



Grange Primary Academy

The best in everyone™

Part of United Learning

Maths Expectations

2026-2027

Nursery

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare VIEW	Free trial Talk about measure and patterns VIEW			It's me 1, 2, 3 VIEW		Circles and trian... VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 si... VIEW
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW		Length, height and time VIEW			Building 9 and 10 VIEW		Explore 3-D shapes VIEW		
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW		Sharing and grouping VIEW			Visualise, build and map VIEW		Make connections VIEW		Consolidation

Year 1

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW		Number Multiplication and division VIEW				Measurement Length and height VIEW		Measurement Mass, capacity and temperature VIEW			
Summer term	Number Fractions VIEW			Measurement Time VIEW			Statistics VIEW		Geometry Position and direction VIEW		Consolidation	

Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW				Number Multiplication and division A VIEW				
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW			Measurement Mass and capacity VIEW				
Summer term	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW		Geometry Shape VIEW		Statistics VIEW		Consolidation			

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW		Measurement Area VIEW	Number Multiplication and division A VIEW		Consolidation		
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals A VIEW				
Summer term	Number Decimals B VIEW		Measurement Money VIEW		Measurement Time VIEW		Consolidation	Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW	

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW		Number Multiplication and division A VIEW			Number Fractions A VIEW			
Spring term	Number Multiplication and division B VIEW			Number Fractions B VIEW		Number Decimals and percentages VIEW			Measurement Perimeter and area VIEW	Statistics VIEW		
Summer term	Geometry Shape VIEW			Geometry Position and direction VIEW		Number Decimals VIEW			Number Negative numbers VIEW	Measurement Converting units VIEW	Measurement Volume VIEW	

Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW		Number Addition, subtraction, multiplication and division VIEW				Number Fractions A VIEW	Number Fractions B VIEW	Measurement Converting units VIEW			
Spring term	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions decimals and percentages VIEW	Measurement Area, perimeter and volume VIEW	Statistics VIEW						
Summer term	Geometry Shape VIEW	Geometry Position and direction VIEW	Themed projects, consolidation and problem solving VIEW									

EYFS Development Matters

Nursery 2	• Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Compare amounts, saying 'lots', 'more' or 'same'. • Climb and squeezing selves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns.	Reception	• Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
Nursery 3–4	• Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • 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'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	ELG	ELG: Number Children at the expected level of development will: • 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. ELG: Numerical Patterns Children at the expected level of development will: • 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.

EYFS



Comparison

Development matters		Birth to 5 matters		
Birth to 3	3 and 4 year olds	Range 3	Range 4	Range 5
Compares amounts, saying 'lots', 'more' or 'same'.	Compare quantities using language: 'more than', 'fewer than'.	Responds to words like lots or more	Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>'same'</i>	Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i>
	Block 1, Block 16, Block 24	Block 1	Block 1, Block 16, Block 24	Block 24

Comparison

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals.	- Count objects, actions and sounds. - Compare numbers.	Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!	- Uses number names and symbols when comparing numbers, showing interest in large numbers - Estimates of numbers of things, showing understanding of relative size
Autumn 3, Autumn 5 Spring 1 Summer 2	Autumn 1, Autumn 5 Spring 1, Spring 3, Spring 4, Spring 5 Summer 1, Summer 6	Autumn 2, Autumn 5	Spring 1, Spring 3, Spring 5 Summer 1, Summer 4

Counting

Development matters		Birth to 5 matters		
Birth to 3	3 and 4 year olds	Range 3	Range 4	Range 5
- Take part in finger rhymes with numbers. - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.	- Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Show ‘finger numbers’ up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	- Says some counting words - May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence	Begins to say numbers in order, some of which are in the right order (ordinality)	Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. Other statements covered in Reception
	Block 4, Block 5, Block 9, Block 10, Block 13, Block 20, Block 21, Block 23	Block 4	Block 4, Block 5, Block 10, Block 13	Block 21

Counting

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
- Recite numbers past 5. - Say one number for each item in order: 1, 2, 3, 4, 5.	Count beyond ten.	- May enjoy counting verbally as far as they can go - Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. - Uses some number names and number language within play, and may show fascination with large numbers - Begin to recognise numerals 0 to 10	- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 - Increasingly confident at putting numerals in order 0 to 10 (ordinality)
Autumn 3, Autumn 5 Spring 3, Spring 5 Summer 1	Summer 1, Summer 6	Autumn 3, Autumn 5 Spring 1, Spring 5 Summer 1	Spring 5 Summer 1

Cardinality

Development matters		Birth to 5 matters		
Birth to 3	3 and 4 year olds	Range 3	Range 4	Range 5
React to changes of amount in a group of up to three items.	- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5.	Uses number words, like <i>one</i> or <i>two</i> and sometimes responds accurately when asked to give one or two	- In everyday situations, take or give two or three objects from a group - Beginning to notice numerals (number symbols) - Beginning to count on their fingers.	- Subitises one, two and three objects (without counting) - Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) - Links numerals with amounts up to 5 and maybe beyond - Explores using a range of their own marks and signs to which they ascribe mathematical meanings
	Block 6, Block 9, Block 13, Block 15, Block 20, Block 21, Block 23		Block 5, Block 10, Block 13, Block 21	Block 6, Block 9, Block 15, Block 20, Block 23

