

**Year Group Progression Overview – Reception – Autumn**

	Week 1 – 3 Block 1	Week 4 – 6 Block 2	Week 7 – 9 Block 3	Week 10 - 12 Block 4
Blocks	<b>Getting to Know You</b>	<b>Just Like Me!</b> <b>Number: Match, sort and compare amounts.</b> <b>Measure/Shape: Compare size, mass and capacity, explore patterns.</b>	<b>It's Me 1,2,3</b> <b>Number: Representing and comparing 1,2 and 3.</b> <b>Composition of number 1,2 and 3.</b> <b>Measure/Shape: Circle and triangle; positional language.</b>	<b>Consolidation/ Assessment</b>
Small Steps	<p>Opportunity for the Reception Team to get to know the children and introduce them to the continuous provision and key routines in EYFS. There will be a focus on positional language e.g. where do things belong. Key times of the day will be explored with the children.</p> <p>Reception Team will carry out the DfE baseline as well as our own GSA baseline for maths during this time.</p>	<p>During this block of learning, children will know, understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>• Match <ul style="list-style-type: none"> <li>- Find and match objects which are the same.</li> </ul> </li> <li>• Sort: <ul style="list-style-type: none"> <li>- Know that objects can be sorted based on attributes such as colour, size or shape.</li> <li>- Know how different sets are the same or different based on how they have been sorted.</li> </ul> </li> <li>• Compare amounts: <ul style="list-style-type: none"> <li>- know that sets we have sorted can be compared and ordered.</li> <li>- Understand that when comparing sets they can have the same, more or fewer items.</li> </ul> </li> <li>• Compare size: <ul style="list-style-type: none"> <li>- Know that objects can be compared by their size (use language like big, small, little, large and begin to introduce language such as tall, long and short).</li> </ul> </li> <li>• Make simple patterns: <ul style="list-style-type: none"> <li>- Copy, complete and continue a simple pattern (patterns with at least 3 full units of repeat).</li> </ul> </li> </ul>	<p>During this block of learning, children will know, understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>• Represent 1,2 and 3: <ul style="list-style-type: none"> <li>- Identify 1,2 and 3 in representations.</li> <li>- Know how to subitise or count to work out how many.</li> <li>- Know number names and match them to numerals and quantities.</li> <li>- Count up to three objects in different arrangements, knowing that the final number they say names the quantity of the set.</li> <li>- Mark-make to represent 1, 2 and 3.</li> </ul> </li> <li>• Compare 1, 2 and 3: <ul style="list-style-type: none"> <li>- Know that, when we count, each number is one more than the number before.</li> <li>- Know that, when we count back, each number is one less than the number before.</li> </ul> </li> <li>• Composition of 1,2 and 3: <ul style="list-style-type: none"> <li>- know that all numbers are made up of smaller numbers.</li> <li>- Know how 1, 2 and 3 are composed.</li> </ul> </li> <li>• Circles and triangles: <ul style="list-style-type: none"> <li>- Know that circles have one curved side and triangles have three straight sides.</li> <li>- Recognise shapes in different contexts and through different orientations.</li> </ul> </li> </ul>	<p>Consolidation of key concepts this term.</p> <p>Revision of pattern work (linked to Advent / Christmas).</p>
ELG Links		<ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> </ul>	

## Year Group Progression Overview – Reception – Spring 1

	Week 1 – 3 Block 1	Week 4 – 6 Block 2
Blocks	<b>Light and Dark</b> <b>Number: Representing numbers to 5; One more and one less.</b> <b>Measure/Shape: Shapes with four sides; Time.</b>	<b>Alive in Five!</b> <b>Number: Introducing zero; Comparing numbers to 5; Composition of 4 and 5.</b> <b>Measure/Shape: Compare mass and capacity.</b>
Small Steps	<p>During this block of learning, children will know, understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>• The Number Four:               <ul style="list-style-type: none"> <li>- Know how to count on or back from 4.</li> <li>- Know how to count or subitise sets of up to 4 objects.</li> <li>- Know how to match the number names to the numerals and quantities.</li> <li>- Use mark-making to represent numbers to 4.</li> </ul> </li> <li>• The Number Five:               <ul style="list-style-type: none"> <li>- Know how to subitise up to 5 items.</li> <li>- Know how to count forwards and backwards using the counting principles.</li> <li>- Know how to represent up to 5 objects on a fives frame and understand that when the frame is full there are 5.</li> <li>- Link to children's birthdays as most will be turning 5.</li> </ul> </li> <li>• One more, one less:               <ul style="list-style-type: none"> <li>- Know how to count, subitise and compare when exploring one more and one less.</li> <li>- Understand the link between one more, one less and counting forwards and backwards.</li> </ul> </li> <li>• Shapes with 4 sides:               <ul style="list-style-type: none"> <li>- Know that squares and rectangles have 4 straight sides and 4 corners.</li> <li>- Recognise shapes in everyday items.</li> </ul> </li> <li>• Night and Day:               <ul style="list-style-type: none"> <li>- Talk about night and day.</li> <li>- Know the order of key events in their day.</li> <li>- Know key language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow. Know how to measure time in simple ways e.g. 10 sleeps to go.</li> </ul> </li> </ul>	<p>During this block of learning, children will know, understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>• Zero:               <ul style="list-style-type: none"> <li>- Know the number name 'zero' and understand that the numeral '0' is used to represent this.</li> </ul> </li> <li>• Compare numbers to 5:               <ul style="list-style-type: none"> <li>- Continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity (with numbers up to 5).</li> </ul> </li> <li>• Composition of 4 and 5:               <ul style="list-style-type: none"> <li>- Continue to understand that all numbers are made of smaller numbers.</li> <li>- Know the different compositions of 4 and 5.</li> </ul> </li> <li>• Compare mass:               <ul style="list-style-type: none"> <li>- Link the idea of weight to their experiences of carrying heavy and light things.</li> <li>- Compare two item's weights, estimating which is heavier and using a balance scale to check.</li> <li>- Know and use the language to describe mass e.g. heavy, heavier than, heaviest, light, lighter than, lightest to compare items.</li> </ul> </li> <li>• Compare capacity:               <ul style="list-style-type: none"> <li>- Know when something is full and empty; use this understanding to know when something is half full, nearly full or nearly empty.</li> </ul> </li> </ul>
ELG Links	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary</li> </ul>

## Year Group Progression Overview – Reception – Spring 2

	Week 1 – 3 Block 1	Week 4 – 6 Block 2
Blocks	<p style="text-align: center;"><b>To 20 and Beyond</b>  <b>Number: Building numbers beyond 10; Counting patterns beyond 10.</b>  <b>Measure/Shape: Spatial reasoning; Match, rotate, manipulate.</b></p>	<p style="text-align: center;"><b>First Then Now</b>  <b>Number: Adding more; Taking away.</b>  <b>Measure/Shape: Spatial awareness; Compose and decompose.</b></p>
Small Steps	<p>During this block of learning, children will know, understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>• Building numbers beyond 10: <ul style="list-style-type: none"> <li>- Identify numbers beyond 10 using resources e.g. tens frames and rekenreks.</li> <li>- Know that larger numbers are composed of full 10s and part of the next 10.</li> <li>- Know that the numbers 1-9 repeat after every full 10; describe this process using tens frames e.g. one full 10 and 1, 2 full tens and 3.</li> </ul> </li> <li>• Counting patterns beyond 10: <ul style="list-style-type: none"> <li>- Know how to count on and back beyond 10.</li> <li>- Know how to place a sequence of numbers in order.</li> <li>- Know how to count on or back from different starting points and say what comes before or after.</li> <li>- Use their understanding of representations which show full 10s and parts of 10 to help them count and sequence.</li> </ul> </li> <li>• Combing 2 groups: <ul style="list-style-type: none"> <li>- Know how to combine 2 groups to find how many altogether.</li> <li>- Use subitising and counting in ones to find how many altogether.</li> </ul> </li> <li>• Spatial awareness: <ul style="list-style-type: none"> <li>- Complete a range of jigsaws and puzzles.</li> <li>- Know how to select and rotate shapes to fill a given space.</li> <li>- Understand and explain why they chose a particular shape and why a different piece would not fit.</li> <li>- Know how to match an arrangement of shapes, using positional language to describe where the shapes are in relation to one another.</li> <li>- Understand which shapes could be selected and used to complete picture boards and tangrams.</li> </ul> </li> </ul>	<p>During this block of learning, children will know, understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>• Adding more: <ul style="list-style-type: none"> <li>- Know that the quantity of a group can be changed by adding more, using representations to show this (use first, then, now structure).</li> <li>- Apply their understanding of counting to check how many there are altogether in a group.</li> <li>- Know how to represent number stories using a range of representations.</li> </ul> </li> <li>• Taking away: <ul style="list-style-type: none"> <li>- Know that the quantity of a group can be changed by taking items away, using representations to show this (use first, then, now structure).</li> <li>- Apply their understanding of counting to check how many items are in the group, and subitise to check how many are left when taking away the required amount.</li> <li>- Know how to represent number stories using a range of representations.</li> </ul> </li> <li>• Spatial awareness <ul style="list-style-type: none"> <li>- Know that shapes can be combined and separated to make new shapes.</li> <li>- Investigate how many different ways a given shape can be built using smaller shapes.</li> </ul> </li> </ul>
ELG Links	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

- Offer explanations for why things might happen, making use of recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary.

## Year Group Progression Overview – Reception – Summer 1

### Week 7 – 9

## Year Group Progression Overview – Reception – Summer 2

**Number: 6, 7 and 8; Combing 2 amounts; Making pairs.  
Measure/Shape: Length and height; Time.**

### Week 10 – 12

#### Block 4

#### Building 9 and 10

**Number: Counting to 9 and 10; Comparing numbers to 10; Bonds to 10.  
Measure/Shape: 3D shapes; Spatial awareness; Patterns.**

Blocks

Small Steps

ELG Links

During this block of learning, children will know, understand and be able to do the following:

- 6, 7 and 8:
  - Apply the counting principles when counting to 6, 7 and 8.
  - Know how to represent 6, 7 and 8 in different ways.
  - Know how to count out the required number of objects from a larger group of items.
  - Know how they can conceptually subitise to help them count, by seeing that numbers are made up of smaller numbers e.g. I know it is 7 because I see 4 and 3.
- Making Pairs
  - Understand how their previous work on matching links to making pairs.
  - Know that a pair is 2.
  - Arrange small quantities into pairs and know that some quantities will have an odd one left over with no pair.
- Combing 2 groups:
  - Know how to combine 2 groups to find how many altogether.
  - Use subitising and counting in ones to find how many altogether.
- Length and height:
  - Know the language used to describe length (longer, shorter), height (taller, shorter) and width (wider, narrower).
  - Begin to make comparisons between the length and height of two objects through measuring e.g. the length of the table is 5 cubes, the length of the sand tray is 3 cubes long.
- Time:
  - Continue to order and sequence important events in their day. Use language like now, before, later, soon, after, then and next.
  - Recognise that regular events happen on the same day each week and know how to use vocabulary such as 'yesterday', 'today' and 'tomorrow' to describe when these events happen.
  - Describe significant events in their lives and talk about events they are looking forward to.

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses

During this block of learning, children will know, understand and be able to do the following:

- 9 and 10:
  - Apply the counting principles when counting to 9 and 10 (forwards and backwards).
  - Know how to represent 9 and 10 in different ways.
  - Know how they can conceptually subitise to help them count, by seeing that numbers are made up of smaller numbers e.g. I know it is 10 because I see 5 and 5.
  - Know that when a tens frame is full, there is 10.
  - Use finger, tens frames and bead strings to subitise 9 and 10.
- Comparing numbers to 10:
  - Understand comparisons by lining items up with 1-1 correspondence to compare them directly or by counting each set and comparing their position in the counting order.
  - Understand that when making comparisons a set can have more items, fewer items or the same number of items than another set.
  - Compare 2 quantities, progressing onto 3 or more quantities when comparing.
- Bonds to 10:
  - Understand number bonds to 10 using real objects in different contexts.
- 3-D Shapes:
  - Know which shapes stack and which role, explaining why this is.
  - Know how to build using a variety of different shapes.
  - Know the names of key shapes.
  - Know the similarities and differences between these key shapes.
- Pattern:
  - Copy, complete and continue patterns that use items more than once in each repeat (at least 3 units of repeat).

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- 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.
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

## Year Group Progression Overview – Reception – Summer 2

	Week 7 – 9 Block 3	Week 10 – 12 Block 4
Blocks	<b>Find My Pattern</b> <b>Number: Doubling; Sharing and grouping; Even and odd.</b> <b>Measure/Shape: Spatial reasoning; Visualise and build.</b>	<b>On the Move</b> <b>Number: Deepening understanding; Patterns and relationships.</b> <b>Measure/Shape: Spatial awareness; Mapping.</b>
Small Steps	<p>During this block of learning, children will know, understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>• Doubling:               <ul style="list-style-type: none"> <li>- Know that doubling means twice as many.</li> <li>- Know how to build doubles using real objects and mathematical equipment.</li> <li>- Recognise and sort doubles and non-doubles, explaining why.</li> </ul> </li> <li>• Sharing and grouping:               <ul style="list-style-type: none"> <li>- Know that when we share equally we should have the same amount.</li> <li>- Know how to make and recognise equal groups.</li> <li>- Know that sometimes there are items left over when they share and group.</li> </ul> </li> <li>• Even and odd:               <ul style="list-style-type: none"> <li>- Know that some items will share equally into 2 groups and others will not.</li> <li>- Know that some items can be grouped into pairs and some are left over.</li> <li>- Understand the odd and even structure using different representations.</li> </ul> </li> <li>• Spatial awareness:               <ul style="list-style-type: none"> <li>- Understand that places and models can be replicated and experience looking at these from different positions.</li> <li>- Replicate simple constructions, models, real places and places in stories.</li> <li>- Know how to use positional language to describe where objects are in relation to other items.</li> </ul> </li> </ul>	<p>During this block of learning, children will know, understand and be able to do the following:</p> <ul style="list-style-type: none"> <li>• Deepening understanding:               <ul style="list-style-type: none"> <li>- Engage in extended problem solving and develop their critical thinking skills which are linked to familiar stories or problems that arise through play.</li> <li>- Discuss different possible starting points.</li> <li>- Review and discuss the strategies they have used.</li> </ul> </li> <li>• Patterns and relationships:               <ul style="list-style-type: none"> <li>- Investigate relationships between numbers and shapes.</li> <li>- Continue to copy, complete and continue a wider range of simple patterns and symmetrical constructions.</li> <li>- Know some patterns used in different cultures.</li> </ul> </li> <li>• Spatial awareness               <ul style="list-style-type: none"> <li>- Understand that we can make maps and plans to represent places and use these to see where things are in relation to other things.</li> <li>- Opportunity to explore and use a range of maps and plans, answering questions about these.</li> <li>- Understand how to create their own maps to represent the models they build, familiar places and places from stories.</li> </ul> </li> </ul>
ELG Links	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary.</li> </ul>

