	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 and to and	the are to 40 the are	and at a stand	and the state to	and distance		a na sudna d
(with one-to-one	then to 40 then	greatest and	each digit in	and division	D	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	ontona.		
Verbally count	than' when		next multiple of	Describe and		
reliably to 20.	describing and		100 and 10.	complete		
To be able to	comparing		100 and 10.	number patterns.		
	Companing			Humber 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 groups by	number bonds.	identify and work	estimate	
counting all of		out how many	answers using	
them within ten	Complete	10s there are in	number	
	number patterns.	other three-digit	knowledge.	
(for example, 3	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		
Tidilloralo.	value chart to	partitioning.		
Subitise to 5.	show numbers in			
To be able to	tens and ones.	Compare and		
subitize quickly	To be able to	arrange		
	use and	numbers within		
recognizing and	recognise a 2-	1,000.		
naming the	digit number.	To apply this to		
number in a		identify and work		
		out how many		



	10c thoro are in
group without To understand the value of tens	10s there are in other three-digit
counting. the value of tens 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 recognise numerals to 100. To be able to recognise a number that is 1 more or 1 less than any 2-digit number.	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 previous and next multiple of	
	previous and	



	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.	o o	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.	To be fluent in	that bridge 10.	estimate the	involving	
To be able to		recalling	To 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	



г.	la a a la a a a	Tarandanitari	Taba abb o	Alexander all a 10		and all all dates and all	
	back on a	To understand	To be able to	three-digit	0.14	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.		



	a la a la la da	Ta ba abla ta	in alcoding as a O		<u> </u>	
	o be able to	To be able to	including: a 3-	0.14		
	ubtract by	subtract 2-digit	digit number	Subtract		
	ounting back.	numbers with	(hundreds, tens	numbers with		
	ake subtraction	renaming, using	and ones).	renaming.		
	ories.	pictorial	To know how to	To be fluent in		
	o read, write	representations.	subtract	subtraction facts		
an	nd interpret	To be able to	numbers with up	that bridge 10.		
eq	quations	subtract 2-digit	to 3 digits, using			
co	ontaining	numbers with	formal written	To know the		
su	ubtraction (-)	renaming,	methods of	place value of		
an	nd equals (=)	mentally.	columnar	each digit in		
	mbols and	To be able to	subtraction with	four-digit		
	elated	subtract 2-digit	renaming.	numbers.		
ex	xpressions and	numbers with	J			
	quations to	renaming, using	Solve word	To be able to		
	eal-life contexts.	a formal written	problems	subtract		
	/rite subtraction	method.	involving	numbers		
	quations.	To be able to	addition and	mentally,		
	o understand	estimate the	subtraction.	including: a 4-		
	e concept of	answer to a	To be able to	digit number		
	ubtraction.	calculation.	solve problems,	(thousands,		
	o be able to	oaloulation.	including missing	hundreds, tens		
	rite a		number	and ones).		
	ubtraction		problems, using	and ones).		
	quation (for	Add three	number facts,	To know how to		
		numbers.	place value and	subtract		
3).	xample, 6 - 3 =	To be able to		numbers with up		
			more complex addition.			
	lake a family of	add numbers		to 4 digits, using		
	ddition and	which bridge	To be able to	formal written		
	ubtraction facts.	over 10.	solve problems	methods of		
	o understand	To be able to	using number	columnar		
	e concept of	add 3 single digit	facts, place	subtraction with		
	ddition and	numbers using	value and more	renaming.		
	ubtraction.	concrete objects.	complex			
	o be able to	To be able to	subtraction.			
	eate a fact	add 3 single digit				
	mily of related	numbers using		Solve word		
	ddition and	pictorial		problems		
Su	ubtraction	representations.		involving		



T .	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	
statements	calculate bonds	addition.	
involving	to and within 20.		
addition (+),	To be able to	To be able to	
subtraction (–)	recall all the	solve problems	
and equals (=)	number bonds to	using number	
signs.	and within 10.	facts, 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	Subtraction.	
pictorial	number bonds to		
representations	and within 20.		
including the	and within 20.		
number line.			
To be able to			
make the first			
number total ten,			
then add the			
remainder.			
Add by adding			
ones.			
To be able to			
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
colúmn.
Solve word
problems
involving
addition or
subtraction.
To be able to
solve word
problems and
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 marrisors.	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.		



