Silsden Primary School



Maths curriculum progression

EY	Ϋ́FS
Number	Numerical pattern
 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

	Year 1										
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Position and Direction					
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less 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 read and write numbers from 1 to	 read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above 	• 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	 recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	 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] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different 	 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] 	•describe position, direction and movement, including whole, half, quarter and three-quarter turns.					

20 in numerals as words	nd			denominations of and notes • sequence events chronological ord language [for exa before and after, first, today, yeste tomorrow, morni afternoon and eve • recognise and use language relating dates, including d the week, weeks, and years • tell the time to th and half past the and draw the han clock face to show times	in er using mple, next, rday, ng, ening] e to ays of months e hour hour ds on a		
Number and Place Value	Addition and Subtraction	Multiplication and Division	Year 2 Fractions		Statistics	Geometry	Position and Direction

• count in steps	 solve problems 	 recall and use 	 recognise, find, name 	• compare,	 interpret 	 identify and 	 identify and
of 2, 3, and 5	with addition and	multiplication	and write fractions	describe and	and	describe the	describe the
from 0, and in	subtraction:	and division	1/3, 1/4, 2/4 and 3/4	solve practical	construct	properties of 2-D	properties of
tens from any	✓ usi	facts for the	of a length, shape, set	problems for:	simple	shapes, including	2-D shapes,
number,	ng concrete	2, 5 and 10	of objects or quantity	 lengths and 	pictogra	the number of sides	including the
forward and	objects and	multiplication	• write simple fractions	heights [for	ms, tally	and line symmetry	number of
backward	pictorial	tables,	for example, $\frac{1}{2}$ of 6 =	example,	charts,	in a vertical line	sides and line
 recognise the 	, representations,	including	3 and recognise the	long/short,	block	 identify and 	symmetry in a
place value of	including those	recognising	equivalence of 2/4 and	longer/shorter,	diagrams	describe the	vertical line
each digit in a	involving	odd and even	1/2	tall/short,	and	properties of 3-D	 identify and
two-digit	numbers,	numbers		double/half]	simple	shapes, including	describe the
number (tens,	quantities and	 calculate 		• mass/weight	tables	the number of	properties of
ones)	measures	mathematical		[for example,	 ask and 	edges, vertices and	3-D shapes,
• identify,	✓ ap	statements		heavy/light,	answer	faces	including the
represent and	plying their	for		heavier than,	simple	 identify 2-D shapes 	number of
estimate	increasing	multiplication		lighter than]	questions	on the surface of 3-	edges,
numbers using	knowledge of	and division		 capacity and 	by	D shapes [for	vertices and
different	mental and	within the		volume [for	counting	example, a circle on	faces
representation	written methods	multiplication		example,	the	a cylinder and a	 identify 2-D
s, including the	 recall and use 	tables and		full/empty,	number	triangle on a	shapes on the
number line	addition and	write them		more than, less	of objects	pyramid]	surface of 3-D
 compare and 	subtraction facts	using the		than, half, half	in each	 compare and sort 	shapes [for
order numbers	to 20 fluently, and	multiplication		full, quarter]	category	common 2-D and 3-	example, a
from 0 up to	derive and use	(×), division		• time [for	and	D shapes and	circle on a
100; use <, >	related facts up to	(÷) and equals		example,	sorting	everyday objects.	cylinder and a
and = signs	100	(=) signs		quicker,	the	 order and arrange 	triangle on a
 read and write 	 add and subtract 	 show that 		slower, earlier,	categorie	combinations of	pyramid]
numbers to at	numbers using	multiplication		later]	s by	mathematical	 compare and
least 100 in	concrete objects,	of two		 measure and 	quantity	objects in patterns	sort common
numerals and	pictorial	numbers can		begin to record	 ask and 	and sequences	2-D and 3-D
in words	representations,	be done in		the following:	answer		shapes and
 use place value 	and mentally,	any order		 lengths and 	questions		everyday
and number	including:	(commutative		heights	about		objects.