## Year Group Progression Overview – Year 1 – Autumn

	Week 1 – 5 Block 1	Week 6 – 10 Block 2	Week 11 Block 3
Blocks	<b>Number: Place Value (within 10)</b>	<b>Number: Addition and Subtraction (within 10)</b>	<b>Geometry: Shape</b>
Small Steps	<ol style="list-style-type: none"> <li>1. <b>Sort objects</b> - Know that collections of objects can be sorted into sets based on attributes such as colour, shape or size.</li> <li>2. <b>Count objects</b> – Know how to count to 10 when counting objects; know how to count using the counting principles.</li> <li>3. <b>Count objects from a larger group</b> - Know how to count specific objects from a large group.</li> <li>4. <b>Represent objects</b> – Know how to match real-life objects using manipulatives.</li> <li>5. <b>Recognise numbers as words.</b></li> <li>6. <b>Count on from any number.</b></li> <li>7. <b>1 more</b> – Know that 1 more is the number after.</li> <li>8. <b>Count backwards within 10.</b></li> <li>9. <b>1 less</b> – Know that 1 less is the number before.</li> <li>10. <b>Compare groups by matching</b> – Know how to match one object with another to compare groups (1-1 correspondence).</li> <li>11. <b>Fewer, more, same</b> – Know how to compare numbers of objects.</li> <li>12. <b>Less than, greater than, equal to</b> – Know how to comparing numerical values using the vocabulary “less than”, “greater than” or “equal to” alongside the symbols &lt;, &gt; and = .</li> <li>13. <b>Compare numbers</b> – Know how to compare numbers within 10.</li> <li>14. <b>Order objects and numbers</b> – know how to order three groups of objects, alongside numbers.</li> <li>15. <b>The number line</b> – Know how to use a number line to consolidate knowledge from this block.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Introduce parts and wholes and part whole model</b> – Know that a whole group of objects can be composed of two or more parts and that they can represent this using a part-whole model.</li> <li>2. <b>Write number sentences</b> - that the addition symbol (+) can be used to represent combining two or more parts and the equals symbol (=) can be used to show the equivalence between the whole and the sum of the parts.</li> <li>3. <b>Fact families (addition facts)</b> – Know that the order of an addition sentence can be varied and begin to discover that addition is commutative.</li> <li>4. <b>Number bonds within 10</b> – Know how fact families and the part-whole model help us calculate number bonds within 10.</li> <li>5. <b>Systematic number bonds within 10</b> – Know how to work systematically to find all number bonds within 10.</li> <li>6. <b>Number bonds to 10</b></li> <li>7. <b>Addition (add together)</b> – Understand that addition can mean bringing two or more parts together to create a whole.</li> <li>8. <b>Addition: adding more</b> – Understand that adding more can mean increasing one quantity by a given amount.</li> <li>9. <b>Additional problems.</b></li> <li>10. <b>Find a part</b> – Know how their knowledge of number bonds can help them find missing parts of the whole.</li> <li>11. <b>Subtraction (find the part)</b> – Recognise the subtraction symbol and know that subtraction is about finding the part.</li> <li>12. <b>Fact families (the eight facts)</b> – Understand that there are 8 facts in a fact family.</li> <li>13. <b>Subtraction (take away - how many left?)</b> – Know that subtraction means taking away.</li> <li>14. <b>Subtraction on a number line</b> – Know how to use counting back on a number line to solve subtraction calculations.</li> <li>15. <b>Add or subtract 1 or 2</b> – Apply their knowledge from this block to add and subtract 1 or 2 in different contexts.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Recognise and describe 3D shapes</b> – Know the names of simple 3-D shapes such as cubes, cuboids, cylinders, pyramids, cones and spheres.</li> <li>2. <b>Sort 3D shapes</b> – Know how to sort 3D more formally according to simple properties including type, size and colour. Identify how given groups of shapes have been sorted.</li> <li>3. <b>Recognise and name 2D shapes</b> – Know the names of simple 2D shapes such as triangles, squares, rectangles and circles. Know that 2D shapes are completely flat.</li> <li>4. <b>Sort 2D shapes</b> – Know how to sort 2D according to simple properties including type, size and colour.</li> <li>5. <b>Patterns with 2D and 3D shapes</b> – Know how to create and recognise patterns made from 2D and 3D shapes: experience repeating patterns (ABAB) and symmetrical patterns (ABBCBBA). Recognise the rule within a pattern and use this to continue it in any direction.</li> </ol>
Vocabulary	Sort, group, <b>number track</b> , digit, <b>pattern</b> , one more, one less, matched, fewer, greater than (>), less than (<), equal to (=), most, least, fewest, greatest, number line, order, tens (10s), ones (1s), more, smallest, number bond, <b>fact family, compare, 100 square, number square, place value grid.</b>	Group, <b>plus</b> , part-whole model, whole, part, number sentence, altogether, in total, add, <b>count on</b> , missing part, how many are left?, in total, <b>taken away</b> , subtract, <b>subtraction, addition</b> , count backwards, How many more?, How many fewer?, <b>difference.</b>	3D, cube, cuboid, sphere, pyramid, cylinder, cone, 2D, circle, triangle, square, rectangle, <b>face, repeated.</b>

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| <ul style="list-style-type: none"><li>• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</li><li>• Count, read and write numbers to 10 in numerals and words.</li><li>• Given a number, identify one more or one less.</li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• Represent and use number bonds and related subtraction facts within 10.</li><li>• Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=)</li><li>• Add and subtract one-digit numbers to 10, including zero.</li><li>• Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li></ul> | <ul style="list-style-type: none"><li>• Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li></ul> |
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## Year Group Progression Overview – Year 1 – Spring

		Week 1 – 3 Block 1	Week 4 – 6 Block 2	Week 7 – 8 Block 3	Week 9 – 10 Block 4	Week 11 – 12 Block 5
<b>Blocks</b>		<b>Number: Place Value (within 20)</b>	<b>Number: Addition and subtraction (within 20)</b>	<b>Number: Place Value (within 50)</b>	<b>Measurement: Length and Height</b>	<b>Measurement: Mass and Volume</b>
<b>Small Steps</b>		<ol style="list-style-type: none"> <li>1. <b>Count and write numbers to 20.</b></li> <li>2. <b>Numbers from 11 to 20 –</b> Understand the place value of numbers 11 to 20 and use a range of representations to show this.</li> <li>3. <b>Tens and ones –</b> Know that every number from 11 to 19 has '1 ten and some ones'.</li> <li>4. <b>Count one more and one less –</b> Understand the one more means one more 1 not one more 10 when encountering 2-digit numbers.</li> <li>5. <b>Compare groups of objects –</b> Know how to compare objects greater than 10.</li> <li>6. <b>Compare numbers –</b> Know how to compare numbers to 20.</li> <li>7. <b>Order groups of objects –</b> Know how to order objects greater than 10.</li> <li>8. <b>Order numbers –</b> Know how to order numbers to 20.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Add by counting on –</b> Understand that addition is commutative, and it is more efficient to start from the biggest number when counting on.</li> <li>2. <b>Find and make number bonds –</b> Know that working systematically helps them to find all number bonds to 20.</li> <li>3. <b>Add by making 10.</b></li> <li>4. <b>Subtraction Not crossing 10 –</b> Recognise and use the subtraction symbol within 20; know that when nothing is taken away the start number remains the same.</li> <li>5. <b>Subtraction Crossing 10 (1) –</b> Know how to use partitioning to subtract.</li> <li>6. <b>Subtraction Crossing 10 (2) –</b> Understand the different structures of subtract (take away, partitioning, difference).</li> <li>7. <b>Related Facts –</b> Know that addition and subtraction are inverse operations.</li> <li>8. <b>Compare Number Sentences –</b> Know how to use inequality symbols to compare number sentences within 20.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Numbers to 50 –</b> Know how to count forwards and backwards within 50.</li> <li>2. <b>Tens and ones –</b> Understand how numbers within 50 are made of tens and ones.</li> <li>3. <b>Represent numbers to 50.</b></li> <li>4. <b>One more one less –</b> Know how to find 1 more and one less of all numbers within 50; recognise that it is the ones column that changes the most apart from when the ones number is a 9.</li> <li>5. <b>Compare objects within 50 –</b> Know how to compare numbers to 50 using inequality symbols, and language such as 'more than', 'less than' and 'equal to'.</li> <li>6. <b>Compare numbers within 50 –</b> Know how to compare numbers within 50 using inequality symbols.</li> <li>7. <b>Order numbers within 50 –</b> Know how to order numbers within 50 using the language 'largest', 'smallest', 'more than', 'less than', 'least', 'most' and 'equal to'.</li> <li>8. <b>Count in 2s.</b></li> <li>9. <b>Count in 5s.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Compare lengths and heights –</b> Understand the language of length (long, longer, short, shorter, tall and taller); Know that this language will change depending on what type of length or height they are describing; Understand that height is a type of length.</li> <li>2. <b>Measure length (1) –</b> Use non-standard units to measure height and length; know that non-standard units must line up exactly with the object.</li> <li>3. <b>Measure length (2) –</b> Use a ruler (standard units) to measure length and height; Understand that standard units are needed to measure because objects vary in length and height; Know to measure from 0cm.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Introduce weight and mass –</b> Understand the language of weight and mass (heavy, light, heavier than, lighter than).</li> <li>2. <b>Measure mass –</b> Know how to measure mass of objects using non-standard units.</li> <li>3. <b>Compare mass –</b> Know how to use language such as 'lighter', 'heavier' or 'equal to' and inequality symbols to compare the mass of two objects.</li> <li>4. <b>Introduce capacity and volume –</b> Understand how to describe the capacity and volume of an object (full, nearly full, empty, nearly empty). Know that capacity is the amount a container can hold. Volume is the amount it is actually holding.</li> <li>5. <b>Measure capacity –</b> Know how to use non-standard units to measure capacity; understand the container or non-standard unit must be full.</li> <li>6. <b>Compare capacity –</b> Know how to use inequality symbols to compare the capacity of objects.</li> </ol>
<b>Vocabulary</b>		Sort, group, number track, digit, pattern, one more, one less, matched, fewer, greater than (>), less than (<), equal to (=), most, least, fewest, greatest, number line, order, tens (10s), ones (1s), more, smallest, number bond, fact family, compare, 100 square, number square, place value grid.	Group, plus, part-whole model, whole, part, number sentence, altogether, in total, add, count on, missing part, how many are left?, in total, taken away, subtract, subtraction, addition, count backwards, How many more?, How many fewer?, difference.	Sort, group, number track, digit, pattern, one more, one less, matched, fewer, greater than (>), less than (<), equal to (=), most, least, fewest, greatest, number line, order, tens (10s), ones (1s), more, smallest, number bond, fact family, compare, 100 square, number square, place value grid.	long, longer, longest short, shorter, shortest, tall, taller, tallest, <b>length height, compare measure distance ruler centimetre. Measure, estimate.</b>	heavier, heaviest lighter, lightest, full, empty, <b>capacity, balance scales, weight, weigh, balanced, measure, estimate.</b>

<ul style="list-style-type: none"><li>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</li><li>Count, read and write numbers to 20 in numerals and words.</li><li>Given a number, identify one more or one less.</li><li>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.</li></ul>	<ul style="list-style-type: none"><li>Represent and use number bonds and related subtraction facts within 20.</li><li>Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.</li><li>Add and subtract one digit and two-digit numbers to 20, including zero.</li><li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li></ul>	<ul style="list-style-type: none"><li>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</li><li>Count, read and write numbers to 50 in numerals.</li><li>Given a number, identify one more or one less.</li><li>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.</li><li>Count in multiples of twos, fives and tens.</li></ul>	<ul style="list-style-type: none"><li>Measure and begin to record lengths and heights.</li><li>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</li></ul>	<ul style="list-style-type: none"><li>Measure and begin to record mass/weight, capacity and volume.</li><li>Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</li></ul>
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## Year Group Progression Overview – Year 1 – Summer

	Week 1 – 3 Block 1	Week 4 – 5 Block 2	Week 6 Block 3	Week 7 – 8 Block 4	Week 9 Block 5	Week 10 – 11 Block 6
Blocks	<b>Number: Multiplication and Division</b>	<b>Number: Fractions</b>	<b>Geometry: Position and Direction of Shape</b>	<b>Number: Place Value (within 100)</b>	<b>Measurement: Money</b>	<b>Measurement: Time</b>
Small Steps	<ol style="list-style-type: none"> <li>1. <b>Count in 10s.</b></li> <li>2. <b>Make equal groups</b> – Know that equal groups require the same quantity in each group.</li> <li>3. <b>Add equal groups</b> – Know how to make equal groups of 2, 5 and 10 and work out the total.</li> <li>4. <b>Make arrays</b> – Know that arrays should be structured in columns or rows.</li> <li>5. <b>Make doubles</b> – Know that double is two groups of a number or an amount.</li> <li>6. <b>Make equal groups grouping.</b></li> <li>7. <b>Make equal groups sharing.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Find a half (1)</b> – Know that a half means one of two equal parts.</li> <li>2. <b>Find a half (2)</b> – Know how to find half of a small quantity using equal sharing.</li> <li>3. <b>Find a quarter (1)</b> – know that a quarter means one of four equal parts.</li> <li>4. <b>Find a quarter (2)</b> – Know how to find a quarter of a small quantity using equal sharing.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Describe turns</b> – Know and use the language 'full', 'half', 'quarter' and 'three quarter' to describe turns made by shapes/objects.</li> <li>2. <b>Describe Position (1)</b> – Know and use the language 'left', 'right', 'forwards' and 'backwards' to describe position.</li> <li>3. <b>Describe Position (2)</b> – Know and use the language 'top', 'in between', 'bottom', 'above' and 'below' to describe position.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Counting to 100.</b></li> <li>2. <b>Partitioning numbers</b> – Continue to group in tens to work out how many tens and ones are in any number to 100.</li> <li>3. <b>Comparing numbers (1)</b> – Know how to compare numbers to 100 using inequality symbols.</li> <li>4. <b>Comparing numbers (2)</b> - Know how to compare numbers to 100 using inequality symbols.</li> <li>5. <b>Ordering numbers</b> – Know how to order numbers to 100.</li> <li>6. <b>One more, one less</b> – Know how to find one more and one less than any number to 100.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Recognising coins</b> – Know the value of different denominations of coins.</li> <li>2. <b>Recognising notes</b> – Understand that a notes can represent many pounds; understand that one note may be worth many times the value of another note.</li> <li>3. <b>Counting in coins</b> – Understand how counting in 2s, 5s and 10s can help them count coins quickly.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Before and after</b> – Know how to use language such as 'before', 'after', 'morning', 'afternoon' and 'evening' to describe, sort and order events.</li> <li>2. <b>Dates</b> – Know the days of the week and that there are 7 days in a week; know about the months of the year.</li> <li>3. <b>Time to the hour</b> – Know how to tell the time to the nearest hour using an analogue clock; Know that the hour hand is the shorter hand, and the minute hand is the longer hand.</li> <li>4. <b>Time to the half hour</b> – Know how to tell the time to the nearest half hour; understand that, at half past the hour, the minute hand has travelled half way around the clock from the twelve and is pointing at the six and the hour hand is half way between the hours.</li> <li>5. <b>Writing time.</b></li> <li>6. <b>Comparing time.</b></li> </ol>
Vocabulary	Equal groups, <b>array</b> , <b>row</b> , <b>column</b> , double, twice, share.	Half, <b>halves</b> , <b>quarter</b> .	<b>Turn</b> , <b>half turn</b> , <b>quarter turn</b> , <b>three-quarter turn</b> , <b>whole turn</b> , <b>position</b> , left right forwards backwards, above, below, top, middle, bottom, up, down, in between.	Sort, group, number track, digit, pattern, one more, one less, matched, fewer, greater than (>), less than (<), equal to (=), most, least, fewest, greatest, number line, order, tens (10s), ones (1s), more, smallest, number bond, fact family, compare, 100 square, number square, place value grid.	Pound, pence, coin, note, pence (p).	Before, after, yesterday, today tomorrow, day, week, slower, faster, month, year. calendar date, <b>minute hand</b> , <b>hour hand</b> , <b>o'clock</b> , <b>half past</b> , <b>second</b> , <b>minute</b> , <b>hour</b> .