Cardinality

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5.	- Subitise - Link the number symbol (numeral) with its cardinal number value.	- Subitises one, two and three objects (without counting) - Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) - Links numerals with amounts up to 5 and maybe beyond - Explores using a range of their own marks and signs to which they ascribe mathematical meanings	- Engages in subitising numbers to four and maybe five - Counts out up to 10 objects from a larger group - Matches the numeral with a group of items to show how many there are (up to 10)
Autumn 3, Autumn 5 Spring 1	Autumn 3, Autumn 5 Spring 1, Spring 3, Spring 5 Summer 6	Autumn 3, Autumn 5 Spring 1 Summer 2	Autumn 5 Spring 1, Spring 3, Spring 5 Summer 4

Composition

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
Solve real world mathematical problems with numbers up to 5.	- Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 and some to 10.	- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers - Beginning to use understanding of number to solve practical problems in play and meaningful activities - Beginning to recognise that each counting number is one more than the one before - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects - Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three - In practical activities, adds one and subtracts one with numbers to 10 - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"
Autumn 5 Spring 1	Autumn 3, Autumn 5 Spring 1, Spring 3, Spring 5 Summer 2, Summer 4, Summer 6	Autumn 3, Autumn 5 Spring 1	Autumn 5 Spring 1, Spring 3, Spring 5 Summer 2, Summer 4, Summer 6

Spatial awareness

Development matters		Birth to 5 matters	
Birth to 3	3 and 4 year olds	Range 3	Range 4
Climb and squeeze themselves into different types or spaces.	- Understand position through words alone – for example, “The bag is under the table,” – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	- Enjoys filling and emptying containers - Investigates fitting themselves inside and moving through spaces	- Moves their bodies and toys around objects and explores fitting into spaces - Begins to remember their way around familiar environments - Responds to spatial and positional language - Explores how things look from different viewpoints including things that are near or far away
Block 11	Block 8, Block 11, Block 14, Block 18	Block 11	Block 8, Block 11, Block 14, Block 18

Spatial awareness

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
- Compare quantities using language: 'more than', 'fewer than', - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	- Responds to and uses language of position and direction - Predicts, moves and rotates objects to fit the space or create the shape they would like	- Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints - Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) - May enjoy making simple maps of familiar and imaginative environments, with landmarks
Autumn 2, Autumn 4 Spring 3 Summer 5	Spring 6 Summer 3	Autumn 4 Spring 6 Summer 3	Spring 6 Summer 3, Summer 5

Shape

Development matters		Birth to 5 matters		
Birth to 3	3 and 4 year olds	Range 3	Range 4	Range 5
- Combine objects like stacking blocks and cups. Put objects inside others and take them out again. - Build with a range of resources. - Complete inset puzzles.	- 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'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle, etc.	- Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles - Beginning to select a shape for a specific space - Enjoys using blocks to create their own simple structures and arrangements	- Chooses puzzle pieces and tries to fit them in - Recognises that two objects have the same shape - Makes simple constructions	Attempts to create arches and enclosures when building, using trial and improvement to select blocks Other statements covered in Reception
Block 11	Block 2, Block 14, Block 18	Block 2, Block 12	Block 2, Block 8, Block 11, Block 12, Block 14, Block 18	Block 22

Shape

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
- 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'. - Select shapes appropriately: flat surfaces for building, a triangular prisms for a roof, etc. - Combine shapes to make new ones – an arch, a bigger triangle, etc.	Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.	- Chooses items based on their shape which are appropriate for the child's purpose - Responds to both informal language and common shape names - Shows awareness of shape similarities and differences between objects - Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes - Attempts to create arches and enclosures when building, using trial and improvement to select blocks	- Uses informal language and analogies, (e.g. <i>heart-shaped</i> and <i>hand-shaped leaves</i>), as well as mathematical terms to describe shapes . - Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes - Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.
Autumn 4, Autumn 6 Spring 6	Autumn 6 Spring 6 Summer 3	Autumn 6 Spring 6 Summer 3	Autumn 4 Spring 6 Summer 3, Summer 5

Pattern

Development matters		Birth to 5 matters		
Birth to 3	3 and 4 year olds	Range 3	Range 4	Range 5
Notices patterns and arrange things in patterns.	- 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. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	- Becoming familiar with patterns in daily routines - Joins in with and predicts what comes next in a story or rhyme - Beginning to arrange items in their own patterns, e.g. lining up toys	- Joins in and anticipates repeated sound and action patterns - Is interested in what happens next using the pattern of everyday routines	- Creates their own spatial patterns showing some organisation or regularity - Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Other statements covered in Reception
Block 3, Block 7	Block 12, Block 17, Block 19, Block 22	Block 3, Block 12, Block 17	Block 7, Block 17	Block 19

