# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

## Number and Place Value

### COUNTING

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | | | count backwards through zero to include negative numbers | interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | use negative numbers in context, and calculate intervals across zero |
| count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward | count from 0 in multiples of 4, 8, 50 and 100; | count in multiples of 6, 7, 9, 25 and 1000 | count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 | |
| given a number, identify one more and one less | | find 10 or 100 more or less than a given number | find 1000 more or less than a given number | | |

### COMPARING NUMBERS

| | | | | | |
|---|---|---|---|---|---|
| use the language of: equal to, more than, less than (fewer), most, least | compare and order numbers from 0 up to 100; use <, > and = signs | compare and order numbers up to 1000 | order and compare numbers beyond 1000<br>*compare numbers with the same number of decimal places up to two decimal places*<br>(copied from Fractions) | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit<br>(appears also in Reading and Writing Numbers) | read, write, order and compare numbers up to 10 000000 and determine the value of each digit<br>(appears also in Reading and Writing Numbers) |

### IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS

| | | | | | |
|---|---|---|---|---|---|
| identify and represent numbers using objects and pictorial representations including the number line | identify, represent and estimate numbers using different representations, including the number line | identify, represent and estimate numbers using different representations | identify, represent and estimate numbers using different representations | | |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| **READING AND WRITING NUMBERS** (including Roman Numerals) | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| read and write numbers from 1 to 20 in numerals and words. | read and write numbers to at least 100 in numerals and in words | read and write numbers up to 1000 in numerals and in words | | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers) | read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value) |
| | | *tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks* (copied from Measurement) | read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | read Roman numerals to 1000 (M) and recognise years written in Roman numerals. | |
| **UNDERSTANDING PLACE VALUE** | | | | | |
| | recognise the place value of each digit in a two-digit number (tens, ones) | recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) | read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) |
| | | | *find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths* (copied from Fractions) | *recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents* (copied from Fractions) | *identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places* (copied from Fractions) |

# KS1 and 2 Progression Map

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| ROUNDING | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | round any number to the nearest 10, 100 or 1 000 | round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 | round any whole number to a required degree of accuracy |
| | | | *round decimals with one decimal place to the nearest whole number* (copied from Fractions) | *round decimals with two decimal places to the nearest whole number and to one decimal place* (copied from Fractions) | *solve problems which require answers to be rounded to specified degrees of accuracy* (copied from Fractions) |
| **PROBLEM SOLVING** | | | | | |
| | use place value and number facts to solve problems | solve number problems and practical problems involving these ideas. | solve number and practical problems that involve all of the above and with increasingly large positive numbers | solve number problems and practical problems that involve all of the above | solve number and practical problems that involve all of the above |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

## Addition and subtraction

### NUMBER BONDS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| represent and use number bonds and related subtraction facts within 20 | recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 | | | | |

### MENTAL CALCULATION

| | | | | | |
|---|---|---|---|---|---|
| add and subtract one-digit and two-digit numbers to 20, including zero | add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>* a two-digit number and ones<br>* a two-digit number and tens<br>* two two-digit numbers<br>* adding three one-digit numbers | add and subtract numbers mentally, including:<br>* a three-digit number and ones<br>* a three-digit number and tens<br>* a three-digit number and hundreds | | add and subtract numbers mentally with increasingly large numbers | perform mental calculations, including with mixed operations and large numbers |
| read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br>(appears also in Written Methods) | show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot | | | | use their knowledge of the order of operations to carry out calculations involving the four operations |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| WRITTEN METHODS | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br>(appears also in Mental Calculation) | | add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction | add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) | |
| **INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS** | | | | | |
| | recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | estimate the answer to a calculation and use inverse operations to check answers | estimate and use inverse operations to check answers to a calculation | use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy | use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| PROBLEM SOLVING | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as<br>7 = □ - 9 | solve problems with addition and subtraction:<br>* using concrete objects and pictorial representations, including those involving numbers, quantities and measures<br>* applying their increasing knowledge of mental and written methods | solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |
| | *solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change*<br>(copied from Measurement) | | | | Solve problems involving addition, subtraction, multiplication and division |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

## Multiplication and Division

### MULTIPLICATION & DIVISION FACTS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| *count in multiples of twos, fives and tens* (copied from Number and Place Value) | *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward* (copied from Number and Place Value) | *count from 0 in multiples of 4, 8, 50 and 100* (copied from Number and Place Value) | *count in multiples of 6, 7, 9, 25 and 1 000* (copied from Number and Place Value) | *count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000* (copied from Number and Place Value) | |
| | recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers | recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | recall multiplication and division facts for multiplication tables up to 12 × 12 | | |

