

Mathematics Curriculum Progression

Purpose:

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

The progression is based on White Rose small steps, however individual schools use different schemes which may teach the steps in a different sequence.

Threshold Concept: Number and Place Value

	Development Matters and National Curriculum Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
Early Years Foundation Stage	Early Learning Goal <ul style="list-style-type: none"> - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. 	Autumn <ul style="list-style-type: none"> - one, two three - four - five - Comparing quantities of identical objects - Comparing quantities of non-identical objects Spring <ul style="list-style-type: none"> - Counting to 6, 7 and 8 - Counting to 9 and 10 - Comparing groups up to 10 Summer <ul style="list-style-type: none"> - Counting to 20 	Development Matters 30-50 statements: <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p>	Counting <p>number</p> <p>zero, one, two, three... to twenty and beyond</p> <p>zero, ten, twenty... one hundred</p> <p>none</p> <p>how many...?</p> <p>count, count (up) to</p> <p>count on (from, to)</p> <p>count back (from, to)</p> <p>count in ones, twos... tens...</p> <p>more, less, many, few</p> <p>odd, even</p> <p>every other</p> <p>how many times?</p> <p>pattern, pair</p> <p>guess how many, estimate</p> <p>nearly, close to, about the same as</p> <p>just over, just under</p> <p>too many, too few, enough, not enough</p>	<p>Counting zero, one, two, three... to twenty and beyond</p> <p>how many are there altogether?</p> <p>What is one more than...?</p> <p>What is one less than...?</p> <p>Using a ten frame (or equivalent representation) can children identify the number - how do you know?</p>

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			<p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>40-60 statements:</p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Says the number that is one more than a given number.</p> <p>Records, using marks that they can interpret and explain.</p>	<p>Comparing and ordering numbers</p> <p>the same number as, as many as</p> <p><i>Of two objects/amounts:</i></p> <p>greater, more, larger, bigger</p> <p>less, fewer, smaller</p> <p><i>Of three or more objects/amounts:</i></p> <p>greatest, most, biggest, largest</p> <p>least, fewest, smallest</p> <p>one more, ten more</p> <p>one less, ten less</p> <p>compare</p> <p>order</p> <p>size</p> <p>first, second, third... tenth</p> <p>last, last but one</p> <p>before, after</p> <p>next</p> <p>between</p> <p>above, below</p>	<p>Count in steps of 2, 5 and 10</p>
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<p>Year 1</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - given a number, identify one more and one less - 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 - read and write numbers from 1 to 20 in numerals and words. 	<p>Autumn</p> <ul style="list-style-type: none"> - Sort objects - Count objects - Represent objects - Count, read and write forwards from any number 0-10 - Count, read and write backwards from any number 0-10 - Count one more - Count one less - One to one correspondence to start to compare groups - Compare groups using language such as equal, more/greater, less/fewer - Introduce <, > and = symbols - Compare numbers - Order groups of objects - Order numbers - Ordinal numbers (1st, 2nd, 3rd...) - The number line - Count forwards and backwards and write numbers to 20 in numerals and words - Numbers from 11-20 - Tens and ones - Count one more and one less - Compare groups of objects - Compare numbers - Order groups of objects - Order numbers <p>Spring</p> <ul style="list-style-type: none"> - Numbers to 50 - Tens and ones - Represent numbers to 50 - One more one less - Compare objects within 50 - Compare numbers within 50 - Order numbers within 50 - Count in 2s - Count in 5s <p>Summer</p> <ul style="list-style-type: none"> - Counting to 100 - Partitioning numbers - Comparing numbers 	<ul style="list-style-type: none"> - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. 	<p>Counting, properties of numbers and number sequences</p> <p>number</p> <p>zero, one, two, three... to twenty and beyond</p> <p>zero, ten, twenty... one hundred</p> <p>none</p> <p>how many...?</p> <p>count, count (up) to, count on (from, to)</p> <p>count back (from, to)</p> <p>count in ones, twos... tens...</p> <p>more, less, many, few</p> <p>odd, even</p> <p>Place value and ordering</p> <p><i>units, ones, tens</i></p> <p><i>exchange</i></p> <p><i>digit</i></p> <p><i>'teens' number</i></p> <p>the same number as, as many as</p> <p><i>equal to</i></p> <p><i>Of two objects/amounts:</i></p> <p>greater, more, larger, bigger</p> <p>less, fewer, smaller</p> <p><i>Of three or more objects/amounts:</i></p> <p>greatest, most, biggest, largest, least, fewest, smallest</p> <p>one more, ten more, one less, ten less</p> <p>compare, order</p> <p>first, second, third... tenth, <i>eleventh</i>...</p> <p>last, last but one</p> <p>before, after, next</p> <p>between, <i>half-way between</i></p> <p><i>above, below</i></p> <p>Estimating</p> <p>guess how many, estimate</p> <p>nearly, <i>roughly</i>, close to</p> <p>about the same as</p> <p>just over, just under</p> <p>too many, too few, enough, not enough</p>	<p>White Rose Autumn Place Value Assessment</p> <p>https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/</p> <p>Summer Place Value to 100 Assessment</p> <p>https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
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		<ul style="list-style-type: none"> - Ordering numbers - One more, one less 			
Year 2	Pupils should be taught to: <ul style="list-style-type: none"> - count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - 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 - compare and order numbers from 0 up to 100; use <, > and = signs - read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems. 	<ul style="list-style-type: none"> - Count objects to 100 and read and write numbers in numerals and words - Represent numbers to 100 - Tens and ones with a part-whole model - Tens and ones using addition - Use a place value chart - Compare objects - Compare numbers - Order objects and numbers - Count in 2s, 5s and 10s - Count in 3s 	<ul style="list-style-type: none"> - Read and write numbers from 1 to 20 in numerals and words - Identify and represent numbers using objects and pictorial representations including the number line - Use the language of more than/less than (fewer), most, least, equal to when comparing the value of numbers - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count in multiples of twos, fives and tens - Can order numbers to 20 accurately - Understand how a number line and number grid is organised 	Counting, properties of numbers and number sequences number zero, one, two, three... to twenty and beyond zero, ten, twenty... one hundred zero, one hundred, <i>two hundred... one thousand</i> none how many...? count, count (up) to, count on (from, to) count back (from, to) count in ones, twos, <i>threes, fours, fives, tens and so on</i> more, less, many, few <i>tally</i> odd, even, every other how many times? <i>multiple of</i> <i>sequence</i> <i>continue</i> <i>predict</i> pattern, pair, <i>rule</i> Place value and ordering units, ones, tens, <i>hundreds</i> digit <i>one-, two- or three-digit number</i> 'teens' number <i>place, place value</i> <i>stands for, represents</i> <i>exchange</i> the same number as, as many as equal to	White Rose Place Value Assessment https://whiterosemaths.com/wp-content/uploads/2018/08/Year-2-Place-Value-End-of-Block-Assessment.pdf See also mathematical talk section in white rose scheme of learning for key questions.

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				<p><i>Of two objects/amounts:</i> greater, more, larger, bigger less, fewer, smaller</p> <p><i>Of three or more objects/amounts:</i> greatest, most, biggest, largest least, fewest, smallest</p> <p>one more, ten more, one less, ten less compare, order, size first, second, third... tenth... twentieth <i>twenty-first, twenty-second...</i> last, last but one before, after, next between, half-way between above, below</p> <p>Estimating guess how many, estimate nearly, roughly, close to about the same as just over, just under, <i>exact, exactly</i> too many, too few, enough, not enough round, nearest, round to the nearest ten</p>	
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - compare and order numbers up to 1000 - identify, represent and estimate numbers using different representations - read and write numbers up to 1000 in numerals and in words - solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> - Hundreds - Represent numbers to 1000 - 100s, 10s and 1s - Number line to 1000 - Find 1, 10, 100 more or less than a given number - Compare objects to 1000 - Compare numbers to 1000 - Order numbers - Count in 50s 	<ul style="list-style-type: none"> - Understand place value in numbers up to two digits - Read and write numbers up to 100 - Use zero as a place holder in two-digit numbers - Use and interpret a number line to represent numbers - Understand place value in numbers up to 1000 - Use <, > and = symbols - Count in steps of 2, 3 and 5 from 0 - Count in tens from any number, forward and backward 	<p>Place value, Digit Hundreds, Tens, Ones Estimate Number line Scale Multiple More, Less Positive Number line</p> <p>Notation Use of <, > and = symbols when comparing numbers</p>	<p>White Rose Place Value Assessment https://whiterosemaths.com/wp-content/uploads/2018/08/Year-3-Place-Value_End-of-Block-Assessment.pdf See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 4	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> - count in multiples of 6, 7, 9, 25 and 1000 - find 1000 more or less than a given number - count backwards through zero to include negative numbers 	<ul style="list-style-type: none"> - Roman numerals to 100 - Round to the nearest 10 - Round to the nearest 100 - Count in 1000s - 1000s, 100s, 10s, 1s - Partitioning - Number line to 10,000 	<ul style="list-style-type: none"> - Understand place value in numbers up to three digits - Know the Roman numerals I, V and X - Read Roman numerals up to XII - Use zero as a place holder in two- and three-digit numbers 	<p>Tenths, hundredths, decimal (places), round (to nearest), thousand more/less than, negative integers, count through zero, Roman numerals I to C</p>	<p>White Rose Place Value Assessment https://whiterosemaths.com/wp-content/uploads/2018/08/Year-4-Place-Value_End-of-Block-Assessment.pdf</p>

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	<ul style="list-style-type: none"> - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - order and compare numbers beyond 1000 - identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 or 1000 - solve number and practical problems that involve all of the above and with increasingly large positive numbers - read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<ul style="list-style-type: none"> - 1000 more or less - Compare numbers - Order numbers - Round to the nearest 1000 - Count in 25s - Negative numbers 	<ul style="list-style-type: none"> - Use and interpret a number line to represent numbers 		Value End-of-Block-Assessment.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 5	Pupils should be taught to: <ul style="list-style-type: none"> - read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit - count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - solve number problems and practical problems that involve all of the above - read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<ul style="list-style-type: none"> - Numbers to 10,000 - Roman numerals to 1,000 - Round to the nearest 10, 100, 1,000 - Numbers to 100,000 - Compare and order numbers to 100,000 - Round numbers within 100,000 - Numbers to a million - Counting in 10s, 100s, 1,000s, 10,000s, 100,000s - Compare and order numbers to one million - Round numbers to one million - Negative numbers 	<ul style="list-style-type: none"> - Recognise and use factor pairs and commutativity in mental calculations - Understand and use place value in four-digit numbers - Know Roman numerals from I to C - Read numbers written in Roman numerals up to 100 - Count forwards and backwards in whole number steps 	Place value, Digit Roman numerals Negative number Multiple, (Common) factor Divisible Factor pairs, Prime number, Composite number, Square number, Cube number Power Notation 5^2 is read as '5 to the power of 2' or '5 squared' and means '2 lots of 5 multiplied together' 5^3 is read as '5 to the power of 3' or '5 cubed' and means '3 lots of 5 multiplied together'	White Rose Place Value Assessment https://whiterosemaths.com/wp-content/uploads/2018/08/Year-5-Place-Value-End-of-Block-Assessment.pdf See also mathematical talk section in white rose scheme of learning for key questions.

