Wilby CE VA Primary School
Progression of Skills and Knowledge in Maths

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place value – counting	**Development Matters statements** 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. **Early Learning Goals Number** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. **Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system.	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	

Place value – representing	**Development Matters statements** Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. **Early Learning Goals Number** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.	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.
Place value – use and compare	**Development Matters statements** Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. **Early Learning Goals Number** **Numerical Patterns** Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. **WRH** Children will notice that some items can be shared	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.

	into 2 groups and some cannot. They will be introduced to the odd and even structure of numbers.						
Place Value – problems/ rounding			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
Addition & subtraction: Calculations	**Development Matters statements** 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 0–10. **Early Learning Goals Number** Have a deep understanding of number to 10, including the composition of each number.	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	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

	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.			addition and subtraction			
Addition & subtraction: Problems	**Development Matters statements** 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 0–10. **Early Learning Goals Number** Have a deep understanding of number to 10, including the composition of each number. 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. **WRH** Children begin to combine 2 groups to find out how many altogether. Children use real objects to see that the quantity of a group of items can be	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □–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

	changed by taking items away.						
Multiplication & division: Recall/Use	**Early Learning Goals Number** 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. **Numerical Patterns** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		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
Multiplication & division: Calculations	**Early Learning Goals Number** Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)		Calculate mathematical statements for multiplication and division within the multiplication tables and write	Write and calculate mathematical statements for multiplication and division using the multiplication	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	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

	and some number bonds to 10, including double facts. **Numerical Patterns** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. **WRH** Children will notice that some items can be shared into 2 groups and some cannot. They will be introduced to the odd and even struture of numbers.		them using the multiplication (×), division (÷) and equals (=) signs	tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		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	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
Multiplication & division: Problems		Solve one-step problems involving multiplication and division, by	Solve problems involving multiplication and division, using materials,	Solve problems, including missing number problems, involving	Solve problems involving multiplying and adding, including using the	Solve problems involving multiplication and division including using	Solve problems involving addition, subtraction,

		calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	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	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	multiplication and division
Multiplication & division: Combined						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
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	Recognise, find, name and write fractions 13,14,24and 34of 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	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	

		of an object, shape or quantity		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		improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 25+45=65=115]	
Fractions: Compare			Recognise the equivalence of 24and 12	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
Fractions: Calculations			Write simple fractions for example, 12of 6 = 3	Add and subtract fractions with the same denominator within one whole	Add and subtract fractions with the same denominator	Add and subtract fractions with the same denominator and denominators that are multiples	Add and subtract fractions with different denominators and mixed numbers, using

				[for example, 57+17=67]		of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,14×12=18] Divide proper fractions by whole numbers [for example 13÷2=16]
Fractions: Solve problems				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		
Decimals: Recognise, write, compare					Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal	Read and write decimal numbers as fractions [for example, 0.71 = 71100] Recognise and use thousandths and relate them	Identify the value of each digit in numbers given to three decimal places

					equivalents to 14,12,34 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	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	
Fractions, decimals and percentages					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 12,14,15,25,45an	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 38] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

						d those fractions with a denominator of a multiple of 10 or 25	
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/ 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 missing number problems such as 7 = □–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
		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*					
Using measures	**Development Matters statements** Compare length, weight (mass) and capacity. **WRH** Children use language to describe length and height. They begin to use objects such as cubes to measure items.	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	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,	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Convert between different units of measure [for example, kilometreto 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	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,

		Mass/weight Capacity and volume Time (hours, minutes, seconds)	scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =			involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	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
Money		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]	
Time	**WRH** Children talk about night and day and order key	Sequence events in chronological order using	Compare and sequence intervals of time	Tell and write the time from an analogue clock,	Read, write and convert time between	Solve problems involving converting	Use, read, write and convert between standard

	events in their daily routines. They use language to describe when events happen. Children being to measure time in simple ways. Children order and sequence important times using language such as now, before, later, soon, after, then and next. They recognise that regular events happen on the same day each week. They use yesterday, today and tomorrow. They learn that some processes take a longer time.	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	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	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]	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	between units of time	units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa Note –in the WRH schemes, time conversions are covered in y5; the y6 block concentrates on metric units.

Perimeter, area, volume				Measure the perimeter of simple 2D 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
2D shapes	**Development Matters statements** Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have	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	Draw 2D shapes.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Use the properties of rectangles to	Draw 2D shapes using given dimensions and angles Compare and classify geometric shapes based on their properties and sizes

	other shapes within it, just as numbers can. **WRH** Children learn that circles have one curved side and triangles have 3 straight sides. Squares and rectangles have 4 straight sides and 4 corners. They recognise these shapes.		surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2D shapes and everyday objects.		Identify lines of symmetry in 2D shapes presented in different orientations.	deduce related facts and find missing lengths and angles	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
3D shapes	**Development Matters statements** Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. **WRH** Children will explore and manipulate 3d shapes. They are introduced to the names of shapes and explore similarities and differences between them.	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 2D representations	Recognise, describe and build simple 3-D shapes, including making nets
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	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	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees Identify:	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

				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	in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry	Angles at a point and one whole turn (total 360°) Angles at a point on a straight line and 12a turn (total 180°) Other multiples of 90°	opposite, and find missing angles
Position and direction	**WRH** Children hear and begin to use positional language to describe how items are positioned in relation to other items. Children understand that we can make maps and plans to represent places and use these to see where things are in relation to other things.	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		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	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

			turns (clockwise and anti-clockwise)				
Statistics: Present and interpret data			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
Statistics: Solve statistical problems			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