Maths Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	*Following EYFS curriculum standards.*					
Year 1	**Place value (within 10)** Pupils will identify and represent numbers using objects and pictorial representations.	**Addition & subtraction (within 10), Geometry - shape** Pupils will read, write and interpret mathematical statements involving additions, subtraction and equals signs, represent and use number bonds and related subtraction facts within 10, add and subtract one-digit and two-digit	**Place value (within 20), Addition & subtraction (within 20)** Pupils will read and write numbers from 1 to 20 in numeral and words, represent and use number bonds and related subtraction facts within 20, solve problems that involve addition and subtraction, using concrete objects and pictorial representation, and missing number problems such as 7 = __ - 9	**Place value (within 50), Measurement - length & height, Measurement - mass & volume** Pupils will	**Multiplication & division, Fractions, Geometry - position & direction** Pupils will	**Place value (within 100), Measurement - money, Measurement - time** Pupils will
Year 2	**Place value** **Addition & subtraction** Pupils will read and write numbers to at least 100 in numerals and words, recognise the place value of each digit in a two-digit number, compare and order numbers from 0 up to 100; use <, > and = signs, numbers to 20 including zero	**Addition & subtraction cont., Geometry - shape** Pupils will recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100, show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, recall all numbers bonds to and within 10 and use these to reason with and calculate bonds within 20, recognising other associated additive relationships	**Measurement - money, Multiplication & division** Pupils will	**Measurement - length & height, Measurement - mass, capacity & temperature** Pupils will	**Fractions, Measurement - time** Pupils will	**Statistics, Geometry - position & direction** Pupils will
Year 3	**Place value, Addition & subtraction** Pupils will read and write numbers up to 1000 in numerals and in words, recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers to 1000, Pupils will add and subtract numbers mentally, add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction, solve problems including missing number problems using number facts, place value, and more complex addition and subtraction.	**Multiplication & division** Pupils will recall and use multiplication and division facts for the 3, 4, 6 and 8 multiplication tables, 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,	**Multiplication & division** **Measurement - length & perimeter** Pupils will solve simple problems in different contexts, deciding which of the four operations to use and why.	**Fractions, Measurement - mass & capacity** Pupils will	**Fractions, Measurement - money, Measurement - time** Pupils will	**Geometry - shape** **Statistics** Pupils will
Year 4	**Place value, Addition & subtraction** Pupils will identify, represent and estimate numbers using different representations, recognise the place value of each digit in a four-digit number, order and compare numbers beyond 1000. Pupils will estimate and use inverse operations to check answers to a calculation, add and subtract numbers with up to 4 digits using formal written methods where appropriate, solve addition and subtraction two-step problems in different contexts deciding which operations and methods to use and why.	**Measurement - area, Multiplication & division** Pupils will recall and use multiplication and division facts for multiplication tables up to 12 x 12, 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, recognise and use factor pairs and commutativity in mental calculations	**Multiplication & division, Measurement - length & perimeter** Pupils will multiply two-digit and three-digit numbers by a one-digit number using formal written layout, solve two-step problems in different contexts 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	**Fractions, Decimals** Pupils will	**Decimals, Measurement - money, Measurement - time** Pupils will	**Geometry - shape** **Statistics, Geometry - position & direction** Pupils will
Year 5	**Place value, Addition & subtraction** Pupils will read, write, (order and compare) numbers to at least 1000000 and determine the value of each digit, use rounding to check answers to calculations and determine, in the context of a problem, level of accuracy, add and subtract whole numbers with more than 4-digits including formal written methods, add and subtract numbers mentally with increasingly large numbers, solve addition and subtraction multi-step problems in different contexts, deciding which operations and methods to use and why.	**Multiplication & division, Fractions** Pupils will	**Multiplication & division, Fractions** Pupils will	**Decimals & percentages, Measurement - perimeter & area, Statistics** Pupils will	**Geometry - shape, Geometry - position & direction** Pupils will	**Decimals, Negative numbers, Measurement - converting units, Measurement - volume** Pupils will
Year 6	**Place value, Addition, subtraction, multiplication & division** Pupils will read, write, (order and compare) numbers to at least 10000000 and determine the value of each digit. Pupils will perform mental calculations, including with mixed operations and large numbers Use their knowledge of the order of operation to carry out calculations involving the four operations.	**Fractions, Measurement - conversion units** Pupils will	**Ratio, Algebra, Decimals** Pupils will	**Fractions, decimals & percentages, Measurement - area, perimeter & volume, Statistics** Pupils will	**Geometry - shape, Geometry - position & direction** Pupils will	**Project work, Problem solving** Pupils will

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number & Place Value	Count within 100, forwards and backwards, starting with any number Reason about the location of numbers to 20 within the linear number system, including comparing using <, > and =	Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10	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. Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning Reason about the location of any three digit number in the linear number system, including identifying the previous and next multiple of 10 and 100 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	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 Recognise the place value of each digit in four-digit and compose and decompose four-digit numbers using standard and non-standard partitioning. 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. 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. Know that 10 tenths are equivalent to 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	Know that 10 tenths are equivalent to 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 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. 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. 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. Convert between units of measure, including using common decimals and fractions.	Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. 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.