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Year 6	Pupils should be taught to: <ul style="list-style-type: none"> - read, write, order and compare numbers up to 10 000 000 and determine the value of each digit - round any whole number to a required degree of accuracy - use negative numbers in context, and calculate intervals across zero - solve number and practical problems that involve all of the above. 	<ul style="list-style-type: none"> - Numbers to ten million - Compare and order any number - Round any number - Negative numbers 	<ul style="list-style-type: none"> - Understand and use place value in numbers with up to seven digits - Multiply and divide whole numbers by 10, 100, 1000 - Multiply and divide numbers with one decimal place by 10, 100, 1000 - Know the meaning of 'factor' and 'multiple' and 'prime' 	Place value, Digit Negative number (Common) multiple, (Common) factor Divisible Prime number, Composite number Approximate (noun and verb) Round Decimal place Estimate (noun and verb) Accurate, Accuracy	White Rose Number and Place Value Assessment https://whiterosemaths.com/wp-content/uploads/2018/09/Year-6-Place-Value_End-of-Block-Assessment.pdf See also mathematical talk section in white rose scheme of learning for key questions.
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Threshold Concept: Addition and Subtraction:

	Development Matters, National Curriculum and Statutory Framework Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
Early Years Foundation Stage	Early Learning Goal <ul style="list-style-type: none"> - Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. 	Autumn <ul style="list-style-type: none"> - Sorting into groups - One more - One less Spring	Development Matters 30-50 statements: Separates a group of three or four objects in different ways, beginning	Adding and subtracting add, more, and make, sum, total, altogether score double	With a selection of objects - how many more to make... ? how many more is... than...?

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		<ul style="list-style-type: none"> - Number bonds to 5 - Combining two groups to find the whole - Number bonds to 10 - ten frame - Number bonds to 10 - part-whole model <p>Summer</p> <ul style="list-style-type: none"> - Adding by counting on - Taking away by counting back 	<p>to recognise that the total is still the same.</p> <p>Shows an interest in number problems.</p> <p>40-60 statements:</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Finds the total number of items in two groups by counting all of them</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>one more, two more, ten more...</p> <p>how many more to make... ?</p> <p>how many more is... than...?</p> <p>take (away), leave</p> <p>how many are left/left over?</p> <p>how many have gone?</p> <p>one less, two less... ten less...</p> <p>how many fewer is... than...?</p> <p>difference between</p> <p>is the same as</p>	<p>how many fewer is... than...?</p> <p>Can you add 4 and 5 by counting on?</p> <p>Take away three, how many are left?</p>
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Year 1	Pupils should be taught to: <ul style="list-style-type: none"> - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	Autumn <ul style="list-style-type: none"> - Part-whole model - Addition symbol - Fact families - addition facts - Find number bonds for numbers within 10 - Systematic methods for number bonds within 10 - Number bonds within 10 - Compare number bonds - Addition-adding together - Finding a part - Subtraction - taking away, how many left? Crossing out - Introducing the subtraction symbol - Subtraction - finding a part, breaking apart - Fact families - the 8 facts - Subtraction - counting back - Subtraction - finding the difference - Comparing addition and subtraction statements $a+b>c$ - Comparing addition and subtraction statements $a+b>c+d$ Spring <ul style="list-style-type: none"> - Adding by counting on - Find & make number bonds - Add by making 10 - Subtraction - Not crossing 10 - Related facts - Compare number sentence 	<ul style="list-style-type: none"> - Order numbers to 20 accurately - Understand how a number line is organised - Count accurately from 0 to 21 - Count up to 20 objects accurately and attribute the correct numeral to label the set - Subitise small groups of objects (i.e. can say how many there are without needing to count each individual object.) - Understand the 'cardinal' value of a set/ array. (Once it has been counted they understand that they don't need to count again.) - Identify the number that is one more than a number - Identify the number that is one less than a number - Know addition and subtraction facts to and from 10 - Know addition and subtraction facts within 10 - Know addition and subtraction facts to and from 20 - Know addition and subtraction facts within 20 - Pupils need to be able to count on and back in ones from any given number to 20. - Pupils need to be able to read, write and order numbers to at least 20 	Addition and subtraction +, add, more, <i>plus</i> make, sum, total, altogether double, <i>near double</i> one more, two more... ten more how many more to make...? how many more is... than...? <i>how much more is...?</i> -, <i>subtract</i> , take (away), <i>minus</i> leave how many are left/left over? how many are gone? one less, two less, ten less... how many fewer is... than...? <i>how much less is...?</i> difference between <i>half, halve</i> =, <i>equals</i> , <i>sign</i> , is the same as	White Rose Addition and Subtraction Assessment https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/ See also mathematical talk section in white rose scheme of learning for key questions.
Year 2	Pupils should be taught to: <ul style="list-style-type: none"> - 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 recall and use addition and subtraction facts 	<ul style="list-style-type: none"> - Fact families - addition and subtraction bonds to 20 - Check calculations - Compare number sentences - Related facts - Bonds to 100 (tens) - Add and subtract 1s - 10 more and 10 less - Add and subtract 10s - Add a 2-digit and 1-digit number - crossing 10 	<ul style="list-style-type: none"> - Understand the value of digits in two-digit numbers - Interpret a mathematical statement involving the symbols + and = or − and = - Add and subtract one- and two-digit numbers to 20, including 0 	Addition and subtraction +, add, <i>addition</i> , more, plus make, sum, total, altogether double, near double one more, two more... ten more... <i>one hundred more</i> how many more to make...? how many more is... than...? how much more is...? -, <i>subtract</i> , take away, <i>minus</i> leave, how many are left/left over?	White Rose Addition and Subtraction Assessment https://whiterosemaths.com/wp-content/uploads/2018/09/Year-2-Addition-and-Subtraction.pdf See also mathematical talk section in white rose scheme of

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	<p>to 20 fluently, and derive and use related facts up to 100</p> <ul style="list-style-type: none"> - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<ul style="list-style-type: none"> - Subtract a 1-digit number from a 2-digit number - crossing ten - Add two 2-digit numbers - not crossing ten - add ones and add tens - Add two 2-digit numbers - crossing tens - add ones and add tens - Subtract a 2-digit number from a 2-digit number - not crossing ten - Subtract a 2-digit number from a 2-digit number - crossing ten - subtract ones and tens - Bonds to 100 (tens and ones) - Add three 1-digit numbers 		<p>one less, two less... ten less... <i>one hundred less</i></p> <p>how many less is... than...?</p> <p>how much fewer is...?</p> <p>difference between half, halve</p> <p>=, equals, sign, is the same as <i>tens boundary</i></p>	learning for key questions.
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds; add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> - Add and subtract multiples of 100 - Add and subtract 3-digit and 1-digit numbers - not crossing 10 - Add 3-digit and 1-digit numbers - crossing 10 - Subtract a 1-digit number from a 3-digit number - crossing 10 - Add and subtract 3-digit and 2-digit numbers -not crossing 100 - Add 3-digit and 2-digit numbers - crossing 100 - Subtract a 2-digit number from a 3-digit number - crossing 100 - Add and subtract 100s - Spot the pattern - making it explicit - Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100 - Add a 2-digit and 3-digit number - crossing 10 and 100 - Subtract a 2-digit number from a 3-digit number - crossing 10 or 100 - Add two 3-digit numbers - not crossing 10 or 100 - Add two 3-digit numbers - crossing 10 or 100 	<ul style="list-style-type: none"> - Know that addition and subtraction are inverse operations - Recall addition and subtraction facts to 20 - Derive addition and subtraction facts to 100 - Add and subtract two-digit numbers and ones (or tens) mentally 	<p>Calculation, Calculate</p> <p>Addition, Subtraction</p> <p>Sum, Total, Difference, Minus, Less</p> <p>Column addition, Column subtraction</p> <p>Exchange</p> <p>Operation</p> <p>Estimate</p> <p>Inverse, Operation</p>	<p>White Rose Addition and Subtraction Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2018/09/Year-3-Addition-and-Subtraction.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>

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		<ul style="list-style-type: none"> - Subtract a 3-digit number from a 3-digit number - no exchange - Subtract a 3-digit number from a 3-digit number - exchange - Estimate answers to calculations - Check 			
Year 4	Pupils should be taught to: <ul style="list-style-type: none"> - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> - Add and subtract 1s, 10s, 100s, and 1000s - Add two 4-digit numbers - no exchange - Add two 4-digit numbers - one exchange - Add two 4-digit numbers - more than one exchange - Subtract two 4-digit numbers - no exchange - Subtract two 4-digit numbers - one exchange - Subtract two 4-digit numbers - more than one exchange - Efficient subtraction - Estimate answers - Checking strategies 	<ul style="list-style-type: none"> - Find 100 more or less than a given number - Use column addition and subtraction for numbers up to three digits 	Addition Subtraction Sum, Total Difference, Minus, Less Column addition Column subtraction Exchange Operation Estimate	White Rose Addition and Subtraction Assessment https://whiterosemaths.com/wp-content/uploads/2018/10/Year-4-Addition-and-Subtraction_v2.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 5	Pupils should be taught to: <ul style="list-style-type: none"> - add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - add and subtract numbers mentally with increasingly large numbers - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> - Add whole numbers with more than 4 digits (column method) - Subtract whole numbers with more than 4 digits (column method) - Round to estimate and approximate - Inverse operations (addition and subtraction) - Multi-step addition and subtraction problems 	<ul style="list-style-type: none"> - Add and subtract numbers mentally, including a three-digit number and ones, tens or hundreds - Use column addition and subtraction for numbers up to four digits - Estimate the answer to a calculation 	Addition Subtraction Sum, Total Difference, Minus, Less Column addition Column subtraction Exchange Operation Estimate	White Rose Addition and Subtraction Assessment https://whiterosemaths.com/wp-content/uploads/2018/10/Year-5-Addition-and-Subtraction_v2.pdf See also mathematical talk section in white rose scheme of learning for key questions.