### MENTAL CALCULATION

| | | | | | |
|---|---|---|---|---|---|
| | | 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 (appears also in Written Methods) | use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers | multiply and divide numbers mentally drawing upon known facts | perform mental calculations, including with mixed operations and large numbers |
| | show that multiplication of two numbers can be done in any order (commutative) and division of one number by | | recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers) | multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 | *associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)* (copied from Fractions) |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| | | | | | |
|---|---|---|---|---|---|
| | another cannot | | | | |
| **WRITTEN CALCULATION** | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs | 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 (appears also in Mental Methods) | multiply two-digit and three-digit numbers by a one-digit number using formal written layout | multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers | multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication |
| | | | | divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context |
| | | | | | *use written division methods in cases where the answer has up to two decimal* |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| | | | | | |
|---|---|---|---|---|---|
| | | | | | *places* (copied from Fractions (including decimals)) |
| **PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES, SQUARE AND CUBE NUMBERS** | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | recognise and use factor pairs and commutativity in mental calculations (repeated) | identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.<br>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers<br>establish whether a number up to 100 is prime and recall prime numbers up to 19 | identify common factors, common multiples and prime numbers<br>*use common factors to simplify fractions; use common multiples to express fractions in the same denomination*<br>(copied from Fractions) |
| | | | | recognise and use square numbers and cube numbers, and the notation for squared ($^2$) and cubed ($^3$) | *calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed ($cm^3$) and cubic metres ($m^3$), and extending to other units such as $mm^3$ and $km^3$*<br>(copied from Measures) |

# KS1 and 2 Progression Map

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| ORDER OF OPERATIONS | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | | | use their knowledge of the order of operations to carry out calculations involving the four operations |
| **INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS** | | | | | |
| | | *estimate the answer to a calculation and use inverse operations to check answers* (copied from Addition and Subtraction) | *estimate and use inverse operations to check answers to a calculation* (copied from Addition and Subtraction) | | use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| PROBLEM SOLVING | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects | solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects | solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes | solve problems involving addition, subtraction, multiplication and division |
| | | | | 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 | *solve problems involving similar shapes where the scale factor is known or can be found* (copied from Ratio and Proportion) |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

## Fractions

### COUNTING IN FRACTIONAL STEPS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| | *Pupils should count in fractions up to 10, starting from any number and using the1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)* | count up and down in tenths | count up and down in hundredths | | |

### RECOGNISING FRACTIONS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| recognise, find and name a half as one of two equal parts of an object, shape or quantity | recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity | recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators | recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence) | |
| | | 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 name a quarter as one of four equal parts of an object, shape or quantity | | recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | | | |

### COMPARING FRACTIONS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| | | compare and order unit fractions, and fractions with the same | | compare and order fractions whose denominators are all | compare and order fractions, including fractions >1 |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| | | | | | |
|---|---|---|---|---|---|
| | | denominators | | multiples of the same number | |

# KS1 and 2 Progression Map

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| COMPARING DECIMALS | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | compare numbers with the same number of decimal places up to two decimal places | read, write, order and compare numbers with up to three decimal places | identify the value of each digit in numbers given to three decimal places |
| **ROUNDING INCLUDING DECIMALS** | | | | | |
| | | | round decimals with one decimal place to the nearest whole number | round decimals with two decimal places to the nearest whole number and to one decimal place | solve problems which require answers to be rounded to specified degrees of accuracy |
| **EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)** | | | | | |
| | write simple fractions e.g. $^1/_2$ of 6 = 3 and recognise the equivalence of $^2/_4$ and $^1/_2$. | recognise and show, using diagrams, equivalent fractions with small denominators | recognise and show, using diagrams, families of common equivalent fractions | identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths | use common factors to simplify fractions; use common multiples to express fractions in the same denomination |
| | | | recognise and write decimal equivalents of any number of tenths or hundredths | read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$)<br>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$) |
| | | | recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$ | recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100 as a decimal fraction | recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| ADDITION AND SUBTRACTION OF FRACTIONS | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | add and subtract fractions with the same denominator within one whole (e.g. $^5/_7 + ^1/_7 = ^6/_7$) | add and subtract fractions with the same denominator | add and subtract fractions with the same denominator and multiples of the same number | add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions |
| | | | | recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $^2/_5 + ^4/_5 = ^6/_5 = 1^1/_5$) | |
| **MULTIPLICATION AND DIVISION OF FRACTIONS** | | | | | |
| | | | | multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $^1/_4 \times ^1/_2 = ^1/_8$) |
| | | | | | multiply one-digit numbers with up to two decimal places by whole numbers |
| | | | | | divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = ^1/_6$) |