facts to solve	✓ a) and division	• m	nass/weight	totaling	 order and
problems	two-digit number	of one	• Ca	apacity and	and	arrange
	and ones	number by	vo	olume	comparin	combinations
	✓ a	another	• ti	me (hours,	g	of
	two-digit number	cannot	m	ninutes,	categoric	mathematical
	and tens	 solve 	SE	econds)	al data	objects in
	✓ tw	problems	• re	ecognise and		patterns and
	o two-digit	involving	kr	now the value		sequences
	numbers	multiplication	ot	f different		
	✓ ad	and division,	de	enominations		
	ding three one-	using	ot	f coins and		
	digit numbers	materials,	no	otes		
	 show that 	arrays,	• SE	equence		
	addition of two	repeated	ev	vents in		
	numbers can be	addition,	cł	hronological		
	done in any order	mental	01	rder using		
	(commutative)	methods, and	la	inguage [for		
	and subtraction of	multiplication	ex	xample,		
	one number from	and division	be	efore and		
	another cannot	facts,	af	fter, next,		
	 recognise and use 	including	fi	rst, today,		
	the inverse	problems in	ye	esterday,		
	relationship	contexts	tc	omorrow,		
	between addition		m	norning,		
	and subtraction		af	fternoon and		
	and use this to		ev	vening]		
	check calculations		• re	ecognise and		
	and solve missing		us	se language		
	number problems			elating to		
			da	ates, including		
			da	ays of the		
			w	veek, weeks,		

			y •t t h h t c s	nonths and ears ell the time to he hour and half past the hour and draw he hands on a lock face to how these imes			
			Year 3				
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measureme	ent	Statistics	Geometry
 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit 	 add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens 	 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and 	 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 	 measure, compare, add subtract: leng (m/cm/mm); i (kg/g); volume/capac (l/ml) measure the perimeter of simple 2-D shape 	l and pre ths ba mass pic tak city sol an qu exa	erpret and esent data using r charts, tograms and bles ve one-step d two-step estions [for ample, 'How any more?' and	 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape

number	• a three-digit	division using the	recognise, find	 add and subtract 	'How many	or a description of a
(hundreds, tens,	number and	multiplication	and write	amounts of	fewer?'] using	turn
ones)	hundreds	tables that they	fractions of a	money to give	information	identify right angles,
compare and	 add and subtract 	know, including for	discrete set of	change, using	presented in	recognise that two
order numbers up	numbers with up	two-digit numbers	objects: unit	both £ and p in	scaled bar charts	right angles make a
to 1000	to three digits,	times one-digit	fractions and non-	practical contexts	and pictograms	half-turn, three
identify, represent	using formal	numbers, using	unit fractions with	• tell and write the	and tables	make three quarters
and estimate	written methods	mental and	small	time from an		of a turn and four a
numbers using	of columnar	progressing to	denominators	analogue clock,		complete turn;
different	addition and	formal written	recognise and use	including using		identify whether
	subtraction	methods	fractions as	Roman numerals		
representations read and write			numbers: unit			angles are greater than or less than a
	• estimate the	solve problems,		from I to XII, and 12-hour and 24-		
numbers up to	answer to a	including missing	fractions and non-			right angle
1000 in numerals	calculation and	number problems,	unit fractions with	hour clocks		 identify horizontal
and in words	use inverse	involving	small	• estimate and read		and vertical lines
solve number	operations to	multiplication and	denominators	time with		and pairs of
problems and	check answers	division, including	recognise and	increasing		perpendicular and
practical problems	solve problems,	positive integer	show, using	accuracy to the		parallel lines
involving these	including missing	scaling problems	diagrams,	nearest minute;		
ideas	number problems,	and	equivalent	record and		
	using number	correspondence	fractions with	compare time in		
	facts, place value,	problems in which n	small	terms of seconds,		
	and more complex	objects are	denominators	minutes and		
	addition and	connected to m	add and subtract	hours; use		
	subtraction	objects	fractions with the	vocabulary such		
			same	as o'clock,		
			denominator	a.m./p.m. <i>,</i>		
			within one whole	morning,		
			[for example, 75 +	afternoon, noon		
			71 = 76]	and midnight		
			compare and	know the number		
			order unit	of seconds in a		
			fractions, and	minute and the		