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Year 6	Pupils should be taught to: <ul style="list-style-type: none"> - perform mental calculations, including with mixed operations and large numbers - use their knowledge of the order of operations to carry out calculations involving the four operations - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - solve problems involving addition, subtraction, multiplication and division - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. 	<ul style="list-style-type: none"> - Add and subtraction whole numbers 	<ul style="list-style-type: none"> - Use column addition and subtraction for numbers with more than four digits 	Addition Subtraction Sum, Total Difference, Minus, Less Column addition Column subtraction Exchange Operation Estimate	White Rose Four Operations Assessment A https://whiterosemaths.com/wp-content/uploads/2018/10/Year-6-Four-Operations-A_v2.pdf Assessment B https://whiterosemaths.com/wp-content/uploads/2018/10/Mini-Assessment-Block-3_Year-6-Four-Operations-B_v2.pdf See also mathematical talk section in white rose scheme of learning for key questions.
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Threshold Concept : Multiplication and Division:

	Development Matters and National Curriculum Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
Early Years Foundation Stage	Early Learning Goal: <ul style="list-style-type: none"> - They solve problems, including doubling, halving and sharing. 	<ul style="list-style-type: none"> - Doubling - Halving and sharing - Odds and evens 	Development Matters 40 -60 statements Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	sharing doubling halving number patterns	What is double...? What is half of...? Can you share these object between...? Count in steps of 2, 5 and 10

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Year 1	Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Count in 10s - Make equal groups - Add equal groups - Make arrays - Make doubles - Make equal groups - grouping - Make equal groups - sharing 	<ul style="list-style-type: none"> - Pupils need to be able to read, write and order numbers to at least 20 - Subitise small groups of objects (i.e. can say how many there are without needing to count each individual object.) 	<p>Once, twice, three, five times, multiple of times</p> <p>Multiply, multiply by, repeated addition, array, row, column, double, halve, share, share equally, group in pairs, threes, etc., equal groups of, divide, divided by, left over</p>	<p>White Rose Multiplication and Division Assessment</p> <p>https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 2	Pupils should be taught to: <ul style="list-style-type: none"> - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	Autumn <ul style="list-style-type: none"> - Recognise equal groups - Make equal groups - Add equal groups - Multiplication sentences using the \times symbol - Multiplication sentences from pictures - Use arrays - 2 times-table - 5 times-table - 10 times-table Spring <ul style="list-style-type: none"> - Make equal groups - sharing - Make equal groups - grouping - Divide by 2 - Odd & even numbers - Divide by 5 - Divide by 10 	<ul style="list-style-type: none"> - Count from zero in 2s, 5s and 10s - Use concrete objects to solve problems involving multiplication and division - Use pictorial representations to solve problems involving multiplication and division - Use arrays to solve problems involving multiplication and division 	<p><i>lots of, groups of x, times, multiply, multiplied by multiple of once, twice, three times, four times, five times... ten times... times as (big, long, wide and so on) repeated addition array row, column double, halve share, share equally one each, two each, three each... group in pairs, threes... tens equal groups of \div, divide, divided by, divided into, left, left over</i></p>	<p>White Rose Multiplication Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2018/11/Year-2-Multiplication-1.pdf</p> <p>Division Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2019/01/Year-2-Division.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 3	Pupils should be taught to: <ul style="list-style-type: none"> - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 	Autumn <ul style="list-style-type: none"> - Multiplication - equal groups - multiply by 3 - divide by 3 - The 3 times table 	<ul style="list-style-type: none"> - Recall multiplication and division facts for 2, 5 and 10 multiplication tables 	<p>Calculation</p> <p>Calculate</p> <p>Mental arithmetic</p> <p>Multiplication table, Times table</p> <p>Multiply, Multiplication</p>	<p>White Rose Multiplication and Division Assessment</p> <p>Autumn - https://whiterosemaths.com/wp-content/uploads/2019/01/Year-2-Division.pdf</p>

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	<ul style="list-style-type: none"> - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, - using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<ul style="list-style-type: none"> - Multiply by 4 - Divide by 4 - The 4 times table - Multiply by 8 - Divide by 8 - The 8 times table <p>Spring</p> <ul style="list-style-type: none"> - Comparing statements - Related calculation - Multiply 2-digits by 1 digit - Divide 2 digits by 1 digit - Scaling - How many ways? 	<ul style="list-style-type: none"> - Understand that multiplication and division are inverse operations - Understand that multiplication is commutative 	<p>Times Product Commutative Divide, Division Inverse Operation Estimate</p>	<p>s.com/wp-content/uploads/2018/10/Mini-Assessment-Block-3_Year-3-Multiplication-and-Division.pdf</p> <p>Spring - https://whiterosemaths.com/wp-content/uploads/2019/01/Year-3-Multiplication-and-Division.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - recall multiplication and division facts for multiplication tables up to 12×12 - use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers - recognise and use factor pairs and commutativity in mental calculations - multiply two-digit and three-digit numbers by a one-digit number using formal written layout - 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. 	<ul style="list-style-type: none"> - Multiply by 10 - Multiply by 100 - Divide by 10 - Divide by 100 - Multiply by 1 and 0 - Divide by 1 - Multiply and divide by 6 - 6 times table and division facts - Multiply and divide by 9 - 9 times table and division facts - Multiply and divide by 7 - 7 times table and division facts - 11 and 12 times table - Multiply 3 numbers - Factor pairs - Efficient multiplication - Written methods - Multiply 2-digits by 1-digit - Multiply 3-digits by 1-digit - Divide 2-digits by 1-digit - Divide 3-digits by 1-digit - Correspondence problems 	<ul style="list-style-type: none"> - Recall multiplication and division facts for 2, 3, 4, 5, 8 and 10 multiplication tables - Understand that multiplication and division are inverse operations 	<p>Mental arithmetic Place value Multiply, Multiplication, Times, Product Commutative Divide, Division Tenth, Hundredth Factor, Factor pairs Short multiplication Operation Estimate</p>	<p>White Rose Multiplication and Division Autumn Assessment https://whiterosemaths.com/wp-content/uploads/2018/11/Year-4-Multiplication-and-Division.pdf</p> <p>Multiplication and Division Spring Assessment A https://whiterosemaths.com/wp-content/uploads/2019/01/Year-4-Multiplication-and-Division-A.pdf</p> <p>Multiplication and Division Spring Assessment B https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Sprin</p>

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					g-Block-1-Year-4-Multiplication-and-Division-B.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 5	Pupils should be taught to: <ul style="list-style-type: none"> - identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers - establish whether a number up to 100 is prime and recall prime numbers up to 19 - multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - multiply and divide numbers mentally drawing upon known facts - divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 - recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) - solve problems involving multiplication and division including using their knowledge 	<ul style="list-style-type: none"> - multiples - factors - common factors - prime factors - square numbers - cube numbers - multiply by 10, 100, 1000 - divide by 10, 100, 1000 - multiples of 10, 100, 1000 	<ul style="list-style-type: none"> - Recall multiplication facts for multiplication tables up to 12×12 - Recall division facts for multiplication tables up to 12×12 - Find factor pairs of a given number - Understand the commutativity of multiplication - Multiply and divide a two-digit number by 10, 100 - Multiply a three-digit number by a one-digit number using short multiplication 	Multiply, Multiplication, Times, Product Commutative Divide, Division, Divisible Divisor, Dividend, Quotient, Remainder Factor Short multiplication, Long multiplication Short division Operation Estimate Notation Remainders are often abbreviated to 'r'	White Rose Multiplication and Division Autumn Assessment https://whiterosemaths.com/wp-content/uploads/2018/11/Year-5-Multiplication-and-Division.pdf Spring Assessment https://whiterosemaths.com/wp-content/uploads/2019/01/Year-5-Multiplication-and-Division.pdf See also mathematical talk section in white rose scheme of learning for key questions.