- Count in multiples of twos, fives and tens.
- 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.

- 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's shape or quantity.
- Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].

- Describe position, direction and movement, including whole, half, quarter and three quarter turns

- 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.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.

- Recognise and know the value of different denominations of coins and notes.

- 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, describe and solve practical problems for time [for example, quicker, slower, earlier, later].
- Measure and begin to record time (hours, minutes, seconds).

## Year Group Progression Overview – Year 2 – Autumn

		Week 1 – 4 Block 1	Week 5 – 9 Block 2	Week 10 – 12 Block 3
Blocks		Number: Place Value	Number: Addition and Subtraction	Geometry: Shape
Small Steps		<ol style="list-style-type: none"> <li>1. <b>Numbers to 20</b> – Consolidation from Y1.</li> <li>2. <b>Count objects to 100 by making 10.</b></li> <li>3. <b>Tens and ones</b> – Recognise when something is labelled as ‘ten’ and understand its value in relation to the corresponding one.</li> <li>4. <b>Use a place value chart</b> – Know how to organise numbers onto a place value chart.</li> <li>5. <b>Partition numbers to 100</b> – Know how to use standard partitioning.</li> <li>6. <b>Write numbers to 100</b> – Know how to write numbers to 100, understanding the tens within a hundred e.g. 4 tens is forty.</li> <li>7. <b>Flexibly partition numbers to 100</b></li> <li>8. <b>Write numbers to 100 in expanded form.</b></li> <li>9. 10s on the number line to 100 – Know the position of 10s on a number line.</li> <li>10. <b>10s and 1s on a number line to 100</b> – Know the numbers that lie between multiples of 10 on a number line.</li> <li>11. <b>Estimate numbers on a number line.</b></li> <li>12. <b>Compare objects</b> – Know how to compare objects to 100; use the language of “greater than”, “less than” and “equal to” alongside the inequality symbols to compare.</li> <li>13. <b>Compare numbers</b> – Know how to compare numbers to 100.</li> <li>14. <b>Order objects and numbers</b> – Know that when comparing two objects or numbers, we use ‘more’ or ‘greater’, whereas when working in a set, the one with the highest value is the ‘most’ or the ‘greatest’.</li> <li>15. <b>Count in 2s, 5s and 10s.</b></li> <li>16. <b>Count in 3s.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Bonds to 10.</b></li> <li>2. <b>Fact families (addition and subtraction bonds within 20)</b> – Know how to calculate number bonds within 20.</li> <li>3. <b>Related facts</b> – Understand how their knowledge of number bonds to 10 can help them solve related facts e.g. <math>2 + 5 = 7</math> so <math>20 + 50 = 70</math>.</li> <li>4. <b>Bonds to 100 (tens)</b> – Know how to use their knowledge of bonds to 10 and related facts to find bonds to 100.</li> <li>5. <b>Add and subtract 1s</b> – Know how to add and subtract 1 from any given number.</li> <li>6. <b>Add by making 10</b> – Know how to use their number bonds to 10 to make numbers within 20.</li> <li>7. <b>Add three 1-digit numbers</b> - Know that to add three numbers, you just need to add two of them and then add the third to the answer.</li> <li>8. <b>Add to the next 10</b> – Know how to use number bonds to 10 and related facts to make the next 10.</li> <li>9. <b>Add across a 10</b> – Know that how to add a 1-digit number to a 2-digit number that cross 10, understanding that ten ones make 10.</li> <li>10. <b>Subtract across 10</b> – Know how to subtract from 2-digit numbers less than 20 where crossing 10 is required, using knowledge of previous strategies.</li> <li>11. <b>Subtract from a 10</b> – Know how to subtract a 1-digit number from any multiple of 10 within 100; know how their knowledge of fact families can support with this.</li> <li>12. <b>Subtract a 1-digit number from a 2-digit number (across a 10).</b></li> <li>13. <b>Find the difference (2-digit numbers)</b> - Know how to use a number line to find the difference between two 2-digit numbers (additional step – see calculation policy).</li> <li>14. <b>10 more, 10 less</b> – Know how to find 10 more or 10 less than a given number within 100.</li> <li>15. <b>Add and subtract 10s</b> – Know how to add and subtract multiples of 10 from any given number within 100.</li> <li>16. <b>Add two 2-digit numbers (not across a 10)</b> – Know how to add two 2-digit numbers (without exchanges).</li> <li>17. <b>Add two 2-digit numbers (across a 10)</b> – Know how to add two 2-digit numbers which require an exchange.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Recognise 2D and 3D shape (Year 1 recap).</b></li> <li>2. <b>Count sides on 2D shapes</b> - Know that the sides of a shape are the straight lines that form its outline.</li> <li>3. <b>Count vertices on 2D shapes</b> – Know that a vertex is formed where two sides meet, and “vertices” is used when referring to more than one vertex.</li> <li>4. <b>Draw 2D shapes</b></li> <li>5. <b>Lines of symmetry in shapes</b> – Know that a shape is symmetrical when both sides are the same.</li> <li>6. <b>Use lines of symmetry to complete shapes.</b></li> <li>7. <b>Sort 2D shapes</b> – Know how to sort 2D shapes based on simple properties like size and colour, and more formal properties such as the number of sides and vertices.</li> <li>8. <b>Count faces on 3D shapes</b> – Know that a face is the flat or curved surface on a 3D shape and identify the 2D shapes that make these faces.</li> <li>9. <b>Count edges on 3D shapes</b> – Know what an edge is formed where two faces meet.</li> <li>10. <b>Count vertices on 3D shapes.</b></li> <li>11. <b>Sort 3D shapes.</b></li> <li>12. <b>Make patterns with 2D and 3D shapes</b> – understand the properties of 2D and 3D shapes to create and identify patterns.</li> </ol>

Vocabul	Digit, tens, ones, place value grid, partition, more, fewer, fewest, greatest, smallest, <b>partition</b> .	fact family, number sentence, number bond, <b>10 more, 10 less</b> , total, tens ones, subtract, difference, bar model, represent, how many are left?, in total, taken away, subtract, count backwards, How many more?, How many fewer?, difference.	<b>Quadrilateral, polygon, pentagon, hexagon, vertex, vertices, line of symmetry, symmetrical, octagon, edge, prism.</b>
NC Links	<ul style="list-style-type: none"> <li>• Read and write numbers to at least 100 in numerals and in words.</li> <li>• Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line.</li> <li>• Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>• Use place value and number facts to solve problems.</li> <li>• Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• 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.</li> <li>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>• Find different combinations of coins that equal the same amounts of money.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul>

## Year Group Progression Overview – Year 2 – Spring

	Week 1 – 2 Block 1	Week 3 – 8 Block 2	Week 9 – 10 Block 3	Week 10 – 12 Block 4
Blocks	<b>Measurement: Money</b>	<b>Number: Multiplication and Division</b>	<b>Measurement: Length and Height</b>	<b>Measurement: Mass, Capacity and Temperature</b>
Small Steps	<ol style="list-style-type: none"> <li>1. <b>Count money (pence)</b> – Recognise the p symbol; Know how to count in 1p, 2p, 5p and 10p coins and use related facts to count in 20p coins.</li> <li>2. <b>Count money (pounds)</b> – Recognise the £ symbol; Know how to count in £1, £2, £5, £10 and £20s.</li> <li>3. <b>Count money (notes and coins).</b></li> <li>4. <b>Select money</b> – Understand how to make an amount by selecting the correct coins.</li> <li>5. <b>Make the same amount</b> – Know that there are different combinations which can make the same amount of money.</li> <li>6. <b>Compare money</b> – Know how to compare money using the inequality symbols.</li> <li>7. <b>Find the total</b> – Build on their knowledge of addition to add amounts of money.</li> <li>8. <b>Find the difference</b> - Build on their knowledge of addition and subtraction to find the difference between two amounts of money.</li> <li>9. <b>Find change</b> – Identify the amount given and know which strategy is the most efficient to calculate the change.</li> <li>10. <b>Two step problems.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Recognise equal groups</b> – Know that groups are equal when they have the same amount, and unequal when they have different amounts.</li> <li>2. <b>Make equal groups.</b></li> <li>3. <b>Add equal groups</b> – Understand the connection between equal groups and repeated addition.</li> <li>4. <b>Multiplication sentences using the x symbol</b> – Recognise and understand the meaning of the multiplication symbol.</li> <li>5. <b>Multiplication sentences from pictures.</b></li> <li>6. <b>Use arrays</b> – Understand the commutativity of multiplication facts.</li> <li>7. <b>Make doubles</b> – Know that doubles are two groups of a number or an amount.</li> <li>8. <b>2 times table</b> - Understand the structure of the 2x table.</li> <li>9. <b>5 times table</b> - Understand the structure of the 5x table.</li> <li>10. <b>10 times table</b> - Understand the structure of the 10x table.</li> <li>11. <b>Make equal groups – sharing</b> – Recognise the division symbol and know that division can mean sharing into equal groups.</li> <li>12. <b>Make equal groups – grouping</b> - Recognise the division symbol and know that division can mean sharing into equal groups.</li> <li>13. <b>Divide by 2.</b></li> <li>14. <b>Odd and even numbers</b> – Recognise odd and even numbers.</li> <li>15. <b>Divide by 5.</b></li> <li>16. <b>Divide by 10.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Measure length (cm)</b> – Know how to measure length and height using a ruler or tape measure; Remember the importance of starting from 0cm.</li> <li>2. <b>Measure length (m)</b> – Know how to measure objects in metres and decide whether it is better to measure an object in metres or centimetres.</li> <li>3. <b>Compare lengths</b> – Know how to compare lengths using inequality symbols.</li> <li>4. <b>Order lengths</b> – Know how to order objects based on their length, measuring these beforehand.</li> <li>5. <b>Four operations with lengths</b> – Understand how their knowledge of the four operations can help them solve problems involving length.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Introduce weight and mass</b> – Y1 recap step</li> <li>2. <b>Measure mass</b> – Y1 recap step.</li> <li>3. <b>Compare mass.</b></li> <li>4. <b>Measure mass in grams</b> – Know that we use grams as a standard unit to measure mass.</li> <li>5. <b>Measure mass in kilograms</b> - Know that we use kilograms as a standard unit to measure mass.</li> <li>6. <b>Introduce capacity and volume</b> – Y1 recap step.</li> <li>7. <b>Measure capacity</b> – Y1 recap step.</li> <li>8. <b>Compare volume</b> - Know how to compare volume using inequality symbols.</li> <li>9. <b>Millilitres</b> – Know that we use millilitres (ml) as a standard unit to measure capacity.</li> <li>10. <b>Litres</b> - Know that we use litres as a standard unit to measure capacity.</li> <li>11. <b>Temperature</b> – Know that temperature is the measure of how hot or cold something is; know that temperature is measured in degrees centigrade, and we use a thermometer to measure temperature.</li> </ol>
Vocabulary	pound (£), pence (p), coin, note, <b>change.</b>	equal groups, <b>multiplication (x), times-table, times, divide (÷), division, share, group, odd, even.</b>	long, longer, longest short, shorter, shortest, tall, taller, tallest, length height, compare measure distance ruler centimetre. Measure, estimate.	<b>Mass, heavier than, lighter than, gram (g), hundreds, kilogram (kg), volume, millilitre (ml), litre (l), temperature, degrees Celsius (°C), thermometer.</b>

<ul style="list-style-type: none"><li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li><li>• Find different combinations of coins that equal the same amounts of money.</li><li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li></ul>	<ul style="list-style-type: none"><li>• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li><li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs.</li><li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li><li>• Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li></ul>
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## Year Group Progression Overview – Year 2 – Summer

		Week 1 – 3 Block 1	Week 4 – 6 Block 2	Week 7 – 8 Block 3	Week 9 – 10 Block 4
Blocks		Number: Fractions	Measurement: Time	Statistics	Geometry: Position and Direction
Small Steps		<ol style="list-style-type: none"> <li>1. <b>Make equal parts</b> – Recognise equal and unequal parts of a whole.</li> <li>2. <b>Recognise half</b> – Understand that halving is splitting a whole into two equal parts; Recognise the notation <math>\frac{1}{2}</math> to mean half; understand the terms 'numerator' and 'denominator' and what these represent.</li> <li>3. <b>Find half</b> – Know that finding half is the same as dividing by 2.</li> <li>4. <b>Recognise quarter</b> – Understand that they are splitting the whole into 4 equal parts and that each part is one quarter; Recognise the notation <math>\frac{1}{4}</math> to mean a quarter.</li> <li>5. <b>Find a quarter</b> – Know that they can find a quarter by sharing into 4 equal groups.</li> <li>6. <b>Recognise a third</b> - Understand that one third is equal to one part out of three equal parts.</li> <li>7. <b>Find a third</b> – Know how to find a third of a quantity.</li> <li>8. <b>Unit fractions</b> - Understand the concept of a unit fraction by recognising it as one equal part of a whole; Know that the denominator represents the number of parts that a shape or quantity is split into.</li> <li>9. <b>Non unit fractions</b> – Recognise the non-unit fractions <math>\frac{2}{3}</math> and <math>\frac{3}{4}</math> ; Know that the numerator and denominator are the same when the fraction is equivalent to one whole.</li> <li>10. <b>Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></b> - Know that <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> are the same.</li> <li>11. <b>Find three quarters</b> – Understand <math>\frac{3}{4}</math> by using their knowledge of quarters.</li> <li>12. <b>Count in fractions</b> – Understand that fractions can be greater than 1.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>O'clock and half past</b> – Recap knowledge from Y1.</li> <li>2. <b>Quarter past and quarter to</b> – Know how to read and draw the times 'quarter past' and 'quarter to'.</li> <li>3. <b>Telling time to 5 minutes</b> – Know how to read and show analogue time to 5-minute intervals.</li> <li>4. <b>Writing time</b> – Y1 recap step.</li> <li>5. <b>Minutes in an hour, hours in a day</b> – Know that there are 24 hours in a day and 60 minutes in an hour.</li> <li>6. <b>Find durations of time</b> – Identify the start and end time of an event; Know how to use these times to work out how long an event lasted and understand that this shows the duration of an event.</li> <li>7. <b>Compare durations of time</b> – Know how to compare time using 'longer' and 'shorter' and order these events.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Make tally charts.</b></li> <li>2. <b>Draw pictograms (1 1).</b></li> <li>3. <b>Interpret pictograms (1 1).</b></li> <li>4. <b>Draw pictograms (2, 5 and 10).</b></li> <li>5. <b>Interpret pictograms (2, 5 and 10).</b></li> <li>6. <b>Block diagrams.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Recognise 2D and 3D shapes</b> – Understand that 2-D shapes are actually flat and the manipulatives they handle in class are representations of the shapes.</li> <li>2. <b>Count sides on 2D shapes</b> - Understand that not all same-sided shapes look the same, such as irregular 2-D shapes.</li> <li>3. <b>Count vertices on 2D shapes</b> – Know that 'corners' are 'vertices' and a single corner is a 'vertex'.</li> <li>4. <b>Draw 2D shapes.</b></li> <li>5. <b>Lines of symmetry</b> – Identify vertical lines of symmetry.</li> <li>6. <b>Sort 2D shapes</b> - Recognise and sort 2-D shapes including circle, square, triangle, rectangle, pentagon, hexagon and octagon using a range of different orientations.</li> <li>7. <b>Make patterns with 2D shapes</b> – Know that a shape doesn't change just because its position has.</li> <li>8. <b>Count faces on 3D shapes</b> – Know how to use their knowledge of 2-D shapes to identify the shapes of faces on 3-D shapes.</li> <li>9. <b>Count edges on 3D shapes</b> – Know that an edge is where 2 faces meet or where a face and a curved surface meet.</li> <li>10. <b>Count vertices on 3D shapes</b> – Know that a vertex is where 2 or more edges meet.</li> <li>11. <b>Sort 3D shapes</b> – Know how to sort 3-D shapes based on their properties e.g. faces, shapes of faces, edges, vertices, if they roll, if they stack</li> <li>12. <b>Make patterns with 3D shapes.</b></li> </ol>