				same each m denominators and lea solve problems compa that involve all of the above events examp calcula taken l particu or task		of c o he time		
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Year 4 Decimals	Measurem ent	Statistics	Geomet	ry Position and Direction
 count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include 	 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to 	 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they 	 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 	factors to simplify fractions; use common multiples to express fractions in - the same denominati on	 Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter 	 interpret and present discret and continuou data using appropriate graphical meth including bar c and time graph solve compation sum and differ problems using information presented in b charts, pictogra- tables and other graphs 	e and class s geometri shapes, including nods, quadrilat harts als and triangles, rison, based on ence their g propertie and sizes ar • identify acute and	ify positions c on a 2-D grid as coordinates er in the first quadrant • describe movements between positions as translations of a given unit to the left/right

negative	check answers	know, including	• recognise,	including	of a	compare	and
numbers	to a calculation	for two-digit	find and	fractions >	rectilinear	and order	up/down
 recognis 	 solve addition 	numbers times	write	1	figure	angles up	• plot
e the	and subtraction	one-digit	fractions of a	 add and 	(including	to two right	specified
place	two-step	numbers, using	discrete set	subtract	squares)	angles by	points and
value of	problems in	mental and	of objects:	fractions	in	size	draw sides
each digit	contexts,	progressing to	unit fractions	with	centimetr	 identify 	to complete
in a four-	deciding which	formal written	and non-unit	different	es and	lines of	a given
digit	operations and	methods	fractions	denominat	metres	symmetry	polygon
number	methods to use	 solve 	with small	ors and	 find the 	in 2-D	
(thousand	and why	problems,	denominator	mixed	area of	shapes	
S,		including	S	numbers,	rectilinear	presented	
hundreds,		missing number	 recognise 	using the	shapes by	in different	
tens, and		problems,	and use	concept of	counting	orientation	
ones)		involving	fractions as	equivalent	squares	S	
 order 		multiplication	numbers:	fractions	 estimate 	 complete 	
and		and division,	unit fractions	 multiply 	, compare	a simple	
compare		including	and non-unit	simple pairs	and	symmetric	
numbers		positive integer	fractions	of proper	calculate	figure with	
beyond		scaling	with small	fractions,	different	respect to a	
1000		problems and	denominator	writing the	measures,	specific line	
 identify, 		correspondence	S	answer in	including	of	
represent		problems in	 recognise 	its simplest	money in	symmetry.	
and		which n objects	and show,	form	pounds		
estimate		are connected	using	 divide 	and pence		
numbers		to m objects	diagrams,	proper	 read, 		
using			equivalent	fractions by	write and		
different			fractions	whole	convert		
represent			with small	numbers	time		
ations			denominator		between		
 round 			s		analogue		
any			 add and 		and digital		
number to			subtract		12- and		