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and Subtraction	*Develop fluency in addition and subtraction facts within 10* *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.* Compose numbers to 10 from 2 parts and partition numbers to 10 into parts, including recognising odd and even numbers. Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	*Secure fluency in addition and subtraction facts within 10, through continued practice.* Add and subtract across 10 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?" 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. Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	*Secure fluency in addition and subtraction facts that bridge 10, through continued practice.* *Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).* Calculate complements to 100 Add and subtract up to three-digit numbers using columnar methods 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.	Consolidates fluency with addition and subtraction facts within and bridging 10, applying these reliably to larger numbers. Uses place-value understanding to add and subtract multiples of 10, 100 and 1,000 mentally. Adds and subtracts two four-digit numbers using columnar methods accurately and efficiently, including exchanges. Uses known number facts and place-value structure to derive related facts (e.g., scaling by 100; adjusting near multiples of 10 or 100). Determines efficient methods for different types of calculation (mental vs. written) and explains their reasoning. Uses the structure of number (part–part–whole, inverse, commutativity) to check answers and solve missing-number problems. Recognises when contexts describe additive or multiplicative relationships and chooses appropriate operations to represent them.	Secures efficient mental methods for addition and subtraction with increasingly large numbers, drawing on known facts and place-value reasoning. Uses formal written methods fluently for adding and subtracting numbers with more than four digits, selecting these when appropriate for efficiency. Applies the distributive, commutative and associative properties to derive new calculations and simplify reasoning. Identifies and represents additive and multiplicative relationships in a wide range of contexts, including scaling, rate and proportionality. Solves multi-step problems involving both addition and subtraction, explaining choices of operations and reviewing the reasonableness of answers. Uses inverse operations and structure (e.g., part–part–whole, difference, scaling) to work out unknown values in complex problems.	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). Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. Solve problems involving ratio relationships. Solve problems involving 2 unknowns.

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and Division	Make and recognise equal groups using concrete objects. Use repeated addition informally (e.g., adding the same amount again). Count in 2s, 5s and 10s to spot regular patterns. Share objects equally and check fairness. Group objects into equal sets and count how many groups are formed. Solve simple “equal groups” stories using practical or pictorial methods. Arrange objects in rows and columns and describe them using everyday language (“rows of…”, “groups of…”). Notice patterns such as odd/even numbers and numbers that appear in counting sequences.	Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	*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.* Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.	*Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number.* *Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.* *Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).* Multiply and divide whole numbers by Spring 1 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. Understand and apply the distributive property of multiplication.	Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. *Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).* 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. 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. Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. 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.	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). Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. Solve problems involving ratio relationships. Solve problems with 2 unknowns.

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions	Split shapes and collections into equal shares and recognise when parts are equal or unequal. Use everyday language such as “halves” and “quarters” in practical contexts (cutting, folding, sharing). Share objects fairly between 2 or 4 people. Recognise that equal sharing creates equal parts, linking to early fraction meaning.	Identify ½, ¼, ⅓ of shapes, lengths and small quantities using practical and pictorial methods. Recognise that fractions describe equal parts of a whole. Begin to reason about where ½, ⅓ and ¼ sit on a number line between 0 and 1. Compare simple fractions using practical models (e.g., “Which is bigger, ½ or ¼?”).	Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. Find unit fractions of quantities using known division facts (multiplication tables fluency). Reason about the location of any fraction within 1 in the linear number system. Add and subtract fractions with the same denominator, within 1	Reason about the location about mixed numbers in the linear number system. Convert mixed numbers to improper fractions and vice versa. Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	Find non-unit fractions of quantities. Find equivalent fractions and understand that they have the same value and the same position in the linear number system. Recall decimal fraction equivalents for ¼, ½, ⅛, 1/10.	Recognise when fractions can be simplified, and use common factors to simplify fractions. Express fractions in a common denomination and use this to compare fractions that are similar in value. Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals	Read, write and compare numbers using tens and ones. Partition numbers into tens and ones in different ways. Use language such as *longer/shorter, heavier/lighter, full/empty* to describe amounts. Compare lengths, capacities and weights using uniform units (e.g., cubes, counters). Recognise halves and quarters of shapes and small sets. Understand that these parts represent “smaller but equal” pieces of the whole.	Partition into tens and ones flexibly. Compare and order numbers using place-value reasoning. Recognise ½, ¼, ⅓ of shapes, lengths and sets.. Read simple scales using halves and quarters (e.g., ½ litre, ¼ kg). Compare lengths and capacities where the scale is divided into 10 equal parts.	Recognise that 10 equal parts make one whole. Explain that tenths are “one part out of ten equal parts”. Represent tenths using fractions (1/10, 2/10…) and number lines from 0 to 1 and read scales marked in tenths (e.g., 0.1 intervals on a ruler or measuring jug). Understand that the first digit after the decimal point represents tenths.	Identify and write decimals for tenths (0.1, 0.2 …) and hundredths (0.01, 0.02 …). Recognise and write decimal equivalents of ¼, ½ and ¾. Round decimals with one decimal place to the nearest whole number. Compare decimals with the same number of decimal places, up to two decimal places (e.g., 0.34 < 0.43).	Read and write decimal numbers as fractions (e.g., 0.71 = 71/100). Recognise and use thousandths, relating them to tenths, hundredths, and their decimal equivalents (e.g., 0.001, 0.01, 0.1). Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order, and compare numbers with up to three decimal places.	Identify the value of each digit in numbers given to three decimal places (e.g., in 3.472, 4 is tenths, 7 is hundredths, 2 is thousandths). Use knowledge of decimals in calculations, reasoning, and problem-solving.