Pattern

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
- 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. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern.	Continue, copy and create repeating patterns.	- Creates their own spatial patterns showing some organisation or regularity - Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) - Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	- Spots patterns in the environment, beginning to identify the pattern "rule" - Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat
Autumn 2 Spring 6	Autumn 2 Spring 6 Summer 5	Autumn 2	Autumn 1 Spring 6 Summer 5

Measures

Development matters		Birth to 5 matters	
Birth to 3	3 and 4 year olds	Range 3	Range 4
Compare sizes, weights etc. using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.	Make comparisons between objects relating to size, length, weight and capacity.*	- Shows an interest in size and weight - Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram - Beginning to understand that things might happen now or at another time, in routines	- Explores differences in size, length, weight and capacity* - Beginning to understand some talk about immediate past and future - Beginning to anticipate times of the day such as mealtimes or home time
Block 8		Block 1, Block 7, Block 16	Block 22
	* Introduced in Reception Maths scheme		* Introduced in Reception Maths scheme

Measure

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
• Make comparisons between objects relating to size, length, weight and capacity. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	• Compare length, weight and capacity.	• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories.	• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars
Autumn 2 Spring 2, Spring 4 Summer 5	Spring 2, Spring 4 Summer 6	Autumn 2, Autumn 6 Spring 4	Autumn 6 Spring 2, Spring 4 Summer 6

Year 1 National Curriculum

	Position and Direction	Measure	Pattern	Shape and Space
Year 1		In the National Curriculum for Year 1: Pupils should be taught to: - 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) Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - Recognise and use language relating to dates, including days of the week, weeks, months and years - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times		In the National Curriculum for Year 1: Pupils should be taught to: - Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] and 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. - Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Place value

Place value: Count

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	- count in multiples of 6, 7, 9, 25 and 1000 - count backwards through zero to include negative numbers	- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - count forwards and backwards with positive and negative whole numbers, including through zero	
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1 Autumn 3	Autumn 1 Autumn 4	Autumn 1 Summer 4	

Note – In the WRM schemes, negative numbers are introduced in Year 5

Place value: Represent

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- identify and represent numbers using objects and pictorial representations - read and write numbers to 100 in numerals - read and write numbers from 1 to 20 in numerals and words	- read and write numbers to at least 100 in numerals and in words - identify, represent and estimate numbers using different representations, including the number line	- identify, represent and estimate numbers using different representations - read and write numbers up to 1000 in numerals and in words	- identify, represent and estimate numbers using different representations - read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	- read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit - read Roman numerals to 1000 (M) and recognise years written in Roman numerals	read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place value: Use and compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
given a number, identify one more and one less	- recognise the place value of each digit in a two-digit number (tens, ones) - compare and order numbers from 0 up to 100; use <, > and = signs	- recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - compare and order numbers up to 1000	- find 1000 more or less than a given number - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - order and compare numbers beyond 1000	(read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit	(read, write), order and compare numbers up to 10 000 000 and determine the value of each digit
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place value: Problems/Rounding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	use place value and number facts to solve problems	solve number problems and practical problems involving these ideas	- round any number to the nearest 10, 100 or 1000 - solve number and practical problems that involve all of the above and with increasingly large positive numbers	- interpret negative numbers in context - round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - solve number problems and practical problems that involve all of the above	- 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
	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Year 1 RTP Place value

Ready to progress criteria	Block	Steps
1NPV-1 Count within 100, forwards and backwards, starting with any number.	Autumn 1	6 – Count on from any number 8 – Count backwards within 10
	Spring 1	1 – Count within 20
	Spring 3	1 – Count from 20 to 50 3 – Count by making groups of tens
	Summer 4	1 – Count from 50 to 100
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Autumn 1	11 – Fewer, more, same 12 – Less than, greater than, equal to 13 – Compare numbers 14 – Order objects and numbers 15 – The number line
	Spring 1	8 – The number line to 20 9 – Use a number line to 20 11 – Compare numbers to 20 12 – Order numbers to 20
	Spring 3	6 – The number line to 50

Year 2 RTP Place value

Ready to progress criteria	Block	Steps
2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Autumn 1	3 – Recognise tens and ones 4 – Use a place value chart 5 – Partition numbers to 100 7 – Flexibly partition numbers to 100 8 – Write numbers in expanded form
2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10	Autumn 1	9 – 10s on the number line to 100 10 – 10s and 1s on the number line to 100 11 – Estimate numbers on the number line