nearest 10,100 or 1000with the sameclocks solve10,00 or 1000denominator within oneproblems• solve within oneinvolving involving• solve andwhole [for example, 75g from hours to hours to minutes; and orderproblems+ 71 = 76] and orderhours to minutes; and orderproblems- compare and orderminutes; within to to and fractions, second; above andabove and babove and with- and fractions, sameyears to adifications, sameabove and babove and with- and fractions, sameyears to adifications, sameabove and babove and with- and fractions, sameyears to adifications, sameabove and with positive- solve problems- and samenumbers- solve problems- solve problems• read Roman numerals- all of the above- all of the aboveto 100 (I to 0) (I to 0) (I to 0) ad know that coret time, the hoursal- all of the abovenumeral system change- all of the above- all of the aboveto cloude the the- all of the above- all of the abovetornet of to cloude- al	the	fractions	24-hour		
10, 100 or same • solve problems 1000 denominator problems • solve within one involving number whole [for convertin and example, 75 g from practical + 71 = 76] hours to problems • compare minutes; that and order minutes; involve all unit to of the fractions, seconds; above and and fractions years to with with the months; increasingl same weeks to y large denominator days positive s s numbers solve s numbers solve s numerals all of the solve over time, above solve the above solve over time, above solve the solve solve over time, above solve					
1000denominatorproblems• solvewithin oneinvolvingnumberwhole [forconvertinandexample, 75g frompractical+ 71 = 76]hours toproblems• compareminutes;involve allunittoof theand orderminutes;above andand fractions,seconds;above andand fractionsyears towithwith themonths;increasinglsameweeks toylargedenominatordayspositivessolver readproblemssolveRomanall of theall of theto 100 (Iaboveall of theto 2() andaboveall of theto 2() andsamesameknow thatsamesamesystemall of thesamethesamesameto 100 (Iaboveto 100 (Iaboveto 2() andsameknow thatsamesystemsamechangedsamethesamethesameto 100 (Isamethesamesystemsamechangedsameto comparesamesystemsamechangedsameto comparesameto samesamesystemsamecomparesamesystemsame<					
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and practical problemsexample, 75g from hours to hours to hours to hours to hours to hours to hours to hours to minutes; and orderminutes; and orderinvolve all of the above and withunittoof the above and withminutes; rationsseconds; seconds;and fractions withand fractions with theweeks to denominatory large positivesameweeks to solvenumbers- solve all of the all of the all of the- solve• read to 100 (1 to 0; and work the- solve all of the all of the above- solve all of the all of the			-		
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problems • compare minutes; that and order minutes; involve all unit to of the unit to above and mand fractions, seconds; above and and fractions, years to with with the months; increasingl same weeks to ylarge denominator days positive s solve read problems days numbers solve solve read problems solve numerals all of the above above thm, above since numeral solve since system since since changed since since to include since since the since since corcept of since since			-		
that involve all of theand orderminutestoinvolve all of theunittotoof thefractions,seconds;above andand fractionsyears towithwith themonths;increasing!sameweeks toy largedenominatordayspositivessolve· readsolvesolve· readproblemssolvenumeralsall of the abovesolveto C) and know thatabovesolvevertime, thesolvesolvesystemsolvesolvesystemsolvesolvechangedsolvesolveto C) and know thatsolvesolvethe the changedsolvesolveto Cloudsolvesolveto Cloudsolveto Clou		-			
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above and with with increasingl y large positive numbersand fractions with the same denominatorweeks to months; weeks to daysy large positive numberssdays• read Roman numerals to 00 (I to C) and know that over time, the numeral system changedssnumeral system changedabovess• read roblems that involve all of the abovesss• read roblems that involve all of the abovesss• read roblems that involve all of the abovesss• read roblems that involve all of the abovesss• read roblems that involve all of the abovessss• read roblems that involve all of the abovesssss• read roblems that involve all of the abovesssss• read roblems that involve all of the abovessssss• roblems roblems that involve abovessssssss• roblems roblems that involve all of the abovessssssssssssssssssssssssssssssssss <t< td=""><td></td><td></td><td></td><td></td><td></td></t<>					
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numerals all of the to 100 (I to C) and know that over time, the numeral system changed to include the the concept of	• read	-			
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the numeral system changed to include the concept of	know that				
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system	the				
changed to include to include the concept of the	numeral				
changed to include to include the concept of the	system				
to include the concept of					
the concept of	-				
concept of					
	zero and				