Vocabulary	Whole, equal, equal parts, $\frac{1}{2}$ , fraction, denominator, fraction bar, numerator, $\frac{1}{4}$ , $\frac{3}{4}$ , third $\frac{1}{3}$ , unit fraction, non-unit fraction, equivalent.	o'clock, half past, quarter past, quarter to, minute hand, hour hand, duration.	Pictogram, key, bar chart, scale, table, row, column, vertical axis, horizontal axis.	Clockwise, anticlockwise, forwards, backwards, left, right, middle, turn, half turn, quarter turn, three-quarter turn.
NC Links	<ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> <li>Compare and sequence intervals of time.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>Ask and answer questions about totalling and comparing categorical data.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the properties of 2 D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>Identify and describe the properties of 3 D shapes, including the number of edges, vertices and faces.</li> <li>Identify 2 D shapes on the surface of 3 D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</li> <li>Compare and sort common 2 D and 3 D shapes and everyday objects.</li> </ul>

## Year Group Progression Overview – Year 3 – Autumn

		Week 1 – 3 Block 1	Week 4 – 8 Block 2	Week 9 – 12 Block 3
Blocks		Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division
Small Steps		<ol style="list-style-type: none"> <li>1. <b>Represent numbers to 100</b> – Y2 consolidation.</li> <li>2. <b>Partition numbers to 100</b> – Know what each digit represents when partitioning a number.</li> <li>3. <b>Number line to 100</b> – Y2 consolidation.</li> <li>4. <b>Hundreds</b> - Understand that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10.</li> <li>5. <b>Represent numbers to 1000.</b></li> <li>6. <b>Partition numbers to 1000</b> – Understand the value of hundreds, tens and ones digits in a number when partitioning; understand the purpose of a place holder zero.</li> <li>7. <b>Flexible partitioning of numbers to 1000</b> – Understand that numbers to 1000 can be partitioned in a variety of ways.</li> <li>8. <b>Hundreds, tens and ones</b> – Understand the structure of a number by considering how many hundreds, tens and ones it is made up of.</li> <li>9. <b>Find 1, 10 or 100 more or less.</b></li> <li>10. <b>Number line to 1000</b> – Know the exact position of numbers to 1000 on a number line.</li> <li>11. <b>Estimate on a number line to 1000</b> – Understand that key intervals need to be factors of 1000; understand that their answers might be different to other children's because they are estimating.</li> <li>12. <b>Compare numbers to 1000</b> – Know how to compare numbers to 1000 using concrete resources, pictorial representations, words and symbols.</li> <li>13. <b>Order numbers to 1000</b> – Recognise the language of 'smallest' and 'greatest'; know that 'ascending' means smallest to greatest and 'descending' means greatest to smallest.</li> <li>14. <b>Count in 50s</b> – Recognise how their 5 x tables supports with counting in 50s.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Apply number bonds to 10</b> – Consolidation ready for formal written methods.</li> <li>2. <b>Add and subtract 1s</b> – Know how to add and subtract 1s from 3-digit numbers (no crossing).</li> <li>3. <b>Add and subtract 10s</b> – Know how to add and subtract 10s from 3-digit numbers (no crossing)</li> <li>4. <b>Add and subtract 100s</b> – Know how to add and subtract hundreds from 3-digit numbers (no crossing).</li> <li>5. <b>Spot the pattern</b> – Recognise patterns when subtracting 1s, 10s and 100s from 3-digit numbers.</li> <li>6. <b>Add 1s across 10</b> – Know how to use mental strategies to add a 1-digit number to a 3-digit number.</li> <li>7. <b>Add 10s across 100</b> – Know how to use mental strategies to add multiples of 10 to any 3-digit number where they are required to cross the next hundred.</li> <li>8. <b>Subtract 1s across 10</b> – Know how to use mental strategies to subtract a 1-digit number from a 3-digit number, crossing 10.</li> <li>9. <b>Subtract 10s across 100</b> – Know how to use mental strategies to subtract 10s from 3-digit numbers, crossing a 100.</li> <li>10. <b>Make connections</b> – Consolidate steps 6-9.</li> <li>11. <b>Add two numbers (no exchange)</b> – Know how to add two 2-digit or two 3-digit numbers using formal written method for column addition.</li> <li>12. <b>Subtract two numbers (no exchange)</b> - Know how to subtract two 2-digit or two 3-digit numbers using formal written method for column subtract.</li> <li>13. <b>Add two numbers (across a 10)</b> – Know how add two numbers using column addition with exchanges into the tens column; know that when the ones are added together, they will (sometimes) total more than 9.</li> <li>14. <b>Add two numbers (across a 100)</b> - Know that 10 tens can be exchanged for one hundred.</li> <li>15. <b>Subtract two numbers (across a 10)</b> – Know how to subtract both 2- and 3-digit numbers, exchanging 1 ten for 10 ones.</li> <li>16. <b>Subtract two numbers (across a 100)</b> – Know how to make exchanges across 100. Recognise whether they need to make an exchange.</li> <li>17. <b>Add 2 digit and 3-digit numbers</b> – Know how to add 2-digit and 3-digit numbers together using column addition.</li> <li>18. <b>Subtract a 2-digit number from a 3-digit number</b> - Know how to subtract 2-digit and 3-digit numbers using column subtraction.</li> <li>19. <b>Find the difference (3-digit numbers)</b> – Know how to use a number line to find the difference between two 3-digit numbers (additional step – see calculation policy).</li> <li>20. <b>Complements to 100</b> – Know the complements to 100 for any given starting number.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Multiplication (equal groups)</b> – Y2 consolidation.</li> <li>2. <b>Use arrays</b> – Understand the link between repeated addition and multiplication and explore commutativity.</li> <li>3. <b>Multiples of 2</b> – Y2 consolidation – Know that multiples of 2 are numbers that can be divided into two equal groups.</li> <li>4. <b>Multiples of 5 and 10</b> - Know that a whole number is a multiple of 5 if the ones digit is either 5 or 0 and that a whole number is a multiple of 10 if the ones digit is 0.</li> <li>5. <b>Sharing and grouping</b> – Y2 consolidation.</li> <li>6. <b>Multiply by 3</b> – Recognise the link between counting in 3s, repeated addition and multiplication.</li> <li>7. <b>Divide by 3</b> – Know that dividing by 3 means sharing into 3 equal groups or grouping into 3s.</li> <li>8. <b>The 3 times table</b> – Understand the structure of the 3x table and derive unknown facts from known facts.</li> <li>9. <b>Multiply by 4</b> – Know that multiplying by 4 is the same as doubling and doubling again.</li> <li>10. <b>Divide by 4</b> – Know that dividing by 4 means sharing into 4 equal groups and grouping into 4s.</li> <li>11. <b>The 4 times table</b> – Understand the structure of the 4x table and derive unknown facts from known facts.</li> <li>12. <b>Multiply by 8</b> – Know how the 4 times table can help them multiply by 8 by doubling its equivalent multiply of 4.</li> <li>13. <b>Divide by 8</b> - Know that dividing by 8 means sharing into 8 equal groups and grouping into 8s.</li> <li>14. <b>The 8 times tables</b> - Understand the structure of the 8x table and derive unknown facts from known facts.</li> <li>15. <b>The 2, 4 and 8 times tables</b> – Know the connections between the 2, 4 and 8 times tables.</li> </ol>

		<p><b>21. Estimate answers</b> – Understand why estimates are important in real life; know that estimates allow us to quickly and easily get an idea of what an answer should be near to, or if an already calculated answer is appropriate.</p> <p><b>22. Inverse operations</b> – Understand the inverse relationship between addition and subtraction and how this relates to the part-whole structure; Know that they can perform two different subtractions as the inverse to an addition, due to addition's commutative property, but there is only one possible addition as the inverse to a subtraction.</p> <p><b>23. Make decisions</b> – Apply strategies from this block in a range of contexts, choosing the most appropriate method.</p>	
Vocabulary	<p>hundreds (100s), tens (10s), ones (1s), digit, place value, more, less, greater than (&gt;), less than (&lt;), equal to, order, compare, partition, <b>estimate, exchange, ascending, descending.</b></p>	<p><b>Addition, subtraction, mental method, column method, exchange, estimate, approximate/ly, digit.</b></p>	<p>Equal, multiply, divide, times-table, sharing, grouping, <b>array, bar model, remainder, repeated addition, multiplication sentence, division statement, division fact,</b> partition.</p>
NC Links	<ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations.</li> <li>Find 10 or 100 more or less than a given number.</li> <li>Recognise the place value of each digit in a three digit number (hundreds, tens, ones).</li> <li>Compare and order numbers up to 1000.</li> <li>Read and write numbers up to 1000 in numerals and in words.</li> <li>Solve number problems and practical problems involving these ideas.</li> <li>Count from 0 in multiples of 4, 8, 50 and 100.</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: a three-digit number and ones; a three digit number and tens, a three digit number and hundreds.</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100.</li> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li><u>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know</u>, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods.</li> <li>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 objectives.</li> </ul>

## Year Group Progression Overview – Year 3 – Spring

	Week 1 – 3 Block 1	Week 4 – 6 Block 2	Week 7 – 9 Block 3	Week 10 – 12 Block 4
Blocks	<b>Number: Multiplication and Division</b>	<b>Measurement: Length and Perimeter</b>	<b>Number: Fractions</b>	<b>Measurement: Mass and Capacity</b>
Small Steps	<ol style="list-style-type: none"> <li>1. <b>Comparing statements</b> – Use knowledge of multiplication and division to compare statements using inequality symbols.</li> <li>2. <b>Related calculations</b> – Know how to use known multiplication facts to solve known facts; understand that when a number in the calculation is ten times bigger, the answer will need to be ten times bigger.</li> <li>3. <b>Multiply 2-digit by 1-digit using the grid method</b> (additional step see calculation policy).</li> <li>4. <b>Multiply 2 digits by 1 digit (1)</b> – Know how to use short multiplication to multiply a 2-digit number by a 1-digit number (no carrying).</li> <li>5. <b>Multiply 2 digits by 1 digit (2)</b> - Know how to use short multiplication to multiply a 2-digit number by a 1-digit number (carrying).</li> <li>6. <b>Divide 2 digits by 1 digit (1)</b> – Know how to divide by partitioning into tens and ones and sharing into equal groups (no exchange).</li> <li>7. <b>Divide 2 digits by 1 digit (2)</b> – Know how to divide by partitioning into tens and ones and sharing into equal groups (with exchanges).</li> <li>8. <b>Divide 2 digits by 1 digit (3)</b> - Know how to solve division calculations with remainders.</li> </ol> <p style="background-color: #ffffcc;">Please ensure the calculation policy is followed when teaching division as this is very specific in Y3 and different to the representations used in White Rose.</p> <ol style="list-style-type: none"> <li>9. <b>Scaling</b> – Know that scaling means how many times bigger or smaller an amount/object is.</li> <li>10. <b>How many ways?</b> – Know how to systematically list the possible combinations resulting from two groups of objects.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Measure length</b> – Understand millimetres in relation to centimetres and metres.</li> <li>2. <b>Equivalent lengths m &amp; cm</b> – Know that 100cm is equivalent to 1m.</li> <li>3. <b>Equivalent lengths mm &amp; cm</b> – Know that 10mm is equivalent to 1cm.</li> <li>4. <b>Compare lengths</b> – Know how to compare m, cm and mm, recognising equivalents.</li> <li>5. <b>Add lengths</b> – Recognise that converting lengths to the same unit is a more efficient method to add lengths.</li> <li>6. <b>Subtraction lengths</b> – Know how to use finding the difference to subtract lengths.</li> <li>7. <b>Measure perimeter</b> – Know that perimeter is the distance around the outside of a 2D shape.</li> <li>8. <b>Calculate perimeter</b> – Know that we calculate the perimeter of a 2D shape by adding all the lengths of the sides together.</li> </ol>	TBC	<ol style="list-style-type: none"> <li>1. <b>Measure mass (1)</b> - Know how to read a range of scales to measure mass, including scales with missing intervals.</li> <li>2. <b>Measure mass (2)</b> – Know how to record mass in both grams and kilograms.</li> <li>3. <b>Compare mass</b> – Understand that heavier objects are measured in kg and use this to compare mass.</li> <li>4. <b>Add and subtract mass</b> – Recognise the most efficient method for adding and subtracting masses.</li> <li>5. <b>Measure capacity (1)</b> – Know how to use litres, millilitres and standard scales to explore capacity (no mixing).</li> <li>6. <b>Measure capacity (2)</b> - Know how to use litres, millilitres and standard scales to explore capacity (mixing scales).</li> <li>7. <b>Compare capacity</b> – Understand that litres are used for larger containers and use this knowledge to compare capacity.</li> <li>8. <b>Add and subtract capacity</b> - Recognise the most efficient method for adding and subtracting volume and capacity.</li> </ol>
Vocabulary	multiply (x), divide (÷), multiplication fact, division fact, lots of, groups of, times-table, array, partition, bar model, part-whole model, remainder, commutative.	Length, height, width, perimeter, distance, centimetre (cm), millimetre (mm), metre (m), unit of Measurement, measure, equivalent, convert, greater than (>), less than (<), ruler, metre stick, Interval, scale.		Mass, heavier than, lighter than, gram (g), hundreds, kilogram (kg), volume, millilitre (ml), litre (l).

