



# Maths Progression & Skills Document



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number & Place Value	<ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers'.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Estimate numbers of things, showing understanding of relative size</li> <li>Count out up to 10 objects from a larger group</li> </ul>	<ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial, including the number line</li> <li>Use the language of: equal to, more than, less than (fewer), most, least</li> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>Compare numbers using <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>Read and write numbers from 1 to 20 in numerals and words</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>Given a number, identify 1 more and 1 less</li> </ul>	<ul style="list-style-type: none"> <li>Read and write numbers to at least 100 in numerals and in words</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward</li> <li>Recognise the place value of each digit in a 2-digit number (tens, ones)</li> <li>Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward</li> <li>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>	<ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations</li> <li>Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)</li> <li>Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>Read and write numbers up to 1,000 in numerals and words</li> <li>Compare and order numbers up to 1,000</li> </ul>	<ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations</li> <li>Count in multiples of 6, 7, 9, 25 and 1,000</li> <li>Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones)</li> <li>Find 1,000 more or less than a given number</li> <li>Order and compare numbers beyond 1,000</li> <li>Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value</li> <li>Round any number to the nearest 10, 100 or 1,000</li> </ul>	<ul style="list-style-type: none"> <li>Read Roman numerals to 1,000 (M) and recognise years in Roman numerals</li> <li>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>Solve number problems and practical problems involving the above</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</li> <li>Round any whole number to a required degree of accuracy</li> <li>Round any whole number to a required degree of accuracy</li> <li>Solve number and practical problems that involve the above</li> <li>Solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division facts</li> <li>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> <li>Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>Use simple formulae</li> <li>Generate and describe linear number sequences</li> <li>Find pairs of numbers that satisfy an equation with two unknowns</li> </ul>

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<b>Addition &amp; Subtraction</b>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0–5 and some to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial, including the number line, and use the language of: equal to, more than, less than (fewer)</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>	<ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers</li> <li>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a 3-digit number and ones</li> <li>a 3-digit number and tens, then the other = 100, then I also know ...</li> <li>a 3-digit number and hundreds</li> </ul> </li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>Estimate the answer to a calculation and use inverse operations to check answers</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>Estimate and use inverse operations to check answers to a calculation</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers mentally with increasingly large numbers</li> <li>Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>Solve problems involving addition, subtraction, multiplication and division</li> <li>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>Perform mental calculations, including with mixed operations and large numbers</li> <li>Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>Use their knowledge of the order of operations to carry out calculations involving the four operations</li> </ul>
<b>Multiplication &amp; Division</b>	<ul style="list-style-type: none"> <li>Explore the composition of numbers through sharing and grouping.</li> </ul>		<ul style="list-style-type: none"> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>),</li> </ul>	<ul style="list-style-type: none"> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit</li> </ul>	<ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>Recognise and use factor pairs and commutativity in mental calculations</li> </ul>	<ul style="list-style-type: none"> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>Solve problems involving multiplication and</li> </ul>	<ul style="list-style-type: none"> <li>Identify common factors, common multiples and prime numbers</li> <li>Solve problems involving addition, subtraction, multiplication and division</li> </ul>

		<p>division (<math>\div</math>) and equals (<math>=</math>) signs</p> <ul style="list-style-type: none"> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	<p>division (<math>\div</math>) and equals (<math>=</math>) signs</p> <ul style="list-style-type: none"> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	<p>division (<math>\div</math>) and equals (<math>=</math>) signs</p> <ul style="list-style-type: none"> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	<p>division (<math>\div</math>) and equals (<math>=</math>) signs</p> <ul style="list-style-type: none"> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	<p>division (<math>\div</math>) and equals (<math>=</math>) signs</p> <ul style="list-style-type: none"> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	<p>division (<math>\div</math>) and equals (<math>=</math>) signs</p> <ul style="list-style-type: none"> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>Recognise, find and name a</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions, for</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> </ul>	<ul style="list-style-type: none"> <li>Count fractions beyond 1 (non-statutory)</li> <li>Partition a mixed number (non-statutory)</li> <li>Label mixed numbers on a</li> </ul>	<ul style="list-style-type: none"> <li>Count fractions beyond 1 (non-statutory)</li> <li>Partition a mixed number (non-statutory)</li> <li>Label mixed numbers on a</li> </ul>	<ul style="list-style-type: none"> <li>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> </ul>	<ul style="list-style-type: none"> <li>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> </ul>