able to determine how many groups will be created from sharing equally. To be able to add together equal groups. Group things equally. To be able to understand how to divide numbers into equal groups using concrete materials: to be able to determine how many groups will be created from grouping equally. Share things equally. To be able to understand how to divide even numbers equally into groups; to be able to determine how many objects will be included in each group in order to share equally. Solve word problems about multiplication.

addition contexts and representing them with multiplication equations.

Divide a number by 2, 5 and 10. To be able to recall and use division facts for the 2 times tables. To be able to recall and use division facts for the 5 times tables. To be able to recall and use division facts for the 10 times tables. To be able to recall and use

Write multiplication and division equations. To be able to recall and use multiplication and division facts for the 2.5

division facts for

the 2.5 and 10

times tables to

solve problems.

and 8 times tables. To be able to

recall and use multiplication and division facts for the 3.4 and 8 multiplication tables. To be able to solve word problems involving the multiplication and division of 3. 4 and 8.

Multiply 2-digit numbers.

To be able to write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers. Multiply 2-digit numbers with regrouping.

To be able to To multiply write and

To be able to solve division problems, with 2diait dividends and 1-digit divisors, that involve remainders.

Solve word problems involvina multiplication and division. To be able to solve word problems involving multiplication and division.

Multiply without regrouping. To be able to multiply 2-digit numbers without renaming.

Multiply with regrouping. To be able to multiply 2-digit numbers without renaming.

numbers using

To know a prime number is a number with no factors other than itself and one.

To know 2,3,5,

7. 11.13. 17 and 19 by heart. To know a composite is divisible by a number other than one or itself.

Children will be able to say 15 is a composite number because it is a multiple of three and five.

Recognise square numbers and cube numbers, and use the notation for squares (eq 42) and cubes (eg 23).

To understand the use of square numbers and cube numbers, and

Interpret remainders in division.

To be able to interpret remainders as whole number remainders.

Identify common factors, common multiples and prime numbers.

To be able to Identify common factors, common multiples and prime numbers.

Solve problems involving multiplication and division.

To be able to solve word problems involvina multiplication and division.

Solve problems involving the calculation and conversion of units of measure.



	To be able to solve word problems using equal groupings as the basis for multiplication.	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 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 using the 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. 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 using a formal written method. Multiply numbers up to 3 digits by a 2-digit number using a formal written method. Multiply and divide mentally. Multiply and divide numbers by 10, 100 and 1,000. To be able to	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 involving multiplication and division. To be able to read word problems involving multiplication and division. To be able to read word problems and identify what	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 a combination of these.	
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	1		 Т		
		operation is		To be able to	
		required.		solve problems	
		To be able to		involving	
		solve word		addition,	
		problems by		subtraction,	
		using knowledge		multiplication	
		of the 2, 5 and		and division and	
		10 times tables.		a combination of	
		TO tillioo tabloo.		these multi-step	
				problems in	
				contexts,	
				deciding which	
				operations to	
				use.	
				D C 100 - 100	
				Dividing with	
				remainders.	
				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.	
	1				



	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.		



	1		1		
language	To be able to	metre and		To be able to	
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 cm to m		3 3	
•	correctly decide	and cm.			
	when to use cm	To know the			
	to measure	value of each			
	length.				
	To be able to	unit.			
	correctly decide	To be able to			
	when to use m to	convert between			
	measure length.	different units of			
	measure length.	metric measure			
	How to compare	using			
	and order length.	multiplication or			
	To be able to	division.			
	compare lengths	Write length in			
	using	kilometres(km)			
	terminology such	and metres (m).			
	as less than,	To know the			
	greater than,	value of each			
	equal to and the	unit.			
	associate	To be able to			
	symbols >, < and	use the correct			
	=.	unit of			
	To be able to				
	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 tile				