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NC Links</p>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods.</li> <li>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 objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>Measure the perimeter of simple 2D shapes.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> </ul>
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## Year Group Progression Overview – Year 3 – Summer

		Week 1 – 2 Block 1	Week 3 – 4 Block 2	Week 5 – 7 Block 3	Week 8 – 9 Block 4	Week 10 – 11 Block 5
Blocks		<b>Number: Fractions</b>	<b>Measurement: Money</b>	<b>Measurement: Time</b>	<b>Geometry: Shape</b>	<b>Statistics</b>
Small Steps			<ol style="list-style-type: none"> <li>1. <b>Pounds and pence</b> – Understand that money can be represented in different ways but still have the same value.</li> <li>2. <b>Converting pounds and pence</b> – Know that 100p is equivalent to £1 and apply this knowledge to convert between pounds and pence.</li> <li>3. <b>Adding money</b> – Know that it is more efficient to add pounds, then pence, then convert when adding money.</li> <li>4. <b>Subtracting money</b> – Recognise different strategies, such as converting money or finding the difference, when subtracting money.</li> <li>5. <b>Giving change</b> – Know how to use number lines and part-whole models to calculate change.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Months and years</b> – Know that there are 365 days in 1 year; Know that there are 12 months in 1 year; Know that a leap year occurs every 4 years and there are 366 days in a leap year; Know that there are 7 days in 1 week.</li> <li>2. <b>Hours in a day</b> – Remember that there are 24-hours in a day; Remember the days of the week; Recognise and use language like 'midday', 'noon' and 'midnight'.</li> <li>3. <b>Telling the time to 5 minutes</b> – Know how to tell the time to the nearest 5 minutes on an analogue clock; Recognise and use Roman numerals on a clock face.</li> <li>4. <b>Telling the time to the minute</b> - Know how to tell the time to the nearest minute on an analogue clock.</li> <li>5. <b>AM and PM</b> – Understand the language of 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day.</li> <li>6. <b>24-hour clock</b> - Know how to tell the time using digital clocks.</li> <li>7. <b>Finding the duration</b> – Understand how to find the most efficient ways of breaking the time down in order to work out the duration.</li> <li>8. <b>Comparing the duration</b> – Know how to use an empty number line to compare durations of time.</li> <li>9. <b>Start and end times</b> – Know find start and end times to the nearest minute using both analogue and digital times.</li> <li>10. <b>Measuring time in seconds</b> – Know that there are 60 seconds in 1 minute.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Turns and angles</b> – Recognise angles as a measure of a turn; Know how to make <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, and full turns from different starting points, both clockwise and anti-clockwise.</li> <li>2. <b>Right angles in shapes</b> – Recognise that a right angle is a quarter turn, 2 right angles make a half-turn, 3 right angles make three-quarters of a turn and 4 right angles make a complete turn.</li> <li>3. <b>Compare angles</b> – Know that the word 'acute' describes an angle smaller than a right angle and the word 'obtuse' describes an angle bigger than a right angle.</li> <li>4. <b>Draw accurately</b> – Know how to draw straight lines accurately in cm and mm; Remember that we start from 0cm when using a ruler.</li> <li>5. <b>Horizontal and vertical</b> – Know that a horizontal line runs from left to right and a vertical line runs up and down.</li> <li>6. <b>Parallel and perpendicular</b> – Know that straight lines that meet at a right angle are called perpendicular and lines that never meet are called parallel.</li> <li>7. <b>Recognise and describe 2D shapes.</b></li> <li>8. <b>Recognise and describe 3D shapes.</b></li> <li>9. <b>Make 3D shapes</b> – Know how to construct cubes, cuboids,</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Pictograms</b> – Know the value of the symbol used in a pictogram and know what it means when half the symbol is used.</li> <li>2. <b>Bar charts</b> – Know how to read and interpret bar charts with scales of 1, 2, 5 and 10. Know which scale will be the most appropriate when drawing their own bar charts.</li> <li>3. <b>Tables</b> – Know how to interpret information from tables to answer one or two step problems.</li> </ol>

				prisms, cylinders, pyramids, cones, spheres.	
Vocabulary		Convert, total, difference, pound (£), pence (p), coin, note, change.	Month, year, midnight, midday, am, pm, duration, estimate, consecutive, hour, minute, second, past, to, start, end, digital clock, analogue clock.	right angle, acute, obtuse, parallel, perpendicular, vertical, horizontal, triangle, quadrilateral, kite, trapezium, rhombus, parallelogram, cuboid, triangular prism, square-based, pyramid, cone, cylinder, sphere, edge, face, vertices.	Pictogram, key, bar chart, scale, table, row, column, vertical axis, horizontal axis.
NC Links		<ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Tell and write the time from an analogue clock, including using</li> <li>Roman numerals from I to XII and 12 hour and 24-hour clocks.</li> <li>Estimate and read time with increasing accuracy to the nearest minute.</li> <li>Record and compare time in terms of seconds, minutes and hours.</li> <li>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>Compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>	<ul style="list-style-type: none"> <li>Recognise angles as a property of shape or a description of a turn.</li> <li>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.</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>Draw 2 D shapes and make 3 D shapes using modelling materials.</li> <li>Recognise 3 D shapes in different orientations and describe them.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables.</li> <li>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.</li> </ul>

## Year Group Progression Overview – Year 4 – Autumn

		Week 1 – 4 Block 1	Week 5 – 7 Block 2	Week 8 – 10 Block 3	Week 11 Block 4
Blocks		<b>Number: Place Value</b>	<b>Number: Addition and Subtraction</b>	<b>Number: Multiplication and Division</b>	<b>Measurement: Area</b>
Small Steps		<ol style="list-style-type: none"> <li>1. <b>Represent numbers to 1000</b> – Y3 recap step.</li> <li>2. <b>Partition numbers to 1000</b> - Understand the value of hundreds, tens and ones digits in a number when partitioning; understand the purpose of a place holder zero (Y3 recap step).</li> <li>3. <b>Number line to 1000</b> – Know the exact position of numbers to 1000 on a number line (Y3 recap step).</li> <li>4. <b>Thousands</b> – Know how to count in 1,000s, forwards and backwards, from any given multiple of 1,000; understand the composition of multiples of 1000, exploring how many hundreds they are made of.</li> <li>5. <b>Represent numbers to 10,000</b> – Understand the composition of numbers to 10,000; Understand the relationship between the different place value columns e.g. 100 is 10 times the size of 10 and a tenth the size of 1,000.</li> <li>6. <b>Partition numbers to 10,000</b> – Know how to partition numbers up to 10,000 into thousands, hundreds, tens and ones; know how to express their answers in numerals, words and expanded form.</li> <li>7. <b>Flexible partitioning of numbers to 10,000</b> – Know that numbers up to 10,000 can be partition in a number of different ways.</li> <li>8. <b>Find 1, 10, 100 or 1000 more or less.</b></li> <li>9. <b>Number line to 10,000</b> – label, identify and find missing values on blank or partially completed number lines (use real-life scales e.g. measuring jugs).</li> <li>10. <b>Estimate on a number line to 10,000</b> – Understand and discuss suitable estimates from the information given on the number line and the value of each interval, justifying their choices.</li> <li>11. <b>Compare numbers to 10,000</b> – Know how to compare numbers to 10,000 using key vocabulary and the inequality symbols.</li> <li>12. <b>Order numbers to 10,000</b> – Know how to order numbers to 10,000 using language such as 'smallest', 'greatest', 'ascending' and 'descending'.</li> <li>13. <b>Roman numerals</b> – Know that L represents 50 and C represents 100; understanding that the Roman system does not have a zero and does not use placeholders.</li> <li>14. <b>Round to the nearest 10.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Add and subtract 1s, 10s, 100s and 1000s</b> – Know how to add and subtract multiples of 1000 (mental focus).</li> <li>2. <b>Add up to two 4-digit numbers – no exchange</b> – Know how to use column addition to add 3- and 4-digit numbers with no exchanges.</li> <li>3. <b>Add two 4-digit numbers – one exchange</b> - Know how to use column addition to add 3- and 4-digit numbers with one exchange.</li> <li>4. <b>3. Add two 4-digit numbers – more than one exchange</b> - Know how to use column addition to add 3- and 4-digit numbers with more than one exchange.</li> <li>5. <b>Subtract two 4-digit numbers – no exchange</b> - Know how to use column subtraction to subtract 4-digit numbers with no exchanges.</li> <li>6. <b>Subtract two 4-digit numbers – one exchange</b> - Know how to use column subtraction to subtract 4-digit numbers with one exchange.</li> <li>7. <b>Subtract two 4-digit numbers – more than one exchange</b> - Know how to use column subtraction to subtract 4-digit numbers with more than one exchange.</li> <li>8. <b>Find the difference (4-digit numbers)</b> – Know how to use a number line to find the difference between two 4-digit numbers (additional step – see calculation policy).</li> <li>9. <b>Efficient subtraction</b> – Know which methods are the most appropriate for a given calculation; know how to use constant difference to solve challenging calculations mentally.</li> <li>10. <b>Estimate answers</b> – Know how to use rounding to estimate answers; understand why estimation is important in real life.</li> <li>11. <b>Checking Strategies</b> – Understand how to use inverse operations to check addition and subtraction calculations.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Multiples of 3</b> – Y3 recap step.</li> <li>2. <b>Multiply and divide by 6</b> – Know that the 6 times table is double the 3 times table.</li> <li>3. <b>6 times table and division facts</b> – Understand how to use known facts to times and divide by 6.</li> <li>4. <b>Multiply and divide by 9</b> – Recognise patterns to help them solve the 9 times table e.g. triple the 3 times table or subtract from the 10 times table.</li> <li>5. <b>9 times table and division facts</b> - Understand how to use known facts to times and divide by 9.</li> <li>6. <b>The 3,6- and 9-times tables</b> – Recognise links between the 3, 6 and 9 times-tables to deepen their understanding and embed fluency with these times-tables.</li> <li>7. <b>Multiply and divide by 7.</b></li> <li>8. <b>7 times table and division facts.</b></li> <li>9. <b>11 times table and division facts</b> – Know that they can partition 11 into 10- and 1-times tables to find x11.</li> <li>10. <b>12 times table and division facts</b> – Know that they can partition into 12 into 10- and 2-times tables to find x12.</li> <li>11. <b>Multiply by 0 and 1</b> – Know that when you multiply a number by 1, the result will always be the number itself; know that when you multiply a number by 0, the result will always be 0.</li> <li>12. <b>Divide a number by 1 and itself</b> – Know that when you divide a number by 1 the answer will be itself and when dividing a number by itself the answer will be 1.</li> <li>13. <b>Multiplying three numbers</b> – Know that, when multiplying three numbers, we follow the associative law which means it does not matter how we group the numbers when we multiply them; understand how this links to commutativity and know how to change the order to make the calculation more efficient.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What is area?</b> – Know that area is the amount of space taken up by a 2-D shape or surface; understand that there are a range of ways to find the area of shapes or surfaces and evaluate which are the best (practical focus).</li> <li>2. <b>Count squares</b> – Know the strategy of counting the number of squares inside a shape to find its area.</li> <li>3. <b>Make shapes</b> – Know that a rectilinear shape is a shape that has only straight sides and right angles; know that rectilinear shapes need to touch at the sides and not just at the corners.</li> <li>4. <b>Compare areas</b> - Compare the areas of rectilinear shapes where the same size square has been used.</li> </ol>

	<p>15. Round to the nearest 100.  16. Round to the nearest 1000.  17. Round to the nearest 10, 100 or 1000.</p>			
Vocabulary	<p>Tens, hundreds, <b>thousands</b>, rounding, order, more than (&gt;), less than (&lt;), partition, numeral, <b>nearest</b>, distance, ascending, descending, <b>rounding</b>, <b>negative</b>, step, multiple, greater than (&gt;), less than (&lt;).</p>	<p>Addition, total, more than (&gt;), subtraction, less than (&lt;), column method, estimate, <b>how much</b>, <b>strategy</b>, <b>efficient</b>, <b>accurate</b>, <b>exact</b>, <b>fact</b>.</p>	<p>multiply (<b>x</b>), divide (<b>÷</b>), multiplication fact, division fact, lots of, groups of, times-table, array, partition array, bar model, part-whole model, remainder, <b>factor pair</b>, <b>factor</b>, <b>commutative</b>.</p>	<p>Length, width, <b>area</b>, distance, rectangle, square, <b>rectilinear shape</b>, centimetre (cm), metre (m), <b>kilometre (km)</b>, <b>equivalent to</b>.</p>
NC Links	<ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9, 25 and 1000.</li> <li>Find 1000 more or less than a given number.</li> <li>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).</li> <li>Order and compare numbers beyond 1000.</li> <li>Identify, represent and estimate numbers using different representations.</li> <li>Round any number to the nearest 10, 100 or 1000.</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> <li>Count backwards through zero to include negative numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>Estimate and use inverse operations to check answers to a calculation.</li> <li>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>Count in multiples of 6, 7, 9, 25 and 1000.</li> <li>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.</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.</li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</li> <li>Convert between different units of measure [for example, kilometre to metre].</li> </ul>

## Year Group Progression Overview – Year 4 – Spring

	Week 1 – 3 Block 1	Week 4 – 5 Block 2	Week 6 – 9 Block 3	Week 10 – 12 Block 4
Blocks	<b>Number: Multiplication and Division</b>	<b>Measurement: Length and Perimeter</b>	<b>Number: Fractions</b>	<b>Number: Decimals</b>
Small Steps	<ol style="list-style-type: none"> <li>1. <b>11- and 12-times table</b> – Know the multiplication and division facts related to the 11- and 12-times tables.</li> <li>2. <b>Multiply 3 numbers</b> – Understand the ‘Associative Law’ in relation to multiplying three numbers, knowing that we can multiply in any order.</li> <li>3. <b>Factor pairs</b> – Know that a factor is a number that multiplies by another number to make a produce</li> <li>4. <b>Efficient multiplication</b> – Know that there are different ways to multiply including partitioning.</li> <li>5. <b>Multiply 2 digits by 1 digit</b> - Remember how to use short multiplication to multiply a 2-digit number by a 1-digit number (carrying).</li> <li>6. <b>Multiply 3 digits by 1 digit</b> – Know how to use short multiplication to multiply a 3-digit number by a 1-digit number (carrying).</li> <li>7. <b>Divide 2 digits by 1 digit (1)</b> – Know how to divide 2-digit numbers by 1-digit using chunking on a number line.</li> <li>8. <b>Divide 2 digits by 1 digit (2)</b> - Know how to divide 2-digit numbers by 1-digit using short division.</li> <li>9. <b>Correspondence problems.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Kilometres.</b></li> <li>2. <b>Perimeter on a grid</b> – Know that a rectilinear shape are shapes where all sides meet at a right angle.</li> <li>3. <b>Perimeter of a rectangle</b> – Understand that there are different ways to calculate the perimeter of rectangles e.g. adding all the sides, adding the length and width then multiplying by 2 or multiply the length and width by 2 then adding together.</li> <li>4. <b>Perimeter of rectilinear shapes</b> – Understand how to calculate the perimeter of rectilinear shapes, including finding missing sides.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What is a fraction?</b> – Recognise fractions in different contexts for example, fractions of shapes, quantities and fractions on a number line.</li> <li>2. <b>Equivalent fractions (1)</b> – Recognise equivalent fractions using a fractions wall.</li> <li>3. <b>Equivalent fractions (2)</b> – Understand how to find equivalent fractions using proportional reasoning; Know that this involves multiplying the numerator and denominator by the same number.</li> <li>4. <b>Fractions greater than 1</b> – Know that fractions greater than 1 can be partitioned into parts and wholes.</li> <li>5. <b>Count in fractions</b> – Understand how fractions greater than 1 can be represented on a number line; Understand the connection between improper fractions and mixed numbers.</li> <li>6. <b>Add 2 or more fractions</b> - Remember that, when we add fractions, the denominator stays the same; Know that when we add two or more fractions and the answer is greater than one, then the total will be an improper fraction.</li> <li>7. <b>Subtract 2 fractions</b> - Remember that, when we subtract fractions, the denominator stays the same.</li> <li>8. <b>Subtract from whole amounts</b> – Know how many equal parts are equivalent to a whole e.g. <math>9/9 = 1</math>, <math>18/9 = 2</math>.</li> <li>9. <b>Fractions of a set of objects</b> – Know that we divide by the denominator and multiply by the numerator when finding fractions of amounts.</li> <li>10. <b>Calculate fractions of a quantity.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Recognise tenths and hundredths</b> – Know that ten hundredths are equivalent to one tenth, ten tenths are equivalent to 1 whole.</li> <li>2. <b>Tenths as decimals</b> – Recognise the relationship between <math>1/10</math> and <math>0.1</math>.</li> <li>3. <b>Tenths on a place value grid</b> – Know that tenths are to the right of the decimal point.</li> <li>4. <b>Tenths on a number line</b> – Know how to read and interpret tenths on a number line.</li> <li>5. <b>Divide 1 digit by 10</b> – Understand that when dividing by 10 a number is split into 10 equal parts and is 10 times smaller; Know that importance of 0 as a place holder.</li> <li>6. <b>Divide 2 digits by 10</b> – Know how to divide a 2 digit number by 10 using a mental method.</li> <li>7. <b>Hundredths</b> – Know that hundredths arise when dividing 1 whole into 100 equal parts; Recognise that 10 hundredths is a tenth.</li> <li>8. <b>Hundredths as decimals</b> – Recognise the relationship between <math>1/100</math> and <math>0.01</math>.</li> <li>9. <b>Hundredths on a place value grid</b> – Know that hundredths are to the right of the decimal point and tenths column.</li> <li>10. <b>Divide 1 or 2 digits by 100</b> – Understand that when dividing by 100, the number is split into 100 equal parts and is 100 times smaller.</li> </ol>
Vocabulary	Equal, multiply, divide, times-table, sharing, grouping, <b>array, bar model, remainder, repeated addition, multiplication sentence, division statement, division fact</b> , partition.	Length, width, perimeter, distance, rectangle, square, <b>rectilinear shape</b> , centimetre (cm), metre (m), <b>kilometre (km)</b> , equivalent to.	Tenths, <b>hundredths</b> , equivalent, <b>simplify</b> , numerator, denominator, fraction, mixed number, <b>improper fraction, simplest fraction, fraction of an amount, decimal point, equivalent decimal, 0.1 and 0.01, decimal place.</b>	