		<p>quarter as one of four equal parts of an object, shape or quantity</p>	<p>example <math>1\ 2</math> of <math>6 = 3</math> and recognise the equivalence of <math>2\ 4</math> and <math>1\ 2</math></p>	<ul style="list-style-type: none"> <li>• Compare and order unit fractions, and fractions with the same denominators</li> <li>• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators shaded, so may find some scales challenging, as they often involve an arrow pointing to a specific point on a scale.</li> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• Add and subtract fractions with the same denominator within one whole</li> </ul>	<p>number line (non-statutory)</p> <ul style="list-style-type: none"> <li>• Compare and order mixed numbers.</li> <li>• Understand improper fractions</li> <li>• Convert mixed numbers to improper fractions and vice versa.</li> <li>• Recognise and show, using diagrams, families of common equivalent fractions</li> <li>• Add and subtract fractions with the same denominator</li> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>• Compare numbers with the same number of decimal places up to 2 decimal places</li> <li>• Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>• Solve simple measure and money problems involving fractions and decimals to 2 decimal places</li> <li>• Round decimals with 1 decimal place to the nearest whole number</li> <li>• Recognise and write decimal equivalents to <math>1\ 4</math>, <math>1\ 2</math> and <math>3\ 4</math></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number</li> <li>• Compare and order fractions whose denominators are all multiples of the same number</li> <li>• Add and subtract fractions with the same denominator, and denominators that are multiples of the same number</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>• 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</li> <li>• Read, write, order and compare numbers with up to 3 decimal places</li> <li>• Read and write decimal numbers as fractions</li> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>1\ 2</math>, <math>1\ 4</math>, <math>1\ 5</math>, <math>2\ 5</math>, <math>4\ 5</math> and those fractions with a denominator of a multiple of 10 or 25</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order fractions, including fractions <math>&gt; 1</math></li> <li>• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• Solve problems involving addition, subtraction, multiplication and division</li> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>• Divide proper fractions by whole numbers</li> <li>• Associate a fraction with division and calculate decimal fraction equivalents</li> <li>• Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li> <li>• Solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>• Multiply 1-digit numbers with up to 2 decimal places by whole numbers</li> <li>• Use written division methods in cases where the answer has up to 2 decimal places</li> </ul>
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Measures	<ul style="list-style-type: none"> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>• Compare length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time</li> <li>• Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time</li> <li>• Recognise and know the value of different denominations of coins and notes</li> <li>• Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• Measure the perimeter of simple 2-D shapes</li> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Find the area of rectilinear shapes by counting squares</li> <li>• Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• Find the perimeter of regular and irregular polygons (non statutory)</li> <li>• Estimate, compare and calculate different measures, including money in pounds and pence</li> <li>• Solve problems involving converting from hours to minutes, minutes to</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</li> <li>• 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 3 decimal places</li> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• Recognise when it is possible to use</li> </ul>

		<p>tomorrow, morning, afternoon and evening)</p> <ul style="list-style-type: none"> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>Compare, describe and solve practical problems for time</li> <li>Measure and begin to record time (hours, minutes, seconds)</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day</li> </ul>	<p>o'clock, am/pm, morning, afternoon, noon and midnight</p> <ul style="list-style-type: none"> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>Compare durations of events</li> </ul>	<p>seconds, years to months, weeks to days</p> <ul style="list-style-type: none"> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> </ul>		<p>formulae for area and volume of shapes</p> <ul style="list-style-type: none"> <li>Calculate the area of parallelograms and triangles</li> <li>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Statistics</p>			<ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>Ask and answer questions about totalling and comparing categorical data</li> <li>Recall and use multiplication and division facts for the</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables</li> <li>Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul>	<ul style="list-style-type: none"> <li>Solve comparison, sum and difference problems using information presented in a line graph</li> <li>Complete, read and interpret information in tables, including timetables</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>Calculate and interpret the mean as an average</li> </ul>

			2, 5 and 10 multiplication tables, including recognising odd and even numbers				
Shape	<ul style="list-style-type: none"> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• 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]</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• Identify 2-D shapes on the surface of 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise angles as a property of shape or a description of a turn</li> <li>• 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</li> <li>• Measure the perimeter of simple 2-D shapes mm mm.</li> <li>• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>• Draw given angles, and measure them in degrees (°)</li> <li>• Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°)</li> <li>• Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> <li>• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> <li>• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>• Draw 2-D shapes using given dimensions and angles</li> <li>• Recognise, describe and build simple 3-D shapes, including making nets</li> </ul>
Position & Direction	<ul style="list-style-type: none"> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> <li>• Use the language of position, direction</li> </ul>	<ul style="list-style-type: none"> <li>• Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing</li> </ul>		<ul style="list-style-type: none"> <li>• Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• Plot specified points and draw sides to complete a given polygon</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know</li> </ul>	<ul style="list-style-type: none"> <li>• Describe positions on the full coordinate grid (all four quadrants)</li> <li>• Draw and translate simple shapes on the coordinate</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<p>and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance)</p> <ul style="list-style-type: none"> <li>Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance)</li> </ul>	<p>between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</p>		<ul style="list-style-type: none"> <li>Describe movements between positions as translations of a given unit to the left/right and up/down</li> </ul>	<p>that the shape has not changed</p>	<p>plane, and reflect them in the axes</p>
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