PROGRESSION IN NUMBER (1)

	PLACE VALUE	ADDITION & SUBTRACTION	MULTIPLICATION & DIVISION	FRACTIONS
Year R	•Count forwards and backwards, recognise, represent numbers one, two, three •Begin to subitise •Count forwards and backwards, recognise, represent number four •Count forwards and backwards, recognise, represent number five •Compare quantities of identical objects using the vocabulary *more than, fewer than, equal to, the same as* •Compare quantities of non-identical objects •Count forwards and backwards, recognise, represent numbers six, seven and eight •Count forwards and backwards, recognise, represent numbers nine and ten •Be able to subitise confidently •Comparing groups up to 10 •Counting to 20 •	• Sorting into groups according to attributes such as colour, size or shape • Find one more than numbers up to 5 and see the link with counting forwards • Find one less than numbers up to 5 and see the link with counting backwards • Recognise the word zero and symbol 0, represent zero using concrete objects • Represent number bonds to 5 on a part whole model where one or two parts are missing • Combining two groups to find the whole • Explore partitioning and recombining to find totals • Number bonds to 10 – on a ten frame • Number bonds to 10 – on a part-whole model where one or two parts are missing and when model is in different orientations • Add by counting on • Take-away by counting back	• Know that doubling means 'twice as many' • Sort doubles and non-doubles • Halve quantities by sharing objects into two equal groups • Explore sharing between 3 or 4 groups • Explore odd and even numbers by sharing into two groups or making pairs	N/A

Year 1	•Sort objects. •Count objects. •Represent objects. •Count, read and write forwards from any number 0 to 10. •Count, read and writing backwards from any number 0 to 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 to 20. •Tens and ones. •Count one more and one less. •Compare groups of objects. •Compare numbers. •Order groups of objects. •Order numbers. •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. •Counting to 100.	•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 to 10. •Compare number bonds. •Addition: Adding together. •Addition: Adding more. •Finding a part. •Subtraction: Taking away, how many left? Crossing out. •Subtraction: Taking away, how many left? 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. •Add by counting on. •Find and make number bonds. •Add by making 10. •Subtraction –Not crossing 10. •Subtraction –Crossing 10 (1). •Subtraction –Crossing 10 (2). •Related Facts. •Compare Number Sentences.	N/A	•Halving shapes or objects. •Halving a quantity. •Find a quarter of a shape or object. •Find a quarter of a quantity.

	•Partitioning numbers. •Comparing numbers (1). •Comparing numbers (2). •Ordering numbers. •One more, one less.			
Year 2	•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	•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 ten. •Subtract a 1-digit number from a 2-digit number –crossing 10. •Add two 2-digit numbers –not crossing ten –add ones and add tens. •Add two 2-digit numbers –crossing ten –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*	•Recognise equal groups. •Make equal groups. •Add equal groups. •Multiplication sentences using the x symbol. •Multiplication sentences from pictures. •Use arrays. •2 times-table. •5 times-table. •10 times-table. •*Make equal groups –sharing.* •*Make equal groups –grouping.* •*Divide by 2.* •*Odd and even numbers.* •*Divide by 5.* •*Divide by 10.*	•Make equal parts. •Recognise half. •Find half. •Recognise quarter. •Find a quarter. •Recognise a third. •Find a third. •Unit fractions. •Non0unit fractions. •Equivalence of ½ and $^{2}/_{4}$. •Find three quarters. •Count in fractions.

