

Number and place value						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
count reliably with numbers from 1-20	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			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	
					interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero	use negative numbers in context, and calculate intervals across zero
	count in multiples including 2s, 5s and 10s	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100	count in multiples of 6, 7, 9, 25 and 1000		
say which is 1 more or 1 less than a given number (to 20)	given a number, identify 1 more and 1 less		find 10 or 100 more or less than a given number	find 1000 more or less than a given number		
	identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	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		
	count, read and write numbers to 100 in numerals identify and 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	read and write numbers up to 1000 in numerals and in words		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
order numbers 1-20		compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000	compare and order numbers beyond 1000		
		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, and ones)		
				round any number to the nearest 10, 100 or 1000	round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 10 0000	round any whole number to a required degree of accuracy

				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 Roman numerals to 1000 (M) and recognise years written in Roman numerals	
		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						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs					
	represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				
	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	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 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 addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Add & subtract two single digit numbers Count on or back to find the answer	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 mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers

			add and subtract numbers with up to 3 digits , using formal written methods of columnar addition and subtraction	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)	Use their knowledge of the order of operations to carry out calculations involving the four operations
		show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				
		recognise and use the inverse relationship between addition and subtraction and use this to check calculations and 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, an appropriate degree of accuracy
			solve problems , including missing number problems, using number facts, place value, and more complex addition and subtraction			solve problems involving addition and subtraction

Multiplication and Division						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables , including recognising odd and even numbers	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	identify multiples and factors , including finding all factor pairs of a number, and common factors of two numbers	identify common factors, common multiples and prime 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	
		calculate mathematical statements for multiplication and division within the multiplication tables and				

		write them using the multiplication (\times), division (\div) and equals (=) signs				
		show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use factor pairs and commutativity in mental calculations		
					multiply and divide numbers mentally drawing upon known facts	perform mental calculations, including with mixed operations and large numbers
			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	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	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 one-digit number using the formal written method of short division and interpret remainders appropriately 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
						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
				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	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	

					recognise and use square numbers and cube numbers , and the notation for squared ² and cubed ³ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	
Solve problems , including doubling, halving and sharing	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 addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	use their knowledge of the order of operations to carry out calculations involving the four operations solve problems involving addition, subtraction, multiplication and division

Fractions, Decimals and Percentages						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
						associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, $\frac{3}{8}$)
Solve problems including doubling, halving and sharing	recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$		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 $\frac{1}{4}$, $\frac{3}{4}$	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$)	identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

				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		
			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 a hundred and dividing tenths by ten	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
					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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	
			compare and order unit fractions, and fractions with the same denominators		compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions > 1 use common factors to simplify fractions; use common multiples to express fractions in the same denomination
			recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators			
			recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			
			recognise and show, using diagrams, equivalent fractions with small denominators			

			add and subtract fractions with the same denominator within one whole (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	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent 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 (for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)
						multiply one-digit numbers with up to two decimal places by whole numbers
						divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$)
				round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	
				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	
					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	recall and use equivalences between simple fractions, decimals and percentages , including in different contexts
					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 with a denominator of a multiple of 10 or 25	solve problems involving the calculation of percentages [for example, of measures, such as 15% of 360] and the use of percentages for comparison
			solve problems that involve all of the above	solve problems involving increasingly harder fractions to calculate	solve problems involving number up to three decimal places	solve problems which require answers to be

				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		rounded to specified degrees of accuracy
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Ratio and Proportion						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
						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 [for example, of measures, such as 15% of 360] and the use of percentages for comparison
						solve problems involving similar shapes where the scale factor is known or can be found
						solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
						express missing number problems algebraically
						use simple formulae
						generate and describe linear number sequences
						find pairs of numbers that satisfy an equation with two unknowns

						enumerate possibilities of combinations of two variables
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Measurement						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & solve problems	<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 [full/empty, more than, less than, half, half full, quarter] time [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:</p> <ul style="list-style-type: none"> length/height in any direction (m/cm); mass (kg/g); temperature (°C) capacity (litres/ml) <p>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:</p> <ul style="list-style-type: none"> lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	<p>convert between different units of measure (for example, kilometre to metre; hour to minute)</p> <p>estimate, compare and calculate different measures,</p>	<p>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</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>estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity (for example, using water)</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>calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]</p> <p>convert between miles and kilometres</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p>
			measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	recognise that shapes with the same areas can have different perimeters and vice versa

				find the area of rectilinear shapes by counting squares	calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes	calculate the area of parallelograms and triangles recognise when it is possible to use formulae for area and volume of shapes
	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		
	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	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	

			compare durations of events [for example to calculate the time taken by particular events or tasks]			
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Geometry – properties of shape

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Explore the characteristics of everyday objects and shapes and use mathematical language to describe them	<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	<p>identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>	<p>draw 2-D shapes using given dimensions and angles</p> <p>recognise, describe and build simple 3-D shapes, including making nets</p> <p>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p>
			<p>recognise angles as a property of shape or a description of a turn</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p>	<p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p>	<p>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>identify:</p> <ul style="list-style-type: none"> 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° <p>draw given angles, and measure them in</p>	<p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p>
			identify horizontal and vertical lines and pairs of			

			perpendicular and parallel lines			
						illustrate and name parts of circles , including radius, diameter and circumference and know that the diameter is twice the radius

Geometry – position and direction						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Recognise, create and describe patterns		order and arrange combinations of mathematical objects in patterns and sequences				
	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 anti-clockwise)				
				describe positions on a 2-D grid as coordinates in the first quadrant		describe positions on the full coordinate grid (all four quadrants)
				describe movements between positions as translations of a given unit to the left/right and up/down	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	draw and translate simple shapes on the coordinate plane, and reflect them in the axes
				plot specified points and draw sides to complete a given polygon		

Statistics						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		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,	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems

				including bar charts and time graphs		
		<p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>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>