NC Links	<ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>• 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.</li> <li>• Recognise and use factor pairs and commutativity in mental calculations.</li> <li>• Multiply two digit and three digit numbers by a one digit number using formal written layout.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Find the area of rectilinear shapes by counting squares.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>• 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.</li> <li>• Add and subtract fractions with the same denominator.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> <li>• Convert between different units of measure [for example, kilometre to metre].</li> </ul>
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## Year Group Progression Overview – Year 4 – Summer

		Week 1 – 2 Block 1	Week 3 – 4 Block 2	Week 5 – 6 Block 3	Week 7 – 8 Block 4	Week 9 Block 5	Week 10 – 11 Block 6
Blocks		Number: Decimals	Measurement: Money	Measurement: Time	Geometry: Shape	Statistics	Geometry: Position and Direction of Shapes
Small Steps		<ol style="list-style-type: none"> <li>1. <b>Make a whole</b> - Know how to make a whole using their understanding of tenths and hundredths.</li> <li>2. <b>Write decimals</b> – Understand the value of each digit with decimal numbers.</li> <li>3. <b>Compare decimals</b> – Know how to compare two numbers with two decimal places.</li> <li>4. <b>Order decimals</b> – Know how to order numbers with two decimal places.</li> <li>5. <b>Round decimals</b> – Know how to round a number with one decimal place by looking at the digit in the tenths column.</li> <li>6. <b>Halves and quarters</b> – Know that <math>\frac{1}{2}</math> is 0.5, <math>\frac{1}{4}</math> is 0.25 and <math>\frac{3}{4}</math> is 0.75.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Pounds and pence</b> – Understand pounds and pence and use decimal notations to represent this.</li> <li>2. <b>Ordering amounts of money</b> – Remember that 100p = £1 and use this knowledge to order different amounts of money.</li> <li>3. <b>Using rounding to estimate money</b> – Know how to use rounding to round money which is written in decimal notation.</li> <li>4. <b>Four operations</b> – Know how to solve problems involving money, using their understanding of the four operations.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Hours, minutes and seconds</b> – Y3 recap step.</li> <li>2. <b>Years, months, weeks and days</b> – Know how to use their knowledge of four operations to convert between units of time.</li> <li>3. <b>Analogue to digital 12 hour</b> – Know how to convert between analogue and digital using a 12 hour format; Know how to use am and pm to distinguish between morning and afternoon; Understand that digital time needs to be written in a four digit format.</li> <li>4. <b>Analogue to digital 24 hour</b> – Know how to convert between analogue and digital clocks using 24 hour clock.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Identify angles</b> – Know that an acute angle is more than 0 degrees and less than 90 degrees, a right angle is exactly 90 degrees, and an obtuse angle is more than 90 degrees but less than 180 degrees.</li> <li>2. <b>Compare and order angles,</b></li> <li>3. <b>Triangles</b> - Know that an equilateral triangle is where all the sides and angles are equal, an 'isosceles' triangle is where two sides and angles are equal and a 'scalene' triangle is where all the sides and angles are different.</li> <li>4. <b>Quadrilaterals</b> – Know 'Quad' originates from Latin and means four and 'Lateral' originates from Latin and means sides; Know that a square, rectangle, rhombus, parallelogram and trapezium are all quadrilaterals and describe and compare their properties.</li> <li>5. <b>Lines of symmetry.</b></li> <li>6. <b>Complete a symmetric figure.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Interpret charts</b> – Remember how to interpret data from pictograms, bar charts and tables; Know how to collect data and present this on a bar chart, asking and answering questions about the data they have collected.</li> <li>2. <b>Comparison, sum and difference</b> – Know how to solve comparison, sum and difference problems using discrete data with a range of scales.</li> <li>3. <b>Introducing line graphs</b> – Know that line graphs are used to present continuous data (time, temperature, height) but that these values are always changing.</li> <li>4. <b>Line graphs</b> – Know how to solve comparison, sum and difference problems using continuous data with a range of scales.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Describe position</b> – Know how to describe positions in the first quadrant.</li> <li>2. <b>Draw on a grid</b> – Know how to plot points in the first quadrant; Know how to read, write and use pairs of coordinates.</li> <li>3. <b>Move on a grid</b> – Know that translating is when we move an object on the plane (only its position changes, not its size or orientation); Know how to move shapes and points on a coordinate grid following specific directions using language such as: left/right and up/down</li> <li>4. <b>Describe a movement on a grid</b> – Know how to describe the movement of shapes and points on a coordinate grid using specific language such as: left/right and up/down.</li> </ol>

Vocabulary	Tenths, <b>hundredths</b> , equivalent, <b>simplify</b> , numerator, denominator, fraction, mixed number, <b>improper fraction, simplest fraction, fraction of an amount, decimal point, equivalent decimal, 0.1 and 0.01, decimal place.</b>	Convert, total, difference, pound (£), pence (p), coin, note, change.	Convert, compare, unit of time, second, minute, hour, day, week, month, year, 12-hour, 24-hour, analogue, digital, am/pm.	Rectangle, square, rectilinear shape, unit, triangle, <b>quadrilateral, reflection, regular, irregular, interior angle</b> , angle, acute, obtuse, right angle.	Data, <b>line graph</b> , pictogram, bar chart, table, altogether, more than (>), greatest, smallest, <b>continuous data</b> , compare.	<b>Reflection, position, horizontal, vertical</b> , up, down, left, right, <b>coordinates</b> , square, rectangle, <b>plot</b> , vertex, vertices, <b>point grid.</b>
NC Links	<ul style="list-style-type: none"> <li>• Compare numbers with the same number of decimal places up to two decimal places.</li> <li>• Round decimals with one decimal place to the nearest whole number.</li> <li>• Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</li> <li>• Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal <b>places</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>• Identify lines of symmetry in 2 D shapes presented in different orientations.</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe positions on a 2 D grid as coordinates in the first quadrant.</li> <li>• Plot specified points and draw sides to complete a given polygon.</li> <li>• Describe movements between positions as translations of a given unit to the left/ right and up/ down.</li> </ul>

## Year Group Progression Overview – Year 5 – Autumn

		Week 1 – 3 Block 1	Week 4 – 5 Block 2	Week 6 – 8 Block 3	Week 9 – 12 Block 5
Blocks		Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions A
Small Steps		<ol style="list-style-type: none"> <li>1. <b>Roman numerals to 1000</b> – Know that D represents 500 and M represents 1000; recognise years written in Roman numerals (write this under date on the board every day to reinforce).</li> <li>2. <b>Numbers to 10,000</b> – Y4 recap step.</li> <li>3. <b>Numbers to 100,000</b> – Recognise the ten-thousands column on a place value chart and understand the multiples of 10,000.</li> <li>4. <b>Numbers to 1,000,000</b> – Recognise that the pattern for thousands in a place value chart follows the same pattern as that of the ones: ones, tens, hundreds, (one) thousands, ten thousands, hundred thousands.</li> <li>5. <b>Read and write numbers to 1,000,000.</b></li> <li>6. <b>Powers of 10</b> – Understand the relationship between different numbers in different place value columns.</li> <li>7. <b>10/100/1,000/10,000/100,000 more or less</b> – Know how to use powers of 10 to count forwards and backwards.</li> <li>8. <b>Partition numbers to 1,000,000</b> – Know how to partition any number to a million using the standard and flexible forms of partition.</li> <li>9. <b>Number line to 1,000,000</b> - Label, identify and find missing values on blank or partially completed number lines for numbers up to 1 million.</li> <li>10. <b>Compare and order numbers to 100,000.</b></li> <li>11. <b>Compare and order numbers to 1,000,000.</b></li> <li>12. <b>Round to the nearest 10, 100 or 1000.</b></li> <li>13. <b>Round within 100,000.</b></li> <li>14. <b>Round within 1,000,000.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Mental strategies</b> – Recap key mental strategies from previous years e.g. partitioning and finding the difference.</li> <li>2. <b>Add whole numbers with more than four digits (column addition).</b></li> <li>3. <b>Subtract whole numbers with more than four digits (column subtraction).</b></li> <li>4. <b>Round to check answers</b> – know how rounding can supporting with estimating answers to addition and subtraction calculations.</li> <li>5. <b>Inverse operations (addition and subtraction)</b> – Know how to use inverse operations to find unknown numbers.</li> <li>6. <b>Multi-step addition and subtraction problems</b> – Know how to use the strategies from this block to solve problems with more than one step.</li> <li>7. <b>Compare calculations</b> – Explore the structure of calculations to make comparisons; understand the effect that adding to or subtracting from numbers in a calculation has on the answer to that calculation.</li> <li>8. <b>Find missing numbers</b> - Understand that when two numbers are increased by the same amount the difference remains the same, and that the total of two numbers remains the same if one number has been increased by an amount and the other decreased by the same amount.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Multiples</b> - Know that a multiple is the result is the result of multiplying a number by a positive integer.</li> <li>2. <b>Common multiples</b> – Know how to find the common multiples of any pair of numbers.</li> <li>3. <b>Factors</b> – Recognise factors of numbers; know that 1 is a factor of all numbers; know that every number is a factor and multiple of itself.</li> <li>4. <b>Common factors</b> – Know that common factors are factors shared by 2 or more numbers.</li> <li>5. <b>Prime numbers</b> - Know that a prime number is a number with only two factors – 1 and itself; Know that numbers with more than two factors are called composite numbers.</li> <li>6. <b>Square numbers</b> – Know that a square number is the result of multiplying a number by itself.</li> <li>7. <b>Cube numbers</b> – Know that a cube is the result of multiplying a number by itself then by itself again.</li> <li>8. <b>Multiplying by 10, 100 and 1000</b> – Know that when we multiply by 1000, the digits move 3 places to the left.</li> <li>9. <b>Dividing by 10, 100 and 1000</b> – know that when we divide by 1000, the digits move 3 places to the right.</li> <li>10. <b>Multiples of 10, 100 and 1000</b> – Understand how to use factors to solve calculations involving multiples of 10, 100 and 1000.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Find fractions equivalent to a unit fraction</b> – Know how unit fractions can be expressed in other forms.</li> <li>2. <b>Find fractions equivalent to a non-unit fraction.</b></li> <li>3. <b>Recognise equivalent fractions</b> – Know that there are a range of ways to find equivalent fractions such as using their knowledge of factors and multiples and looking at the multiplicative relationship between the numerator and denominator.</li> <li>4. <b>Convert improper fractions to mixed numbers</b> – Remember that an improper fraction is one where the numerator is greater than or equal to the denominator and a mixed number consists of an integer and a proper fraction.</li> <li>5. <b>Convert mixed numbers to improper fractions</b> – Know how to convert mixed numbers to improper fractions using their understanding of parts and the whole.</li> <li>6. <b>Compare fractions less than 1</b> – Know how to compare fractions where the denominators are the same or where one denominator is a multiple of the other.</li> <li>7. <b>Order fractions less than 1</b> – Know how to order a set of three or more fractions.</li> <li>8. <b>Compare and order fractions greater than 1</b> – Understand that if the number of wholes is different, they do not need to compare the fractional parts. When the number of wholes is equal, they compare denominators or numerators of the fractional parts.</li> <li>9. <b>Add and subtract fractions with the same denominator</b> – Remember that when the denominators are the same, they only need to add or subtract the numerators.</li> <li>10. <b>Add fractions within 1.</b></li> <li>11. <b>Add fractions with total greater than 1.</b></li> <li>12. <b>Add to a mixed number</b> – Know that they can partition a mixed number to add the fractional amounts first.</li> <li>13. <b>Add two mixed numbers</b> – Understand that, when adding mixed numbers, we can partition the wholes and fractions to add them separately or convert them to improper fractions.</li> <li>14. <b>Subtract fractions.</b></li> <li>15. <b>Subtract from a mixed number</b> – Know that they can either a whole number part or a fractional part from a mixed number.</li> <li>16. <b>Subtract from a mixed number – breaking the whole.</b></li> <li>17. <b>Subtract two mixed numbers.</b></li> </ol>

Vocabulary	ones (1s), tens (10s), hundreds (100s), thousands (1,000s), <b>ten thousands (10,000s)</b> , <b>hundred thousands (100,000s)</b> , <b>million (1,000,000)</b> , round, order, ascending, descending, less than (<), greater than (>), sequence.	Add, subtract, ones (1s), tens (10s) hundreds (100s), thousands (1,000s), ten thousands (10,000s), mentally, inverse, round, estimate, sum.	<b>prime number, composite number, square number, cube number, square (2), cube (3)</b> , inverse operation, multiply, divide, multiple, factor, <b>prime factor</b> .	Equivalent, numerator, denominator, whole, fraction, simplify, division, mixed number, convert, sequence, proper fraction, improper fraction, convert, common denominator, fraction of an amount.
NC Links	<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</li> <li>• Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000.</li> <li>• Solve number problems and practical problems that involve all of the above.</li> <li>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract numbers mentally with increasingly large numbers.</li> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>• Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers.</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> <li>• Multiply and divide numbers mentally, drawing upon known facts.</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>).</li> <li>• Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order fractions whose denominators are multiples of the same number.</li> <li>• Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt;1 as a mixed number [for example <math>\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}</math>].</li> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</li> </ul>

