



Stanburn Primary School

Maths Progression of Skills Map

Believe, Achieve, Succeed – Learning Without Limits



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NUMBER AND PLACE VALUE	<p>Use some number names and number values</p> <p>Recite numbers in order to 10</p> <p>Know that numbers identify how many objects are in a set.</p> <p>Begin to represent numbers using fingers, marks on paper or pictures</p> <p>Sometimes match numeral and quantity correctly</p> <p>Compare two groups of objects saying when they have the same number</p> <p>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>Recognise numerals 1-5</p> <p>Count up to three or four objects by saying one number name for each item.</p> <p>Count objects to 10, and begin to count beyond 10.</p> <p>Count out 6 objects from a larger group</p> <p>Select the correct numerals to represent 1-5, then 1-10 objects</p> <p>Estimate how many objects they can see and check by counting them</p> <p>Used the language 'more' and 'fewer' to compare two sets of objects</p> <p>Places numbers 1-20 in order</p>	<p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of; equal to, more than, less than (fewer) most, least.</p> <p>Read and write numbers from 1-20 in numerals and words.</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals. Count in multiples of 10.</p> <p>Given a number, identify one more and one less.</p> <p>Count in multiples of 2s and 5s.</p>	<p>Identify, represent and estimate numbers.</p> <p>Compare and order numbers from 0 to 100.</p> <p>Use < > symbols and = sign</p> <p>Read and write numbers to 100 in numerals and words.</p> <p>Count in steps of 2,3, and 5 from 0 and in tens from any number, forward and backward.</p> <p>Recognising place value of 2 digit numbers.</p> <p>Use place value and number facts to solve problems.</p>	<p>Identify, represent and estimate numbers using different representations.</p> <p>Read and write numbers up to 1000 in numerals in words. Recognise place value of 3 digit numbers.</p> <p>Compare and order numbers up to 1000.</p> <p>Count from 0 in multiples of 4,8,50 and 100. Find 10 or 100 more or less than a given number.</p> <p>Solve problems.</p>	<p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100, 1000.</p> <p>Count in multiples of 6,7,9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four-digit number.</p> <p>Order and compare numbers beyond 1000.</p> <p>Read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.</p> <p>Add and subtract with up to 4 digit using the columnar method. Count backwards through zero to include negative numbers.</p> <p>Solve number and practical problems which involve rounding numbers and place value.</p>	<p>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100, 000.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p>

<p>ADDITION AND SUBTRACTION</p>	<p>Find the total number of items in two groups by counting all of them Find one more or one less from a group of up to five objects, then ten objects In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting Say which number is one more or one less than a given number (up to 20) Use quantities and objects to add two single-digit numbers and count on to find the answer Use quantities and objects to subtract two single-digit numbers and count back to find the answer</p>	<p>Read, write and interpret mathematical statements involving +, -, = signs. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations. Represent and use number bonds and related subtraction facts to 20. Solve missing number problems.</p>	<p>Add and subtract numbers using concrete objects, pictorial representations and mentally including</p> <ul style="list-style-type: none"> - a 2-digit number and ones - a 2-digit number and tens - two 2-digit numbers - adding three one digit numbers <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> - using concrete and pictorial representations, including those involving numbers, quantities and measures <p>Solves problems with addition and subtraction applying their increasing knowledge of mental and written methods Recall and use addition facts to 20. Use related facts to 100. Recognise and use inverse.</p>	<p>Add and subtract numbers mentally including</p> <ul style="list-style-type: none"> - 3 digit numbers and ones - 3 digit numbers and tens - 3 digit numbers and hundreds <p>Add and subtract numbers with up to 3 digit numbers using column methods. Solve problems including missing numbers using number facts. Estimate the answer to a calculation and use inverse methods to check answers.</p>	<p>Add and subtract numbers with up to 4 digits using the formal written method of columnar addition and subtraction where appropriate Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. Estimate and use inverse operations to check answers to calculations.</p>	<p>Add and subtract whole numbers with more than 4 digits, including using columnar written methods. Add and subtract numbers mentally with an increasingly large numbers Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why including understanding the meaning of the equals sign Uses rounding to check answers to calculations and determines, in the context of a problem, levels of accuracy</p>	<p>Solves addition and subtraction multi-step problems in context Perform mental calculation, including mixed operations and large numbers. Use knowledge of the order of operations to carry out calculations involving the 4 operations. Solve + and – multi-step problems in contexts, deciding which operations and methods to use and why. Use estimation to check answers and determine an appropriate degree of accuracy.</p>
<p>MULTIPLICATION AND DIVISION</p>	<p>Solve problems including doubling Solve problems involving halving Solve problems including sharing</p>	<p>Solve one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>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 Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Solve problems involving multiplication and division, using materials arrays, repeated addition, mental</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p>Recall multiplication and division facts for multiplication tables up to 12 x 12 Use place value, known and derived facts to multiply and divide mentally, including the following: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply</p>	<p>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 square and cubed Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and</p>	<p>Identify common factors, common multiples and prime numbers. Use estimation to check answers to calculations and determine, in the context of the problem, an appropriate degree of accuracy. 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</p>