place value									
				Yea	r 5				
Number and	Addition and	Multiplication	Fractions	Decimals	Measurement	Statistics	Geometry	Position and	Percentage
Place Value	Subtraction	and Division						Direction	s, ratio and proportion
 read, write, 	 add and 	• identify	• compare	• use	• Convert	• solve	 compare 	 describe 	 recognise
order and	subtract	multiples and	and order	common	between	comparison,	and	positions on	the per
compare	numbers with	factors,	fractions	factors to	different	sum and	classify	a 2-D grid as	cent
numbers to	up to 4 digits	including	whose	simplify	units of	difference	geometric	coordinates	symbol (%)
at least 1	using the	finding all	denominato	fractions;	measure [for	problems	shapes,	in the first	and
000 000 and determine	formal written	factor pairs of a number,	rs are all multiples of	use common	example, kilometre to	using information	including quadrilate	quadrant • describe	understan d that per
the value of	methods of	and common	the same	multiples	metre; hour	presented	rals and	movements	cent
each digit	columnar	factors of two	number	to express	to minute]	in a line	triangles,	between	relates to
• count	addition and	numbers	• identify,	fractions	• measure and	graph	based on	positions as	'number
forwards or	subtraction	 know and use 	name and	in the	calculate the	• complete,	their	translations	of parts
backwards	where	the	write	same	perimeter of	read and	properties	of a given	per
in steps of	appropriate	vocabulary of	equivalent	denominat	a rectilinear	interpret	and sizes	unit to the	hundred',
powers of	 estimate and 	prime	fractions of	ion	figure	information	 identify 	left/right	and write
10 for any	use inverse	numbers,	a given		(including	in tables,	acute and		percentag

given	operations to	prime factors	fraction,	• compare	squares) in	including	obtuse	and	es as a
number up	check	and	represented	and order	centimetres	timetables	angles and	up/down	fraction
to 1 000	answers to a	composite	visually,	fractions,	and metres		compare	• plot	with
000	calculation	(non-prime)	including	including	 find the area 		and order	specified	denominat
 interpret 	 solve addition 	numbers	tenths and	fractions >	of rectilinear		angles up	points and	or 100,
negative	and	 establish 	hundredths	1	shapes by		to two	draw sides	and as a
numbers in	subtraction	whether a	 recognise 	 add and 	counting		right	to complete	decimal
context,	two-step	number up to	mixed	subtract	squares		angles by	a given	 solve
count	problems in	100 is prime	numbers	fractions	 estimate, 		size	polygon	problems
forwards	contexts,	and recall	and	with	compare and		 identify 		which
and	deciding	prime	improper	different	calculate		lines of		require
backwards	which	numbers up	fractions	denominat	different		symmetry		knowing
with	operations	to 19	and convert	ors and	measures,		in 2-D		percentag
positive and	and methods	 multiply 	from one	mixed	including		shapes		e and
negative	to use and	numbers up	form to the	numbers,	money in		presented		decimal
whole	why	to 4 digits by	other and	using the	pounds and		in		equivalent
numbers,		a one- or	write	concept of	pence		different		s of 1/2,
including		two-digit	mathematic	equivalent	 read, write 		orientatio		1/4, 1/5,
through		number using	al	fractions	and convert		ns		2/5, 4/5
zero		a formal	statements	 multiply 	time between		 complete 		and those
 round any 		written	> 1 as a	simple	analogue and		a simple		fractions
number up		method,	mixed	pairs of	digital 12-		symmetric		with a
to 1 000		including long	number	proper	and 24-hour		figure with		denominat
000 to the		multiplication	 add and 	fractions,	clocks		respect to		or of a
nearest 10,		for two-digit	subtract	writing the	 solve 		a specific		multiple of
100, 1000,		numbers	fractions	answer in	problems		line of		10 or 25
10 000 and		 multiply and 	with the	its	involving		symmetry.		
100000		divide	same	simplest	converting				
 solve 		numbers	denominato	form	from hours to				
number		mentally	r and	• divide	minutes;				
problems		drawing upon	denominato	proper	minutes to				
and		known facts	rs that are	fractions	seconds;				
practical			multiples of		years to				

