

Maths Subject Overview and Vocabulary Progression

Ashlands CofE Primary School



Love of learning, love of life, love of one another
"Life in all its fullness" John 10:10



EYFS taught								
Number		Number Patterns		Other				
- Count objects, actions and sounds – to 5 - Count objects, actions and sounds – to 10 - Subitise – to 5 - Subitise – to 10 - Link the number symbol (numeral) with its cardinal number value. - Explore the composition of numbers to 5. (1 and 1, 1 and 2, etc) - Explore the composition of numbers to 10. (see above) - Automatically recall number bonds for numbers 0–5. - Automatically recall number bonds for numbers 0–10.		- Compare numbers. Greater than, less then, same - Understand the ‘one more than/one less than’ relationship between consecutive numbers. - Count beyond 10.		- Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns. - Compare length, weight and capacity				
EYFS assessed for Year 1 Ready								
Number		Number Patterns						
- Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts		- Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.						
Place Value & Number	Addition & Subtraction	Multiplication & Division	Fractions	Measure			Geometry	
count subitise order/ordinal compare forwards backwards numerals digit one more one less equal to more than less than (fewer)	add plus altogether total take away /minus number bonds part whole digit	double half twice as many equal unequal share group odd even		measure wide(er) narrow(er) compare long(er)(est) short(er)(est) length	height long(er)/short(er) tall(er)/short(er) weight capacity heavy/light heavier than lighter than big/bigger/biggest full/empty more than less than half/half full	time quicker slower earlier later before after first next today yesterday tomorrow afternoon evening day week hour minutes	2-d shapes rectangle square circle triangle characteristics properties 3-d shapes cuboids cubes cone spheres curved straight flat	over under between around through on into next to behind beneath order repeat patterns on top of

Year 1												
Place Value & Number		Addition & Subtraction		Multiplication & Division		Fractions		Measure		Geometry		
- I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. - Given a number, I can identify one more and one less. - I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - I can read and write numbers from 1 to 20 in numerals and words.		- I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. - I can represent and use number bonds and related subtraction facts within 20. - I can add and subtract one-digit and two-digit numbers to 20, including zero. - I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? -9.		I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.		- I can recognise, find and name a half as one of two equal parts of an object, shape or quantity. - I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.		- I can compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later] - I can measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) - I can recognise and know the value of different denominations of coins and notes - I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. - I can recognise and use language relating to dates, including days of the week, weeks, months and years. - I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.		- I can recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. - I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.		
- NPV-1 Count within 100, forwards and backwards, starting with any number. - NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = - NF-1 Develop fluency in addition and subtraction facts within 10. - NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.		- AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. - AS-2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts.								- G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. - G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.		
Place Value & Number		Addition & Subtraction		Multiplication & Division		Fractions		Measure		Geometry		
sort represent multiples partitioning ones tens		addition/add subtraction difference equals facts problems missing number problems 2-digit number inverse		multiplication division arrays		whole half quarter equal parts		Compare mass volume	chronological order days of the week months of the year month year o'clock half past second	money coins notes pounds £ pence p	sides corners properties pyramids faces	position direction movement whole turn quarter turn half turn three-quarter turn

