Maths: Progression of Skills

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number: Counting	• Counts objects to 10, and beginning to count beyond 10. • Counts an irregular arrangement of up to ten objects. • Children count reliably with numbers from one to 20 and place them in order	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • Given a number identify one more and one less	• 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 give number	• Count backwards through zero to include negative numbers • Count in multiples of 6, 7, 9, 25 and 1000 • Find 1000 more or less than a give number	• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000	• Use negative numbers in context, and calculate intervals across zero
Number: Comparing	• Uses the language of 'more' and 'fewer' to compare two sets of objects.	• Use the language of: equal, to, more, less than (fewer), most, least	• Compare and order numbers from 0 up to 100; use > < and = signs	• Compare and order numbers up to 1000	• Order and compare numbers beyond 1000 • Compare numbers with the same amount of decimals places	• 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
Number: Identifying, representing and estimating numbers	• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Estimates how many objects they can see and checks by counting them.	• Identify and represent numbers using objects and pictorial representations including the number line	• Identify, represent and estimate numbers using different representations, including the number line	• Identify, represent and estimate numbers using different representations	• Identify, represent and estimate numbers using different representations		

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Number: Reading and writing numbers	• Read and write numbers from 1 to 20 in numerals and words	• Read and write numbers to at least 100 in numerals and words	• Read and write numbers to at least 1000 in numerals and words	• 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
Number: Understanding place value		• Recognise the place value of each digit in a two-digit number (tens, ones)	• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones) • 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 units, tenths and hundredths	• Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents	• Read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit • Identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers up 3 decimal place
Number: Rounding				• Round any number to the nearest 10, 100 and 1000 • Round decimals with one decimals place to the nearest whole number	• Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000	

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Number: Problem Solving	• Begins to identify own mathematical problems based on own interests and fascinations.		• Use place value and number facts to solve problems	• Solve number problems and practical problems involving these ideas	• Solve number and practical problems that involve all of the above and with increasingly large positive numbers	• Solve number problems and practical problems that involve all of the above	• Solve number and practical problems that involve all of the above
Addition and Subtraction: Number bonds		• Represent and use number bonds and related subtraction facts	• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				
Addition and Subtraction: Mental Calculation	• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer	• Add and subtract one-digit and two-digit numbers to 20, including zero • Read, write and interpret mathematical statements involving addition (+)m subtraction (-) and equals (=) signs	• 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 • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	• 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 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

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Addition and Subtraction: Written methods	• Read, write and interpret mathematical statements involving addition (+)m subtraction (-) and equals (=) signs		• 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 four digits, using formal written methods of columnar addition and subtraction where appropriate	• Add and subtract whole numbers with more that four digits, including using formal written methods (columnar addition and subtraction)	•
Addition and Subtraction: Inverse, estimating and checking answers		• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	• Estimate the answer to a calculation and use inverse operations to check answers	• Estimate and use inverse operations to check answers to a calculation	• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	• Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
Addition and Subtraction: Problem Solving	• 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	• 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 four digits, using formal written methods of columnar addition and subtraction where appropriate	• Add and subtract whole numbers with more that four digits, including using formal written methods (columnar addition and subtraction)	• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problem involving addition, subtraction, multiplication and division

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Multiplication and Division: Facts	• 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 or backward • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	• Count from 0 in multiples of 4, 8, 50 and 100 • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	• Count in multiples of 6, 7, 9, 25 and 1 000 • Recall multiplication and division facts for multiplication tables up to 12 × 12	• Count forwards or backwards in steps of powers of 10 for any given number up to • 1 000 000	
Multiplication and Division: Mental calculation		• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	• 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	• 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	• Multiply and divide numbers mentally drawing upon known facts • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	• Perform mental calculations, including with mixed operations and large numbers • Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
Multiplication and Division: Written calculation		• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs	• Write and calculate mathematical statements fro 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 • 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 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 short division where appropriate for the context 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