## Year Group Progression Overview – Year 5 – Spring

	Week 1 – 3 Block 1	Week 4 – 5 Block 2	Week 6 – 8 Block 3	Week 9 – 10 Block 4	Week 11 – 12 Block 5
Blocks	<b>Number: Multiplication and Division</b>	<b>Number: Fractions B</b>	<b>Number: Decimals and Percentages</b>	<b>Measurement: Area and Perimeter</b>	<b>Statistics</b>
Small Steps	<ol style="list-style-type: none"> <li>1. <b>Multiply 4 digits by 1 digit</b> – Know how to multiply 4-digits by 1-digit using short multiplication.</li> <li>2. <b>Multiply 2 digits by 2 digits (grid method)</b> - Know how to multiply two 2-digit numbers using the grid method.</li> <li>3. <b>Multiply 2 digits by 2 digits</b> – Know how to use the formal written method of long multiplication to multiply two 2-digit numbers together.</li> <li>4. <b>Multiply 3 digits by 2 digits</b> - Know how to use the formal written method of long multiplication to multiply 3-digit numbers by 2-digit numbers.</li> <li>5. <b>Multiply 4 digits by 2 digits</b> - Know how to use the formal written method of long multiplication to multiply 4-digit numbers by 2-digit numbers.</li> <li>6. <b>Divide 4 digits by 1 digit</b> – Know how to use short division to divide 4-digit numbers by a 1-digit number.</li> <li>7. <b>Divide with remainders</b> – Understand how to interpret remainders when using short division; Know that they can express remainders as fractions, decimals or that they may need to round up or down, depending on the context.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Multiply unit fractions by an integer</b> – Know that the numerator is multiplied by the integer and the denominator stays the same (until simplified).</li> <li>2. <b>Multiply non unit fractions by an integer</b> - Know that the numerator is multiplied by the integer and the denominator stays the same (until simplified).</li> <li>3. <b>Multiply mixed numbers by integers</b> – Understand that there are different ways to multiply a mixed number by an integer and explore the most efficient method to do this e.g. partitioning, converting to an improper fraction first.</li> <li>4. <b>Fraction of an amount</b> – Remember that we divide by the denominator and multiply by the numerator when finding fractions of amounts.</li> <li>5. <b>Using fractions as operators.</b></li> </ol> <p><i>Throughout this block, it is essential that children understand that the x symbol could be replaced with of and it would mean the same thing; therefore, sometimes it might be easier to switch them around.</i></p>	<ol style="list-style-type: none"> <li>1. <b>Decimals up to 2 d.p</b> – Understand the value of numbers with two decimal places.</li> <li>2. <b>Decimals as fractions (1)</b> – Understand the link between decimals and fractions.</li> <li>3. <b>Decimals as fractions (2)</b> – Know how to convert between fractions and decimals with numbers greater than 1.</li> <li>4. <b>Understand thousandths</b> – Know that thousandths are to the right of the decimal point, tenths column and hundredths column.</li> <li>5. <b>Thousands as decimals</b> – Know how to represent thousandths as decimals.</li> <li>6. <b>Rounding decimals</b> – Remember that to round a number to one decimal place they need to look at the digit in the tenths column; Know that to round a number to the nearest tenth, they need to look at the digit in the hundredths column.</li> <li>7. <b>Order and compare decimals.</b></li> <li>8. <b>Understand percentages</b> – Understand that ‘per cent’ relates to the ‘number of parts per hundred’; Recognise the symbol % is used to represent this definition.</li> <li>9. <b>Percentages as fractions and decimals</b> – Know how to represent percentages as fractions using the denominator 100.</li> <li>10. <b>Equivalent F.D.P</b> – Remember that <math>\frac{1}{2} = 0.5</math>, <math>\frac{1}{4} = 0.25</math>, <math>\frac{3}{4} = 0.75</math>; Know that <math>\frac{1}{5} = 0.2</math>, <math>\frac{2}{5} = 0.4</math>, <math>\frac{3}{5} = 0.6</math> and <math>\frac{4}{5} = 0.8</math>; Know how to find equivalent FDP when the denominator is 10, 20 or 25.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Measure perimeter</b> – Remember how to measure shapes using a ruler and use this knowledge to measure the perimeter of rectilinear shapes.</li> <li>2. <b>Calculate perimeter</b> – Know how to calculate the perimeter of shapes with unknown side lengths; Know that it is useful to cross off sides when calculating the perimeter of rectilinear shapes.</li> <li>3. <b>Area of a rectangle</b> – Know that the formula to calculate the area of a rectangle is length multiplied by width.</li> <li>4. <b>Area of compound shapes</b> – Understand that they can use their knowledge of rectangles to calculate the area of compound shapes (please explore both splitting the shape, and also finding the whole rectangles area and taking the missing part off).</li> <li>5. <b>Area of Irregular shapes</b> – Understand how to use their knowledge of counting squares (Y4) and fractions to estimate the area of irregular shapes.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Read and interpret line graphs.</b></li> <li>2. <b>Draw line graphs.</b></li> <li>3. <b>Problems with line graphs</b> – Know how to solve comparison, sum and difference problems in relation to line graphs.</li> <li>4. <b>Read and interpret tables.</b></li> <li>5. <b>Two-way tables</b> – Know how to interpret information from tables which contain two sets of data.</li> <li>6. <b>Timetables</b> – Know how to extract information from timetables and solve problems relating to time.</li> </ol>

Vocabulary	Equal, multiply, divide, times-table, sharing, grouping, array, bar model, remainder, repeated addition, multiplication sentence, division statement, division fact, partition, place holder.	Equivalent, numerator, denominator, whole, fraction, simplify, division, mixed number, convert, sequence, proper fraction, improper fraction, convert, common denominator, fraction of an amount.	decimal place, tenth, hundredth, <b>thousandth</b> , decimal point, place value, digit, fraction, <b>per cent (%)</b> , <b>percentage</b> , <b>one decimal place</b> , <b>two decimal places</b> .	Perimeter, distance, area, space, length, width, centimetre, <b>square centimetre (cm<sup>2</sup>)</b> , <b>metre square metre (m<sup>2</sup>)</b> , scale, compare, estimate.	Graph, line graph, table, horizontal, vertical, two-way table, scale, axis/axes, data, plot/plotted, tallies/tally, digits.
NC Links	<ul style="list-style-type: none"> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</li> <li>• 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.</li> <li>• Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>].</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers with up to three decimal places.</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>• Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>• Solve problems involving number up to three decimal places.</li> <li>• 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.</li> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>• Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>• Complete, read and interpret information in tables including timetables.</li> </ul>

## Year Group Progression Overview – Year 5 – Summer

	Week 1 – 3 Block 1	Week 4 – 5 Block 2	Week 6 – 8 Block 3	Week 9 Block 4	Week 10 – 11 Block 5	Week 12 Block 6
Blocks	<b>Geometry: Shape</b>	<b>Geometry: Position and Direction</b>	<b>Number: Decimals</b>	<b>Number: Negative Numbers</b>	<b>Measurement: Converting Units</b>	<b>Measurement: Volume</b>
Small Steps	<ol style="list-style-type: none"> <li>1. <b>Measuring angles in degrees</b> – Know that a full turn as 360 degrees, a half-turn as 180 degrees and a quarter-turn (or right angle) as 90 degrees; Know that reflex angles are angles greater than 180 degrees.</li> <li>2. <b>Measuring with a protractor (1)</b> – Know how to use a protractor to measure acute angles.</li> <li>3. <b>Measuring with a protractor (2)</b> – Know how to use a protractor to measure obtuse angles.</li> <li>4. <b>Drawing lines and angles accurately.</b></li> <li>5. <b>Calculating angles on a straight line</b> – Know that angles on a straight line total 180 degrees.</li> <li>6. <b>Calculating angles around a point</b> – Know that angles round a point total 360 degrees.</li> <li>7. <b>Calculating lengths and angles in shapes</b> – Know how to use square grids to reason about lengths and angles.</li> <li>8. <b>Regular and irregular polygons</b> – Know that 'regular' means all sides and angles are equal.</li> <li>9. <b>Reasoning about 3D shapes</b> – Identify 3D shapes from 2D representations.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Position in the first quadrant</b> – Understand that the coordinates (0,0) is called the origin; Know that the first number represents the x-axis and the second number represents the y-axis; Know that coordinates are fixed and cannot be moved.</li> <li>2. <b>Translation</b> – Know how to translate shapes on a grid; Remember that translation means to move an object, but its size and orientation stays the same.</li> <li>3. <b>Translation with coordinates</b> – Know how to translate coordinates, describe their position and describe the translation.</li> <li>4. <b>Reflection</b> – Know how to reflect 2D shapes across a plane; Know that the original shape before the reflection is called an 'object' and the reflected shape is called an 'image'</li> <li>5. <b>Reflection with coordinates</b> – Know how to reflect shapes on a coordinates grids; Know what happens to coordinates when reflected.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Adding decimals within 1</b> -</li> <li>2. <b>Subtracting decimals within 1.</b></li> <li>3. <b>Complements to 1</b> – Recognise the links between complements to 1 and number bonds to 10, 100 and 1000.</li> <li>4. <b>Adding decimals crossing the whole</b> – Understand how to use flexible partitioning when a decimal number crosses the whole.</li> <li>5. <b>Adding decimals with the same number of decimal places</b> – Know how to use column addition to add numbers with decimal places.</li> <li>6. <b>Subtracting decimals with the same number of decimal places</b> – Know how to use column subtraction to subtract numbers with decimal places.</li> <li>7. <b>Adding decimals with a different number of decimal places</b> – Know how to use column addition to add numbers with a different number of decimal places.</li> <li>8. <b>Subtracting decimals with a different number of decimal places</b> – Know how to use column subtract to subtract numbers with a different number of decimal places.</li> <li>9. <b>Adding and subtracting whole and decimals</b> – Recognise the most efficient method to add and subtract decimal and whole numbers.</li> <li>10. <b>Decimal sequences</b> – Recognise patterns in decimal sequences; Understand that the next part of the sequence is called a 'term'.</li> <li>11. <b>Multiplying decimals by 10, 100 and 1000.</b></li> <li>12. <b>Dividing decimals by 10, 100 and 1,000.</b></li> </ol>	TBC	<ol style="list-style-type: none"> <li>1. <b>Kilograms and kilometres</b> – Know how to convert between g and kg; Know that 'kilo' means a thousand.</li> <li>2. <b>Milligrams and millilitres</b> – Know that milli means 1/1000; Know how to convert between ml and l and mm and m.</li> <li>3. <b>Metric units</b> – Know how to convert between different units of metric measure.</li> <li>4. <b>Imperial units</b> - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds (lbs) and pints. <b>Converting units of time</b> – Know how to convert between different units of time including years, months, weeks, days, hours, minutes and seconds.</li> <li>5. <b>Timetables</b> – Know how to use a number line to solve problems relating to time.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What is volume?</b> – Know that volume is the amount of solid space something takes up.</li> <li>2. <b>Compare volume</b> – Know how to compare the volume of shapes by counting cubes.</li> <li>3. <b>Estimate volume</b> – Know how to estimate volume and capacity of different solids and objects.</li> <li>4. <b>Estimate capacity</b> - Understand that we often use the word capacity when referring to liquid.</li> </ol>

Vocabulary	<p>Angle, whole turn, right angle, acute angle, obtuse angle, reflex angle, degree (<math>^{\circ}</math>), interior angle, clockwise, anticlockwise, orientation, parallel, perpendicular, right angle, interior angle, quadrilateral, regular, irregular, 3D shape, pyramid, sphere, cone, hexagon, pentagon, triangle.</p>	<p>Reflection, <b>translation</b>, vertex, vertices, coordinates, <b>mirror line</b>, horizontal axis, vertical axis, <b>quadrant</b>.</p>	<p>Decimal place, tenth, hundredth, <b>thousandth</b>, decimal point, place value, digit, fraction, <b>per cent (%)</b>, <b>percentage, one decimal place, two decimal places</b>.</p>		<p>Convert, <b>metric unit, imperial unit</b>, kilo, kilogram, gram, millimetre, centimetre, metre, kilometre, litre, millilitre, <b>pound (lb), ounce (oz), inch (in), foot (ft), yard (yd), pint, gallon, stone (st), approximately</b>.</p>	<p>Volume, solid, capacity, calculate, estimate, cube.</p>
NC Links	<ul style="list-style-type: none"> <li>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</li> <li>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>Draw given angles, and measure them in degrees.</li> <li>Identify: angles at a point and one whole turn (total <math>360^{\circ}</math>), angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^{\circ}</math>) other multiples of 90</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems involving number up to three decimal places.</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>Use all four operations to solve problems involving measure [ for example, length, mass, volume, money] using decimal notation, including scaling..</li> </ul>	<ul style="list-style-type: none"> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</li> <li>Solve number problems and practical problems that involve all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml].</li> <li>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>Solve problems involving converting between units of time. Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.</li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	<ul style="list-style-type: none"> <li>Estimate volume [for example using <math>1\text{cm}^3</math> blocks to build cuboids (including cubes)] and capacity [for example, using water].</li> <li>Use all four operations to solve problems involving measure.</li> </ul>