Year 2														
Place Value & Number		Addition & Subtraction		Multiplication & Division		Fractions		Measure			Geometry		Statistics	
- I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. - I can recognise the place value of each digit in a two-digit number (tens, ones). - I can identify, represent and estimate numbers using different representations, including the number line. - I can compare and order numbers from 0 up to 100; use <, > and = signs. - I can read and write numbers to at least 100 in numerals and in words. - I can use place value and number facts to solve problems.		- I can solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods - I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers - I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. - I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. - I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. - I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. - I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.		- I can recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity. - I can write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2		- I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. - I can compare and order lengths, mass, volume/capacity and record the results using >, < and = - I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. - I can find different combinations of coins that equal the same amounts of money. - I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. - I can compare and sequence intervals of time. - I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. - I know the number of minutes in an hour and the number of hours in a day.			- I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. - I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. - I can compare and sort common 2-D and 3-D shapes and everyday objects. - I can order and arrange combinations of mathematical objects in patterns and sequences. - I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).		- I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables. - I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. - I can ask and answer questions about totalling and comparing categorical data.	
- NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. - NPV-2 Reason about the location of any two- digit number in the linear number system, including identifying the previous and next multiple of 10. - NF-1 Develop fluency in addition and subtraction facts within 10. - NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.		- AS-1 Add and subtract across 10. - AS-2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”. - AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two- digit number. - AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two- digit numbers.		- MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. - MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).							G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.			
Number & Place Value		Addition & Subtraction		Multiplication & Division		Fractions		Measure			Geometry		Statistics	
count in steps count in multiples place value estimate compare		sum 3-digit number commutative		multiplication tables commutative repeated addition		three quarters third equivalent fractions unit fractions non unit fractions numerator denominator one whole		standard units estimate order record results centimetre cm metre m kilogram kg gram g quarter full three quarters full litres l millilitres ml temperature Celsius	intervals of time quarter past/to duration	value change	pentagon hexagon line of symmetry properties cylinder edges vertices vertex	clockwise/anti-clockwise straight line rotation arrange sequences	pictograms tally chart block diagram category sorting totalling comparing horizontal vertical	

Year 3								
Place Value & Number		Addition & Subtraction	Multiplication & Division	Fractions	Measure		Geometry	
- I can count from 0 in multiples of 4, 8, 50 and 100 - I can find 10 or 100 more or less than a given number - I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - I can compare and order numbers up to 1000 - I can identify, represent and estimate numbers using different representations - I can read and write numbers up to 1000 in numerals and in words - I can solve number problems and practical problems involving these ideas.		- I can add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds - I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - I can estimate the answer to a calculation and use inverse operations to check answers - I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	- I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods - I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	- I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - I can recognise and show, using diagrams, equivalent fractions with small denominators - I can add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] - I can compare and order unit fractions, and fractions with the same denominators - I can solve problems that involve all of the above.	- I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - I can measure the perimeter of simple 2-D shapes - I can add and subtract amounts of money to give change, using both £ and p in practical contexts - I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight - I know the number of seconds in a minute and the number of days in each month, year and leap year - I can compare durations of events [for example to calculate the time taken by particular events or tasks].		- I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - I can recognise angles as a property of shape or a description of a turn - I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	- I can interpret and present data using bar charts, pictograms and tables - I can solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.
- NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three- digit multiples of 10. - NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. - NPV-3 Reason about the location of any three- digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. - NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. - NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. - NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 - and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. - Nf-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).		- AS-1 Calculate complements to 100. - AS-2 Add and subtract up to three-digit numbers using columnar methods. - AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.	MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division	- F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. - F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency). - F-3 Reason about the location of any fraction within 1 in the linear number system. - F-4 Add and subtract fractions with the same denominator, within 1.			- G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. - G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	
Number & Place Value		Addition & Subtraction	Multiplication & Division	Fractions	Measure		Geometry	
ascending descending 10 or 100 more 10 or 100 less hundreds		column addition column subtraction exchange estimate	exchange mathematical statements missing number problems integer scaling problems correspondence problems derived facts	tenths	millimetre mm perimeter	analogue clock roman numerals 12-hour clock a.m./p.m. noon midnight leap year digital	right-angle triangle heptagon octagon polygon properties prism	orientations angles acute angle obtuse angle turn right angles half turn three quarters of a turn greater than right angle less than right angle horizontal lines vertical lines perpendicular lines parallel lines