# KS1 and 2 Progression Map

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| MULTIPLICATION AND DIVISION OF DECIMALS | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | | | multiply one-digit numbers with up to two decimal places by whole numbers |
| | | | find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | | multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places |
| | | | | | identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places |
| | | | | | associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^{3}/_{8}$) |
| | | | | | use written division methods in cases where the answer has up to two decimal places |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| PROBLEM SOLVING | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | solve problems that involve all of the above | solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number | solve problems involving numbers up to three decimal places | |
| | | | solve simple measure and money problems involving fractions and decimals to two decimal places. | solve problems which require knowing percentage and decimal equivalents of $^{1}/_{2}$, $^{1}/_{4}$, $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$ and those with a denominator of a multiple of 10 or 25. | |

# KS1 and 2 Progression Map

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## Ratio and Proportion

**Statements only appear in Year 6 but should be connected to previous learning, particularly fractions and multiplication and division**

| | | | | | Year 6 |
|---|---|---|---|---|---|
| | | | | | 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. |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| Measurement | | | | | |
|---|---|---|---|---|---|
| COMPARING AND ESTIMATING | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| compare, describe and solve practical problems for:<br>* lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]<br>* mass/weight [e.g. heavy/light, heavier than, lighter than]<br>* capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]<br>* time [e.g. quicker, slower, earlier, later] | compare and order lengths, mass, volume/capacity and record the results using >, < and = | | estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring) | calculate and compare the area of squares and rectangles including using standard units, square centimetres ($cm^2$) and square metres ($m^2$) and estimate the area of irregular shapes (also included in measuring)<br>estimate volume (e.g. using 1 $cm^3$ blocks to build cubes and cuboids) and capacity (e.g. using water) | calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed ($cm^3$) and cubic metres ($m^3$), and extending to other units such as $mm^3$ and $km^3$. |
| sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] | compare and sequence intervals of time | compare durations of events, for example to calculate the time taken by particular events or tasks | | | |
| | | estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, | | | |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| | | | | | |
|---|---|---|---|---|---|
| | | minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Telling the Time) | | | |
| **MEASURING and CALCULATING** | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| measure and begin to record the following:<br>* **lengths and heights**<br>* **mass/weight**<br>* **capacity and volume**<br>* **time** (hours, minutes, seconds**)** | 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 | measure, compare, add and subtract: **lengths** (m/cm/mm); **mass** (kg/g); **volume/capacity** (l/ml) | estimate, compare and calculate **different measures,** including **money in pounds and pence** (appears also in Comparing) | use all four operations to solve problems involving measure (e.g. **length, mass, volume, money**) using decimal notation including scaling. | solve problems involving the calculation and conversion of **units of measure**, using decimal notation up to three decimal places where appropriate (appears also in Converting) |
| | | measure the **perimeter** of simple 2-D shapes | measure and calculate the **perimeter** of a rectilinear figure (including squares) in centimetres and metres | measure and calculate the **perimeter** of composite rectilinear shapes in centimetres and metres | recognise that shapes with the same areas can have different **perimeters** and vice versa |

# KS1 and 2 Progression Map

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<table>
<tr><th colspan="6">MEASURING and CALCULATING</th></tr>
<tr><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td rowspan="3">recognise and know the value of different denominations of coins and notes</td><td>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</td><td rowspan="3">add and subtract amounts of money to give change, using both £ and p in practical contexts</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>find different combinations of coins that equal the same amounts of money</td></tr>
<tr><td>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</td></tr>
<tr><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3">find the area of rectilinear shapes by counting squares</td><td rowspan="3">calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm$^2$) and square metres (m$^2$) and estimate the area of irregular shapes<br><br>recognise and use square numbers and cube numbers, and the notation for squared ($^2$) and cubed ($^3$)<br>(copied from Multiplication and Division)</td><td>calculate the area of parallelograms and triangles</td></tr>
<tr><td>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm$^3$) and cubic metres (m$^3$), and extending to other units [e.g. mm$^3$ and km$^3$].</td></tr>
<tr><td>recognise when it is possible to use formulae for area and volume of shapes</td></tr>
</table>

# KS1 and 2 Progression Map

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| TELLING THE TIME | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | 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. | tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | read, write and convert time between analogue and digital 12 and 24-hour clocks<br>(appears also in Converting) | | |
| recognise and use language relating to dates, including days of the week, weeks, months and years | know the number of minutes in an hour and the number of hours in a day.<br>(appears also in Converting) | estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight<br>(appears also in Comparing and Estimating) | | | |
| | | | solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days<br>(appears also in Converting) | solve problems involving converting between units of time | |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| CONVERTING | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | know the number of minutes in an hour and the number of hours in a day.<br>(appears also in Telling the Time) | know the number of seconds in a minute and the number of days in each month, year and leap year | convert between different units of measure (e.g. kilometre to metre; hour to minute) | convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) | use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places |
| | | | read, write and convert time between analogue and digital 12 and 24-hour clocks<br>(appears also in Converting) | solve problems involving converting between units of time | solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate<br>(appears also in Measuring and Calculating) |
| | | | solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days<br>(appears also in Telling the Time) | understand and use equivalences between metric units and common imperial units such as inches, pounds and pints | convert between miles and kilometres |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

