in their simplest form using knowledge of equivalent fractions. Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			l o recognise		
equivalent fractions. To be able to write fractions in their simplest form using knowledge of equivalent fractions. Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			and know		
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their simplest form using knowledge of equivalent fractions. Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			write fractions in		
form using knowledge of equivalent fractions. Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			their simplest		
knowledge of equivalent fractions. Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			form using		
equivalent fractions. Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			knowledge of		
fractions. Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			equivalent		
Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and			fractions.		
Compare fractions. To recognise, find and write fractions of a discrete set of objects: unit fractions and					
fractions. To recognise, find and write find and write fractions of a discrete set of objects: unit objects: and			Compare		
To recognise, find and write fractions of a discrete set of objects: unit fractions and			fractions.		
find and write fractions of a discrete set of objects: unit fractions and			To recognise,		
fractions of a discrete set of objects: unit fractions and			find and write		
discrete set of objects: unit fractions and			fractions of a		
objects: unit fractions and			discrete set of		
fractions and			objects: unit		
			fractions and		
non-unit			non-unit		
fractions with			fractions with		
small			small		
denominators.			denominators.		
To be able to			To be able to		
compare			compare		



		different		
		fractions		
		nactions.		
		Find part of a set		
		and fraction of a		
		number.		
		To recognise,		
		find and write		
		tractions of a		
		discrete set of		
		objects: unit		
		fractions and		
		fractions and		
		non-unit		
		fractions with		
		omoli		
		Small		
		denominators.		
		To be able to		
		uso objects or		
		use objects of		
		division to find		
		part of a set or		
		finding fractions		
		of whole		
		numbers.		
		0		
		Share a number		
		equally.		
		To understand		
		that agreed		
		that equal		
		means the same		
		number or		
		quantity		
		quantity.		
		I o be able to		
		use objects or		
		division to share		
		a number		
		equally.		
		- 1 7 -		



(r	r		1	1
			Write fractions		
			on the number		
			line		
			To be able to		
			recognise, find		
			and write		
			fractions of a		
			discrete set of		
			objects: unit		
			fractions and		
			nactions and		
			non-unit		
			tractions with		
			small		
			denominators.		
			Write fractions		
			that are greater		
			that de greater		
			than 1.		
			To recognise,		
			find and write		
			fractions of a		
			discrete set of		
			abiacte: unit		
			tractions and		
			non-unit		
			fractions with		
			small		
			denominators.		
			To understand a		
			fraction is part of		
			1.		
			To know a		
			fraction more		
			than one is a		
			mixed number		
			(improper		
			(inproportion)		



-				
		To be able to		
		record fractions		
		that are greater		
		than 1.		
		Solve word		
		nrohlems		
		involving		
		fractions.		
		To recognise,		
		find and write		
		fractions of a		
		discrete set of		
		objects: unit		
		fractions and		
		non-unit		
		fractions with		
		small		
		denominators.		
		To solve		
		problems		
		involving		
		fractions.		



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals					Recognise and write tenths.	Read and write decimals up to	Relate division of whole numbers
					To be able to	three decimal	to fractions and
					recognise and	places.	decimals.
					while decimal	To road and	To be oble to
					equivalents of		
					any number of	write numbers	associate a
					tentns.	with up to three	Iraction with
						decimal places.	division and
					Recognise and		calculate
					write	Compare and	decimal fraction
					hundredths.	order decimals	equivalents for a
					To be able to	up to three	simple fraction.
					recognise and	decimal places.	
					write decimal		Write fractions
					equivalents of	To compare and	and decimals.
					any number of	order numbers	
					hundredths.		



			with up to three	To be able to
		Compore	desimal places	
			decimal places.	
		numbers with the		write a fraction
		same number of	Write fractions	with division and
		decimal places.	as decimals.	calculate
		To be able to		decimal fraction
		compare and	To write decimal	equivalents for a
		order numbers	numbers as	simple fraction.
		with the same	fractions [for	
		number of	example, 0.71 =	Tell the place
		decimal places	71/1001	value of digits in
		up to 2 decimal	1 1 100].	a decimal
		nlaces		number
		places.	Add and subtract	number.
		Round decimals	decimals	To be able to
		with one decimal	accimator	identify the place
		place to the	To be able to	value of digits in
		nearest whole	add and subtract	a decimal
		number	amounts in	number
		To be able to	decimals	
		round numbers	Goomaion	Multiply and
		with 1 decimal	Round decimals	divide decimals
		place to the	with two decimal	with 1 digit and
		, nearest whole	places to the	2-digit whole
		number.	nearest whole	numbers.
			number and to	
		Recognise and	one decimal	To be able to
		write decimal	place.	multiply 1-digit
		equivalents of	-	numbers with up
		1/4, 1/2, 3/4.	To round	to two decimal
		To be able to	decimals with	places by 2-digit
		recognise and	two decimal	whole numbers
		write decimal	places to the	
		equivalents to	nearest whole	
		1/4, 1/2, 3/4.	number and to	
		, - , -	one decimal	
		Divide a 1 or 2	place.	
		digit number by		
		10 and by 100.		



		To be able to divide 1- or 2- digit numbers by 10. To be able to divide 1- or 2-	Solve problems involving decimals up to three decimal places.	
		digit numbers by 100.	To solve problems involving	
		Solve simple measure and	numbers up to three decimal	
		involving decimals.	places.	
		To be able to solve measure		
		problems and write the final		
		answer as a decimal.		

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Percentage						Recognise the percent symbol (%)	Calculate the percentage of a number and a quantity.
						To recognise the per cent symbol (%) and understand that per cent relates to 'number of	To be able to calculate percentages of a whole number and a quantity.



			parts per hundred.'	Use percentage to describe
				changes.
			Find percentage	J
			of a given	To be able
			number.	solve problems
				involving a
			To be able to	change in
			convert values of	percentage.
			an amount into	
			percentages.	Use percentage
				to compare.
			Interpret a	Teleshie
			percentage as a	
				problems
			aniount.	calculation of
			To understand	percentages [for
			that per cent	example of
			relates to	measures, and
			'number of parts	such as 15% of
			per hundred',	360] and the use
			and write	of percentages
			percentages as	for comparison.
			a fraction with	
			denominator	
			100, and as a	
			decimal.	