problems	• divide	the same	by whole	months;		
that involve	numbers up	number	numbers	weeks to days		
all of the	to 4 digits by	 multiply 		···/,·		
above	a one-digit	proper				
 read Roman 	number using	fractions				
numerals to	the formal	and mixed				
1000 (M)	written	numbers by				
and	method of	, whole				
recognise	short division	numbers,				
years	and interpret	supported				
written in	remainders	by materials				
Roman	appropriately	and				
numerals	for the	diagrams				
	context					
	 multiply and 					
	divide whole					
	numbers and					
	those					
	involving					
	decimals by					
	10, 100 and					
	1000					
	 recognise and 					
	use square					
	numbers and					
	cube					
	numbers, and					
	the notation					
	for squared					
	(2) and cubed					
	(3)					
	• solve					
	problems					

FF		1		
	involving			
	multiplication			
	and division			
	including			
	using their			
	knowledge of			
	factors and			
	multiples,			
	squares and			
	cubes			
	• solve			
	problems			
	involving			
	addition,			
	subtraction,			
	multiplication			
	and division			
	and a			
	combination			
	of these,			
	including			
	understandin			
	g the			
	meaning of			
	the equals			
	sign			
	• solve			
	problems			
	involving			
	multiplication			
	and division,			
	including			
	scaling by			
l	5,			

		simple fractions problem involving simple ra	S							
					Year 6	D				
Number and Place Value	Addition and Subtraction	Multiplicati on and Division	Fractions	Decimals	Algebra	Measurement	Statistics	Geometry	Position and Direction	Percent ages, ratio and proporti on
• read, write,	• perform	• multiply	• use	• associate a	• use	• solve	 interpret 	• identify 3-D	• identify 3-	• recall
order and	mental	multi-digit	common	fraction	simple	problems	and	shapes,	D shapes,	and use
compare	calculation	numbers	factors to	with	formula	involving the	construct	including	including	equival
numbers	s, including	up to 4	simplify	division	е	calculation	pie charts	cubes and	cubes	ences
up to 10	with mixed	digits by a	fractions;	and	• generat	and	and line	other	and other	betwee
000 000	operations	two-digit	use	calculate	e and	conversion of	graphs and	cuboids,	cuboids,	n
and	and large	whole	common	decimal	describ	units of	use these	from 2-D	from 2-D	simple
determine	numbers • use their	number	multiples	fraction	e linear	measure,	to solve	representati	represent	fraction
the value of each	 use their knowledge 	using the formal	to express fractions in	equivalent s for a	number	using decimal notation up to	problems • calculate	ons • know angles	ations • know	s, decimal
digit	of the	written	the same	simple	sequen ces	three decimal	and	are	angles	s and
• round any	order of	method of	denominat	fraction	• express	places where	interpret	measured in	are	percent
whole	operations	long	ion	• identify the	missing	appropriate	the mean	degrees:	measure	ages,
number to	to carry	multiplicati	• compare	value of	number	• use, read,	as an	estimate	d in	includin
a required	out	on	and order	each digit	proble	write and	average	and	degrees:	g in
degree of	calculation	• divide	fractions,	in numbers	ms	convert	Ŭ	compare	estimate	differen
accuracy	s involving	numbers	including	given to		between		acute,	and	t