## Geometry: Properties of Shapes

### IDENTIFYING SHAPES AND THIER PROPERTIES

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| recognise and name common 2-D and 3-D shapes, including:<br>* 2-D shapes [e.g. rectangles (including squares), circles and triangles]<br>* 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. | identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line | | identify lines of symmetry in 2-D shapes presented in different orientations | identify 3-D shapes, including cubes and other cuboids, from 2-D representations | recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing) |
| | identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces | | | | illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius |
| | identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] | | | | |

### DRAWING AND CONSTRUCTING

| | | | | | |
|---|---|---|---|---|---|
| | | draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | complete a simple symmetric figure with respect to a specific line of symmetry | draw given angles, and measure them in degrees ($^{\circ}$) | draw 2-D shapes using given dimensions and angles |
| | | | | | recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties) |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| | | | | | |
|---|---|---|---|---|---|
| **COMPARING AND CLASSIFYING** | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | compare and sort common 2-D and 3-D shapes and everyday objects | | compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | use the properties of rectangles to deduce related facts and find missing lengths and angles | compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons |
| | | | | distinguish between regular and irregular polygons based on reasoning about equal sides and angles | |
| **ANGLES** | | | | | |
| | | recognise angles as a property of shape or a description of a turn | | know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles | |
| | | 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 acute and obtuse angles and compare and order angles up to two right angles by size | identify:<br>* angles at a point and one whole turn (total 360°)<br>* angles at a point on a straight line and ½ a turn (total 180°)<br>* other multiples of 90° | recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles |
| | | identify horizontal and vertical lines and pairs of perpendicular and parallel lines | | | |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

## Geometry: Position and Direction

### POSITION, DIRECTION AND MOVEMENT

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| describe position, direction and movement, including half, quarter and three-quarter turns. | use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) | | describe positions on a 2-D grid as coordinates in the first quadrant | identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed | describe positions on the full coordinate grid (all four quadrants) |
| | | | describe movements between positions as translations of a given unit to the left/right and up/down | | draw and translate simple shapes on the coordinate plane, and reflect them in the axes. |
| | | | plot specified points and draw sides to complete a given polygon | | |

### PATTERN

| | | | | | |
|---|---|---|---|---|---|
| | order and arrange combinations of mathematical objects in patterns and sequences | | | | |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| Statistics | | | | | |
|---|---|---|---|---|---|
| **INTERPRETING, CONSTRUCTING AND PRESENTING DATA** | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | interpret and construct simple pictograms, tally charts, block diagrams and simple tables | interpret and present data using bar charts, pictograms and tables | interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs | complete, read and interpret information in tables, including timetables | interpret and construct pie charts and line graphs and use these to solve problems |
| | 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 | | | | |
| **SOLVING PROBLEMS** | | | | | |
| | | solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. | solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | solve comparison, sum and difference problems using information presented in a line graph | calculate and interpret the mean as an average |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

## Algebra

### EQUATIONS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and* ***missing number problems*** *such as* *7 = □ - 9* (copied from Addition and Subtraction) | *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and* ***missing number*** *problems.* (copied from Addition and Subtraction) | solve problems, *including* ***missing number*** *problems, using number facts, place value, and more complex addition and subtraction.* (copied from Addition and Subtraction)<br><br>*solve problems, including* ***missing number*** *problems, involving multiplication and division, including integer scaling* (copied from Multiplication and Division) | | *use the properties of rectangles to deduce related facts and find* ***missing lengths and angles*** (copied from Geometry: Properties of Shapes) | express missing number problems algebraically |
| | *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100* (copied from Addition and Subtraction) | | | | find pairs of numbers that satisfy number sentences involving two unknowns |
| *represent and use number bonds and related subtraction facts within 20* (copied from Addition and Subtraction) | | | | | enumerate all possibilities of combinations of two variables |

# KS1 and 2 Progression Map

National Centre for Excellence in the Teaching of Mathematics

| FORMULAE | | | | | |
|---|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | *Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. (Copied from NSG measurement)* | | use simple formulae<br>*recognise when it is possible to use **formulae** for area and volume of shapes* (copied from Measurement) |
| **SEQUENCES** | | | | | |
| *sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening* (copied from Measurement) | *compare and sequence intervals of time* (copied from Measurement)<br>*order and arrange combinations of mathematical objects in patterns* (copied from Geometry: position and direction) | | | | generate and describe linear number sequences |