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Percentages	Recognise and use halves and quarters in practical, concrete situations. Identify when something has been split into equal parts. Use language such as *more than*, *less than*, *about the same*.	Work confidently with ½, ¼ and ⅓. Use fraction notation correctly (e.g., recognising the top number counts parts, the bottom number shows how many equal parts). Understand that ½ is larger than ¼ and place fractions between 0 and 1 on simple number lines.	Represent tenths as fractions (1/10, 3/10…) and as decimals (0.1, 0.3…). Locate tenths on a number line. Develop understanding that 0.4 and 4/10 are the same size.	Represent numbers like 7/100 and write decimals to two decimal places (0.07, 0.23). Use number lines and place-value knowledge to order values like 0.34 and 0.43. Recognise that 1/100 is “one part out of one hundred”.	Recognise the percent symbol (%) and understand that it means “out of 100.” Write percentages as fractions with denominator 100 (e.g., 37% = 37/100). Convert percentages to decimals and decimals to percentages (e.g., 45% = 0.45). Know and use the percentage and decimal equivalents of ½, ¼, ⅛, ¾, ⅝ Convert fractions with denominators that are multiples of 10 or 25 into percentages (e.g., 3/20 = 15%, 7/25 = 28%). Solve problems using known fraction, decimal and percentage equivalents. Apply conversions in context (e.g., discounts, proportions, data interpretation).	Use percentages to compare quantities efficiently (e.g., percentage increase/decrease). Interpret “10% of…” or “30 out of 50” using both ratio and FDP reasoning. Choose the most efficient method (fraction, decimal or percentage) depending on the context. Solve problems involving percentages greater than 100%, decimal percentages (e.g., 2.5%), and missing-value problems.

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion	Use language like *more*, *less*, *fewer*, *most*, *least*. Compare sets of objects without needing exact numbers. Notice when one group is *bigger* or *smaller*. Begin to understand when quantities change in the same way (add one more each time).	Understand “add 2 each time” or “take away 5” patterns. Continue sequences using consistent steps. Recognise “how many more?” and “how many fewer?” questions. Work with structured representations like number lines and bar models.	Use multiplication facts to describe equal groups (e.g., 3 groups of 4). Explore simple scaling: “twice as many,” “three times bigger.” Recognise the difference between “add 3” and “times 3” in patterns or problems.	Solve scaling problems (e.g., “A is 4 times as long as B”). Interpret simple correspondence (e.g., “3 choices of topping and 2 of base gives 6 pizzas”). Use bar models, arrays and number lines to show how one quantity relates to another.	Solve problems like “ingredients for 1 cake → 3 cakes.” Use multiplication or division to adjust amounts proportionally. Recognise when a relationship is additive vs multiplicative. Use representations to show how quantities change together.	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) Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. Solve problems involving ratio relationships. Solve problems with 2 unknowns.

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algebra	Although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3					Understand that a formula is a rule linking variables (e.g., **a = b + 3**). Use simple formulae by substituting values into them. Work out missing values when given a formula in words or symbols. Identify and describe the rule in a linear number sequence (e.g., +4 each time). Generate terms in a sequence from a given rule. Use algebraic notation to describe a sequence (e.g., **nth term = 3n + 2**). Represent real-life or number problems using letters for unknowns. Write equations with one missing value (e.g., **3a = 24**). Form expressions using algebraic conventions (e.g., **2a**, **a – 5**, **3 + c**). Find pairs of numbers that satisfy an equation involving two unknowns (e.g., **a + b = 10**). Explore multiple solutions rather than a single one. Record solutions systematically using tables or lists. Enumerate all possible combinations for two variables (e.g., menu choices, outfits, coordinates). Organise combinations logically using lists, tables, or grids. Identify patterns or repetition within combinations.

