Mathematics Progression Plan Years EYFS – 6

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Counting	We follow White Rose/Mastering the curriculum maths schemes to ensure progression throughout the year. We deliver daily maths lessons to the whole class. Through continuous provision and directed sessions, learning continues based on weekly topic. ELG Mathematics – Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes,	*Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *Count numbers to 100 in numerals; count in multiples of twos, fives and tens from different multiples to develop their recognition of patterns the the number system, e.g. odd and even numbers. *Recognise and count in ordinal numbers.	*Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	*Count from 0 in multiples of 4, 8, 50 and 100. *Find 10 or 100 more or less than a given number. *Continue to count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	*Count in multiples of 6, 7, 9, 25 and 1000. *Count backwards through zero to include negative numbers.	*Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. *Count forwards and backwards with positive and negative whole numbers, including through zero. *Counting forwards and backwards in decimals.	*Count in increasingly larger numbers (for example, 250, 500, 1,000). *Count in decimal numbers.
Place Value: Represent		*Identify and represent numbers using objects, pictorial representations including the number line. *Read and write numbers to 100 in numerals.	*Read and write numbers to at least 100 in numerals and words. *Identify, represent and estimate numbers using different representations, including the number line.	*Identify, represent and estimate numbers using different representations. *Read and write numbers up to 1,000 in numerals and words.	*Identify, represent and estimate numbers using different representations. *Read Roman numerals l to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	*Read and write numbers up to at least 1,000,000 and determine the value of each digit. *Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	*Read and write numbers up to 10,000,000 and determine the value of each digit.

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	counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	*Read and write numbers 1 to 20 in words.					
Place Value: Compare		*Given a number, identify one more and one less. *Recognise place value in numbers beyond 20 and up to 100 by comparing numbers. *Use <, > and = to compare numbers. *Use the language of: equal to, more than, less than (fewer).	*Recognise the place value of each digit in a two-digit number (tens, ones). *Compare and order numbers from 0 up to 100; use <, > and = signs.	*Recognise the place value of each digit in a three-digit numbers (hundreds, tens, ones). *Compare and order numbers up to 1,000.	*Find 1000 more or less than a given number. *Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). *Order and compare numbers beyond 1000.	*Order and compare numbers to at least 1,000,000 and determine the value of each digit.	*Order and compare numbers up to 10,000,000 and determine the value of each digit.
Place Value: Rounding				*Recognise the position of numbers in relation to multiples of 10 using a number line.	*Round any number to the nearest 10, 100 and 1000.	*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.
Place Value: Problem Solving		*Solve simple problems involving counting, representing and comparing. E.g. Teddy says he has rolled a 2 on the dice. Explain his mistake.	*Use place value and number facts to solve problems.	*Solve number problems and practical problems involving number and place value.	*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. *Interpret negative numbers in context.	*Use negative numbers in context, and calculate intervals across zero. *Solve number and practical problems that involve all of the above.

All things are possible if you believe Mark 9:23

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Addition and Subtraction: Estimate				*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 and estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.	*Independently round and estimate calculations to determine their level of accuracy.
Addition and Subtraction: Recall, Represent and Use		*Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equal (=) signs. *Represent and use number bonds and related subtraction facts within 20.	*Recall and use addition and subtraction facts to 20, and derive and use related facts to 100. *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.	*Add and subtract numbers mentally, including: >a three-digit number and ones >a three-digit number and tens >a three-digit number and hundreds			
Addition and Subtraction: Calculations		*Add and subtract one-digit and two-digit numbers to 20, including 0.	*Add and subtract numbers using concrete objects, pictorial representations and mentally, including:	*Add and subtract numbers with up to three digits, using formal written methods of	*Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and	*Add and subtract whole numbers with more than 4 digits, including formal written methods	*Perform mental calculations, including mixed operations and large numbers. *Use their knowledge of the order of