Year 4								
Place Value & Number	Addition & Subtraction	Multiplication & Division	Fractions & Decimals	Measure		Geometry		Statistics
- I can count in multiples of 6, 7, 9, 25 and 1000. - I can find 1000 more or less than a given number. - I can count backwards through zero to include negative numbers. - I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). - I can order and compare numbers beyond 1000. - I can identify, represent and estimate numbers using different representations. - I can round any number to the nearest 10, 100 or 1000. - I can solve number and practical problems that involve all of the above and with increasingly large positive numbers. - I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	- I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - I can estimate and use inverse operations to check answers to a calculation - I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	- I can recall multiplication and division facts for multiplication tables up to 12 × 12 - I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers - I can recognise and use factor pairs and commutativity in mental calculations - I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout - I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	- I can recognise and show, using diagrams, families of common equivalent fractions - I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number - I can add and subtract fractions with the same denominator - I can recognise and write decimal equivalents of any number of tenths or hundredths - I can recognise and write decimal equivalents to 1/4, 1/2, 3/4 - I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - I can round decimals with one decimal place to the nearest whole number - I can compare numbers with the same number of decimal places up to two decimal places - I can solve simple measure and money problems involving fractions and decimals to two decimal places.	- I can convert between different units of measure [for example, kilometre to metre; hour to minute] - I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - I can find the area of rectilinear shapes by counting squares - I can estimate, compare and calculate different measures, including money in pounds and pence - I can read, write and convert time between analogue and digital 12- and 24-hour clocks - I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.		- I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - I can identify acute and obtuse angles and compare and order angles up to two right angles by size - I can identify lines of symmetry in 2-D shapes presented in different orientations - I can complete a simple symmetric figure with respect to a specific line of symmetry. - I can describe positions on a 2-D grid as coordinates in the first quadrant - I can describe movements between positions as translations of a given unit to the left/right and up/down - I can plot specified points and draw sides to complete a given polygon.		- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. - NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non- standard partitioning. - NPV-3 Reason about the location of any four- digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. - NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. - NF-1 Recall multiplication and division facts up to , and recognise products in multiplication tables as multiples of the corresponding number. - NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. - NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)		- MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. - MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. - MD-3 Understand and apply the distributive property of multiplication.	- F-1 Reason about the location of mixed numbers in the linear number system. - F-2 Convert mixed numbers to improper fractions and vice versa. - F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.			- G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. - G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. - G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.		
Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measure		Geometry		Statistics
negative numbers roman numerals 1000 more 1000 less thousands round	4-digit number operations methods	factor pairs formal written layout distributive law remainders	decimal equivalence hundredths convert proper fractions improper fractions decimal point	kilometres km rectilinear figure area	convert 24-hour clock	isosceles equilateral scalene trapezium rhombus parallelogram kite geometric shapes quadrilaterals	co-ordinates first quadrant grid translation plot polygon axis	time graph discrete data continuous data line graph comparison problem sum problem difference problem calculate interpret