and the state	One and bound
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
ruler to measure	convert between
lines.	different units of
To be able to	metric measure
correctly use the	using
ruler to draw	multiplication or
lines.	division.
ilites.	UIVISIOII.
How to solve	Compare
word problems	different lengths.
on length.	
To be able to	To be able to
read word	use different
problems and	units of
identify which	measurement to
operation is	compare and
required.	order lengths.
To be able to	
solve word	Solve word
problems and	problems on
use the correct	length.
unit of measure.	To choose and
a or moderator	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
read States	
	read 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 (cm²) and square metres (m²) 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		
		calculate all the	Estimate the	
		lengths together.	area of a figure.	
		Find the		
		perimeter of	Calculate and	
		squares and	compare the	
		rectangles.	area of	
		To understand	rectangles	
		the term	(including	
		'perimeter.'	squares), and	
		To be able to	including using	
		use the correct	standard units,	
		unit of	square	
		measurement.	centimetres	
		To be able to	(cm²) and square	
		calculate all the	metres (m ²) and	
		lengths together.	estimate the	
		ieriguis togetilei.	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.		



container that is	Use half and a	To use the	To be able to	To be able to	D	Calculate the
empty etc.	quarter to	associate	read a scale.	read a scale.	representations.	volume of cubes
	describe volume.	symbols to				and cuboids in
		compare volume	Measure			standard units.
	Find volume and	>, < and =.	capacity in ml		Find and	
	capacity.	, , , , , , , , , , , , , , , , , , , ,	and I.		compare the	To be able to
	To know how to	Measure volume	To understand		capacity of	find the volume
	measure and	in litres (I) and	the term		rectangular	of cubes and
	begin to record	millilitres (ml).	'capacity.'		boxes.	cuboids using
	the following:	To be able to	To understand			standard units.
	capacity and	correctly	the value of a		To estimate	
	volume. To be	measure volume	millilitre and litre.		volume [for	
	able to compare,	in litres.	To be able to		example, using 1	Solve problems
	describe and	To be able to	read a scale.		cm³ blocks to	involving
	solve practical	correctly			build cuboids	volume.
	problems for:	measure volume	Write volume in		(including	
	capacity and	in millilitres.	ml and I.		cubes)] and	To be able to
	volume [for	To understand	To understand		capacity [for	solve problems
	example,	that millilitres is a	the term		example, using	involving the
	full/empty, more	smaller unit of	'volume.'		water]. Use all	volume of solids.
	than, less than,	measure.	To be able to		four operations	
	half, half full,		accurately write		to solve	
	quarter].	Solve word	answers in ml		problems	
		problems on	and I.		involving	
		volume.			measure [for	
		To be able to	Write capacity in		example, length,	
		read word	ml and I.		mass, volume,	
		problems and	To understand		money].	
		identify which	the term			
		operation is	'capacity.'		Estimate volume	
		required.	To be able to		and capacity.	
		To be able to	accurately write			
		solve word	answers in ml		To estimate	
		problems and	and I.		volume [for	
		use the correct			example, using 1	
		unit of measure	Solve word		cm³ blocks to	
		and operation.	problems on		build cuboids	
			volume and		(including	
			capacity.		cubes)] and	



	To be able to	capacity [for	
	read word		
	problems and	example, using water]. Identify	
	identify which	3-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.	volume.	
		Convert between	
		different units of	
		metric measure	
		(for example,	
		kilometre and	
		metre;	
		centimetre 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	
		measure [for	
		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



1
patterns with
common shapes.
To know what a
pattern is and to
know how to
create one.
To be able
identify and
describe
common shapes.
To be able to
describe
patterns with
common shapes
in them.
Everyday
positional
language.
To be able to
know and use
positional
language
(behind, in front,
next to).
Recognise,
Talk about and
explore 2D and 3D shapes using
informal
mathematical
language 'sides'
'corners'
'straight' 'flat'
'round.'
To recognise
basic 2D and 3D
shapes.
To describe 2D
and 3D shapes

and 3D shapes. To be able to group shapes using different criteria. Make and complete patterns with shapes. To be able to recognise and name common 2-D shapes, for example rectangles (including squares), circles and triangles. To be able to follow and complete patterns with shapes.