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		*Identify the parts and whole in calculations.	>a two-digit number and ones >a two-digit number and tens >two two-digit numbers >adding three one-digit numbers *Pupils will begin to record additions and subtractions in columns.	columnar addition and subtraction.	subtraction where appropriate. *Continue to practise both mental methods with increasingly large numbers to aid fluency.	(columnar addition and subtraction). *Add and subtract numbers mentally with increasingly large numbers.	operations to carry out calculations involving the four operations.
Additon and Subtraction: Problems		*Solve one-step problems that inolve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	*Solve problems with addition and subtraction: >using concrete objects and pictorial representations, including those involving numbers, quantities and measures. >apply 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 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.
Multiplication and Division: Recall		*Begin to recall doubling and sharing small quantities. *Count in multiples of twos, fives and tens.	*Recall and use multiplication and division facts for the 2, 5 and 10 multiplcation tables, including recognising odd and even numbers.	*Recall and use multiplication and division facts for the 3, 4 and 8 multiplcation tables. *Use doubling to recall and connect	*Recall multiplication and division facts for multiplication tables up to 12 x 12.	*Continue to recall multiplication and division facts for multiplication tables up to 12 x 12. *Recall factors of a given number and	*Use their knowledge of the multiplication and division tables up to 12 x 12 to recall related facts, for example, 0.9 x 4, 90 x 4, 900 x 4.

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				the 2, 4 and 8 multiplcation tables.		recall prime numbers to 19.	*Recall factors of a given number and recall primary numbers to 30.
Multiplcation and Division: Represent and Use		*Recognise equal and unequal groups. *Use concrete objects and pictorial representations, such as arrays and number patterns, to make connections.	*Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	*Represent multiplication and division facts for 3, 4 and 8 in concrete and pictorial representations.	*Use concrete apparatus and pictorial representations to represent multiplication and division facts for multiplication tables up to 12 x 12. *Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. *Recognise and use factor pairs and commutativity in mental calculations.	*Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. *Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. *Establish whether a number up to 100 is prime and recall primer numbers up to 19. *Recognise and use square numbers ad cube numbers, and the notation for squared (^{2}) and cubed (^{3}).	*Identify common factors, multiples and prime numbers. *Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Multiplcation and Division: Calculations		*Add (+) multiple equal groups to understand multiplication.	*Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x),	*Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times	*Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. *Become fluent in formal written methods of short multiplication and	*Multiply and divide numbers mentally drawing upon known facts. *Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including	*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-

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			division (÷) and equals (=) signs.	one-digit numbers, using mental and progressing to formal written methods.	division with exact answers.	long multiplication for two-digit numbers. *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 1,000.	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.
Multiplication and Division: Solve Problems		*Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the	*Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.	*Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are	*Solve problems involving multiplying and adding, including using distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n	*Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. *Solve problems involving multiplication and	See Combined Operations.

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		support of the teacher.		connected to m objects.	objects are connected to m objects.	division, including scaling by simple fractions and problems involving simple rates.	
Multiplcation and Division: Combined Operations						*Solve problems involving addition, subtraction, multiplicationa dn division and a combination of these, including understanding the meaning of the equals sign.	*Solve problems involving addition, subtraction, multiplication and division. *Use their knowledge of the order of operations to carry out calculations involving the four operations.
Fractions: Recognise and Write		*Recognise, find and name a half as one of two equal parts of an object, shape or quantity. *Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	*Recognise, find, name and write fractions ⅓, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity.	*Recognise that tenths arise from dividing objects 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-unti fractions with small denominators. *Recognise and use fractions as numbers; unit fractions and non-		*Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. *Recognise mixed numbers and improper fractions and covert from one form to the other and write mathematical statements > 1 as a mixed number (for example, ⅖ + ⅘ = 6/5 = 1⅕).	

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				unit fractions with small denominators.			
Fractions: Counting			*Count in fractions up to 10,start from any number and using ½ and 2/4 equivalence on a number line (1¼, 1½, 13/4, 2).	*Count up and down in tenths, using concrete and pictorial representations, and the number line. *Continue to count in halves and quarters.	*Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	*Count forward and backward in proper fractions and mixed numbers.	*Count up and down in improper fractions and mixed numbers.
Fractions: Compare			*Recognise the equivalence of 2/4 and ½.	*Recognise and show, using diagrams, equivalent fractions with small denominators. *Compare and order unit fractions, and fractions with the same denominator. *Recognise equivalent fractions using concrete and pictorial representations, and the number line.	*Reconise and show, using diagrams, families of common equivalent fractions.	*Identify, name and write equivalent fractions. *Compare and order fractions whose denominators are all multiples of the same number.	*Use common factors to simplify fractions. *Use common multiples to express fractions in the same denomination. *Compare and order fractions, including fractions > 1.
Fractions: Calculations			*Write simple fractions for example, ½ of 6 = 3, ¼ of 8 = 2, 2/4 of 8 = 4 and ¾ of 8 = 6.	*Add and subtract fractions with the same denominator within one whole (for example, ⅕ + ⅖ = ⅗). *Calculate fractions of a set of objects using concrete and	*Add and subtract fractions with the same denominator.	*Add and subtract fractions with the same denominator and denominators that are multiples of the same number. *Multiply proper fractions and mixed numbers by whole	*Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. *Multiply simple pairs of proper fractions,

