



Progression of Skills

Maths

Early years

<p>Counting Principle: Stable Order - It is the simple concept that the sequence for how we count always stays the same.</p>				
<p>*Says numbers out of order. *Counts everyday objects - sometimes missing steps. *Can join in with singing simple number songs and rhymes.</p>	<p>*Joins in with counting books. *Recites numbers to 5. *Recites numbers to 10.</p>	<p>*Order numerals to 5. *Recites numbers to 20. *Can find the next numbers on a number line.</p>	<p>*Order numbers to 10. *Verbally counts beyond 20 and recognises the pattern of the counting system.</p>	<p>*Can identify missing numbers on a number track or line to 20. *Counts verbally and with objects from numbers other than 1.</p>
<p>Counting Principle: 1:1 Correspondence and Subitising - Understanding that each object being counted must be given one count and only one count. Being able to recognise the quantity of objects without counting them individually.</p>				
<p>*Moves each item as it is counted to 3 and then to 5. *Count with 1:1 correspondence to 3.</p>	<p>*Subitising to 3. *Shows finger numbers up to 3. *Can count out a specified number of objects from a larger group (to 3). Count with 1:1 correspondence to 5.</p>	<p>*Can subitise dot images to 5. *Shows finger numbers up to 5. *Can count out a specified number of objects from a larger group (to 5). *Count with 1:1 correspondence to 10.</p>	<p>*Shows finger numbers up to 10. *Can count out a specified number of objects from a larger group (to 10).</p>	<p>*Can subitise dot images to 6.</p>
<p>Counting Principle: Cardinality - Understanding that the last count of a group of objects represents how many are in the group. The cardinal principle is reliant on the child establishing a good grasp of the 1:1 correspondence and stable order principles.</p>				
<p>*Knows the last number reached is the total when counting a small set of objects (to 3).</p>	<p>*Knows the last number reached is the total when counting a small set of objects (to 10).</p>	<p>*Knows the last number reached is the total when counting a small set of objects (to 20).</p>	<p>*Counting all objects by combining two groups. Knowing that the last number counted gives you the total of two groups (addition).</p>	<p>*Counting on from a specified number (not 1) to find a total knowing that the last number counted gives you the total.</p>
<p>Counting Principle: Abstraction - Understanding that the quantity of five large things is the same count as the quantity of five small things, or the quantity is the same as a mixed group of five small, medium and large things. It is also the understanding that you can count anything even though it may not be touched or seen.</p>				
<p>*Understand that objects in a set can be different sizes/sets but that each object represents 1.</p>	<p>*Counts 3 jumps accurately and able to keep track of counting without touching or seeing the objects, e.g. counting cubes into a cup.</p>	<p>*Counts 5 jumps accurately and able to keep track of counting without touching or seeing the objects, e.g. counting cubes into a cup.</p>	<p>*Counts 10 jumps accurately and able to keep track of counting without touching or seeing the objects, e.g. counting cubes into a cup.</p>	<p>*Counting on mentally by keeping track of imaginary objects/numbers.</p>
<p>Counting Principle: Order Irrelevance (conservation of number) - The understanding that the order in which the numbers are counted is not important. Objects can be counted in any order as long as every object is only counted once.</p>				
<p>*Counts 3 objects but understands that if they are rearranged, there are still 3.</p>	<p>*Counts 5 objects but understands that if they are rearranged, there are still 5.</p>	<p>*Counts 10 objects but understands that if they are rearranged, there is still 10.</p>	<p>*Composition of numbers to 5 (number bonds).</p>	<p>*Composition of numbers to 10 (number bonds).</p>
<p>Composition of number and number facts - Know that each number in the counting sequence is exactly 1 greater than the one before it and the resulting number contains all previous numbers within it (hierarchical inclusion). Knowing the different compositions of a number.</p>				
<p>*Can give the next number in the counting sequence to 3.</p>	<p>*Know the different compositions of the numbers 2 and 3.</p>	<p>Can give the next number in the counting sequence to 5 (finding one more). *Knowing the different compositions of the number 5.</p>	<p>*Can give the next number in the counting sequence to 10. *Can give one less than a given number in the counting sequence to 10. *Knowing the different compositions of the numbers 6, 7 and 8.</p>	<p>*Can give the next number in the counting sequence to 20. *Can give one less than a given number in the counting sequence to 20. *Knowing the different compositions of the numbers 9 and 10.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place value: Counting	*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 2s, 5s and 10s.	*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 million. *Count forwards and backwards with positive and negative whole numbers, including through zero.	
Place Value: Represent	*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 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 million and determine the value of each digit. *Read Roman numerals to 1000 and recognise years written in Roman numerals.	*Read, write (order and compare) numbers up to 10 million and determine the value of each digit.
Place value: Use PV and compare	*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 million and determine the value of each digit.	*(Read, write) order and compare numbers up to ten million and determine the value of each digit.
Place value: Problems and rounding		*Use place value and number facts to solve problems.	*Solve number problems and practical problems involving these ideas.	*Round and 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 million 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.