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Multiplication and Division: Facts	• 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 or backward • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	• Count from 0 in multiples of 4, 8, 50 and 100 • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	• Count in multiples of 6, 7, 9, 25 and 1 000 • Recall multiplication and division facts for multiplication tables up to 12 × 12	• Count forwards or backwards in steps of powers of 10 for any given number up to • 1 000 000	
Multiplication and Division: Mental calculation		• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	• 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	• 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	• Multiply and divide numbers mentally drawing upon known facts • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	• Perform mental calculations, including with mixed operations and large numbers • Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
Multiplication and Division: Written calculation		• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs	• Write and calculate mathematical statements fro 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 • 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 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 short division where appropriate for the context 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

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Multiplication and Division: Multiples, factors, primes, squares and cubes				• 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 primer numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 us prime and recall prim 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 common factors to simplify fractions; use common multiples to express fractions in the same denomination •
Multiplication and Division: Order of operations						• Use their knowledge of the order or operations to carry out calculations involving the four operations
Multiplication and Division: Inverse, estimating and checking			• Estimate the answer to a calculation and use the inverse operations to check answers	• Estimate and use inverse operations to check answers to a calculation		• Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

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FDP : Counting in fractional steps		• Count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line	• Count up and down in tenths	• Count up and down in hundredths		
FDP : Recognising fractions	• 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 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity	• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	• Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
FDP : Comparing Fractions			• Compare and order unit fractions, and fractions with the same denominator		• Compare and order fractions whose denominators are all multiples of the same number	• Compare and order fractions, including fractions >1
FDP: Comparing decimals				• Compare numbers with the same number of decimal places up to two decimal places	• 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

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FDP : Rounding decimals				• Compare numbers with the same number of decimal places up to two decimal places	• 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
FDP : Equivalence		• Write simple fractions eg. 1/2 of 6 = 3 and recognize the equivalence of 3/4 and 1/2	• Recognise and show, using diagrams, equivalent fractions with small denominators	• Recognise and show, using diagrams, families of common equivalent fractions • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to 1/4, 1/2, 3/4	• Identify, name and write equivalent fractions of a given fractions, represented visually including tenths and hundredths • Read and write decimal numbers as fractions (eg. 0.71 = 71/100) • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • 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 as a decimal fraction	• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Associate a fraction with division and calculate decimal fraction equivalents (eg 0.375) for a simple fraction (eg 3/8) • Recall and use equivalences between simple fractions, decimals and percentages. Including in different contexts
FDP : Addition and subtraction			• Add and subtract fractions with the same denominator within one whole (eg. 5/7 + 1/7 = 6/7)	• Add and subtract fractions with the same denominator	• Add and subtract fractions with the same denominator and multiples of the same number • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (eg 2/5 +4/5 = 6/5 = 1 1/5)	• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

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FDP: Multiplying and dividing fractions					• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	• Multiply simple pairs of proper fractions, writing the answer in its simplest form (eg 1/4 x 1/2 = 1/8) • Multiply one-digit numbers with up to two decimal places by whole numbers • Divide proper fractions by whole numbers (eg 1/3 ÷ 2 = 1/6)
FDP : Multiplying and dividing decimals				• 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		• Multiply one-digit numbers with up to two decimal places by whole numbers • Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places • Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 100 where the answers are up to three decimal places • Associate a fraction with division and calculate decimal fraction equivalents (eg 0.375) for a simple fractions (eg 3/8) • Use written division methods in cases where the answer has up to two decimal places
FDP :Problem Solving			• 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 • Solve simple measure and money problems involving fractions and decimals to two decimal places	• Solve problems involving numbers up to three decimal places • Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25	•