GREAT BARDFIELD PRIMARY SCHOOL MATHS SKILLS PROGRESSION MAP

Year 3	•Hundreds. •Represent numbers to 1,000. •100s, 10s and 1s (1). •100s, 10s and 1s (2). •Number line to 1,000. •Find 1, 10, 100 more or less than a given number. •Compare objects to 1,000. •Compare numbers to 1,000. •Order numbers. •Count in 50s.	•Add and subtract multiples of 100. •Add and subtract 3-digit numbers and ones –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 numbers and tens –not crossing 100. •Add a 3-digit number and tens –crossing 100. •Add and subtract 100s. •Spot the pattern –making it explicit. •Add and subtract a 2-digit and 3-digit number –not crossing 10 or 100. •Add a 2-digit and 3-digit number – crossing 10 or 100. •Subtract 2-digit number from a 3-digit number cross the 10 or 100. •Add two 3-digit numbers –not crossing 10 or 100. •Add two 3-digit numbers –crossing 10 or 100. •Subtract a 3 –digit number from a 3-digit number –no exchange. •Subtract a 3-digit number from a 3-digit number –exchange. •Exchange answers to calculations. •Check.	•Multiplication –equal groups. •Multiplying by 3. •Dividing by 3. •The 3 times-table. •Multiplying by 4. •Dividing by 4. •The 4 times-table. •Multiplying by 8. •Dividing by 8. •The 8 times-table. •Comparing statements. •Related calculations. •Multiply 2-digits by 1-digit (1). •Multiply 2-digits by 1-digit (2). •Divide 2-digits by 1-digit (1). •Divide 2-digits by 1-digit (2). •Divide 2-digits by 1-digit (3). •Scaling. •How many ways?	•Unit and non-unit fractions. •Making the whole. •Tenths. •Count in tenths. •Tenths as decimals. •Fractions of a number line. •Fractions of a set of objects (1). •Fractions of a set of objects (2). •Fractions of a set of objects (3). •Equivalent fractions (1), •Equivalent fractions (2). •Equivalent fractions (3). •Compare fractions. •Order fractions. •Add fractions. •Subtract fractions.

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Year 4	•Roman numerals to 100. •Round to the nearest 10. •Round to the nearest 100. •Count in 1,000s. •1,000s, 100s, 10s and 1s. •Partitioning. •Number line to 10,000. •1,000 more or less. •Compare numbers. •Order numbers. •Round to the nearest 1,000. •Count in 25s. •Negative numbers.	•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.	•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 (1). •Divide 2-digits by 1-digit (2). •Correspondence problems.	•What is a fraction? •Equivalent fractions (1) •Equivalent fractions (2). •Fractions greater than 1. •Count in fractions. •Add 2 or more fractions. •Subtract 2 fractions. •Subtract from whole amounts. •Calculate fractions of a quantity. •Problem solving –calculate quantities.

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Year 5	•Number to 10,000. •Roman numerals to 1,000. •Round to the nearest 10, 100 and 1000. •Number 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 and 100,000s. •Compare and order numbers to a million. •Round numbers to a million. •Negative numbers.	•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.	•Multiples. •Factors. •Common factors. •Prime numbers. •Square numbers. •Cube numbers. •Multiplying by 10, 100 and 1000. •Dividing by 10, 100 and 1000. •Multiples of 10, 100 and 1000. •Multiply 4-digits by 1-digit. •Multiply 2-digits (area model). •Multiply 2-digits by 2-digits. •Multiply 3-digits by 2-digits. •Multiply 4-digits by 2-digits. •Divide 4-digits by 1-digit. •Divide with remainders.	•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 greater than 1. •Add and subtract fractions. •Add fractions within 1. •Add 3 or more fractions. •Add fractions. •Add mixed numbers. •Subtract fractions. •Subtract mixed numbers. •Subtract –breaking the whole. •Subtract 2 mixed numbers. •Multiply unit fractions by an integer. •Multiply non-unit fractions by an integer. •Multiply mixed numbers by integers. •Fraction of an amount. •Using fractions as operators
Year 6	•Numbers to ten million. •Compare an order any number. •Round any numbers. •Negative numbers.	•Add and subtract whole numbers •Multiply up to 4-digit by 1-digit number. •Short division. •Division using factors. •Long division (1). •Long division (2). •Long division (3). •Long division (4). •Common factors. •Common multiples. •Primes. •Squares and cubes. •Order of operations. •Mental calculations and estimation. •Reasoning from known facts.		•Simplify fractions. •Fractions on a number line. •Compare & order (denominator). •Compare & order (numerator). •Add & subtract fractions (1). •Add & subtract fractions (2). •Adding fractions. •Subtracting fractions. •Mixed addition and subtraction. •Multiply fractions by integers. •Multiply fractions by fractions. •Divide fractions by integers (1). •Divide fractions by integers (2). •Four rules with fractions. •Fraction of an amount. •Finding the whole.