Addition and subtraction: Recall, represent, use	<p>*Read, write and interpret mathematical statements involving addition, subtraction and equals signs.</p> <p>*Represent and use number bonds and related subtraction facts within 10.</p>	<p>*Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</p> <p>*Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>*Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>*Estimate the answer to a calculation and use inverse operations to check answers.</p>	<p>*Estimate and use inverse operations to check answers to a calculation.</p>	<p>*Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p>	
Addition and subtraction: Calculations	<p>*Add and subtract one-digit and two-digit numbers to 20, including zero.</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 - 2 2-digit numbers - adding 3 1-digit numbers 	<p>*Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> - a 3-digit number and ones - a 3-digit numbers and tens - a 3-digit numbers and hundreds. <p>*Add and subtract numbers with up to 3 digits using formal written methods of columnar addition and subtraction.</p>	<p>*Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p>	<p>*Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>*Add and subtract numbers mentally with increasingly large numbers.</p>	<p>*Perform mental calculations, including with mixed operations and large numbers.</p> <p>*Use their knowledge of the order of operations to carry out calculations involving the four operations.</p>
Addition and subtraction: Solve problems	<p>*Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ + 9$.</p>	<p>*Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written methods. 	<p>*Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>*Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>*Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>*Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p>	<p>*Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>

<p>Multiplication and division: Recall, represent, use</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.</p>	<p>*Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p>	<p>*Recall multiplication and division facts for multiplication tables up to 12x12. *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.</p>	<p>*Identify multiples and factors, including finding all 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 and cubed.</p>	<p>*Identify common factors, common multiples and prime numbers. *Use estimation to check answers to calculations and determine in the context of a problem and appropriate degree of accuracy.</p>
<p>Multiplication and division: Calculations</p>		<p>*Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.</p>	<p>*Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times one-digit numbers, using mental and progressing to formal methods.</p>	<p>*Multiply two-digit and three-digit numbers by a one-digit numbers using formal written layout.</p>	<p>*Multiply numbers up to 4 digits by a 1 or 2-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 numbers 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.</p>	<p>*Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication. *Divide numbers up to 4 digits by a 2-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 2-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.</p>

Multiplication and division: Solve problems	*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.
Multiplication and division: Combined operations					*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.

Fractions: Recognise and write	*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.	*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 10.	*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 $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$).	
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Fractions: Compare		*Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	*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 denominator. *Compare and order fractions, including fractions >1 .
Fractions: Calculations		*Write simple fractions for example $\frac{1}{2}$ 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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). *Divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$).
Fractions: Solve problems			*Solve problems that involve all of the above.	*Solve problems involving increasingly harder fractions to calculate quantities and fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.		
Decimals: Recognise and write				*Recognise and write decimal equivalents of any number of tenths or hundredths. *Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.	*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.	*Identify the value of each digit in numbers given to three decimal places.

Decimals: compare				<p>*Round decimals with one decimal place to the nearest whole number.</p> <p>*Compare numbers with the same number of decimal places up to two decimal places.</p>	<p>*Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>*Read, write, order and compare numbers with up to three decimal places.</p>	
Decimals: Calculations and problems				<p>*Find the effect of dividing a one or two-digit numbers by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p>	<p>*Solve problems involving numbers up to three decimal places.</p>	<p>*Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> <p>*Multiply one-digit numbers with up to two decimal places by whole numbers.</p> <p>*Use written division methods in cases where the answer has up to two decimal places.</p> <p>*Solve problems which require answers to be rounded to specified degrees of accuracy.</p>
Fractions, Decimals and Percentages				<p>*Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>*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.</p> <p>*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.</p>	<p>*Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for examples $\frac{3}{8}$).</p> <p>*Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p>

Ratio and Proportion						<p>*Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>*Solve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparison.</p> <p>*Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>*Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
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Algebra	<p>*Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = _ - 9$.</p>	<p>*Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>*Solve problems, including missing number problems.</p>			<p>*Use simple formulae.</p> <p>*Generate and describe linear number sequences.</p> <p>*Express missing number problems algebraically.</p> <p>*Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>*Enumerate possibilities of combinations of two variables.</p>
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Note – although algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as shown in missing number objectives from Y1, Y2, Y3.