Year 3 RTP Place value

Ready to progress criteria	Block	Steps
3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10	Autumn 1	4 – Hundreds
	Autumn 2	10 – Make connections
	Autumn 3	4 – Multiples of 5 and 10
	Spring 2	5 – Equivalent lengths (metres and centimetres) 6 – Equivalent lengths (centimetres and millimetres)
3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.	Autumn 1	5 – Represent numbers to 1,000 6 – Partition numbers to 1,000 7 – Flexible partitioning of numbers to 1,000 8 – Hundreds, tens and ones
3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10	Autumn 1	9 – Find 1, 10 or 100 more or less 10 – Number line to 1,000 11 – Estimate on a number line to 1,000 12 – Compare numbers to 1,000 13 – Order numbers to 1,000
3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	Autumn 1	10 – Number line to 1,000 11 – Estimate on a number line to 1,000 14 – Count in 50s
	Spring 2	1 – Measure in metres and centimetres 2 – Measure in millimetres 3 – Measure in centimetres and millimetres

Year 4 RTP Place value

Ready to progress criteria	Block	Steps
4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100	Autumn 1	4 - Thousands
	Spring 1	3 – Multiply by 10 4 – Multiply by 100 5 – Divide by 10 6 – Divide by 100
4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	Autumn 1	5 – Represent numbers to 10,000 6 – Partition numbers to 10,000 7 – Flexible partitioning of numbers to 10,000
4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	Autumn 1	8 – Find 1, 10, 100, 1,000 more or less 9 – Number line to 10,000 10 – Estimate on a number line to 10,000 11 – Compare numbers to 10,000 12 – Order numbers to 10,000 14 – Round to the nearest 10 15 – Round to the nearest 100 16 – Round to the nearest 1,000 17 – Round to the nearest 10,000
4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	Autumn 1	9 – Number line to 10,000 10 – Estimate on a number line to 10,000

Year 5 RTP Place value

Ready to progress criteria	Block	Steps
5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01	Spring 3	1 – Decimals up to 2 decimal places
5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.	Spring 3	1 – Decimals up to 2 decimal places
5NPV-3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.	Spring 3	8 – Order and compare decimals (same number of decimal places) 9 – Order and compare any decimals with up to 3 decimal places 10 – Round to the nearest whole number 11 – Round to 1 decimal place
5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.	Spring 3	2 – Equivalent fractions and decimals (tenths) 3 – Equivalent fractions and decimals (hundredths) 15 – Equivalent fractions, decimals and percentages
5NPV-5 Convert between units of measure, including using common decimals and fractions.	Summer 5	3 – Convert units of length 4 – Convert between metric and imperial units 5 – Convert units of time

Year 6 RTP Place value

Ready to progress criteria	Block	Steps
6NPV-1 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).	Autumn 1	4 – Powers of 10
6NPV-2 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.	Autumn 1	1 – Numbers to 1,000,000 2 – Numbers to 10,000,000 3 – Read and write numbers to 10,000,000
6NPV-3 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.	Autumn 1	6 – Compare and order any integers 7 – Round any integers
6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.	Autumn 1	5 – Number line to 10,000,000
	Autumn 5	2 – Convert metric measures
	Spring 3	5 – Multiply by 10, 100 and 1,000 6 – Divide by 10, 100 and 1,000

Addition and subtraction

Addition & subtraction: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• add and subtract one-digit and two-digit numbers to 20, including zero	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ➤ a two-digit number and ones ➤ a two-digit number and tens ➤ two two-digit numbers ➤ adding three one-digit numbers	• add and subtract numbers mentally, including: ➤ a three-digit number and ones ➤ a three-digit number and tens ➤ a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers	• perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations
Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

Addition & subtraction: Problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	- solve problems with addition and subtraction: ➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➤ applying their increasing knowledge of mental and written methods	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	Autumn 2	5 – Number bonds within 10 6 – Systematic number bonds within 10 7 – Number bonds to 10
	Spring 2	2 – Add ones using number bonds 6 – Subtract ones using number bonds
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	See under Multiplication & division	

Year 2 RTP Number facts

Ready to progress criteria	Block	Steps
2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	Autumn Block 2	1 – Bonds to 10 6 – Add by making 10 8 – Add to the next 10 11 – Subtract from a 10

Year 3 RTP Number facts

Ready to progress criteria	Block	Steps
3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	Autumn Block 2	6 – Add 1s across a 10 7 – Add 10s across a 100 8 – Subtract 1s across a 10 9 – Subtract 1s across a 100 13 – Add two numbers (across a 10) 14 – Add two numbers (across a 100) 15 – Subtract two numbers (across a 10) 16 – Subtract two numbers (across a 100)
3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	See under Multiplication & division	
3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	See under Multiplication & division	

Year 1 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Autumn Block 2	5 – Number bonds within 10 6 – Systematic number bonds within 10 7 – Number bonds to 10
1AS-2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	Autumn Block 2	4 – Fact families – addition facts 8 – Addition – add together 9 – Addition – add more 10 – Addition problems 11 – Find a part 12 – Subtraction – find a part 13 – Fact families – the eight facts 14 – Subtraction – take away/cross out (How many left?) 15 – Subtraction – take away (How many left?) 16 – Subtraction on a number line
	Spring Block 2	1 – Add by counting on within 20 6 – Subtract ones using number bonds 7 – Subtraction – counting back 8 – Subtraction – finding the difference 10 Missing number problems