## Year Group Progression Overview – Year 6 – Autumn

		Week 1 – 2 Block 1	Week 3 – 7 Block 2	Week 8 – 9 Block 3	Week 10 - 11 Block 4	Week 12
Blocks		Number: Place Value	Number: Four Operations (Addition, Subtraction, Multiplication and Division)	Number: Fractions A	Number: Fractions B	Measurement: Converting Units
Small Steps		<ol style="list-style-type: none"> <li>1. <b>Numbers to 1,000,000</b> – Y5 recap step.</li> <li>2. <b>Numbers to 10,000,000</b> – Understand the place value of all numbers to 10,000,000.</li> <li>3. <b>Read and write numbers to 10,000,000</b> – Know the structure of how numbers to 10,000,000 are said and written.</li> <li>4. <b>Powers of 10</b> - Identify integers that are 10, 100, 1,000 times the size, or one-tenth, one-hundredth, one-thousandth the size of other integers.</li> <li>5. <b>Number line to 10,000,000</b> - Label, identify and find missing values on blank or partially completed number lines for numbers up to 10 million.</li> <li>6. <b>Compare and order any integers</b> – Know how to compare and order integers to 10 million.</li> <li>7. <b>Round any integer</b> – Know how to round to the nearest million.</li> <li>8. <b>Negative numbers</b> – Understand how negative numbers are used in real life contexts.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Add and subtract integers.</b></li> <li>2. <b>Common factors</b> – Identify the highest common factor of any given numbers.</li> <li>3. <b>Common multiples</b> – Identify the lowest common multiple of any given numbers.</li> <li>4. <b>Rules of divisibility</b> – Know that a number is divisible by 2, 5 or 10 by looking at the ones digit; know that a number is divisible by 4 if halving the number leaves an even number and link this to the corresponding rule for 8; know that a number is divisible by 3 if the sum of the digits is divisible by 3 and divisible by 9 if the sum of the digits is divisible by 9; know that to be divisible by 6 the number has to be divisible by 2 and 3; know that a 2-digit number is divisible by 11 if the digits are the same.</li> <li>5. <b>Primes to 100</b> – Identify all the prime numbers to 100 and recall the primes to 19; Know how to identify the prime factors of a given number.</li> <li>6. <b>Square and cube numbers</b> – Remember the notations for squared and cubed numbers; know that a square of cube number is the result of the multiplication.</li> <li>7. <b>Multiply up to a 4-digit number by a 2-digit number</b> – Know how to use the formal written method for long multiplication.</li> <li>8. <b>Solve problems with multiplication</b> – Know how to use a range of multiplication strategies to solve problems.</li> <li>9. <b>Short division</b> – Y5 recap step.</li> <li>10. <b>Introduction to long division</b> – Know how to use the formal written method of long division to divide 3- and 4- digit numbers by 2-digit numbers (no remainders).</li> <li>11. <b>Long division with remainders</b> – Know how to use the formal written method of long division to divide 3- and 4- digit numbers by 2-digit numbers (remainders).</li> <li>12. <b>Solving problems with division</b> – Understand how to interpret remainders in context.</li> <li>13. <b>Solve multi-step problems.</b></li> <li>14. <b>Order of operations</b> - Know the order of priority for operations in a calculation: that calculations in brackets should always be done first, and that multiplication and division have equal priority and should be performed before additions and subtractions.</li> <li>15. <b>Mental calculations and estimation</b> – Know that estimations are a 'sense-check' before or after the calculation and should be done mentally.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Equivalent fractions and simplifying</b> - Recognise when fractions are, and are not, in their simplest form using knowledge of equivalent fractions; know that when the numerator and denominator have no common factors greater than 1, the fraction is in its simplest form.</li> <li>2. <b>Equivalent fractions on a number line</b> – Know how to use number lines to count forwards and backwards in fractions and to find equivalent fractions.</li> <li>3. <b>Compare and order (denominator)</b> – Know that when the denominators are the same, the bigger the numerator, the bigger the fraction or the smaller the numerator, the smaller the fraction.</li> <li>4. <b>Compare and order (numerator)</b> – Know that when the numerators are the same, the bigger the denominator, the smaller the fraction, or the smaller the denominator the bigger the fraction.</li> <li>5. <b>Add and subtract simple fractions.</b></li> <li>6. <b>Add and subtract any two fractions.</b></li> <li>7. <b>Add mixed numbers.</b></li> <li>8. <b>Subtract mixed numbers.</b></li> <li>9. <b>Multi-step problems.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Multiply fractions by integers</b> – Know how to multiply mixed numbers by integers.</li> <li>2. <b>Multiply fractions by fractions</b> – Know that they should multiply the numerators by each other and the denominators by each other.</li> <li>3. <b>Divide a fraction by an integer</b> – Know how to divide fractions by integers when the numerator is a multiple of the integer they are dividing by.</li> <li>4. <b>Divide any fraction by an integer</b> – Know that you multiply the integer by the denominator and keep the numerator the same.</li> <li>5. <b>Mixed questions with fractions.</b></li> <li>6. <b>Fractions of amounts</b> - understand that the denominator is the number of parts the whole is divided into, and the numerator represents the number of those parts that are selected.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Metric measures</b> - Recognise, read and write all metric measures for length, mass and capacity; Know that tonnes are a way of measuring mass and that 1000kg is equal to 1 tonne.</li> <li>2. <b>Convert metric measures</b> – Remember how to convert between metric measures for length and mass; know how to convert between metric measures for capacity.</li> <li>3. <b>Calculate with metric measures.</b></li> <li>4. <b>Miles and kilometres</b> – Know that 5 miles is roughly equivalent to 8km; know that 1 mile is greater than 1km.</li> <li>5. <b>Imperial measures</b> – Know 1 inch is roughly equivalent to 2.5cm; 1 foot = 12 inches; 1 pound = 16 ounces; 1 stone = 14 pounds; 1 gallon = 8pints.</li> </ol>

		<p><b>16. Reason from known facts</b> – Know how to work out other facts from a given fact using their knowledge of place value, inverse operations, commutativity and the mental strategies.</p>			
Vocabulary	<p>ones (1s), tens (10s), hundreds (100s), thousands (1,000s), ten thousands (10,000s), hundred thousands (100,000s), million (1,000,000), <b>ten million (10,000,000)</b>, round, order, ascending, descending, less than (&lt;), greater than (&gt;), sequence, positive, negative.</p>	<p>column addition, column subtraction, estimate, multiplication, short division, <b>long division</b>, remainder, factor, estimate, common factor, common multiple, prime, composite, squared (2), cubed (3), <b>order of operations, brackets</b>, inverse operation.</p>	<p>Equivalent, numerator, denominator, whole, fraction, simplify, division, mixed number, convert, sequence, proper fraction, improper fraction, convert, common denominator, fraction of an amount.</p>		<p>Convert, metric unit, imperial unit, kilo, kilogram, gram, millimetre, centimetre, metre, kilometre, litre, millilitre, pound (lb), ounce (oz), inch (in), foot (ft), yard (yd), pint, gallon, stone (st), approximately.</p>
NC Links	<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</li> <li>• Round any whole number to a required degree of accuracy.</li> <li>• Use negative numbers in context, and calculate intervals across zero.</li> <li>• Solve number and practical problems that involve all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</li> <li>• Multiply multi digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.</li> <li>• Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.</li> <li>• Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to the context.</li> <li>• Perform mental calculations, including with mixed operations and large numbers.</li> <li>• Identify common factors, common multiples and prime numbers.</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Solve problems involving addition, subtraction, multiplication and division.</li> <li>• Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>• Compare and order fractions, including fractions &gt;1.</li> <li>• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. <math>1/4 \times 1/2 = 1/8</math>).</li> <li>• Divide proper fractions by whole numbers (e.g. <math>1/3 \div 2 = 1/6</math>).</li> </ul>		<ul style="list-style-type: none"> <li>• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</li> <li>• 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</li> <li>• Convert between miles and kilometres.</li> </ul>

## Year Group Progression Overview – Year 6 – Spring

		Week 1 Block 1	Week 2 – 3 Block 2	Week 4 – 5 Block 3	Week 6 – 7 Block 4	Week 8 – 9 Block 5	Week 10 – 11 Block 6	Week 12 Block 7
Blocks		Number: Ratio	Number: Algebra	Number: Decimals	Number: Fractions, Decimals and Percentages	Measurement: Perimeter, Area and Volume	Geometry: Properties of Shapes	Geometry: Position and Direction
Small Steps		<ol style="list-style-type: none"> <li>1. <b>Use ratio language</b> - Understand that a ratio shows the relationship between two values and can describe how one is related to another.</li> <li>2. <b>Ratio and fractions</b> – Understand the relationship between fractions and ratio.</li> <li>3. <b>Introducing the ratio symbol</b> – Recognise the colon notation as the ratio symbol, and continue to link this with the language ‘for every...there are...’</li> <li>4. <b>Calculating ratio.</b></li> <li>5. <b>Using scale factors</b> – Know that scale factor refers to the process of making objects bigger or smaller.</li> <li>6. <b>Calculating scale factors</b> – Know that ‘similar’ in maths means that one shape is an exact enlargement of the other, not just they have some common properties.</li> <li>7. <b>Ratio and proportion problems.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Find a rule one step and find a rule two step</b> – Know that one and two step equations have one or two operations after the input.</li> <li>2. <b>Use an algebraic rule</b> – Know how to use simple algebraic expressions as inputs; Know that an expression is expressed a mathematical operation but there is no output.</li> <li>3. <b>Substitution</b> – Know that substitution is where we replace numbers with letters or symbols; Know how to substitute into simple expressions to find a particular value.</li> <li>4. <b>Formulae</b> – Know how to substitute into simple formulae.</li> <li>5. <b>Solve simple one step equations.</b></li> <li>6. <b>Solve two step equations.</b></li> <li>7. <b>Find pairs of values</b> – Know how to use substitution to consider what possible values a pair of variables can take.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Three decimal places</b> – Understand the value of all digits in numbers with three decimal places.</li> <li>2. <b>Multiply by 10, 100 and 1,000.</b></li> <li>3. <b>Divide by 10, 100 and 1,000.</b></li> <li>4. <b>Multiply decimals by integers</b> – Know how to use short multiplication to multiply decimal numbers by integers.</li> <li>5. <b>Divide decimals by integers</b> – Know how to use short division to divide decimal numbers by integers.</li> <li>6. <b>Division to solve problems.</b></li> <li>7. <b>Decimals as fractions</b> – Know how to convert decimals to fractions.</li> <li>8. <b>Fractions to decimals (1)</b> – Remember the common fractions, such as thirds, quarters, fifths and eighths, as decimals; Know that finding equivalent fraction where the denominator is 10, 100 or 1,000 makes it easier to convert from a fraction to a decimal.</li> <li>9. <b>Fractions to decimals (2)</b> – Know that fractions are simply division statements e.g. <math>\frac{3}{4}</math> is <math>3 \div 4</math> and use this</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Fractions to percentages</b> – Remember that ‘per cent’ means out of 100; Know how to convert fractions to equivalent fractions where the denominator is 100 in order to find the percentage equivalent.</li> <li>2. <b>Equivalent FDP.</b></li> <li>3. <b>Percentage of an amount (1)</b> – Remember how to find 1%, 5%, 10% and 50%.</li> <li>4. <b>Percentage of an amount (2)</b> – Know how to find any percentages of any amount.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Shapes same area</b> – Know how to find and draw rectilinear shapes with the same area.</li> <li>2. <b>Area and perimeter</b> – Know how to find the area and perimeter of rectilinear shapes; Understand how to use formula to help find the area and perimeter of rectilinear shapes.</li> <li>3. <b>Area of a triangle (1)</b> – Know how to estimate the area of a triangle by counting squares.</li> <li>4. <b>Area of a triangle (2)</b> – Know that the area of a right angled triangle is half the area of rectangle.</li> <li>5. <b>Area of a triangle (3)</b> – Know that we can use the formula base x perpendicular height then divide by 2.</li> <li>6. <b>Area of a parallelogram</b> – Know that the formula to find the area of a parallelogram is base x perpendicular height.</li> <li>7. <b>Volume counting cubes</b> – Know how to find the volume of shapes by counting cubic units.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Measure with protractor</b> – Know how to measure acute, obtuse and reflex angles with a protractor.</li> <li>2. <b>Calculate angles</b> – Remember that angles on a straight line always equal 180 degrees and angles round a point always equal 360 degrees.</li> <li>3. <b>Vertically opposite angles</b> – Recognise that vertically opposite angles share a vertex and that they are equal.</li> <li>4. <b>Angles in a triangle</b> – Know that interior angles in a triangle equal 180 degrees.</li> <li>5. <b>Angles in a triangle special cases</b> – Know how to calculate missing angles in right angled and isosceles triangles; Know that hatch marks represent equal sides/angles.</li> <li>6. <b>Angles in a triangle missing angle</b> – Know how</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>The first quadrant</b> – Remember how to plot and read coordinates in the first quadrant.</li> <li>2. <b>Four quadrants</b> – Know how to read and plot coordinates in all four quadrants.</li> <li>3. <b>Translation</b> – Know how to translate shapes in all four quadrants.</li> <li>4. <b>Reflection</b> – Know how to reflect shapes in all four quadrants and in the x and y axis.</li> </ol>

			knowledge to convert fractions to decimals.		<p><b>8. Volume of a cuboid –</b> Know that the formula to find the volume of cubes and cuboids is base x height x depth.</p>	<p>to use their knowledge of angles to find angles in a triangle.</p> <p><b>7. Angles in special quadrilaterals –</b> Know that angles in quadrilaterals always equal 360 degrees.</p> <p><b>8. Draw shapes accurately –</b> Know how to draw shapes with accurate lengths and angles.</p> <p><b>9. Nets of 3D shapes –</b> Know that a net is a 2-D figure that can be folded to create a 3-D shape; Identify 3-D shapes from their nets.</p>	
Vocabulary	Ratio, proportion, scale, scale factor, proportionality.	Sequence, rule, term, algebra, expression, calculation, formula, substitute, generalise, operation, calculate, equation, inverse, solution.	Decimal place, tenth, hundredth, thousandth, decimal point, place value, digit, fraction, one decimal place, two decimal places.	decimal place, tenth, hundredth, thousandth, decimal point, place value, digit, fraction, per cent (%), percentage, one decimal place, two decimal places.	Volume, solid, capacity, calculate, estimate, cube, perpendicular, right angle, perimeter, area, formula, base, height, cubic centimetres, cubic meters.	Nets, 2D shapes, 3D shapes, interior angles quadrilateral, isosceles, scalene, right angled triangle, interior angles.	Quadrant, four quadrants, translate, translation, x-axis, y-axis, axis/axes, horizontal, vertical, vertex, reflect, reflection.
NC Links	<ul style="list-style-type: none"> <li>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul>	<ul style="list-style-type: none"> <li>Use simple formulae.</li> <li>Generate and describe linear number sequences.</li> <li>Express missing number problems algebraically.</li> <li>Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy.</li> <li>Enumerate possibilities of combinations of two variables.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</li> <li>Multiply one digit numbers with up to 2 decimal places by whole numbers.</li> <li>Use written division methods in cases where the answer has up to 2 decimal places.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</li> <li>Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>Recognise when it is possible to use formulae for area and volume of shapes.</li> <li>Calculate the area of parallelograms and triangles.</li> <li>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>).</li> </ul>	<ul style="list-style-type: none"> <li>Draw 2 D shapes using given dimensions and angles.</li> <li>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</li> <li>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite,</li> </ul>	<ul style="list-style-type: none"> <li>Describe positions on the full coordinate grid (all four quadrants).</li> <li>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> </ul>

						and find missing angles.	
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## Year Group Progression Overview – Year 6 – Summer

		Week 1 – 2 Block 1	Post SATs
Blocks	<b>Statistics</b>	<b>Revision/Transition units</b>	
Small Steps	<ol style="list-style-type: none"> <li>1. <b>Read and interpret line graphs.</b></li> <li>2. <b>Draw line graphs.</b></li> <li>3. <b>Use line graphs to solve problems.</b></li> <li>4. <b>Circles</b> – Know that the circumference is the distance around a circle, the diameter is the length from one side of a circle to the other and the radius is the distance from the centre of the circle to the circumference; Know that radius is always half the diameter.</li> <li>5. <b>Read and interpret pie charts.</b></li> <li>6. <b>Pie charts with percentages.</b></li> <li>7. <b>Draw pie charts.</b></li> <li>8. <b>The mean</b> – Know that the formula to calculate the mean is <math>\text{total} \div \text{the number of items}</math>.</li> </ol>	<p style="color: green; font-weight: bold;">Time to revise KS2 content</p> <p style="color: green; font-weight: bold;">Problem Solving/Investigations to deepen previous learning</p> <p style="color: green; font-weight: bold;">Transition to secondary school maths units – focus on consolidating four operations, fractions and measurement.</p>	
Vocabulary	<p style="color: red; font-weight: bold;">Mean, average, pie chart, segment</p> , line graph, bar chart, percentage, fraction, data.		
NC Links	<ul style="list-style-type: none"> <li>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</li> <li>Interpret and construct pie charts and line graphs and use these to solve problems.</li> <li>Calculate the mean as an average.</li> </ul>		