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	<p>of factors and multiples, squares and cubes</p> <ul style="list-style-type: none"> - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 				
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context - perform mental calculations, including with mixed operations and large numbers - identify common factors, common multiples and prime numbers - use their knowledge of the order of operations to carry out calculations involving the four operations 	<ul style="list-style-type: none"> - Multiply up to a 4-digit number and by a 1-digit number - Short division - Division using factors - Long division - Common factors - Common multiples - Prime numbers - Squares and cubes - Order of operations - Mental calculations and estimation - Reason from known facts 	<ul style="list-style-type: none"> - Recall multiplication facts for multiplication tables up to 12×12 - Recall division facts for multiplication tables up to 12×12 - Understand the commutativity of multiplication and addition - Multiply a three-digit number by a two-digit number using long multiplication 	<p>Mental arithmetic</p> <p>Place value</p> <p>Multiply, Multiplication, Times, Product</p> <p>Commutative</p> <p>Divide, Division</p> <p>Tenth, Hundredth</p> <p>Factor, Factor pairs</p> <p>Short multiplication</p> <p>Operation</p> <p>Divisor, Dividend, Quotient, Remainder</p> <p>Short division</p> <p>Long division</p> <p>Remainder</p> <p>Operation</p> <p>Estimate</p> <p>Notation</p> <p>Remainders are often abbreviated to 'r'</p>	<p>White Rose Four Operations Assessment A</p> <p>https://whiterosemaths.com/wp-content/uploads/2018/10/Year-6-Four-Operations-A_v2.pdf</p> <p>Assessment B</p> <p>https://whiterosemaths.com/wp-content/uploads/2018/10/Mini-Assessment-Block-3_Year-6-Four-Operations-B_v2.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>

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	<ul style="list-style-type: none"> - solve problems involving addition, subtraction, multiplication and division - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. 				
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Threshold Concept: Use fractions decimals and percentages

	Development Matters and National Curriculum Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
Early Years Foundation Stage					
Year 1	Pupils should be taught to: <ul style="list-style-type: none"> - recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> - Find a half - Find a quarter 	<ul style="list-style-type: none"> - Know the language of double and half - Know the meaning of the word 'equal' 	Whole, equal parts, four equal parts, one half, two halves, a quarter, two quarters	White Rose Fractions Assessment https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/ See also mathematical talk section in white rose scheme of learning for key questions.
Year 2	Pupils should be taught to: <ul style="list-style-type: none"> - recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity 	<ul style="list-style-type: none"> - Make equal parts - Recognise a half - Find a half - Recognise a quarter - Find a quarter 	<ul style="list-style-type: none"> - Recognise a half as one of two equal parts of an object, shape or quantity 	<i>part, equal parts</i> <i>fraction</i> <i>one whole</i> <i>one half, two halves</i>	White Rose Fractions Assessment https://whiterosemaths.com/wp-content/uploads/2019

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	<ul style="list-style-type: none"> - write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<ul style="list-style-type: none"> - Recognise a third - Find a third - Unit fractions - Non-unit fractions - Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ - Find three quarters - Count in fractions 	<ul style="list-style-type: none"> - Recognise a quarter as one of four equal parts of an object, shape or quantity 	<i>one quarter, two... three... four quarters</i>	/02/Primary Spring Mini Assessments/Spring-Block-4-Mini-Assessment-Year-2-Fractions.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 3	Pupils should be taught to: <ul style="list-style-type: none"> - count up and down in tenths; - recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - recognise and show, using diagrams, equivalent fractions with small denominators - add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] - compare and order unit fractions, and fractions with the same denominators - solve problems that involve all of the above. 	Spring <ul style="list-style-type: none"> - Unit and non-unit fractions - Making the whole - Tenths - Count in tenths - Tenths as decimals - Fractions on a number line - Fractions of a set of objects Summer <ul style="list-style-type: none"> - Equivalent fractions - Compare fractions - Order fractions - Add fractions - Subtract fractions 	<ul style="list-style-type: none"> - Recognise, find, name and write the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity - Write simple fraction statements; e.g. $\frac{1}{2}$ of 6 = 3 - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ - Understand place value in numbers up to 1000 - Connect the ten times table to place value - Recognise and write unit and non-unit fractions - Understand unit and non-unit fractions as numbers on a number line 	Fraction Numerator Denominator Equivalent (fraction) Compare Greater than, less than Notation Horizontal bar for fractions Use of <, > and = symbols when comparing fractions	White Rose Fractions Assessment Spring - https://whiterosemaths.com/wp-content/uploads/2019/03/Primary_Mini_Assessments/Spring-Block-5-Mini-Assessment-Year-3-Fractions.pdf Summer - https://whiterosemaths.com/wp-content/uploads/2019/04/2019/04/2019/04/Year-3-Fractions.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 4	Pupils should be taught to: <ul style="list-style-type: none"> - recognise and show, using diagrams, families of common equivalent fractions - count up and down in hundredths; 	<ul style="list-style-type: none"> - What is a fraction? - Equivalent fractions - Fractions greater than 1 - Count in fractions - Add 2 or more fractions - Subtract 2 fractions 	<ul style="list-style-type: none"> - Recognise and use tenths - Divide one digit numbers by 10 	Place value Tenth, hundredth Decimal Divide Fraction Numerator	White Rose Fractions Assessment https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_M

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	<ul style="list-style-type: none"> - recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - 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 - add and subtract fractions with the same denominator - recognise and write decimal equivalents of any number of tenths or hundredths - recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - round decimals with one decimal place to the nearest whole number - compare numbers with the same number of decimal places up to two decimal places - solve simple measure and money problems involving fractions and decimals to two decimal places. 	<ul style="list-style-type: none"> - Subtract from whole amounts - Calculate fractions of a quantity - Problem solving - calculate quantities - Recognise tenths and hundredths - Tenths as decimals - Tenths on a place value grid - Tenths on a number line - Divide 1-digit by 10 - Divide 2-digits by 10 - Hundredths - Hundredths as decimals - Hundredths on a place value grid - Divide 1 or 2-digits by 100 		<p>Denominator Tenth Hundredth Decimal</p> <p>Notation Decimal point t, h notation for tenths, hundredths</p>	<p>ini_Assessments/Spring-Block-3-Year-4-Fractions_Assessment.pdf Decimals Spring Assessment https://whiterosemaths.com/wp-content/uploads/2019/02/Primary_Spring_Mini_Assessments/Spring-Block-4-Mini-Assessment-Year-4-Decimals.pdf Decimals Summer Assessment https://whiterosemaths.com/wp-content/uploads/2019/04/2019/04/2019/04/Year-4-Decimals.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - compare and order fractions whose denominators are all multiples of the same number - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements 	<ul style="list-style-type: none"> - Equivalent fractions - Improper fractions to mixed numbers - Mixed numbers to improper fractions - Number sequences - Compare and order fractions less than 1 - Compare and order fractions more than 1 - Add and subtract fractions - Add fractions within 1 	<ul style="list-style-type: none"> - Understand the concept of equivalent fractions - Understand that tenths and hundredths can be written as fractions or as decimals - Know that $\frac{1}{4} = 0.25$, $\frac{1}{2} = 0.5$ and $\frac{3}{4} = 0.75$ Understand the concept of an improper fraction - Add and subtract fractions with the same denominator within and beyond one whole 	<p>Fraction Numerator Denominator Improper fraction, Proper fraction, Top-heavy fraction Tenth, hundredth, thousandth Per cent, Percentage Decimal Equivalent</p> <p>Notation</p>	<p>White Rose Fractions Assessment A https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-2-Year-5-fractions-A.pdf Fractions Assessment B</p>

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	<p>> 1 as a mixed number [for example, $\frac{3}{5} + \frac{2}{5} = \frac{6}{5} = 1 \frac{1}{5}$]</p> <ul style="list-style-type: none"> - add and subtract fractions with the same denominator and denominators that are multiples of the same number - multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagram - read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - round decimals with two decimal places to the nearest whole number and to one decimal place - read, write, order and compare numbers with up to three decimal places - solve problems involving number up to three decimal places - recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal - solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ % and those fractions with a denominator of a multiple of 10 or 25. 	<ul style="list-style-type: none"> - Add 3 or more fractions - Add fractions - Decimals as fractions - Understand thousandths - Thousandths as decimals - Rounding decimals - Order and compare decimals - Understand percentages - Percentages as fractions and decimals - Equivalent F.D.P 	<ul style="list-style-type: none"> - Recognise and use tenths and hundredths - Understand that per cent relates to number of parts per hundred - Understand that a percentage can be written as a fraction with a denominator of 100 - Write any percentage as a decimal 	<p>Diagonal fraction bar / horizontal fraction bar</p>	<p>https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-2-Year-5-Fractions-B.pdf</p> <p>Decimals and Percentages Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-3-Year-5-Decimals-and-Percentages_Assessment.pdf</p> <p>Decimals Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2019/04/2019/04/2019/04/Year-5-Decimals.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use common factors to simplify fractions; 	<ul style="list-style-type: none"> - simplify fractions - fractions on a number line - compare and order (denominators) - compare and order (numerators) - add and subtract fractions 	<ul style="list-style-type: none"> - Understand the concept of a fraction as a proportion - Understand the concept of equivalent fractions 	<p>Fraction</p> <p>Improper fraction, Proper fraction,,</p> <p>Percentage</p> <p>Decimal</p>	<p>White Rose Fractions Assessment A + and -</p> <p>https://whiterosemaths.com/wp-content/uploads/2018</p>

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<ul style="list-style-type: none"> - use common multiples to express fractions in the same denomination - compare and order fractions, including fractions > 1 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] - divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] - associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] - identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places - multiply one-digit numbers with up to two decimal places by whole numbers - use written division methods in cases where the answer has up to two decimal places - solve problems which require answers to be rounded to specified degrees of accuracy - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 	<ul style="list-style-type: none"> - add fractions - subtract fractions - mixed addition and subtraction - multiply fractions by integers - multiply fractions by fractions - divide fractions by integers - four rules with fractions - fractions of an amount - fractions of an amount - find the whole - fractions to percentages - equivalent F.D.P - order F.D.P - percentage of an amount - percentages - missing values - three decimal places - multiply by 10, 100, 1000 - divide by 10, 100, 1000 - multiply decimals by integers - divide decimals by integers - division to solve problems - decimals and fractions - fractions to decimals 	<ul style="list-style-type: none"> - Understand the concept of fractions, decimals and percentages being equivalent - Know standard fraction / decimal equivalences (e.g. $\frac{1}{2} = 0.5$, $\frac{1}{4} = 0.25$, $\frac{1}{10} = 0.1$) - Know that a percentage means 'out of 100' - Convert between mixed numbers and improper fractions - Find equivalent fractions - Add and subtract fractions when one denominator is a multiple of the other - Multiply a proper fraction by a whole number - Use the formal written method of short multiplication - Know the effect of multiplying and dividing by 10 and 100 - Know percentage equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ 	<p>Proportion Simplify Equivalent Lowest terms</p> <p>Notation Diagonal fraction bar / horizontal fraction bar</p>	<p>/11/Year-6-Fractions-A-1.pdf Assessment B x and / https://whiterosemaths.com/wp-content/uploads/2018/11/Year-6-Fractions-B.pdf Decimals Assessment https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-1-Year-6-Decimals_v2.pdf Percentages Assessment https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-2-Year-6-Percentages2.pdf See also mathematical talk section in white rose scheme of learning for key questions.</p>
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Threshold Concept: Geometry (Properties of shape)