PROGRESSION IN NUMBER (2) Years 4-6 ONLY

	DECIMALS	PERCENTAGES	RATIO	ALGEBRA
Year 4	•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. •Make a whole. •Write decimals. •Compare decimals. •Order decimals. •Round decimals. •Halves and quarters.	N/A	N/A	N/A
Year 5	•Decimals up to 2 d.p. •Decimals as fractions (1). •Decimals as fractions (2). •Understand thousandths. •Thousands as decimals. •Rounding decimals. •Order and compare decimals. •Adding decimals within 1. •Subtracting decimals within 1. •Complements to 1. •Adding decimals –crossing the whole. •Adding decimals with the same number of decimal places. •Subtracting decimals with the same number of decimal places. •Adding decimals with a different number of decimal places. •Subtracting decimals with a different number of decimal places. •Adding and subtracting whole and decimals. •Decimal sequences. •Multiplying decimals by 10, 100 and 1000. •Dividing decimals by 10, 100 and 1,000.	•Understand percentages. •Percentages as fractions and decimals. •Equivalent F.D.P.	N/A	N/A

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Year 6	•Three decimal places. •Multiply by 10, 100 and 1,000. •Divide by 10, 100 and 1,000. •Multiply decimals by integers. •Divide decimals by integers. •Division to solve problems. •Decimals as fractions. •Fractions to decimals (1). •Fractions to decimals (2).	•Fractions to percentages. •Equivalent FDP. •Percentage of an amount (1). •Percentage of an amount (2). •Percentages –missing values. •Percentage increase and decrease. •Order FDP.	•Use ratio language. •Ratio and fractions. •Introducing the ratio symbol. •Calculating ratio. •Using scale factors. •Calculating scale factors. •Ratio and proportion problems.	•Find a rule –one step. •Find a rule –two step. •Use an algebraic rule. •Substitution. •Formulae. •Word problems. •Solve simple one step equations. •Solve two step equations. •Find pairs of values. •Enumerate possibilities.

PROGRESSION IN MEASUREMENT

	LENGTH, HEIGHT PERIMETER & AREA	WEIGHT/MASS CAPACITY/VOLUME TEMPERATURE	MONEY	TIME	CONVERTING UNITS
Year R	• Describe and compare objects directly using vocabulary such as; • Length: longer, shorter, Height: taller, shorter, Breadth: wider, narrower • Describe and compare objects indirectly using identical objects such as cubes or blocks	•Make direct comparisons using the vocabulary heavy, heavier, heaviest and light, lighter and lightest. •Use balance scales to make indirect comparisons (e.g. finding out how many cubes balance each item) •Make direct comparisons using the vocabulary full, nearly full, half full, nearly empty, empty, • Use a selection of containers to make indirect comparisons (e.g. finding out how many containers will fill a larger pot)	N/A	• Order important times in their day • Use positional language to describe when things happen – *now, before, later, soon, after, next* • Begin to develop a sense of time and use vocabulary such as *yesterday, today, tomorrow* • Measure time in simple ways, e.g. number of sleeps to an event, using simple timers to measure duration	N/A
Year 1	•Compare lengths and heights. •Measure length (1). •Measure length (2).	•Introduce weight and mass. •Measure mass. •Compare mass. •Introduce capacity. •Measure capacity. •Compare capacity.	•Recognising coins. •Recognising notes. •Counting in coins.	•Before and after. •Dates. •Time to the hour. •Time to the half hour. •Writing time. •Comparing time.	N/A
Year 2	•Measure length (cm). •Measure length (m). •Compare lengths. •Order lengths. •Four operations with lengths.	•Compare mass. •Measure mass in grams. •Measure mass in kilograms. •Compare capacity. •Millilitres. •Litres. •Temperature.	•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.	•O'clock and half past. •Quarter past and quarter to. •Telling time to 5 minutes. •Minutes in an hour, hours in a day. •Find durations of time. •Compare durations of time.	N/A