• use	the four	up to 4	fractions >	three	algebrai	standard	obtuse and	compare	context
negative	operations	digits by a	1	decimal	cally	units,	reflex angles	acute,	S
numbers in	• solve	two-digit	 add and 	places and	• find	converting	• draw given	obtuse	
context,	addition	whole	subtract	multiply	pairs of	measurement	angles, and	and	
and	and	number	fractions	and divide	number	s of length,	measure	reflex	
calculate	subtraction	using the	with	numbers	s that	mass, volume	them in	angles	
intervals	multi-step	formal	different	by 10, 100	satisfy	and time from	degrees (°)	• draw	
across zero	problems	written	denominat	and 1000	an	a smaller unit	•identify:	given	
solve	in	method of	ors and	giving	equatio	of measure to	 angles at a 	angles,	
number	contexts,	long	mixed	answers up	n with	a larger unit,	point and	and	
and	deciding	division,	numbers,	to three	two	and vice	one whole	measure	
practical	which	and	using the	decimal	unknow	versa, using	turn (total	them in	
problems	operations	interpret	concept of	places	ns	decimal	360°)	degrees	
that	and	remainders	equivalent	• multiply	• enumer	notation to up	 angles at a 	(°)	
involve all	methods	as whole	fractions	one-digit	ate	to three	point on a	 identify: 	
of the	to use and	number	 multiply 	numbers	possibili	decimal	straight line	 angles at 	
above	why	remainders	simple	with up to	ties of	places	and ½ turn	a point	
	• solve	, fractions,	pairs of	two	combin	• convert	(total 180°)	and one	
	problems	or by	proper	decimal	ations	between	• other	whole	
	involving	rounding,	fractions,	places by	of two	miles and	multiples of	turn	
	addition,	as	writing the	whole	variable	kilometres	90°	(total	
	subtraction	appropriat	answer in	numbers	S	 recognise that 	• use the	360°)	
	,	e for the	its simplest	• use written		shapes with	properties of	 angles at 	
	multiplicati	context	form	division		the same	rectangles to	a point	
	on and	• divide	• divide	methods in		areas can	deduce	on a	
	division	numbers	proper	cases		have different	related facts	straight	
	• use	up to 4	fractions	where the		perimeters	and find	line and	
	estimation	digits by a	by whole	answer has		and vice versa	missing	½ turn	
	to check	two-digit	numbers	up to two		 recognise 	lengths and	(total	
	answers to	number		decimal		when it is	angles	180°)	
	calculation	using the		places		possible to	 distinguish 	• other	
	s and	formal		• solve		use formulae	between	multiples	
	determine,	written		problems		for area and	regular and	of 90°	

in the	method of	which	volume of	irregular	• use the
context of	short	require	shapes	polygons	propertie
a problem,	division	answers to	• calculate the	based on	s of
a problem,	where	be	area of	reasoning	rectangle
appropriat	appropriat	rounded to	parallelogram	about equal	s to
e degree of		specified	s and triangles	sides and	deduce
-	e, interpretin	degrees of	• calculate,		related
accuracy	•	-	estimate and	angles.	facts and
	g remainders	accuracy • recall and			find
			compare		
	according	use	volume of		missing
	to the	equivalenc	cubes and		lengths
	context	es	cuboids using		and
	• perform	between	standard		angles
	mental	simple	units,		• distinguis
	calculation	fractions,	including		h
	s, including	decimals	cubic		between
	with mixed	and	centimetres		regular
	operations	percentage	(cm ³) and		and
	and large	s, including	cubic metres		irregular
	numbers	in different	(m³), and		polygons
	• identify	contexts	extending to		based on
	common		other units		reasoning
	factors,		[for example,		about
	common		mm ³ and km ³]		equal
	multiples				sides and
	and prime				angles.
	numbers				
	• use their				
	knowledge				
	of the				
	order of				
	operations				
	to carry				

	1	· · · · · · · · · · · · · · · · · · ·	1	
out				
calculation				
s involving				
the four				
operations				
• solve				
problems				
involving				
addition,				
subtraction				
, multiplicati				
on and				
division				
• use				
estimation				
to check				
answers to				
calculation				
s and				
determine,				
in the				
context of				
a problem,				
an				
appropriat				
e degree of				
accuracy				