Mathematics Curriculum Progression

	Development Matters and National Curriculum Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
Early Years Foundation Stage	Early Learning Goal <ul style="list-style-type: none"> - Children explore characteristics of everyday objects and shapes and use mathematical language to describe them. - They recognise, create and describe patterns. 	Spring <ul style="list-style-type: none"> - 3D shapes - 2D shapes Summer <ul style="list-style-type: none"> - Making simple patterns - Exploring more complex patterns 	Development Matters 30-50 statements: Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 40-60 statements: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.	Exploring patterns, shape and space shape, pattern flat, curved, straight, round hollow, solid corner, face, side, edge, end sort, make, build, draw 3D shapes cube, pyramid, sphere, cone 2D shapes circle, triangle, square, rectangle, star Patterns and symmetry size, bigger, larger, smaller symmetrical, pattern, repeating pattern Position, direction and movement position, over, under, above, below top, bottom, side, on, in outside, inside, around, in front, behind front, back, before, after, beside, next to opposite, apart, between, middle, edge corner, direction, left, right, up, down forwards, backwards, sideways, across close, far, near, along, through, to, from, towards, away from, movement slide, roll, turn, stretch, bend	Which shape is a...? How many ... can we see in the classroom? Shape hunt around the school Build a model using blocks of different shape - can you tell me how many you've used?

Mathematics Curriculum Progression

Year 1	Pupils should be taught to: <ul style="list-style-type: none"> - 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]. 	<ul style="list-style-type: none"> - Recognise and name 3D shapes - Sort 3D shapes - Recognise and name 2D shapes - Sort 2D shapes - Patterns with 3D and 2D shapes 		Shape and space shape, pattern flat, curved, straight, round hollow, solid corner, <i>point</i> , <i>pointed</i> , face, side, edge, end sort, make, build, draw 3D shapes cube, <i>cuboid</i> , pyramid, sphere, cone <i>cylinder</i> 2D shapes circle, triangle, square, rectangle, star Patterns and symmetry size, bigger, larger, smaller symmetrical, pattern, repeating pattern	See also mathematical talk section in white rose scheme of learning for key questions.
Year 2	Pupils should be taught to: <ul style="list-style-type: none"> - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects. 	<ul style="list-style-type: none"> - Recognise 2D and 3D shapes - Count sides on 2D shapes - Count vertices on 2D shapes - Lines of symmetry - Sort 2D shapes - Make patterns with 2D shapes - Count faces on 3D shapes - Count edges on 3D shapes - Count vertices on 3D shapes - Sort 3D shapes - Make patterns with 3D shapes 	<ul style="list-style-type: none"> - Recognise and name different 2-D shapes - Find everyday examples of 2-D shapes - Recognise and name different 3-D shapes - Find everyday examples of 3-D shapes 	Shape and space shape, pattern flat, curved, straight, round hollow, solid corner, <i>point</i> , <i>pointed</i> , face, side, edge, end, <i>surface</i> sort, make, build, draw 3D shapes cube, <i>cuboid</i> , pyramid, sphere, cone <i>cylinder</i> 2D shapes circle, circular, triangle, triangular, square, rectangle, rectangular star, pentagon, hexagon, octagon Patterns and symmetry size, bigger, larger, smaller symmetrical, pattern, repeating pattern line of symmetry fold, match mirror line, reflection	White Rose Properties of Shape Assessment https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-3-Year-2-Shape_Assessment.pdf See also mathematical talk section in white rose scheme of learning for key questions.

Mathematics Curriculum Progression

Year 3	Pupils should be taught to: <ul style="list-style-type: none"> - draw 2-D shapes and make 3-D shapes using modelling materials; - recognise 3-D shapes in different orientations and describe them - recognise angles as a property of shape or a description of a turn - identify right angles, - recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; - identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<ul style="list-style-type: none"> - Turns and angles - Right angles in shapes - Compare angles - Draw accurately - Horizontal and vertical - Parallel and perpendicular - Recognise and describe 2D shapes - Recognise and describe 3D shapes - Make 3D shapes 	<ul style="list-style-type: none"> - Know the names of common 2D shapes - Know the names of cuboids, prisms, spheres, pyramids and cones - Know the meaning of side, edge, vertex (vertices) and face - Use a straightedge to construct lines and shapes - Recognise and name the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ 	Horizontal, Vertical, Perpendicular Parallel Face, Edge, Vertex (Vertices) Cube, Cuboid, Prism, Cylinder, Pyramid, Cone, Sphere Quadrilateral, Square, Rectangle, Parallelogram, (Isosceles) Trapezium, Kite, Rhombus, Triangle, Circle Polygon, Hexagon, Pentagon, Octagon, Decagon Notation Arrow notation to represent parallel lines Right angle notation for perpendicular lines	White Rose Properties of Shape Assessment https://whiterosemaths.com/wp-content/uploads/2019/05/Year-3-Properties-of-Shape.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 4	Pupils should be taught to: <ul style="list-style-type: none"> - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - identify acute and obtuse angles and compare and order angles up to two right angles by size - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple symmetric figure with respect to a specific line of symmetry 	<ul style="list-style-type: none"> - Identify angles - Compare and order angles - Triangles - Quadrilaterals - Lines of symmetry - Complete a symmetric figure 	<ul style="list-style-type: none"> - Reflect a shape in a vertical line of symmetry - Use a ruler to construct a straight line joining two points - Know the names of special quadrilaterals - Understand angles as a measure of turn - Recognise angles in shapes - Identify right angles as a quarter turn 	Turn Angle Right angle Acute angle Obtuse angle Greater than, less than Notation Right angle notation Arc notation for all other angles	White Rose Properties of Shape Assessment https://whiterosemaths.com/wp-content/uploads/2019/06/Year-4-Block-5-Properties-of-shapes.pdf See also mathematical talk section in white rose scheme of learning for key questions.

Mathematics Curriculum Progression

Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - identify 3-D shapes, including cubes and other cuboids, from 2-D representations - know angles are measured in degrees: - estimate and compare acute, obtuse and reflex angles - draw given angles, and measure them in degrees - identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) - other multiples of 90o - use the properties of rectangles to deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	<ul style="list-style-type: none"> - Measuring angles in degrees - Measuring with a protractor - Drawing lines and angles accurately - Calculating angles on a straight line - Calculating angles around a point - Calculating lengths and angles in shapes - Regular and irregular polygons - Reasoning about 3D Shapes 	<ul style="list-style-type: none"> - Identify right angles - Use coordinates in the first quadrant - Understand that an acute angle is less than a right angle - Understand that an obtuse angle is greater than a right angle and less than two right angles - Identify acute angles - Identify obtuse angles - Identify acute, obtuse and right angles in shapes - Compare angles up to two right angles in size - Order angles up to two right angles in size 	<p>Turn Angle Degrees Right angle Acute angle Obtuse angle Reflex angle Protractor</p> <p>Notation Right angle notation Arc notation for all other angles The degree symbol (°)</p>	<p>White Rose Properties of Shape Assessment https://whiterosemaths.com/wp-content/uploads/2019/04/Year-5-Properties-of-Shape.pdf See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - draw 2-D shapes using given dimensions and angle - recognise, describe and build simple 3-D shapes, including making nets - compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons - illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius - recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. 	<ul style="list-style-type: none"> - Measure with a protractor - Introduce angles - Calculate angles - Vertically opposite angles - Angles in a triangle - Angles in a triangle - special cases - Angles in a triangle - missing angles - Angles in special quadrilaterals - Angles in regular polygons - Draw shapes accurately - Draw nets of 3D shapes 	<ul style="list-style-type: none"> - Know the names of common 2D shapes - Know the names of common 3D shapes - Use a protractor to measure and draw angles - Know the properties of rectangles - Know the difference between a regular and an irregular polygon - Add and subtract numbers up to three digits 	<p>Protractor. Measure Cube, Cuboid, Cylinder, Pyramid, Prism Net, Edge, Face, Vertex (Vertices) Quadrilateral, Square, Rectangle, Parallelogram, (Isosceles) Trapezium, Kite, Rhombus, Delta, Arrowhead Triangle, Scalene, Right-angled, Isosceles, Equilateral Polygon, Regular, Irregular Pentagon, Hexagon, Octagon, Decagon, Dodecagon Circle, Radius, Diameter, circumference, Centre Parallel, Diagonal Angle</p> <p>Notation Dash notation to represent equal lengths in shapes and geometric diagrams Right angle notation</p>	<p>White Rose Assessment Properties of shape https://whiterosemaths.com/wp-content/uploads/2019/04/2019/04/2019/04/Year-6-Properties-of-Shape.pdf See also mathematical talk section in white rose scheme of learning for key questions.</p>

Mathematics Curriculum Progression

Threshold Concept: Geometry (Describe position, direction and movement)