GREAT BARDFIELD PRIMARY SCHOOL MATHS SKILLS PROGRESSION MAP

Year 3	•Measure length. •Equivalent lengths –m & cm. •Equivalent lengths –mm & cm. •Compare lengths. •Add lengths. •Subtraction lengths. •Measure perimeter. •Calculate perimeter.	•Measure mass (1). •Measure mass (2). •Compare mass. •Add and subtract mass. •Measure capacity (1). •Measure capacity (2). •Compare capacity. •Add and subtract capacity.	•Pounds and pence. •Converting pounds and pence. •Adding money. •Subtracting money. •Giving change.	•Months and years. •Hours in a day. •Telling the time to 5 minutes. •Telling the time to the minute. •AM and PM. •24-hour clock. •Finding the duration. •Comparing the duration. •Start and end times. •Measuring time in seconds	N/A
Year 4	•Kilometres. •Perimeter on a grid. •Perimeter of a rectangle. •Perimeter of rectilinear shapes. •What is area? •Counting squares •Making shapes. •Comparing area.	N/A	•Pounds and pence. •Ordering amounts of money. •Using rounding to estimate money. •Four operations.	•Hours, minutes and seconds. •Years, months, weeks and days. •Analogue to digital –12 hour. •Analogue to digital –24 hour.	N/A
Year 5	•Measure perimeter. •Calculate perimeter. •Area of rectangles. •Area of compound shapes. •Area of irregular shapes.	•What is volume? •Compare volume. •Estimate volume. •Estimate capacity	N/A	N/A	•Kilograms and kilometres. •Milligrams and millilitres. •Metric units. •Imperial units. •Converting units of time. •Timetables.
Year 6	N/A	•Shapes –same area. •Area and perimeter. •Area of a triangle (1). •Area of a triangle (2). •Area of a triangle (3). •Area of a parallelogram. •Volume –counting cubes. •Volume of a cuboid.	N/A	N/A	•Metric measures. •Convert metric measures. •Calculate with metric measures. •Miles and kilometres. •Imperial measures.

PROGRESSION IN GEOMETRY			PROGRESSION IN STATISTICS
	SHAPE	POSITION & DIRECTION	STATISTICS
Year R	•Be introduced to the shape names of 3D shapes and use them to build models •Explore and consider their properties (Will it roll? Will it stack? Why?) •Begin to name common 2D shapes; circles, triangles, rectangles (including squares) •Explore how 2D shapes can be combined to make new shapes •Talk about their properties, similarities and differences •Explore and make simple (AB and ABC) horizontal and vertical patterns by copying, continuing and creating •Explore and begin to make more complex patterns (ABB, AAB, AABB, AABBB)	•Develop spatial awareness by hearing, demonstrating and beginning to use positional language, over, under, around, through, etc.	N/A
Year 1	•Recognise and name 3D shapes. •Sort 3D shapes. •Recognise and name 2D shapes. •Sort 2D shapes. •Patterns with 3D and 2D shapes	•Describe turns. •Describe Position (1). •Describe Position (2).	N/A
Year 2	•Recognise 2D and 3D shapes. •Count sides on 2D shapes. •Count vertices on 2D shapes. •Draw 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.	•Describing movement. •Describing turns. •Describing movement and turns. •Making patterns with shapes.	•Make tally charts. •Draw pictograms (1-1). •Interpret pictograms (1-1). •Draw pictograms (2, 5 and 10). •Interpret pictograms (2, 5 and 10). •Block diagrams.

GREAT BARDFIELD PRIMARY SCHOOL MATHS SKILLS PROGRESSION MAP

Year 3	•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	N/A	•Pictograms. •Bar charts. •Tables
Year 4	•Identify angles. •Compare and order angles. •Triangles. •Quadrilaterals. •Lines of symmetry. •Complete a symmetric figure.	•Describe position. •Draw on a grid. •Move on a grid. •Describe a movement on a grid.	•Interpret charts. •Comparison, sum and difference. •Introducing line graphs. •Line graphs.
Year 5	•Measuring angles in degrees. •Measuring with a protractor (1). •Measuring with a protractor (2). •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.	•Position in the first quadrant. •Reflection. •Reflection with coordinates. •Translation. •Translation with coordinates.	•Read and interpret line graphs. •Draw line graphs. •Use line graphs to solve problems. •Read and interpret tables. •Two way tables. •Timetables.
Year 6	•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. •Nets of 3D shapes.	•Coordinates in the first quadrant. •Coordinate in four quadrants. •Translations. •Reflections.	•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 charts. •The mean.