To identify and describe the properties of 2-D shapes, including the number of sides. vertices and lines of symmetry.

To identify and describe the properties of 3-D shapes. including the number of edges, vertices and lines of symmetry.

Identify the lines of symmetry of a shape or figure.

To be able to correctly identify the lines of a symmetry of a shape or figure.

Sort shapes. To be able to sort 2D shapes based on their properties.

property of shape.

Find a right angle, an acute angle and an obtuse angle. To recognise angles as a property of shape or a description of a turn. To be able to identify right.

acute and

obtuse angles.

Compare the sizes of angles. To be able to identify whether angles are greater than or less than a right angle.

To know the criteria of an acute and obtuse angles.

Make a half turn. a three-quarters turn and a full turn. To be able to identify right

angles,

Compare and order angles.

To be able to identify whether angles are greater than or less than a right angle. To know the criteria of an

acute and obtuse angles. Compare and classify triangles

and quadrilaterals. To be able to compare and classify aeometric shapes, including quadrilaterals and triangles. based on their properties and sizes.

Identify lines of symmetry in 2-D shapes. To be able to identify lines of

symmetry in 2-D shapes, when

To draw given angles and measure them in degrees (°).

Identify angles on a straight line and angles that meet at a point.

To identify angles at a point on a straight line and 1/2 a turn (total 180°).

Find unknown angles in squares and rectangles.

To use the properties of rectangles to deduce related facts and find missing lengths and angles.

Identify regular polygons.

To distinguish between regular and irregular polygons based on reasoning

find missing angles.

Find unknown angles in triangles, quadrilaterals and regular polygons.

To be able to identify unknown angles in any triangles. quadrilaterals. and regular polygons.

Identify the radius, diameter, circumference and centre of a circle.

To be able to illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

Draw 2D shapes using given



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



surfaces. To recognise 3D shapes, have flat		To recognise 3D	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 using modelling materials; recognise 3-D shapes in different orientations and describe them.		
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	1		
	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		
	properties of 3-D		
	shapes,		
	including the		
	number of		
	edges, vertices		
	and faces.		
	To identify 2-D		
	obspecies the		
	shapes on the		
	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
edges, vertices
and faces.
Fold two-
dimensional
shapes into
three
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
shapes by
similar
properties.
Form
structures with
shapes.
To be able to
form 3-D
structures using
multiple 2 D
multiple 3-D
shapes.



	T	ı	1	1	
	To draw 2-D				
	shapes and				
	make 3-D				
	shapes using				
	modelling				
	materials.				
	To recognise 3-				
	D shapes in				
	D Shapes in				
	different				
	orientations and				
	describe them.				
	To identify 2-D				
	shapes on the				
	surface of 3-D				
	shapes.				
	10.00				
	Make potterne				
	Make patterns				
	with shapes.				
	To be able to				
	make and				
	recognise				
	patterns using 3-				
	D shapes.				
	To be able to				
	order and				
	arrange				
	combinations of				
	mathematical				
	objects in				
	patterns and				
	sequences.				
	Describe				
	similarities and				
	differences of a				
	2D and 3D				
	shapes.				
	onapos.				



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	



uein	ing the terms	To be able to	standard unit for	metric measure	quantities,
	•	measure mass in	measuring mass.		including mass.
				(for example,	moduling mass.
		kilograms.	To be able to	kilometre and	
	nn', 'lighter	N4	read a range of	metre;	
		Measure mass in	scales whilst	centimetre and	
		grams (g).	measuring mass.	metre;	
		To understand		centimetre and	
		that grams is	Solve word	millimetre; gram	
		standard unit for	problems on	and kilogram;	
		measuring mass.	mass.	litre and	
and	object using	To be able to	To be able to	millilitre). Use all	
non	n-standard	measure mass in	measure,	four operations	
unit	its; to be able	grams.	compare, add	to solve	
to u		=	and subtract	problems	
visu	ualisation	Compare and	mass (kg/g).	involving	
skill		order mass.	To be able solve	measure [for	
		To be able to	problems	example, length,	
unit		compare the	involving mass.	mass, volume,	
dine		mass of two	ilivoivilly iliass.	money] using	
		different objects		decimal notation,	
		accurately.		including scaling.	
		accuratory.		morading soding.	
		To be able to			
		compare and		Solve problems	
		order mass and		involving	
		record the		measurements.	
		results using the		-	
		less than,		To use all four	
		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			