	Development Matters and National Curriculum Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
Early Years Foundation Stage	Early Learning Goal: - Children use everyday language to talk about position and distance.	Spring - Spatial awareness	Development Matters 30-50 statements: Uses positional language. 40-60 statements: Can describe their relative position such as 'behind' or 'next to'.	position over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn	- Show them a picture/set up a tuff top - which animal is behind the tree? What is in front of the rocks? - PE lesson with large obstacles and child have to move themselves

Mathematics Curriculum Progression

Year 1	Pupils should be taught to: <ul style="list-style-type: none"> - describe position, direction and movement, including whole, half, quarter and three- quarter turns. 	<ul style="list-style-type: none"> - Describe turns - Describe position 	<ul style="list-style-type: none"> - Describe position using language such as 'behind' or 'next to' - Know the language of half and quarter 	position, over, under, <i>underneath</i> above, below, top, bottom, side on, in, outside, inside, around, in front, behind, front, back before, after, beside, next to, opposite apart, between middle, edge, <i>centre</i> , corner, direction <i>journey</i> , left, right, up, down forwards, backwards, sideways across, close, far, near, along, through to, from, towards, away from movement, slide, roll, turn, <i>whole turn</i> , <i>half turn</i> stretch, bend	White Rose Position and Direction Assessment https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/ See also mathematical talk section in white rose scheme of learning for key questions.
Year 2	Pupils should be taught to: <ul style="list-style-type: none"> - order and arrange combinations of mathematical objects in patterns and sequences - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). 	<ul style="list-style-type: none"> - Describing movement - Describing turns - Describing movement and turns - Making patterns with shapes 	<ul style="list-style-type: none"> - Describe position using language such as 'behind', 'next to', 'on top of' and 'between' - Describe position, direction and movement, including whole, half, quarter and three-quarter turns - Connect moving clockwise with movement on a clock face 	position, over, under, underneath above, below, top, bottom, side on, in, outside, inside, around, in front, behind, front, back, before, after beside, next to, opposite, apart, between middle, edge, centre, corner, direction <i>journey</i> , <i>route</i> , left, right, up, down <i>higher</i> , <i>lower</i> , forwards, backwards, sideways, across, close, far, near along, through, to, from, towards, away from <i>clockwise</i> , <i>anti-clockwise</i> movement, slide, roll, whole turn, half turn, <i>quarter turn</i> , <i>right angle</i> <i>straight line</i> , stretch, bend	White Rose Position and Direction Assessment https://whiterosemaths.com/wp-content/uploads/2019/04/2019/04/2019/04/Year-2-Position-and-Direction.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 3				Half, Quarter, Three quarters Angle, Turn, Right angle Greater than, less than Notation Right angle notation	

Mathematics Curriculum Progression

Year 4	Pupils should be taught to: <ul style="list-style-type: none"> - describe positions on a 2-D grid as coordinates in the first quadrant - describe movements between positions as translations of a given unit to the left/right and up/down - plot specified points and draw sides to complete a given polygon. 	<ul style="list-style-type: none"> - describe position - draw on a grid - move on a grid - describe a movement on a grid 	<ul style="list-style-type: none"> - Know names and basic properties of polygons - Know the language of movement; left, right, up and down 	2-D Grid, Axis, axes, x-axis, y-axis, Origin (First) quadrant, coordinates Point, Translation, Transformation Left, right, up, down Notation Coordinates should be separated by a comma and enclosed in brackets (x, y)	White Rose Position and Direction Assessment https://whiterosemaths.com/wp-content/uploads/2019/06/Year-4-Block-6_Position-and-direction.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 5	Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - position in the first quadrant - reflection - reflection with coordinates - translation - translation with coordinates 	<ul style="list-style-type: none"> - Use coordinates in the first quadrant - Describe a translation using mathematical language 	2-D Grid, Axis, axes, x-axis, y-axis, Origin (First) quadrant, coordinates Point, Translation, Transformation, Reflection, Transformation Object, Image Congruent, congruence Notation coordinates should be separated by a comma and enclosed in brackets (x, y)	White Rose Position and Direction Assessment https://whiterosemaths.com/wp-content/uploads/2019/05/Year-5-Position-and-direction-1.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 6	Pupils should be taught to: <ul style="list-style-type: none"> - describe positions on the full coordinate grid (all four quadrants) - draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<ul style="list-style-type: none"> - The first quadrant - Four quadrants - Translations - Reflections 	<ul style="list-style-type: none"> - Use coordinates in the first quadrant - Identify a translation - Carry out a translation in the first quadrant - Identify a reflection - Carry out a reflection in the first quadrant using mirror lines parallel to the axes - Know the meaning of 'congruent', 'congruence', 'object', 'image' 	2-D Grid, Axis, axes, x-axis, y-axis, Origin Four Quadrants, coordinates Point, Translation, Reflection, Transformation Object, Image Congruent, congruence Notation coordinates should be separated by a comma and enclosed in brackets (x, y)	White Rose Position and Direction Assessment https://whiterosemaths.com/wp-content/uploads/2018/Mini_Assessments_Primary_Autumn/Year-6-Position-and-Direction.pdf See also mathematical talk section in white rose scheme of learning for key questions.

Threshold Concept: Measures (Time, Length, Mass, Capacity, Perimeter, Area, Volume, Converting Units and Money)

	Development Matters and National Curriculum Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
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Mathematics Curriculum Progression

<p>Early Years Foundation Stage</p>	<p>Early Learning Goal:</p> <ul style="list-style-type: none"> - Children use everyday language to talk about size, weight, capacity, time and money to compare quantities and objects and to solve problems. 	<ul style="list-style-type: none"> - Time- my day - Length, height and distance 	<p>Development Matters 40-60 statements:</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>	<p>Problems involving 'real life' or money compare double, half, halve pair, count out, share out left, left over money, coin, penny, pence, pound, price, cost, change costs the same as how much...? how many...? total Measures (general) measure, size, compare, guess, estimate enough, not enough, too much, too little, too many, too few nearly, close to, about the same as just over, just under Length length, width, height, depth long, short, tall, high, low wide, narrow, deep, shallow thick, thin, longer, shorter, taller, higher... and so on longest, shortest, tallest, highest... and so on far, near, close Mass weigh, weighs, balances heavy/light, heavier/lighter, heaviest/lightest balance, weight, scales Capacity full, half full, empty, holds, container Time time, <i>days of the week</i>: Monday, Tuesday..., day, week birthday, holiday morning, afternoon, evening, night bedtime, dinnertime, playtime today, yesterday, tomorrow before, after, next, last now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest</p>	<p>how much...? how many? how many one pence coins do you need to make...? What's the total?</p> <p>Which is the longest etc?</p> <p>Which is the lightest etc?</p> <p>Which bottle is full etc?</p> <p>What day is it today? What day was it yesterday?</p> <p>What time is it? (o'clock)</p> <p>It is phonics now, what happens next?</p>
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Mathematics Curriculum Progression

				<p>takes longer, takes less time</p> <p>hour, o'clock</p> <p>clock, watch, hands</p>	
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later] - measure and begin to record the following: lengths and heights mass/weight capacity and volume - time (hours, minutes, seconds) - 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, 	<p>Length and Height</p> <ul style="list-style-type: none"> - Compare lengths and height - Measure length <p>Weight and Volume</p> <ul style="list-style-type: none"> - Introduce weight and mass - Measure mass - Compare mass - Introduce capacity and volume - Measure capacity - Compare capacity <p>Money</p> <ul style="list-style-type: none"> - Recognising coins - Recognising notes - Counting in coins <p>Time</p> <ul style="list-style-type: none"> - Before and after - Dates - Time to the hour - Time to the half hour - Writing time - Comparing time 	<ul style="list-style-type: none"> - Order numbers to 12 - Understand how a number line is organised - Understand the concept of time - Beginning to use everyday language related to money 	<p>Money</p> <p>money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent pay, change, dear, costs more cheap, costs less, cheaper costs the same as how much...? how many...? total</p> <p>Measures (general)</p> <p>measure, size, compare, guess, estimate enough, not enough, too much, too little, too many, too few, nearly, <i>roughly</i>, close to, about the same as just over, just under</p> <p>Length</p> <p>length, width, height, depth long, short, tall, high, low, wide, narrow, deep, shallow, thick, thin longer, shorter, taller, higher... and so on, longest, shortest, tallest, highest... and so on, far, near, close <i>metre, ruler, metre stick</i></p> <p>Mass</p> <p>weigh, weighs, balances heavy/light, heavier/lighter, heaviest/lightest balance, scales, weight</p> <p>Capacity</p> <p>full, half full, empty, holds, container</p> <p>Time</p> <p><i>days of the week: Monday, Tuesday... seasons: spring, summer, autumn, winter</i></p>	<p>White Rose Money Assessment</p> <p>https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>