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				pictorial representations, and the number line.		numbers, supported by materials and diagrams.	writing the answer in its simplest form (for example, ¼ x ½ = ⅛). *Divide proper fractions by whole numbers (for example, ⅓ ÷ 2 = ⅙).
Fractions: Solve Problems			*Solve simple problems, for example, Teddy has ¼ of £8. Billy have ½ of £10. Who has the more money?	*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 whole number.	*Solve problems that involve all of the above. See Fractions, Decimals and Percentages.	*Solve problems that involve all of the above. See Fractions, Decimals and Percentages.
Decimals: Recognise and Write					*Recognise and write decimal equivalents of any number of tenths or hundredths. *Recognise and write decimal equivalents to ¼, ½, ¾.	*Read and write decimal numbers as fractions (for example, 0.71 = 71/100). *Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	*Identify the value of each digit in numbers given to three decimals places.
Decimals: Compare and Rounding					*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.	*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.	*Develop their skills of rounding and estimating as a means of predicting and checking the order of magnitude of answers to decimal calculations.

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Decimals: Calculations					*Find the effect of dividing a one-to-two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	*Add and subtract decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimals places, and complements of 1 (for example, 0.83 + 0.17 = 1).	*Multiply and divide numbers by 10, 100 and 1,000 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.
Decimals: Problems					*Solve problems involving the above content for decimals. See Fractions, Decimals and Percentages.	*Solve problems involving numbers up to three decimals places. See Fractions, Decimals and Percentages.	*Solve problems which require answers to be rounded to specified degrees of accuracy. See Fractions, Decimals and Percentages.
Fractions, Decimals and Percentages					*Solve simple measure and money problems involving fractions and decimals to two decimal places.	*Recognise the per cent symbol (%) and understand 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	*Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, ⅜). *Recall and use equivalences between simple fractions, decimals and percentages, including different contexts.

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						equivalents or ½, ¼, ⅕, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25.	
Ratio and Proportion			*Use simple ratios (2, 5, 10) when interpreting data, for example, in pictograms.	*Use simple ratios (2, 3, 4, 5, 8 and 10) when interpreting data, for example, in pictograms.	*Recognise numbers and proportion through decimals and fractions.	*Recognise that percentages, decimals and fractions are different ways of expressing proportions. *Use multiplcation and division to support the introduction of ratio in 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.
Algebra		*Solve missing number problems, such as 7 = □ – 9.	*Recognise and use the inverse relationship	*Solve problems, involving missing number problems.	*Solve missing number problems.	*Solve missing number problems.	*Use simple formulae

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			between addition and subtraction and use this to check calculations and solve missing number problems.		*Perimeter is expressed algebraically as 2 (a + b) where a and b are the dimensions in the same unit.	*Perimeter and area expressed algebraically.	*Generate and describe linear number sequences. *Express missing number problems algerbraically. *Find pairs of numbers that satisfy an equation with two unknowns. *Enumerate possibilities of combinations of two variables.
Measurement: Using Measures		*Compare, describe and solve practical problems for: >lengths and height (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,	*Choose and use appropriate standard units to estimate length/heigh 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 =.	*Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	*Convert between different units of measures (for example, kilometre to metre; hour to minute). *Estimate, compare and calculate different measures.	*Convert between different units of metric measures (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). *Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. *Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal	*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 and volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.

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		half, half full, quarter.) *Measure and begin to record the following: >lengths and heights >mass/weight >capacity and volume	*Read scales in divisions of ones, twos, fives and tens.			notation, including scaling.	*Convert between miles and kilometres.
Measurement: Money		*Recognise and know the value of different denominations of coins and notes. *Count in multiples of 1ps, 2ps, 5s and 10ps. *Compare amounts of money (coins). *Solve simple one-step problems involving amounts of money (coins).	*Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. *Find different combinations of coins that equal the same amounts of money. *Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	*Add and subtract amounts of money to give change, using both £ and p in practical contexts.	Estimate, compare and calculate money in pounds and pence.	*Use all four operations to solve problems involving money.	
Measurement: Time		*Sequence events in chronological order using language (for example, before	*Compare and sequence intervals of time. *Tell and write the time to five minutes,	*Tell and write the time from an analogue clock, including using Roman numberals	*Read, write and convert time between analogue and digital 12- and 24-hour clocks.	*Solve problems involving converting between units of time.	*Use, read, write and convert between standar units, converting measurements of time