Note – In the WRM schemes, odd and even numbers are explored both in Reception and Y2 but there is no explicit step in Y1

Year 2 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
2AS-1 Add and subtract across 10	Autumn 2	9 – Add across a 10 10 – Subtract across a 10 11 – Subtract from a 10 12 – Subtract 1-digit number from a 2-digit number (across a 10)
2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	Spring 1	9 – Find change
2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	Autumn 2	9 – Add across a 10 10 – Subtract across a 10 11 – Subtract from a 10 12 – Subtract 1-digit number from a 2-digit number (across a 10) 13 – 10 more, 10 less 14 – Add and subtract 10s
2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Autumn 2	15 – Add two 2-digit numbers (not across a 10) 16 – Add two 2-digit numbers (across a 10) 17 – Subtract two 2-digit numbers (not across a 10) 18 – Subtract two 2-digit numbers (across a 10) 19 – Mixed addition and subtraction
	Spring 1	8 – Make a pound 9 – Find change
	Spring 3	5 – Four operations with lengths and heights

Year 3 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
3AS-1 Calculate complements to 100	Autumn Block 2	19 – Complements to 100
	Summer 2	4 – Subtract money 5 – Find change
3AS-2 Add and subtract up to three-digit numbers using columnar methods.	Autumn Block 2	11 – Add two numbers (no exchange) 12 – Subtract two numbers (no exchange) 13 – Add two numbers (across a 10) 14 – Add two numbers (across a 100) 15 – Subtract two numbers (across a 10) 16 – Subtract two numbers (across a 100) 17 – Add 2-digit and 3-digit numbers 18 – Subtract a 2-digit number from a 3-digit number
3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.	Autumn Block 2	21 – Inverse operations 22 – Make decisions
	Summer 2	3 – Add money 4 – Subtract money 5 – Find change

Year 6 RTP

Addition, subtraction, multiplication and division

Ready to progress criteria	Block	Steps
6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).	Spring 1	1 – Add or multiply? 5 – Scale drawing 6 – Use scale factors 7 – Similar shapes 8 – Ratio problems 9 – Proportion problems 10 – Recipes
6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	Autumn 2	8 – Solve problems with multiplication 10 – Division using factors 13 – Solve problems with division 14 – Solve multi-step problems 17 – Reason from known facts
6AS/MD-3 Solve problems involving ratio relationships.	See under Ratio and proportion	
6AS/MD-4 Solve problems with 2 unknowns.	See under Algebra	

Multiplication and division

Multiplication & division: Recall/Use

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	- recall multiplication and division facts for multiplication tables up to 12×12 - 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	- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers - establish whether a number up to 100 is prime and recall prime numbers up to 19 - recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	- identify common factors, common multiples and prime numbers - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
	Spring 2	Autumn 3 Spring 1	Autumn 4 Spring 1	Autumn 3	Autumn 2

Multiplication & division: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs	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	multiply two-digit and three-digit numbers by a one-digit number using formal written layout	- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - multiply and divide numbers mentally drawing upon known facts - divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context - perform mental calculations, including with mixed operations and large numbers
	Spring 2	Autumn 3 Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2

Multiplication & division: Problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes - solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	solve problems involving addition, subtraction, multiplication and division
Summer 1	Spring 2	Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2

Multiplication & division: Combined

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	use their knowledge of the order of operations to carry out calculations involving the four operations
				Spring 1	Autumn 2

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	See under Addition & subtraction	
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Summer 1	1 – Count in 2s 2 – Count in 10s 3 – Count in 5s
	Summer 4	2 – Tens to 100
	Summer 5	4 – Count in coins

Year 3 RTP Number facts

Ready to progress criteria	Block	Steps
3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	See under Addition & subtraction	
3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	Autumn Block 3	3 – Multiples of 2 4 – Multiples of 5 and 10 5 – Sharing and grouping 9 – Multiply by 4 10 – Divide by 4 11 – The 4 times-table
3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	Spring 1	1 – Multiples of 10 2 – Related calculations 10 – Scaling
	Spring 3	6 – Fractions and scales 9 – Equivalent fractions on a number line 10 – Equivalent fractions as bar models

Year 4 RTP Number facts

Ready to progress criteria	Block	Steps
4NF-1 Recall multiplication and division facts up to 12×12 and recognise products in multiplication tables as multiples of the corresponding number.	Autumn 4	All 13 steps in this block relate to this criterion
	Spring 1	1 – Factor pairs 2 – Use factor pairs 7 – Related facts – multiplication and division 8 – Informal written methods for multiplication 9 – Multiply a 2-digit number by a 1-digit number 10 – Multiply a 3-digit number by a 1-digit number
4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.	Autumn 4	All 13 steps in this block relate to this criterion
	Spring 1	11 – Divide a 2-digit number by a 1-digit number (1) 12 – Divide a 2-digit number by a 1-digit number (2) 13 – Divide a 3-digit number by a 1-digit number
4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).	Spring 1	4 – Multiply by 100 6 – Divide by 100
	Spring 4	10 – Divide a 1- or 2-digit number by 100