Year 5							
Place Value & Number	Addition & Subtraction	Multiplication & Division	Fractions & Decimals	Measure	Geometry		Statistics
- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit - I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - I can solve number problems and practical problems that involve all of the above - I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	- I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - I can add and subtract numbers mentally with increasingly large numbers - I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers - I can establish whether a number up to 100 is prime and recall prime numbers up to 19 - I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - I can multiply and divide numbers mentally drawing upon known facts - I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context - I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 - I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) - I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes - I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	- I can compare and order fractions whose denominators are all multiples of the same number - I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5+4/5=6/5 or 1 1/5] - I can add and subtract fractions with the same denominator and denominators that are multiples of the same number - I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams - I can read and write decimal numbers as fractions [for example, 0.71 = 71/100] - I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - I can round decimals with two decimal places to the nearest whole number and to one decimal place - I can read, write, order and compare numbers with up to three decimal places - I can solve problems involving number up to three decimal places - I can recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal - I can solve problems which require knowing percentage and decimal equivalents of ½, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.	- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) - I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes - I can estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] - I can solve problems involving converting between units of time - I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	- I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations - I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - I can draw given angles, and measure them in degrees (°) - I can identify angles at a point and one whole turn (total 360°) - I can identify angles at a point on a straight line and a ½ turn (total 180°) - I can identify other multiples of 90° - I can use the properties of rectangles to deduce related facts and find missing lengths and angles - I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. - I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.		- I can solve comparison, sum and difference problems using information presented in a line graph - I can complete, read and interpret information in tables, including timetables.
5NPV–1 Know that 10 tenths are equivalent to 1 one and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth and that 0.1 is 10 times the size of 0.01. 5NPV–2 Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning. 5NPV–3 Reason about the location of any number with up to 2 decimals places in the linear number system including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. 5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts 5NPV–5 Convert between units of measure including using common decimals and fractions. 5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).		5MD–1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. 5MD–2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. 5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. 5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.	5F–1 Find non-unit fractions of quantities. 5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear 5F–3 Recall decimal fraction equivalents for ½, ¼, 1/5 and 1/10, and for multiples of these proper fractions.		5G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size. 5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.		
Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measure	Geometry		Statistics
10000 / 100000 / 1000000 more 10000 / 100000 / 1000000 less Ten thousands Hundred thousands Millions	5-digit / 6-digit / 7-digit number Accuracy Efficient	Prime numbers Prime factors Common factors Long multiplication Square numbers Cubed numbers	Thousandths Three decimal places percentages	Imperial units Inches Pounds Pints Capacity scaling	Angles Degrees Reflex angle Straight angle	Reflection translation	Line graph Time table

Year 6								
Place Value & Number	Addition & Subtraction Multiplication & Division	Fractions & Decimals	Ratio & Proportion	Algebra	Measure	Geometry		Statistics
- I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit - I can round any whole number to a required degree of accuracy - I can use negative numbers in context, and calculate intervals across zero - I can solve number and practical problems that involve all of the above.	- I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context - I can perform mental calculations, including with mixed operations and large numbers - I can identify common factors, common multiples and prime numbers - I can use my knowledge of the order of operations to carry out calculations involving the four operations - I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - I can solve problems involving addition, subtraction, multiplication and division - I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination - I can compare and order fractions, including fractions > 1 - I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] - I can divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] - I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] - I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places - I can multiply one-digit numbers with up to two decimal places by whole numbers - I can use written division methods in cases where the answer has up to two decimal places - I can solve problems which require answers to be rounded to specified degrees of accuracy - I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	- I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts - I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison - I can solve problems involving similar shapes where the scale factor is known or can be found - I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	- I can use simple formulae - I can generate and describe linear number sequences - I can express missing number problems algebraically - I can find pairs of numbers that satisfy an equation with two unknowns - I can enumerate possibilities of combinations of two variables.	- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate - I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places - I can convert between miles and kilometres - I can recognise that shapes with the same areas can have different perimeters and vice versa - I can recognise when it is possible to use formulae for area and volume of shapes - I can calculate the area of parallelograms and triangles - I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. - I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	- I can draw 2-D shapes using given dimensions and angles - I can recognise, describe and build simple 3-D shapes, including making nets - I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons - I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius - I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. - I can describe positions on the full coordinate grid (all four quadrants) - I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		- I can interpret and construct pie charts and line graphs and use these to solve problems - I can calculate and interpret the mean as an average.
6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.	6AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). 6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. 6AS/MD–3 Solve problems involving ratio relationships. 6AS/MD–4 Solve problems with 2 unknowns.	6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions. 6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value. 6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.				6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.		
Number & Place Value	Addition & Subtraction / Multiplication & Division	Fractions & Decimals	Ratio & Proportion	Algebra	Measure	Geometry		Statistics
10000000 millions	Long division Mental calculations Mixed operations	Common factors Simplify	Relative size Quantities Integers	Formulae Linear number sequence Algebraically Equation Enumerate variables	miles	Nets Radius Diameter circumference	Quadrants Plane axes	Pie charts Mean average