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		and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.) *Recognise and use language relating to dates, including days of the week, weeks, months and years. *Tell the time to the hour (o'clock) and half past the hour and draw the hands on a clock face to show these times. *Compare, describe and solve practical problems for: >time (for example, quicker, slower, earlier, later.) Measure and begin to record the following: >time (hours, minutes, seconds.)	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.	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).	*Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.		from a smaller unit of measure to a larger unit, and vice versa.
Measurement: Perimeter				*Measure the perimeter of simple 2-D shapes.	*Measure and calculate the perimeter of a	*Measure and calculate the perimeter of	*Recognise that shapes with the same areas can have

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					rectilinear figure (including squares) in centimetres and metres.	composite rectilinear shapes in centimetres and metres.	different perimeters and vice versa.
Measurement: Area					*Find the area of rectilinear shapes by counting squares.	*Calculate and compare the area of rectangles (including squares), and including using standar units, square centimentres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.	*Calculate the area of parallelograms and triangles. *Recognise that shapes with the same areas can have different perimeters and vice versa. *Recognise when it is possible to use formulae for area for volume of shapes.
Measurement: Volume						*Estimate volume (for example, using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (for example, using water).	*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 (for example, mm^3 and km^3). *Recognise when it is possible to use formulae for area and volume of shapes.
Geometry: 2-D Shapes		*Recognise and name common 2-D shapes (for example, rectangles	*Identify and describe the properties of 2-D shapes, including the number of sides and	*Draw 2-D shapes.	*Compare and classify geometric shapes, including quadrilaterals and triangles, based on	*Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	*Draw 2-D shapes using given dimensions and angles.

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		(including squares), circles and triangle. *Recognise related everyday objects and know that rectangles, triangles etc. are not always similar to each other.	line symmetry in a vertical line. *Identify 2-D shapes on the surface of 3-D shapes. *Compare and sort 2-D shapes and everyday objects. *Pupils use rulers to draw lines to make shapes.		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. *Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
Geometry: 3-D Shapes		*Recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres.) *Recognise related everyday objects and know that cuboids, pyramids etc. are not always similar to each other.	*Recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres). *Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. *Compare and sort 3-D shapes and everyday objects.	*Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.		*Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	*Recognise, describe and build 3-D shapes, including making nets.
Geometry: Angles				*Recognise angles as a property of shapre or a description of a turn. *Identify right angles, recognise that to right angles make a half-turn,	*Identify acute and obtuse angles and compare and order andles up to two right angles by size.	*Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. *Draw given angles, and measure them in degrees (°).	*Find unknown angles in any triangles, quadrilaterals, and regular polygons. *Recognise angles where they meet at a point, are on a straight line, or are

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				three make three quarters of a turn and four a complete turn; identify whether angles are greater than of less than a right angle.		*Identify: >angles at a point and one whole turn (total 360°). >angles at a point on a straight line and ½ a turn (total 180°). >other multiples of 90°.	vertically opposite, and find missing angles.
Geometry: Lines				*Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	*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.	*Draw accurate lines with a ruler to the nearest millimetre. *Use conventional markings for parallel lines and right angles.	*Use conventional markings for parallel lines, right-angles, perpendicular lines and line lengths.
Geometry: Position and Direction		*Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	*Order and arrange combinations of mathematical objects in patterns and sequences, including those in different orientation. *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		*Describe positions on a 2-D grid as coordinates in the first quadrant. *Describe movements between positions as translations of a given unit to thr left/right and up/down. *Plot specified points and draw sides to complete a given polygon.	*Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	*Describe positions on the full coordinate grid (all four quadrants). *Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

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			quarter, half, three-quarter turns (clockwise and anti-clockwise).				
Statistics: Present and Interpret			*Interpret and construct simple pictograms, tally charts, block disgrams 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.
Statistics: Problems			*Ask and answer simple questions by counting the number of objects in each category and sorting the catgories by quantity. *Ask and answer questions about totalling and comparing categorical data.	*Solve one-step and two-step problems (for example, '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. *Use angles, fractions and percentages to support their interpretation of pie charts.