			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. To be able to			positive and	zero.
			choose and use			negative whole numbers,	
			appropriate			including through	
			standard units to			zero.	
			estimate and			2010.	
			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 be able to			and decrease.
	name some	notes.	Count on	name all English			To be oble to
	English	To recognise and be able to	Count an amount of	currency.			To be able to use
	currency. To be able to	name all English	money.	-			use equivalences
	talk about	name all English notes.	To be able to	Use different			between simple
	English currency	HOLES.	count money in	ways to show			fractions,
	Litylian currency	1	Count money in	ayo to onow	l		nacions,



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 recognise	contexts.
	count money in	and be able to	
	pennies and the	name all English	
	use the symbol	currency.	
	for pennies.	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	
	Evolungo coino	add money in	
	Exchange coins 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 money	
	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	'quarter 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,				convert time		



		_			
afternoon,	To recognise the	Draw hands on a	To understand	between	
earlier, later.	numerals 1 to	clock face to	when to use 'to'	analogue and	
To understand	12.	show time.	when telling the	digital 12-hour	
different times of	To be familiar	To be able to	time ("It's twenty	and 24-hour	
the day e.g.	with the	draw hands on	to eleven").	clocks.	
when morning is.	analogue clock,	an analogue	To understand		
	including the	clock to show	past is before	Change time in	
	minute and hour	the correct time.	half past	minutes to	
	hands.		(minutes 1 – 29,	seconds.	
	To be able to tell	Find the duration	we say it's past	To know there	
	time to the hour	of time.	(or after) the	are 60 seconds	
	on an analogue	To be able to	hour.	in one minute.	
	clock.	find the end time		To be able to	
	To know if the	given the start	Tell and write	convert minutes	
	longhand is	time and the	time shown on	into seconds.	
	halfway around	duration in 30-	different types of		
	the clock, it is	minute and	clocks.	Change time in	
	half past the	hourly intervals.	To be able to tell	hours to	
	hour.		the time using an	minutes.	
	To be able to tell		analogue clock,	To know there	
	time to the half	Find the ending	digital or 24-hour	are 60 minutes	
	hour using the	or starting time.	clock.	in one hour.	
	term 'half past'.	To be able to		To be able to	
	Compare	find the start	Measure time in	convert hours	
	different times.	time, given the	seconds, hours	into minutes.	
	To recognise the	end time and the	and minutes.		
	numerals 1 to	duration in 30-	To know there	Change time in	
	12.	minute and	are 60 seconds	years to months.	
	To be familiar	hourly intervals.	in minute.	To know the	
	with the		To know there	number of days	
	analogue clock,	Compare and	are 60 minutes	in each month,	
	including the	sequence	in an hour.	year and leap	
	minute and hour	intervals of time.	To know there	year.	
	hands.	To be able to	are 24-hours in a	To be able to	
	To be able to	compare and	day.	convert years to	
	compare	sequence	To be able to	months and	
	different times	intervals of time.	measure time	weeks to days.	
	e.g., 9 am to 9		switching from		
	pm.		different units.		



Red	ecognise dates	Know the	Find starting		
on a	a calendar.	number of	time, ending time	Find the	
Tol	be able to	minutes in an	and duration.	duration, starting	
reco	cognise and	hour.	To be able to tell	time and	
		To know there	the time using an	finishing time.	
		are 60 seconds	analogue, digital	To be able to tell	
		in minute.	and analogue	the time using an	
		To know there	time.	analogue, digital	
	*	are 60 minutes	To be able	and analogue	
		in an hour.	measure	time.	
	,		durations of time	To be able	
		Know the	from the starting	measure	
		number of hours	point and from	durations of time	
		in a day.	the ending point.	from the starting	
		To know there	Find the number	point and from	
		are 24-hours in a	of days using a	the ending point.	
		day.	calendar.		
			To know how		
			many days there	Solve word	
			are in a week	problems on	
			and every	time.	
			month.	To be able to	
			To be able to	solve word	
			calculate	problems	
			numbers of days	involving	
			using a calendar.	duration of time.	
			Know the		
			number of days		
			in each month,		
			year and leap		
			year.		
			To know how		
			many days there		
			are in a week,		
			every month,		
			year and leap		
			year.		



