

Fleetdown Primary Academy									
Mathematics Curriculum Progression EYFS-KS1-KS2									
Place Value									
Concept	DM (Nursery)	DM (Reception)	ELG	Y1	Y2	Y3	Y4	Y5	Y6
Place Value: Count	Develop fast recognition of up to 3 objects, without having to count them individually. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. know that the last number reached when counting a small set of objects tells you how many there are in total.	Count objects, actions and sounds. Subitise and look at a group of objects and realise how many there are without counting. link the number symbol (numeral) with its cardinal number value. Compare numbers. Count beyond ten.	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	
				Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1 Autumn 3	Autumn 1 Autumn 4	Autumn 1 Summer 4	
Place Value: Represent	show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.			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				Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
	experiment with our own			given a number, identify one more and one less	recognise the place value of each digit in a two-digit	recognise the place value of each digit in a	find 1000 more or less than a given number	(read, write) order and compare	(read, write), order and compare numbers up to 10 000 000 and

	symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’.				number (tens, ones) • compare and order numbers from 0 up to 100; use and = signs	three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000	numbers to at least 1 000 000 and determine the value of each digit	determine the value of each digit
				Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
					use place value and number facts to solve problems	solve number problems and Ppractical 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
Place Value: Problems/Rounding				Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Addition and Subtraction									
Concept	DM (Nursery)	DM (Reception)	ELG	Y1	Y2	Y3	Y4	Y5	Y6
Addition and Subtraction: Calculations		Understand the ‘one more than/one less than’ relationship between	Number Automatically recall (without reference to rhymes,	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:	add and subtract numbers mentally, including:	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and	add and subtract whole numbers with more than 4 digits, including using formal written	perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out

Concept	DM (Nursery)	DM (Reception)	ELG	Y1	Y2	Y3	Y4	Y5	Y6
Multiplication and Division: Recall/Use			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 (nonprime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	identify common factors, common multiples and prime numbers use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
					Spring 2	Autumn 3 Spring 1	Autumn 4 Spring 1	Autumn 3	Autumn 2
					calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$),	write and calculate mathematical statements for multiplication and division using the multiplication tables that they	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 divide numbers up to 4 digits by a two-digit

					division (÷) and equals (=) signs	know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		multiplication for twodigit 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	whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers
					Spring 2	Autumn 3 Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2
Multiplication and Division: 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	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	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving multiplication	solve problems involving addition, subtraction, multiplication and division

						are connected to m objects	connected to m objects	and division, including scaling by simple fractions and problems involving simple rates	
				Summer 1	Spring 2	Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2
Multiplication and 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 operations
								Spring 1	Autumn 2
Fractions, Decimals and Percentages									
	DM (Nursery)	DM (Reception)	ELG	Y1	Y2	Y3	Y4	Y5	Y6
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 nonunit fractions with	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1	

						small denominators recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators		as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]	
				Summer 2	Summer 1	Spring 3	Spring 4 Summer 1	Autumn 4	
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 denomination compare and order fractions, including fractions > 1
					Summer 1	Spring 3	Spring 3	Autumn 4	Autumn 3
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 the above	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number		
						Spring 3 Summer 1	Spring 3		
Decimals: Recognise, Write and Compare							recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places	read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places	identify the value of each digit in numbers given to three decimal places
							Spring 4	Spring 3	Spring 3

							Summer 1	Summer 3	
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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
							Spring 3 Spring 4 Summer 1	Spring 3	Spring 3 Spring 4
Ratio and Proportion, Algebra									
	DM (Nursery)	DM (Reception)	ELG	Y1	Y2	Y3	Y4	Y5	Y6
Ratio and Proportion	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal	continue, copy and create repeating patterns.							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

	language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.								percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
									Spring 1
Algebra				<i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</i>	<i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</i>	<i>solve problems, including missing number problems</i>			use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables
				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					Spring 2
Measurement									
	DM (Nursery)	DM (Reception)	ELG	Y1	Y2	Y3	Y4	Y5	Y6
Using Measures	Make comparisons between objects	Compare length, weight and capacity		compare, describe and solve practical problems for:	choose and use appropriate standard units to estimate and	measure, compare, add and subtract: lengths	Convert between different units of measure [for example,	convert between different units	solve problems involving the calculation and conversion of units of

	relating to size, length, weight and capacity.			➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time measure and begin to record the following: ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time (hours, minutes, seconds)	measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =	(m/cm/mm); mass (kg/g); volume/capacity (l/ml)	kilometre to metre, hour to minute] estimate, compare and calculate different measures	of metric measure understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	measure, using decimal notation up to 3 d.p. where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. convert between miles and kilometres
				Spring 4 Spring 5 Summer 6	Spring 3 Spring 4	Spring 2 Spring 4	Spring 2 Summer 3	Spring 4 Summer 5 Summer 6	Autumn 5
Money				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	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]	

					involving addition and subtraction of money of the same unit, including giving change				
				Summer 5	Spring 1	Summer 2	Summer 2	Summer 3	
Time	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for	read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	solve problems involving converting between units of time	use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa

						example to calculate the time taken by particular events or tasks]			
				Summer 6	Summer 2	Summer 3	Summer 3	Summer 5	Autumn 5
Perimeter, Area and Volume						measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm ²) and square metres (m ²) 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 (cm ³) and cubic metres (m ³), and extending to other units
						Spring 2	Autumn 3 Spring 2	Spring 4 Summer 6	Spring 5
Geometry									
			ELG	Y1	Y2	Y3	Y4	Y5	Y6

2-D Shapes	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Combine shapes to make new ones – an arch, a bigger triangle etc. Understand position through words alone – e.g. the bag is under the table with no pointing.	select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to recognise shapes can have other shapes within in it, just like numbers can.		recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D shapes and everyday objects	draw 2-D shapes	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify lines of symmetry in 2-D shapes presented in different orientations	distinguish between regular and irregular polygons based on reasoning about equal sides and angles. use the properties of rectangles to deduce related facts and find missing lengths and angles	draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
				Autumn 3	Autumn 3	Summer 4	Summer 4	Summer 1	Summer 1
3-D Shapes				recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] compare and sort common 3-D shapes and everyday objects	make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets
				Autumn 3	Autumn 3	Summer 4		Summer 1	Summer 1
Angles and Lines	Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind'.					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	identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in 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

	Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc.					make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines	different orientations complete a simple symmetric figure with respect to a specific line of symmetry	identify: ➤ angles at a point and one whole turn (total 360°) ➤ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) ➤ other multiples of 90°	
						Summer 4	Summer 4	Summer 2	Summer 1
Position and Direction					describe position, direction and movement, including whole, 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)	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 anticlockwise)	describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes
					Summer 3	Summer 4		Summer 6	Summer 2
Statistics									
	DM (Nursery)	DM (Reception)	ELG	Y1	Y2	Y3	Y4	Y5	Y6
Present and Interpret Data					interpret and construct simple	interpret and present data	interpret and present discrete	complete, read and interpret	interpret and construct pie charts

[illegible]