Measurement: Using Measures	<p>*Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> -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). <p>*Measure and begin to record the following:</p> <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume -time (hours, minutes, seconds). 	<p>*Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature (oC); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>*Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p>	<p>*Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>	<p>*Convert between different units of measure (for example, km to m; hour to minute).</p> <p>*Estimate, compare and calculate different measures.</p>	<p>*Convert between different units of measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml).</p> <p>*Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>*Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.</p>	<p>*Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>*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 three decimal places.</p> <p>*Convert between miles and kilometres.</p>
Measurement: Money	<p>*Recognise and know the value of different denominations of coins and notes.</p>	<p>*Recognise and use symbols for pounds and pence; combine amounts to make a particular value.</p> <p>*Find different combinations of coins that equal the same amounts of money.</p> <p>*Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>*Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p>*Estimate, compare and calculate different measures including money in pounds and pence.</p>	<p>*Use all four operations to solve problems involving measure (for example, money).</p>	

Measurement: Time	<p>*Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p> <p>*Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>*Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>*Compare and sequence intervals of time.</p> <p>*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.</p> <p>*Know the number of minutes in an hour and the number of hours in a day.</p>	<p>*Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>*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, am/pm, morning, afternoon, noon and midnight.</p> <p>*Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>*Compare durations of events (for example to calculate the time taken by particular events or tasks).</p>	<p>*Read, write and convert time between analogue and digital 12 and 24 hour clocks.</p> <p>*Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>*Solve problems involving converting between units of time.</p>	<p>*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.</p>
Measurement: Perimeter, Area, Volume			<p>*Measure the perimeter of simple 2D shapes.</p>	<p>*Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.</p> <p>*Find the area of rectilinear shapes by counting squares.</p>	<p>*Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>*Calculate and compare the area of rectangles (including squares) and including using standard units, square cm and square m and estimate the area of irregular shapes.</p> <p>*Estimate volume (for example, using 1 cm cubed blocks to build cuboids) and capacity (for example, using water).</p>	<p>*Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>*Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>*Calculate the area of parallelograms and triangles.</p> <p>*Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic cm and cubic metres and extending to other units (for example mm cubed and km cubed).</p>

Geometry: 2D Shapes	*Recognise and name common 2D shapes (for example, rectangles - including squares - circles and triangles).	*Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. *Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid). *Compare and sort common 2D shapes and everyday objects.	*Draw 2D shapes.	*Compare and class geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. *Identify lines of symmetry in 2D 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 2D 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.
Geometry: 3D shapes	*Recognise and name common 3D shapes (for example, cuboids, pyramids and spheres).	*Recognise and name common 3D shapes (for example cuboids, pyramids and spheres). *Compare and sort common 3D shapes and everyday objects.	*Make 3D shapes using modelling materials, recognise 3D shapes in different orientations and describe them.		*Identify 3D shapes, including cubes and other cuboids, from 2D representations.	*Recognise, describe and build simple 3D shapes including making nets.
Geometry: Angles and Lines			*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 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 2D shapes presented in different orientations. *Complete a simple symmetric figure with respect to a specific line of symmetry.	*Know angles are measures 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 degrees) - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180 degrees) - other multiples of 90 degrees.	*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.

<p>Geometry: Position and Direction</p>	<p>*Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>*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).</p>		<p>*Describe positions on a 2D 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.</p>	<p>*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>*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>
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<p>Statistics: Present and Interpret</p>		<p>*Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p>	<p>*Interpret and present data using bar charts, pictograms and tables.</p>	<p>*Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>	<p>*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.</p>
<p>Statistics: Solve problems</p>		<p>*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.</p>	<p>*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.</p>	<p>*Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>*Solve comparison, sum and difference problems using information presented in a line graph.</p>	<p>*Calculate and interpret the mean as an average.</p>