	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
				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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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Position and	Children use	Name positions			Describe	Write the	Use coordinate
Movement	everyday	in a race and in			positions using	coordinates of	grids with
	language to talk	a queue.			coordinates.	points.	negative
	about position,	To be able to			To be able to		numbers.
	first, second,	use the			describe	To be able to	
	third, after, next,	appropriate			positions on a 2-	write, name and	To be able to
	before, in front	positional			D grid as	plot points.	describe
	of, behind, next	language			coordinates.		positions on the
	to, under, on top.	(ordinal				Describes	full coordinate
	To understand	numbers) for up			To be able to	translations and	grid (all four
	and be able to	to 10 positions.			describe	reflections.	quadrants).
	use ordinal	Name positions			movements		
	number	from the left and			between	To describe the	Describe
	language.	from the right.			positions as	position of a	positions of
	To be able to	To be able to			translations of a	shape following	points with
	know and use	name positions,			given unit to the	a reflection or	coordinates.
	every day	including left and			left/right and	translation, using	
	positional	right, with			up/down.	the appropriate	To be able to
	language.	respect to a				language, and	describe
		reference point.			Plot points and	know that the	positions on the
		11			form figures on	shape has not	full coordinate
		Use words such			the grid.	changed.	grid.
		as before, after,			To be able to	Final the medition	Draw translata
		next to, last and			plot specified	Find the position	Draw, translate and reflect
		between to			points and draw sides to	of a shape after translation or	
		name positions. To be able to			complete a given	after reflection.	simple shapes on the
		recognise the				alter reflection.	coordinate plan.
		numerals and			polygon.	To find the	4 quadrants.
		count to 100.				position of a	4 quaurants.
		To understand				shape following	To be able to
		the language				a reflection or	draw, translate
		before, next etc.				translation, using	and reflect
		To be able to				the appropriate	simple shapes
		use the				language, and	on the
		comparative				know that the	coordinate
		language in				shape has not	plane.
		language in				changed.	piario.
			1			changeu.	l



relation to
numbers to 100.
Describe
positions.
To be able to
describe
position,
direction and
movement,
including whole,
half, quarter and
three-quarter
turns.
turis.
Describe
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
turns using
mathematical
language.
To be able to
describe
position,
direction and
movement,
including whole,
half, quarter and



	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.
				To be able to use negative numbers in context and calculate intervals across zero.
				Solve negative numbers
				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 be able to write and evaluate



					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	0	order fractions.
			pictorial	non-unit	equivalent	Compare and	
			representation.	fractions with	fractions.	order fractions.	Add and subtract
			Nie er Constant	small		T	fractions.
			Name fractions	denominators.	To recognise	To compare and	
			that make one whole.	Add and subtract	and show	order fractions whose	To be able to
				two fractions. To be able to	families of	denominators	add and subtract
			To explore the fraction wall.	add and subtract	common		fractions
			To be able to	fractions with the	equivalent	are all multiples of the same	
			recognise and	same		number.	



name fractions denominator fractions using that make one within 1 whole diagrams. Add and subtractions	Multiply proper fractions.
	. I Hadiono.
whole. (for example, 5/7 fractions.	
Compare and + 1/7 = 6/7). To Simplify fractions	To be able to
order fractions. be able to and mixed To add and	multiply simple
To be able to recognise, find numbers. subtract fraction	
compare and and write To be able to with the same	fractions.
order fractions fractions of a simplify mixed denominator and	
with the same discrete set of numbers. denominators	Divide proper
denominator. objects: unit that are multiple	fractions by
fractions and Add and subtract of the same	whole numbers.
Count wholes non-unit fractions. number.	whole humbers.
with halves, fractions with To add and	To be able to
guarters and small subtract fractions	divide proper
thirds. denominators. with the same Multiply proper	fractions by
To be able to denominator. fractions 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.	. 2 – 70).
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	decimals.
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)	
fractions and	simple fraction.
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	