Mathematics Curriculum Progression

	<p>tomorrow, morning, afternoon and evening]</p> <ul style="list-style-type: none"> - 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 			<p>day, week, <i>month</i>, <i>year</i>, <i>weekend</i>, birthday, holiday morning, afternoon, evening night, <i>midnight</i> bedtime, dinnertime, playtime today, yesterday, tomorrow before, after, next, last now, soon, early, late quick, quicker, quickest, quickly <i>fast</i>, <i>faster</i>, <i>fastest</i> slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time hour, o'clock, <i>half past</i> clock, watch, hands <i>how long ago?</i>, <i>how long will it be to...?</i>, <i>how long will it take to...?</i> <i>how often?</i> <i>always</i>, <i>never</i>, <i>often</i>, <i>sometimes</i>, <i>usually</i>, <i>once</i>, <i>twice</i></p>	
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - compare and order lengths, mass, volume/capacity and record the results using >, < and = - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money 	<p>Money</p> <ul style="list-style-type: none"> - Count money - pence - Count money - pounds (notes and coins) - Count money (notes and coins) - Select money - Make the same amount - Compare money - Find the total - Find the difference - Find change - Two-step problems <p>Length and Height</p> <ul style="list-style-type: none"> - Measure length - Compare Lengths - Order lengths - Four operations with lengths <p>Time</p> <ul style="list-style-type: none"> - O'clock and half past - Quarter past and quarter to - Telling the time to 5 minutes - Hours and days - Find durations of time - Compare durations of time 	<ul style="list-style-type: none"> - Read the time to the hour and half past - Draw the hands on a clock face to show the time to the hour or half past - Know the meaning of before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening and o'clock - Use the language long, short, tall, heavy, light, full, empty, more than, less than, double, half - Use a ruler, weighing scale and container to measure length, mass and capacity - Know and use the symbols >, < and = - Add and subtract one- and two-digit numbers to 20 - Recognise the coins: 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 - Recognise the notes: £5 and £10 	<p>Money</p> <p>money coin penny, pence, pound, (£) price, cost buy, <i>bought</i>, sell, <i>sold</i> spend, spent pay change dear, costs more cheap, costs less, cheaper how much...? how many...? total</p> <p>Measures (general)</p> <p>measure, size compare <i>measuring scale</i> guess, estimate enough, not enough too much, too little too many, too few nearly, roughly, about, close to, about the same as just over, just under</p> <p>Length</p> <p>length, width, height, depth long, short, tall, high, low wide, narrow, deep, shallow, thick, thin longer, shorter, taller, higher... longest, shortest, tallest, highest... far, further, furthest, near, close metre (<i>m</i>), <i>centimetre (cm)</i> ruler, metre stick, tape measure</p>	<p>White Rose Money Assessment https://whiterosemaths.com/wp-content/uploads/2018/10/Mini-Assessment-Block-3_Year-2-Money.pdf</p> <p>Length and Height Assessment https://whiterosemaths.com/wp-content/uploads/2019/03/Primary_Mini_Assessments/Spring-Block-5-Mini-Assessment-Year-2-Length-and-Height.pdf</p> <p>Time Assessment https://whiterosemaths.com/wp-content/uploads/2019/05/Year-2-Time.pdf</p> <p>Measurement Assessment</p>

Mathematics Curriculum Progression

	<ul style="list-style-type: none"> - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change - compare and sequence intervals of time - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - know the number of minutes in an hour and the number of hours in a day. 			<p>Mass weigh, weighs, balances heavy/light, heavier/lighter, heaviest/lightest <i>kilogram (kg), half-kilogram, gram(g)</i> balance, scales, weight</p> <p>Capacity <i>capacity</i> full, half full empty holds, <i>contains litre (l), half-litre, millilitre (ml)</i> container</p> <p>Time time <i>days of the week</i>: Monday, Tuesday... <i>months of the year</i>: January, February...<i>seasons</i>: spring, summer, autumn, winter day, week, <i>fortnight</i>, month, year weekend birthday, holiday morning, afternoon, evening, night, midnight bedtime, dinnertime, playtime today, yesterday, tomorrow before, after next, last now, soon, early, late quick, quicker, quickest, quickly fast, faster, fastest slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago?/how long will it be to...? how long will it take to...? hour, <i>minute, second</i> o'clock, half past, <i>quarter to, quarter past</i> clock, watch, hands <i>digital/analogue clock/watch, timer</i> how often? always, never, often, sometimes, usually once, twice</p>	https://whiterosemaths.com/wp-content/uploads/2019/06/Year-2-Measurement-1.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - measure the perimeter of simple 2-D shapes - add and subtract amounts of money to give change, 	<p>Money</p> <ul style="list-style-type: none"> - Pounds and pence - Convert pounds and pence - Add money - Subtract money - Give change <p>Length & Perimeter</p> <ul style="list-style-type: none"> - Measure length - Equivalent lengths m & cm 	<ul style="list-style-type: none"> - Know the number of minutes in an hour, hours in a day, and days in a week - Tell and write the time to the nearest five minutes - Measure length using m, cm - Measure mass using kg, g - Measure volume / capacity using l, ml 	<p>Analogue 12-hour 24-hour o'clock Morning Afternoon Noon, Midnight Second, Minute, Hour Day, Week, Month Year Leap year Roman Numeral</p> <p>Notation The Roman numeral for 4 is IV. It is the only exception to the rules of</p>	<p>White Rose Money Assessment https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-2-Year-3-Money.pdf</p>

Mathematics Curriculum Progression

	<p>using both £ and p in practical contexts</p> <ul style="list-style-type: none"> - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - estimate and read time with increasing accuracy to the nearest minute; - record and compare time in terms of seconds, minutes and hours; - use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight - know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<ul style="list-style-type: none"> - Equivalent lengths mm & cm - Compare lengths - Add lengths - Subtract lengths - Measure perimeter - Calculate perimeter <p>Time</p> <ul style="list-style-type: none"> - Months and years - Hours in a day - Telling the time to 5 minutes - Telling the time to the minute - Using am and pm - 24 hour clock - Finding the durations - Comparing durations - Start and end times - Measuring time in seconds <p>Mass & Capacity</p> <ul style="list-style-type: none"> - Measure mass - Compare mass - Add and subtract mass - Measure capacity - Compare capacity - Add and subtract capacity 	<ul style="list-style-type: none"> - Recognise the coins: 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 - Read and say amounts of money using the coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 - Count, say and record amounts of money using the coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 - Recognise the notes: £5 and £10 - Recognise the symbols for pounds (£) and pence (p) - Record amounts of money using either pounds (£) or pence (p) - Find different combinations of coins that equal the same amounts of money - Solve simple problems involving money, including giving change 	<p>Roman numerals as it is sometimes written IIII on a clock or watch</p> <p>Using a.m. and p.m. for 12-hour clock notation</p> <p>Length, distance, Mass Volume Capacity</p> <p>Metre, centimetre, millimetre</p> <p>Kilogram, gram Litre, millilitre</p> <p>Perimeter 2-D</p> <p>Notation</p> <p>Abbreviations of units in the metric system: m, cm, mm, kg, g, l, ml</p> <p>Money Coin Change Note</p> <p>Notation</p> <p>Pounds (£) Pence (p)</p>	<p>Length and Perimeter Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2019/02/Primary_Spring_Mini_Assessments/Spring-Block-4-Mini-Assessment-Year-3-Length-and-Perimeter.pdf</p> <p>Time Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2019/04/Year-3-Time.pdf</p> <p>Measures Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2019/06/Year-3-Measurement.pdf</p>
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Mathematics Curriculum Progression

Year 4	Pupils should be taught to: <ul style="list-style-type: none"> - Convert between different units of measure [for example, kilometre to metre; hour to minute] - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares - estimate, compare and calculate different measures, including money in pounds and pence - read, write and convert time between analogue and digital 12- and 24-hour clocks - solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<ul style="list-style-type: none"> - Kilometers - Perimeter on a grid - Perimeter of a rectangle - Perimeter of a rectilinear shapes - Hours, minutes and seconds - Years, months, weeks and days - Analogue to digital - 12 hour - Analogue to digital - 24 hour - Pounds and pence - Ordering money - Estimating money - Four operations 	<ul style="list-style-type: none"> - Use a ruler to measure lengths to the nearest millimetre - Use digital and mechanical scales to measure mass - Use measuring vessels to measure a volume of liquid - Choose appropriate units to state the result of a measurement - Compare the length (mass, volume, capacity) of two or more objects - Solve measurement problems involving addition or subtraction - Find the perimeter of a simple 2D shape by measuring - Use analogue and digital 12-hour clocks - Know the number of seconds in a minute, minutes in an hour, hours in a day, and the number of days in each week, month, year and leap year - Know the value of all British coins and notes - Know the number of pence in a pound - Calculate the duration of time for a given event or task 	Analogue Digital 12-hour 24-hour Second, Minute, Hour Day, Week, Month, Year Pound (£) Pence (p) Length Mass Volume Notation £ and p 12-hour and 24-hour notation use a ':', for example 18:40 and 9:30 a.m. Length, distance Mass Volume Capacity Metre, centimetre, millimetre Kilogram, gram Litre, millilitre Hour, minute, second Decimal Notation Abbreviations of units in the metric system: m, cm, mm, kg, g, l, ml Perimeter Area Dimensions Square Rectangle Rectilinear Polygon Millimetre, Centimetre, Metre, Kilometre Notation Abbreviations of units in the metric system: km, m, cm, mm	White Rose Length and Perimeter Assessment https://whiterosemaths.com/wp-content/uploads/2018/10/Mini-Assessment-Block-3-Year-4-Length-and-Perimeter.pdf Spring Area Assessment https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-2-Year-4-Area.pdf Summer Money Assessment https://whiterosemaths.com/wp-content/uploads/2019/04/Year-4-Money.pdf Summer Time Assessment https://whiterosemaths.com/wp-content/uploads/2019/05/Year-4-Time.pdf See also mathematical talk section in white rose scheme of learning for key questions.
Year 5	Pupils should be taught to: <ul style="list-style-type: none"> - convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) - understand and use approximate equivalences between metric units and common imperial units 	<ul style="list-style-type: none"> - Kilograms and kilometers - Milligrams and millimeters - Metric units - Imperial units - Converting units of time - Timetables - What is volume? - Compare volume - Estimate volume - Estimate capacity - Measure perimeter - Calculate perimeter - Area of rectangles - Area of compound shapes 	<ul style="list-style-type: none"> - Convert between kilometres and metres, centimetres and millimetres - Convert between litres and millilitres - Convert between hours and minutes, minutes and seconds - Use decimal notation to two decimal places when converting between measures 	Length, distance Mass, weight Volume Capacity Metre, centimetre, millimetre Kilogram, gram Litre, millilitre Hour, minute, second Inch, foot, yard Pound, ounce Pint, gallon Notation	White Rose Area and Perimeter Assessment https://whiterosemaths.com/wp-content/uploads/2018/Mini_Assessments_Primary_Autumn/Year-5-Area-and-Perimeter.pdf Volume Assessment https://whiterosemaths.com/wp-content/uploads/2019/06/Year-5-Block-5_Volume.pdf