Year 5 RTP Number facts

Ready to progress criteria	Block	Steps
5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	Autumn 3	1 – Multiples 2 – Common multiples 3 – Factors 4 – Common factors 6 – Square numbers
	Spring 1	All 11 steps in this block relate to this criterion
	Spring 2	All 7 steps in this block relate to this criterion
5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	Autumn 3	10 – Divide by 10, 100 and 1,000

Year 2 RTP Multiplication & division

Ready to progress criteria	Block	Steps
2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	Spring 2	4 – Introduce the multiplication symbol 5 – Multiplication sentences 9 – The 2 times-table 13 – The 10 times-table 15 – The 5 times-table 17 – The 5 and 10 times-tables
	Spring 4	8 – Four operations with volume and capacity
	Summer 2	5 – Tell the time to 5 minutes 6 – Minutes in an hour
2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	Spring 2	2 – Make equal groups 7 – Make equal groups – grouping 8 – Make equal groups – sharing 10 – Divide by 2 14 – Divide by 10 16 – Divide by 5

Year 3 RTP Multiplication & division

Ready to progress criteria	Block	Steps
3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	Autumn 3	All 15 steps in this block relate to this criterion
	Spring 1	All 11 steps in this block relate to this criterion

Year 4 RTP Multiplication & division

Ready to progress criteria	Block	Steps
4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.	Spring 1	3 – Multiply by 10 4 – Multiply by 100 5 – Divide by 10 6 – Divide by 100
4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	Autumn 4	All 13 steps in this block relate to this criterion
4MD-3 Understand and apply the distributive property of multiplication.	Spring 1	8 – Informal written methods for multiplication 9 – Multiply a 2-digit number by a 1-digit number 10 – Multiply a 3-digit number by a 1-digit number

Year 5 RTP Multiplication & division

Ready to progress criteria	Block	Steps
5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.	Autumn 3	8 – Multiply by 10, 100 and 1,000 9 – Divide by 10, 100 and 1,000 10 – Multiples of 10, 100 and 1,000
	Summer 3	10 – Multiply by 10, 100 and 1,000 11 – Divide by 10, 100 and 1,000 12 – Multiply and divide decimals - missing values
5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.	Autumn 3	1 – Multiples 2 – Common multiples 3 – Factors 4 – Common factors 6 – Square numbers
5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	Spring 1	1 – Multiply up to a 4-digit number by a 1-digit number 2 – Multiply a 2-digit number by a 2-digit number (area model) 3 – Multiply a 2-digit number by a 2-digit number 4 – Multiply a 3-digit number by a 2-digit number 5 – Multiply a 4-digit number by a 2-digit number
5MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.	Spring 1	7 – Short division 8 – Divide a 4-digit number by a 1-digit number 9 – Divide with remainders

Year 6 RTP

Addition, subtraction, multiplication and division

Ready to progress criteria	Block	Steps
6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).	Spring 1	1 – Add or multiply? 5 – Scale drawing 6 – Use scale factors 7 – Similar shapes 8 – Ratio problems 9 – Proportion problems 10 – Recipes
6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	Autumn 2	8 – Solve problems with multiplication 10 – Division using factors 13 – Solve problems with division 14 – Solve multi-step problems 17 – Reason from known facts
6AS/MD-3 Solve problems involving ratio relationships.	See under Ratio and proportion	
6AS/MD-4 Solve problems with 2 unknowns.	See under Algebra	

Fractions: Recognise and write

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- 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	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	- 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 - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{7}{5} + \frac{2}{5} = \frac{9}{5} = 1\frac{4}{5}$]	
Summer 2	Summer 1	Spring 3	Spring 4 Summer 1	Autumn 4	

Fractions: Compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise the equivalence of $\frac{a}{b}$ and $\frac{c}{d}$	- recognise and show, using diagrams, equivalent fractions with small denominators - compare and order unit fractions, and fractions with the same denominators	recognise and show, using diagrams, families of common equivalent fractions	compare and order fractions whose denominators are all multiples of the same number	- use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fractions, including fractions > 1
	Summer 1	Spring 3	Spring 3	Autumn 4	Autumn 3

Fractions: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	write simple fractions for example, $\frac{1}{3}$ of 6 = 3	add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	add and subtract fractions with the same denominator	- add and subtract fractions with the same denominator and denominators that are multiples of the same number - multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$] - divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
	Summer 1	Summer 1	Spring 3	Autumn 4 Spring 2	Autumn 3 Autumn 4

Fractions: Solve problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• solve problems that involve all of the above	• 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		
		Spring 3 Summer 1	Spring 3		

Decimals: Recognise, write, compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			- recognise and write decimal equivalents of any number of tenths or hundredths - recognise and write decimal equivalents to $\frac{1}{10}$, $\frac{1}{100}$, $\frac{3}{10}$ - round decimals with one decimal place to the nearest whole number - compare numbers with the same number of decimal places up to two decimal places	- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - 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
			Spring 4 Summer 1	Spring 3 Summer 3	Spring 3