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement	Begins to compare and describe length, height, mass/weight, capacity and time using everyday language. Starts to measure and record lengths, heights, mass, capacity and time using non-standard and some standard units. Sequences events using everyday time language (before/after, morning/afternoon, yesterday/tomorrow). Uses key vocabulary for dates, months, weeks and years. Tells the time to the hour and half-past on an analogue clock. Identifies, compares and solves simple problems involving length/height, mass/weight, capacity/volume and time. Begins to record measures using simple equipment and standard units.	Uses appropriate standard units (m/cm, kg/g, litres/ml, ° C) to measure accurately using rulers, scales, thermometers and measuring vessels. Compares and orders lengths, mass and capacity, using <, > and =. Compares and sequences intervals of time. Tells and writes the time to five minutes, including quarter past/to. Knows minutes in an hour and hours in a day. Chooses appropriate units for measuring length, mass, capacity and temperature using accurate equipment. Compares and orders measures, recording results using <, > and =.	Measures the perimeter of simple 2-D shapes. Measures, compares and adds/subtracts lengths (m/cm/mm), mass (kg/g) and capacity (l/ml). Tells and writes the time from analogue clocks, including Roman numerals. Reads time to the nearest minute and compares durations. Uses vocabulary for a.m./p.m., noon, midnight. Knows seconds in a minute and days in each month/year. Compares durations of events. Measures and uses addition/subtraction with lengths, mass and capacity. Begins to select appropriate units for practical purposes.	Measures and calculates the perimeter of rectilinear shapes accurately in centimetres and metres. Calculates area of rectilinear shapes by counting squares. Converts between units of measure (e.g., km ↔ m; hours ↔ minutes). Estimates, compares and calculates a range of measures. Reads, writes and converts time between analogue and digital 12-/24-hour formats. Solves time problems involving conversions (hours ↔ minutes, minutes ↔ seconds, days ↔ weeks, months ↔ years). Converts between different units of measure (km ↔ m, m ↔ cm, hours ↔ minutes). Estimates, compares and calculates using a variety of measures.	Measures and calculates the perimeter of composite rectilinear shapes. Calculates and compares the area of rectangles using cm^2 and m^2 and begins estimating irregular areas. Estimates volume and capacity (e.g., using cubes or water). Converts between metric units and understands links with some common imperial measures. Solves multi-step measure problems using all four operations. Solves problems involving converting units of time. Converts between metric units confidently. Understands approximate equivalences between metric and imperial units (e.g., inches, pounds, pints). Uses all four operations to solve multi-step measure problems involving length, mass, volume and money.	Understands that shapes with equal area can have different perimeters and vice versa. Knows when and how to use formulae for area and volume. Calculates area of triangles and parallelograms. Calculates, estimates and compares volume of cubes and cuboids using standard units (cm^3, m^3). Converts between standard units using decimal notation up to 3 d.p. Reads, writes and converts between standard time units (smaller ↔ larger) using decimal notation where appropriate. Solves problems involving calculating and converting units of measure using decimal notation up to 3 d.p. Converts between miles and kilometres. Uses, reads and converts between standard units for length, mass, volume and time (smaller ↔ larger units).

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry	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. Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Recognise common 2D and 3D shapes Autumn 3 presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another	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. Draw polygons by joining marked points, and identify parallel and perpendicular sides.	Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. 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. 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.	Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size. Compare areas and calculate the area of rectangles (including squares) using standard units.	Draw, compose and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.

Maths Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics		Sorts objects into categories and counts the number in each group. Asks and answers simple questions about how many objects there are in different categories. Totals and compares groups of categorical data (e.g., “Which has more?” “How many altogether?”). Interprets and constructs simple pictograms, tally charts, block diagrams and simple tables.	Interprets and presents data using scaled bar charts, pictograms and tables. Solves one-step and two-step questions using information from charts (e.g., “How many more?” “How many fewer?”). Selects and uses appropriate charts to represent data clearly.	Interprets and presents both discrete and continuous data using a wider range of graphical methods (including bar charts and time graphs). Solves comparison, sum and difference problems using information from charts, pictograms, tables and other graphs. Begins to explain what graphs show using mathematical vocabulary.	Reads and interprets line graphs and uses them to solve comparison, sum and difference problems. Completes, reads and interprets information in tables, including timetables. Begins to analyse changes over time using line graphs.	Interprets and constructs line graphs and pie charts accurately. Uses pie charts and line graphs to solve complex problems. Calculates and interprets the mean as an average and uses it to compare sets of data. Begins to evaluate which graph type is most suitable for different kinds of data.