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	<p>such as inches, pounds and pints</p> <ul style="list-style-type: none"> - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and - estimate the area of irregular shapes - estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] - solve problems involving converting between units of time - use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 	<ul style="list-style-type: none"> - Area of irregular shapes 		<p>Abbreviations of units in the metric system: m, cm, mm, kg, g, l, ml</p> <p>Abbreviations of units in the Imperial system: lb, oz</p> <p>Perimeter Area Volume Capacity Dimensions Square, rectangle Composite rectilinear Polygon Cube, cuboid Millimetre, Centimetre, Metre, Kilometre Square centimetre, square metre Cubic centimetre, centimetre cube Square unit</p> <p>Notation Abbreviations of units in the metric system: km, m, cm, mm, cm², m², cm³</p>	<p>Converting Units Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2019/06/Year-5-Converting-Units-1.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate - use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, 	<ul style="list-style-type: none"> - metric measures - convert metric measures - calculate metric measures - miles and kilometers - imperial measures - shapes - same area - area and perimeter - area of a triangle - area of a parallelogram - volume - counting cubes - volume of a cuboid 	<ul style="list-style-type: none"> - Know the meaning of perimeter (area, volume, capacity) - Know that the area of a rectangle is given by the formula area = length × width - Know that area can be measured using square centimetres or square metres, and the abbreviations cm² and m² - Know that volume is measured in cubes - Convert between adjacent metric units of length, mass and capacity 	<p>Length, distance Mass, weight Volume Capacity Metre, centimetre, millimetre Tonne, kilogram, gram, milligram Litre, millilitre Hour, minute, second Inch, foot, yard Pound, ounce Pint, gallon</p> <p>Notation Abbreviations of units in the metric system: m, cm, mm, kg, g, l, ml Abbreviations of units in the Imperial system: lb, oz</p>	<p>White Rose Converting Measures Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2019/02/Primary_Spring_Mini_Assessments/Spring-Block-4-Mini-Assessment-Year-6-Converting-Measures.pdf</p> <p>Perimeter, Area and Volume Assessment</p> <p>https://whiterosemaths.com/wp-content/uploads/2019/03</p>

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	<p>and vice versa, using decimal notation to up to three decimal places</p> <ul style="list-style-type: none"> - convert between miles and kilometres - recognise that shapes with the same areas can have different perimeters and vice versa - recognise when it is possible to use formulae for area and volume of shapes - calculate the area of parallelograms and triangles - calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. 		<ul style="list-style-type: none"> - Know rough equivalents between inches and cm, feet and cm, kg and lb, pint and ml - Use decimal notation to two decimal places when converting between metric unit 	<p>Perimeter, area, volume, capacity</p> <p>Square, rectangle, parallelogram, triangle</p> <p>Composite rectilinear</p> <p>Polygon</p> <p>Cube, cuboid</p> <p>Millimetre, Centimetre, Metre, Kilometre</p> <p>Square millimetre, square centimetre, square metre, square kilometre</p> <p>Cubic centimetre, centimetre cube</p> <p>Formula, formulae</p> <p>Convert</p> <p>Length, breadth, depth, height, width</p> <p>Notation</p> <p>Abbreviations of units in the metric system: km, m, cm, mm, mm², cm², m², km², mm³, cm³, km³</p>	<p>/Primary Mini Assessments/Spring-Block-5-Mini-Assessment-Year-6-Perimeter-Area-and-Volume.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
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Threshold Concept: Use statistics

	Development Matters and National Curriculum Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
Early Years Foundation Stage					
Year 1				Organising and using data count, sort, <i>vote</i> list, group, set <i>table</i>	
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - interpret and construct simple pictograms, tally 	<ul style="list-style-type: none"> - Make tally charts - Draw pictograms (1-1) - Interpret pictograms(1-1) 	<ul style="list-style-type: none"> - Count to and across 100, forwards and backwards, 	Count, tally, sort, vote, graph, block graph, pictogram, represent, group, set, list, table, label, title, most	<p>White Rose Statistics Assessment</p> <p>https://whiterosemaths.</p>

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	<p>charts, block diagrams and simple tables</p> <ul style="list-style-type: none"> - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data. 	<ul style="list-style-type: none"> - Draw pictograms(2, 5 and 10) - Interpret pictograms (2,5 and 10) - Block diagrams 	<p>beginning with 0 or 1, or from any given number</p> <ul style="list-style-type: none"> - Compare the value of numbers - Order numbers 	<p>popular, most common, least popular, least common</p>	<p>com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-2-Year-2-Statistics.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - interpret and present data using bar charts, pictograms and tables - 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. 	<ul style="list-style-type: none"> - Pictograms - Bar charts - Tables 	<ul style="list-style-type: none"> - Interpret and construct block diagrams - Interpret and construct pictograms where the symbol represents a single item or 2,5 and 10 units. - Interpret and construct simple tables - Understand tallying 	<p>Data, Pictogram Symbol Key Tally Bar chart Table Total Compare Axis</p> <p>Notation</p> <p>When tallying, groups of five are created by striking through each group of four</p>	<p>White Rose Statistics Assessment</p> <p>https://www.whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-3-Year-3-Statistics_Assessment.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 	<ul style="list-style-type: none"> - interpret charts - comparison, sum and difference - introducing line graphs - line graphs 	<ul style="list-style-type: none"> - Interpret and construct a pictogram where the symbol represents multiple items - Interpret and construct a simple bar chart where one centimetre represents 2, 5 or 10 items - Interpret and construct tables of data 	<p>Data Pictogram Symbol Key Tally Bar chart Time graph Scale Axis Graph Frequency</p>	<p>White Rose Statistics Assessment</p> <p>https://www.whiterosemaths.com/wp-content/uploads/2019/06/Year-4-Statistics.pdf</p> <p>See also mathematical talk section in white rose scheme of learning for key questions.</p>
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - solve comparison, sum and difference problems using information presented in a line graph - complete, read and interpret information in 	<ul style="list-style-type: none"> - Read and interpret line graphs - Draw line graphs - Use line graphs to solve problems - Read and interpret tables - Two-way tables - Timetables 	<ul style="list-style-type: none"> - Interpret and construct a simple bar chart 	<p>Data Scale Axis Graph Frequency Time graph, Time series Line graph Bar-line graph, vertical line chart Maximum, minimum</p>	<p>White Rose Statistics Assessment</p> <p>https://www.whiterosemaths.com/wp-content/uploads/2018/10/Mini-Assessment-Block-3_Year-5-Statistics.pdf</p>

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	tables, including timetables.				See also mathematical talk section in white rose scheme of learning for key questions.
Year 6	Pupils should be taught to: <ul style="list-style-type: none"> - interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average. 	<ul style="list-style-type: none"> - read and interpret line graphs - draw line graphs - use line graphs to solve problems - circles - read and interpret pie charts - pie charts with percentages - draw pie chart - the mean 	<ul style="list-style-type: none"> - Measure and construct angles using a protractor - Interpret and construct a simple line graph - Approximate a number by rounding to a given number of decimal places 	Data Scale Axis, axes Graph Frequency Time graph, Time series Line graph Pie chart Sector Angle Protractor Degrees Maximum, minimum Average Mean Measure Data Statistic Statistics Approximate Round	White Rose Statistics Assessment https://whiterosemaths.com/wp-content/uploads/2019/05/Year-6-Statistics.pdf See also mathematical talk section in white rose scheme of learning for key questions.

Threshold Concept: Use algebra (Year 6 only)

	Development Matters and NC Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
Year 6	Pupils should be taught to: <ul style="list-style-type: none"> - use simple formulae - generate and describe linear number sequences - express missing number problems algebraically - find pairs of numbers that satisfy an equation with two unknowns - enumerate possibilities of combinations of two variables. 	<ul style="list-style-type: none"> - find a rule - one step - find a rule - two step - forming expressions - substitution - formulae - forming equations - solve simple one-step equations - solve two-step equations - find pairs of values - enumerate possibilities 	<ul style="list-style-type: none"> - Know the order of operations - Know the fact that area of rectangle = length \times width - Use symbols to represent variables in a formula 	Algebra, algebraic, algebraically Symbol Expression Variable Substitute Equation Unknown Enumerate Pattern Sequence Linear Term Ascending Descending Notation The lower case and upper case of a letter should not be used interchangeably when worked with algebra Juxtaposition is used in place of 'x'. $2a$ is used rather than a^2 . Division is written as a fraction Formula, Formulae Expression Variable Substitute Symbol Mile Kilometre Metric Imperial Notation When written algebraically a formula should not include any units.	White Rose Algebra Assessment https://whiterosemaths.com/wp-content/uploads/2019/01/Primary_Spring_Mini_Assessments/Spring-Block-3-Year-6-Algebra_Assessment.pdf See also mathematical talk section in white rose scheme of learning for key questions.

Mathematics Curriculum Progression

Threshold Concept: Ratio and proportion (Y6 only)

	NC Objectives	Sequence of Learning	Essential Prior knowledge for recall	Vocabulary	Key Questions for assessment
Year 6	Pupils should be taught to: <ul style="list-style-type: none"> - solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts - solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison - solve problems involving similar shapes where the scale factor is known or can be found - solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<ul style="list-style-type: none"> - Using ratio language - Ratio and fractions - Introducing the ratio symbol - Calculating ratio - Using scale factors - Calculating scale factors - Ratio and proportion problems 	<ul style="list-style-type: none"> - Recall multiplication facts for multiplication tables up to 12×12 - Recall division facts for multiplication tables up to 12×12 - Find fractions of an amount - Find multiples of a given number 	Proportion Quantity Integer Similar (shapes) Enlargement Scale factor Group Share Multiples	White Rose Ratio Assessment - https://whiterosemaths.com/wp-content/uploads/2019/03/Primary_Mini_Assessments/Spring-Block-6-Mini-Assessment-Year-6-Ratio.pdf See also mathematical talk section in white rose scheme of learning for key questions