Fractions, decimals and percentages

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			solve simple measure and money problems involving fractions and decimals to two decimal places	- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal - solve problems which require knowing percentage and decimal equivalents of $\frac{1}{\\$}$, $\frac{1}{\#}$, $\frac{1}{5}$, $\frac{\\$}{5}$, $\frac{\#}{5}$ and those fractions with a denominator of a multiple of 10 or 25	- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
			Spring 3 Spring 4 Summer 1	Spring 3	Spring 3 Spring 4

Year 3 RTP Fractions

Ready to progress criteria	Block	Steps
3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	Spring 3	1 – Understand the denominators of unit fractions 3 – Understand the numerators of non-unit fractions 4 – Understand the whole
3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).	Summer 1	4 – Unit fractions of a set of objects
3F-3 Reason about the location of any fraction within 1 in the linear number system.	Spring 3	2 – Compare and order unit fractions 5 – Compare and order non-unit fractions 7 – Fractions on a number line 8 – Count in fractions on a number line
3F-4 Add and subtract fractions with the same denominator, within 1	Summer 1	1 – Add fractions 2 – Subtract fractions

Year 4 RTP Fractions

Ready to progress criteria	Block	Steps
4F-1 Reason about the location of mixed numbers in the linear number system.	Spring 3	4 – Number lines with mixed numbers 5 – Compare and order mixed numbers
4F-2 Convert mixed numbers to improper fractions and vice versa.	Spring 3	7 – Convert mixed numbers to improper fractions 8 – Convert improper fractions to mixed numbers
4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	Spring 3	12 – Add fractions and mixed numbers 14 – Subtract from whole amounts 15 – Subtract from mixed numbers

Year 5 RTP Fractions

Ready to progress criteria	Block	Steps
5F-1 Find non-unit fractions of quantities.	Spring 2	4 – Calculate a fraction of a quantity 5 – Fraction of an amount
5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	Autumn 4	1 – Find fractions equivalent to a unit fraction 2 – Find fractions equivalent to a non-unit fraction 3 – Recognise equivalent fractions
5F-3 Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and for multiples of these proper fractions.	Spring 3	2 – Equivalent fractions and decimals (tenths) 3 – Equivalent fractions and decimals (hundredths) 4 – Equivalent fractions and decimals

Year 6 RTP Fractions

Ready to progress criteria	Block	Steps
6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions.	Autumn 3	1 – Equivalent fractions and simplifying 2 – Equivalent fractions on a number line
6F-2 Express fractions in a common denomination and use this to compare fractions that are similar in value.	Autumn 3	3 – Compare and order (denominator)
6F-3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.	Autumn 3	3 – Compare and order (denominator) 4 – Compare and order (numerator)

Ratio and proportion, algebra

Ratio and proportion

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation/use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
					Spring 1

Algebra

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	solve problems, including missing number problems			- use simple formulae - generate and describe linear number sequences - express missing number problems algebraically - find pairs of numbers that satisfy an equation with two unknowns - enumerate possibilities of combinations of two variables
					Spring 2

Note – 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

Year 6 RTP Addition, subtraction, multiplication and division

Ready to progress criteria	Block	Steps
6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).	See under Addition and subtraction, multiplication and division	
6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	See under Addition and subtraction, multiplication and division	
6AS/MD-3 Solve problems involving ratio relationships.	Spring 1	5 – Scale drawing 6 – Use scale factors 7 – Similar shapes 8 – Ratio problems 9 – Proportion problems 10 – Recipes
6AS/MD-4 Solve problems with 2 unknowns.	Spring 2	9 – Find pairs of values 10 – Solve problems with two unknowns

Measurement

Using measures

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- compare, describe and solve practical problems for: ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time - measure and begin to record the following: ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time (hours, minutes, seconds)	- 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 - compare and order lengths, mass, volume/capacity and record the results using >, < and =	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	- Convert between different units of measure [for example, kilometre to metre; hour to minute] - estimate, compare and calculate different measures	- convert between different units of metric measure - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate - 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 d.p. - convert between miles and kilometres
Spring 4 Spring 5 Summer 6	Spring 3 Spring 4	Spring 2 Spring 4	Spring 2 Summer 3	Spring 4 Summer 5 Summer 6	Autumn 5

Money

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise and know the value of different denominations of coins and notes	- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	add and subtract amounts of money to give change, using both £ and p in practical contexts	estimate, compare and calculate different measures, including money in pounds and pence	use all four operations to solve problems involving measure [for example, money]	
Summer 5	Spring 1	Summer 2	Summer 2	Summer 3	

Time

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	- compare and sequence intervals of time - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - know the number of minutes in an hour and the number of hours in a day	- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight - know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events [for example to calculate the time taken by particular events or tasks]	- read, write and convert time between analogue and digital 12- and 24-hour clocks - solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	solve problems involving converting between units of time	use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa Note – In the WRM schemes, time conversions are covered in Y5; the Y6 block concentrates on metric units.
Summer 6	Summer 2	Summer 3	Summer 3	Summer 5	Autumn 5