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Ratio & 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 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
Measurement: Comparing and estimating	• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	• Compare, describe and solve practical problems for: ∗ Lengths and heights (eg. Long/short, tall/short, double/half) ∗ Mass/weight (eg. Heavy/light, heavier than/lighter than) ∗ Capacity and volume (eg. Full/empty, more than/less than) ∗ Time (eg. Quicker, slower, earlier, later) • Sequence events in chronological order using language (eg before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	• Compare and order lengths, mass, volume/capacity and record the results using > < and = • Compare and sequence intervals of time	• Compare durations of events, for example to calculate the time taken by particular events or tasks • Estimate and read time with increasing accuracy 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	• Estimate, compare and calculate different measures, including measures including money in pounds and pence	• Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres and estimate the area of irregular shapes (also included in measuring) • Estimate volume (eg using 1cm³ blocks to build cubes and cuboids) and capacity (eg using water)	•

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Measurement: Measuring & Calculating	• Orders two or three items by length or height. • Orders two items by weight or capacity.	• Measure and begin to record the following: * Lengths and heights * Mass/weight * Capacity/volume * Time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes	• 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 • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Find different combination 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	• Measure, compare, add and subtract; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Measure the perimeter of simple 2D shapes • 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 • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the are of rectilinear shapes by counting squares	• Use all four operations to solve problems involving measure (eg. Lengths, mass, volume, money) using decimal notation including scaling • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of squares and rectangles inclusing using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes	• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimals places where appropriate • Recognise that shapes with the same areas can have different perimeters and vice versa • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes of cuboids using standard units, including cubic centimetres (cm³) ansd cubic metres (m³), and extending to other units (eg mm³ and km³) • Recognise when it is possible to use formulae for area and volume of shapes
Measurement: Telling the time	• Uses everyday language related to time. • Orders and sequences familiar events. • Measures short periods of time in simple ways	• Tell the times to the hour and half past the hour and draw hands on a clock face to show these times • Recognise and use language relating to dates including days of the week, weeks, months and years	• 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, includinf Roman numerals ffrom 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, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight	• 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	•

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Measurement: Converting			• Know the number of minutes in an hour and the number of hours in a day	• Know the number of seconds in a minute and the number of days in each month, year and leap year	• Convert between different units of measure (eg. Kilometre to metre, hour to minute) • 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 metric measure (eg kilometer and metre, centimeter and metre; centimeter and millimeter; gram and kilogram; litre and millilitre) • Solve problems involving converting between units of time • Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	• 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 units, and vice versa, using decimal notation up to three decimal places • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Convert between miles and kilometer
Geometry: Identifying shapes and their properties	• Selects a particular named shape. • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	• Recognise and name common 2D and 3D shapes including: * 2D shapes eg rectangles (including squares), circles and triangles * 3D shapes eg cuboids (including cubes), pyramids and spheres	• Identify and describe the properties of 2D shapes including the number of sides and line symmetry in a vertical line • Identify and describe the properties of 3D shapes including the number of edges, vertices and faces • Identify 2D shapes on the surface of 3D shapes (eg a circles on a cylinder and a triangle on a pyramid)		• Identify lines of symmetry in 2D shapes presented in different orientations	• Identify 3D shapes including cubes and other cuboids from 2D representations	• Recognise, describe and build simple 3D shapes, including making nets • Illustrate and name parts or circles, including radius, diameter and circumference and know that the diameter is twice the radius

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Geometry: Position, direction and movement		• Describe position, direction and movement including half, quarter and three quarter turns	• 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 anticlockwise)		• Describe positions on a 2D grid as coordinate 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 reflections 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
Geometry: Pattern	• They recognise, create and describe patterns		• Order and arrange combination of mathematical objects in patterns and sequences				
Statistics: Interpreting, constructing and presenting data			• 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 totaling and comparing categorical data	• Interpret and present data using bar chart, 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: Solving problems				• Solve one step and two step questions (eg How many more? How many fewer? Using information presented in scaled bard charts, 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

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Algebra: Equations						• Express missing number problems algebraically • Find pairs of numbers that satisfy number sentences involving two unknowns • Enumerate all possibilities of combinations of two variables
Algebra: Formulae						• Use simple formulae
Algebra: Sequences						• Generate and describe linear number sequences