		Write a fraction		To be able to
		in its simplest	Making number	find fractions of
		form.	pairs.	whole numbers.
		To recognise,		
		find and write	To add and	
		fractions of a	subtract fractions	
		discrete set of	with the same	
		objects: unit	denominator and	
		fractions and	denominators	
		non-unit	that are multiples	
		fractions with	of the same	
		small	number.	
		denominators.		
		To 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		
		non-unit		
		fractions with		
		small		
		denominators.		
		To be able to		
		compare		



	different	
	different	
	fractions.	
	Find part of a set	
	and fraction of a	
	number.	
	To recognise,	
	find and write	
	fractions of a	
	discrete set of	
	objects: unit	
	fractions and	
	non-unit	
	fractions with	
	small	
	denominators.	
	To be able to	
	use objects or	
	division to find	
	part of a set or	
	finding fractions	
	of whole	
	numbers.	
	Share a number	
	equally.	
	To understand	
	that equal	
	means the same	
	number or	
	quantity.	
	To be able to	
	use objects or	
	division to share	
	a number	
	equally.	



Mile for the state
Write fractions
on the number
line.
To be able to
recognise, find
and write
fractions of a
discrete set of
objects: unit
fractions and
non-unit
fractions with
small
denominators.
Write fractions
that are greater
than 1.
To recognise,
find and write
fractions of a
discrete set of
objects: unit
fractions and
non-unit
fractions with
small
denominators.
To understand a
fraction is part of
1.
To know a
To know a fraction more
fraction more than one is a
fraction more



To be able to record fractions that are greater than 1.
Solve word
problems
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	Read and write	Relate division of
					write tenths.	decimals up to	whole numbers
					To be able to	three decimal	to fractions and
					recognise and	places.	decimals.
					write decimal		
					equivalents of	To read and	To be able to
					any number of	write numbers	associate a
					tenths.	with up to three	fraction 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.		



		Compare numbers with the same number of decimal places. To be able to compare and order numbers with the same number of decimal places	with up to three decimal places. Write fractions as decimals. To write decimal numbers as fractions [for example, 0.71 = 71/100].	To be able to associate and write a fraction with division and calculate decimal fraction equivalents for a simple fraction. Tell the place value of digits in
		up to 2 decimal places. Round decimals with one decimal	Add and subtract decimals.	a decimal number. To be able to identify the place
		place to the nearest whole number. To be able to round numbers	To be able to add and subtract amounts in decimals.	value of digits in a decimal number. Multiply and
		with 1 decimal place to the nearest whole number.	Round decimals with two decimal places to the nearest whole number and to	divide decimals with 1 digit and 2-digit whole numbers.
		Recognise and write decimal equivalents of 1/4, ½, ¾. To be able to recognise and write decimal equivalents to 1/4, 1/2, 3/4.	one decimal place. To round decimals with two decimal places to the nearest whole number and to	To be able to multiply 1-digit numbers with up to two decimal places by 2-digit whole numbers.
		Divide a 1 or 2 digit number by 10 and by 100.	one decimal place.	



		divid digit 10. To b divid	ide 1- or 2- it numbers by be able to ide 1- or 2- it numbers by	Solve problems involving decimals up to three decimal places. To solve problems	
		Solv mea mor invo deci To k solv and	lve simple easure and	involving numbers up to three decimal places.	
		write	te the final swer as a cimal.		

	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
			nanaroa.	changes.
			Find percentage	3
			of a given	To be able
			number.	solve problems involving a
			To be able to	change in
			convert values of an amount into	percentage.
			percentages.	Use percentage
				to compare.
			Interpret a	
			percentage as a	To solve
			fraction of an	problems
			amount.	involving the 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 a fraction with	for comparison.
			denominator	
			100, and as a	
			decimal.	