Perimeter, area, volume

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		measure the perimeter of simple 2-D shapes	- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares	- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes - estimate volume [for example, using blocks to build cuboids] and capacity [for example, using water]	- recognise that shapes with the same areas can have different perimeters and vice versa - recognise when it is possible to use formulae for area and volume of shapes - calculate the area of parallelograms and triangles - calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units
		Spring 2	Autumn 3 Spring 2	Spring 4 Summer 6	Spring 5

Geometry

2-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D shapes and everyday objects	draw 2-D shapes	- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - identify lines of symmetry in 2-D shapes presented in different orientations	- distinguish between regular and irregular polygons based on reasoning about equal sides and angles. - use the properties of rectangles to deduce related facts and find missing lengths and angles	- draw 2-D shapes using given dimensions and angles - compare and classify geometric shapes based on their properties and sizes - illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Autumn 3	Autumn 3	Summer 4	Summer 4	Summer 1	Summer 1

3-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	- recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] - compare and sort common 3-D shapes and everyday objects	make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets
Autumn 3	Autumn 3	Summer 4		Summer 1	Summer 1

Angles and lines

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		- recognise angles as a property of shape or a description of a turn - 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 - identify horizontal and vertical lines and pairs of perpendicular and parallel lines	- identify acute and obtuse angles and compare and order angles up to two right angles by size - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple symmetric figure with respect to a specific line of symmetry	- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - draw given angles, and measure them in degrees - identify: ➤ angles at a point and one whole turn (total 360°) ➤ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) ➤ other multiples of 90°	- find unknown angles in any triangles, quadrilaterals, and regular polygons - recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
		Summer 4	Summer 4	Summer 1	Summer 1

Position and direction

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
describe position, direction and movement, including whole, half, quarter and three-quarter turns	- order and arrange combinations of mathematical objects in patterns and sequences - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		- describe positions on a 2-D grid as coordinates in the first quadrant - describe movements between positions as translations of a given unit to the left/right and up/down - plot specified points and draw sides to complete a given polygon	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	- describe positions on the full coordinate grid (all four quadrants) - draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Summer 3	Summer 4		Summer 6	Summer 2	Summer 2

Year 1 RTP Geometry

Ready to progress criteria	Block	Steps
1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Autumn 3	1 – Recognise and name 3-D shapes 2 – Sort 3-D shapes 3 – Recognise and name 2-D shapes 4 – Sort 2-D shapes 5 – Patterns with 2-D and 3-D shapes
1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Autumn 3	1 – Recognise and name 3-D shapes 2 – Sort 3-D shapes 3 – Recognise and name 2-D shapes 4 – Sort 2-D shapes 5 – Patterns with 2-D and 3-D shapes

Year 2 RTP Geometry

Ready to progress criteria	Block	Steps
2G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Autumn 3	1 – Recognise 2-D and 3-D shapes 2 – Count sides on 2-D shapes 3 – Count vertices on 2-D shapes 7 – Sort 2-D shapes 8 – Count faces on 3-D shapes 9 – Count edges on 3-D shapes 10 – Count vertices on 3-D shapes 11 – Sort 3-D shapes

Year 3 RTP Geometry

Ready to progress criteria	Block	Steps
3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.	Summer 4	2 – Right angles
3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	Summer 4	6 – Parallel and perpendicular 8 – Draw polygons

Year 4 RTP Geometry

Ready to progress criteria	Block	Steps
4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	Summer 6	3 – Draw 2-D shapes on a grid 4 – Translate on a grid
4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.	Spring 2	8 – Perimeter of regular polygons 9 – Perimeter of polygons
	Summer 4	4 – Triangles 5 – Quadrilaterals 6 – Polygons
4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	Summer 4	7 – Lines of symmetry 8 – Complete a symmetric figure

Year 5 RTP Geometry

Ready to progress criteria	Block	Steps
5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	Summer 1	2 – Classify angles 3 – Estimate angles 4 – Measure angles up to 180° 5 – Draw lines and angles accurately
5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.	Spring 4	4 – Area of rectangles 5 – Area of compound shapes

Year 6 RTP Geometry

Ready to progress criteria	Block	Steps
6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	Spring 5	1 – Shapes - same area 2 – Area and perimeter 3 – Area of a triangle – counting squares 4 – Area of a right-angled triangle 5 – Area of any triangle 6 – Area of a parallelogram
	Summer 1	4 – Angles in a triangle 5 – Angles in a triangle – special cases 6 – Angles in a triangle – missing angles 7 – Angles in a quadrilateral 8 – Angles in polygons 10 – Draw shapes accurately

Statistics

Present and interpret data

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	interpret and construct simple pictograms, tally charts, block diagrams and simple tables	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6

Solve statistical problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data	solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6