			methods, and multiplication and division facts, including problems in contexts		two digit numbers by one digit, integer scaling problems and harder correspondence problems such as which n objects are connected to m objects	cubes Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Solve problems involving multiplication and division, including scaling by simple fractions and problems	formal written method of short division where appropriate, interpreting remainders according to the context Perform mental calculations, including with mixed operations and large numbers Solve problems involving all four operations Use their knowledge of the order of operations to carry out calculations involving the four operations Using their knowledge of the order of operations to carry out calculations involving the four operations Solve problems involving addition, subtraction, multiplication and division
FRACTIONS, DECIMALS AND PERCENTAGES		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 $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 Recognise the equivalent of two quarters and one half	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 Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) Compare and order unit fractions with the same denominators Solve problems that involve all of the above	Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten Solve problems involving increasingly harder fractions to calculate quantities, including non-unit fractions where the answer is a whole number Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with one decimal place to the nearest whole number	Compare and order fractions whose denominators are all multiples of the same number 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 to the other writing mathematical statements >1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$) Read and write decimal numbers as fractions 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 Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) Recognise and use	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions including fractions >1 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 (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) Divide proper fractions by whole number (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$) Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) Identify the value of each digit in numbers given to three decimal places Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in

					Compare numbers with the same number of decimal places up to two decimal places Solve simple measures and money problems involving fractions and decimals to two decimal places	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 3 decimal places Solve problems involving numbers up to 3 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 Pupils	cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
RATIO AND PROPORTION							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 of percentages (e.g of measures, and such as 15% of 360) and the 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
ALGEBRA		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and	Solve problems, including missing number problems			Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically

		missing number problems such as $7 = _ - 9$	solve missing number problems				Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables
MEASUREMENT	Describe their relative position such as 'behind' or 'next to' Order two or three items by length or height Orders two items by weight or capacity Use familiar objects and common shapes to create and recreate patterns and build models Use everyday language related to money Orders and sequences familiar events Measure short periods of time in simple ways Use everyday language to talk about size to compare (quantities) and solve problems involving: weight, capacity, position, distance time, money	Compare, describe and solve practical problems for: - lengths and heights (e.g. long/short, longer/ shorter, tall/short, double/half) - mass or weight (e.g. heavy/light, heavier than, lighter than) - capacity/volume (e.g. full/empty, more than, less than, half, half full, quarter) - time (e.g. quicker, slower, earlier, later) Measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language (e.g. before, after, next, first, today, tomorrow, morning, afternoon and evening) Recognise and use the 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.	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ 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 $=$ 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 Compare and sequence intervals of time Tell and write 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	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money giving change, using both £ and p in practical contexts Tell and write the time from an analogue clock, including using Roman numerals from 1 to X11, and 12 hour and 24 hour clocks Estimate and read time to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, 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. Measure the perimeter of simple 2-D shapes	Convert between different units of measure (e.g. kilometre to metre; hour to minute) Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting Estimate, compare and calculate different measures, including money in pounds and pence 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	Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints 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 (cm^2) and square metres (m^2) and estimate the area of irregular shapes Estimate volume (e.g. using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (e.g. using water) Solve problems involving converting between units of time 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 three decimal places 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 three decimal places Convert between miles and kilometres 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 (cm^3) and cubic metres (m^3) and extending to other units (e.g. mm^3 and km^3)
GEOMETRY – SHAPE, POSITION AND DIRECTION	Show an interest in shape and space by playing with shapes or making arrangements with objects Show awareness of similarities of shapes in the	Recognise and name common 2-D and 3-D shapes, including: - 2-D shapes (e.g. rectangles (including squares), circles and	Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Recognise and name	Draw 2-D shapes Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse	Identify 3-D shapes, including cubes and cuboids, from 2-D representations Know angles are measured in degrees; estimate and	Draw 2D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric

	<p>environment Use positional language Show interest in shapes by sustained construction activity or by talking about shapes or arrangements Show interest of shapes in the environment Use shapes appropriately for tasks Begin to talk about the shapes of everyday objects (round, tall) Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes Select a particular shape Explore characteristics of everyday shapes and objects and use mathematical language to describe them</p>	<p>triangles) - 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres) Describe position, directions and movements, including half, quarter and three-quarter turns</p>	<p>common 3-D shapes (for example, cuboids (including cubes) pyramids and spheres) 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 and 3-D shapes and everyday objects Order and arrange combinations of mathematical objects in patterns Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise/anti-clockwise)</p>	<p>increasing accuracy Recognise angles as a property of shape and associate angles with turning 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</p>	<p>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 Describe positions on a 2-D grid as coordinates in the first quadrant Describe movement 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</p>	<p>compare acute, obtuse and reflex angles Draw given angles, measuring them in degrees (°) Identify - angles at a point and one whole turn (total 360°) - angles at a point on a straight line and ½ a turn (total 180°) - other multiples of 90° Use the properties of a rectangle to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles 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</p>	<p>shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles 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</p>
STATISTICS			<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 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 compare categorical data</p>	<p>Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables</p>	<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graph</p>	<p>Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables</p>	<p>Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average</p>

NOTE – although algebraic notations is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3