Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves

Mathematics Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place value	Recite numbers past 5 • Say one number for each item order: 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) • Use language associated with counting such as 'more' 'less' • Subitise small amounts of objects arranged in a regular patterns such as a dice pattern • Subtise small amount of objects arranged in a irregular pattern • Move or touch an object when counting • Know that when objects are moved, spread out or moved closer together that the total remains the same • Begin to make an estimate such as choosing the group with more or less- or choosing the group which has the closest to ten objects • Recognise when a group of objects is more than one • Use number language such as 'fewer' 'less' more' 'a lot' • Can indicate for example by pointing which group of objects has 'fewer' objects	• Count to and across 100, forwards and backwards and from any given number • Count, read and write numbers to 100 in numerals; count in multiplies of 2s, 5s and 10s • Identify 1 more and 1 less than a given number • Identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to more than, less than (fewer), most, least • Read and write numbers from 1-20 in numerals and words	• Count in steps of 2,3 and 5 from 0 and in 10s from any number, forward and backward • Recognise the place value of each digit in a two-digit number (10s,1s) • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use <,> and = signs • Read and write numbers to at least 100 in numerals and in words • Use place value and number facts to solve problems	• Count from 0 in multiples of 4, 8, 50, 100, find 10 or 100 more or less than a given number • Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • Compare and order numbers up to 1,000 • Identify, represent and estimate numbers using different representations • Read and write numbers to 1,000 in numerals and in words • Solve number problems and practical problems using these ideas	• Count in multiples of 6, 7, 9, 25 and 1,000 • Find 1,000 more or less than a given number • Count backwards through 0 to include negative numbers • Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) • Order and compare numbers beyond 1,000 • Identify, represent and estimate numbers using different representations • Round any number to the nearest 10, 100, 1,000 • Solve number and practical problems that involve all of the above and with increasingly large positive numbers • Read Roman numerals to 100 (1 to C) and know that over time, the numeral system changed to include the concept of 0 and place value	• Read, write, order and compare numbers to at least 1, 000, 000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number to 1, 000,000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • Round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10, 000 and 100, 000 • Solve number problems and practical problems that involve all of the above • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals	• Read, write, order and compare numbers up to 10,000, 000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context and calculate intervals across 0 • Solve number and practical problems that involve all of the above

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	• Recognise groups with one, two or three objects and begin to make comparisons between quantities, using the language 'fewer' and 'more' • Match groups of objects with the same number • Compare two groups of objects saying when they have the same number • Say the number that comes before a given number in the sequence one to five, progressing to numbers from one to ten • Can find one more than a number to five progressing to numbers of greater value • Can find one less than a number to five, progressing to numbers of greater value						

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Number- Addition and Subtraction	• Know that numbers identify how many objects are in a set • Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same • Know that a group of things changes in quantity when something is added • Compare set of objects, saying when they have the same number • Compare sets of objects, saying which has more objects • Compare sets of objects, saying how many more are in each set • Find one more than a number from one to ten • Say the number that is one more than a given number • Know that numbers are made up of different numbers. E.g. four can be four and zero, one and three or two and two • Represent numbers in different ways using equipment five or tens frames, part-whole models, number lines, stories • Understand the effect of adding zero • Find the total number of items in two groups by counting all of them • Select two groups of objects to make a given total of objects	• Read, write and interpret mathematical statements involving (+), subtractions (-) and equals (=) signs • Represent and use number bonds and related subtraction facts from 20 • Add and subtract one digit and two-digit numbers to 20, including 0 • Solve one step problems that involve 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 -applying their increasing knowledge of mental and written methods • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100 • Add and subtract numbers using concrete objects, pictorial representations and mentally including -a two-digit number and 1s -a two-digit number and 10s - 2 two-digit numbers -adding 3 one-digit numbers • Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot • Recognise calculations and solve missing number problems	• Add and subtract numbers mentally, including -a three-digit number and 1s -a three-digit number and 10s -a three-digit number and 100s • Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction	• Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the 4 operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

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Mathematics Progression Map

	• Recognise the number of objects without counting (0-5) • Find out the 'total' or 'how many altogether' after two sets have been combined • Count on to add • Uses vocabulary equals, makes, balances, same total, plus more • Understand addition as an increase • Know that numbers identify how many objects are in a set • Know that a group of things changes in quantity when something is taken away • Count out objects from a larger group • Compare sets of objects, saying which has fewer objects • Compare sets of objects, saying how many fewer are in each set • Subtract by counting a group of objects, counting out the number to remove and then recounting all • Find one less than a number from one to ten • Know that numbers are made up of different numbers, For example four can be four and zero one and three or two and two • Represent numbers in different ways using equipment, such as five or ten frames, part-whole models,						

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	• number lines or stories • Understand the effect of subtracting zero • Understand the effect of subtracting the full amount • Compare groups of objects, saying how many belong and how many don't belong in a set • Count back to subtract • Use vocabulary of equals, leaves, balance, same, total, take away, how many left, minus, subtract • Use vocabulary of comparison in practical contexts, how many fewer'? How much shorter/cheaper than?						
Number: Multiplication and Division	• Can understand the vocabulary of 'matching' and 'same' through picture matching or number shapes • Compares two groups of objects saying when they have the same number • Can recognise dice doubles when playing	• Solve one step problems involving multiplication and division, by calculating the answer using concrete object, pictorial representations and arrays with the support of the teacher	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Calculate mathematical statements for multiplication and	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and division using multiplication tables that they know,	• Recall 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 3 numbers	• Identify multiples and factors, including finding all factors pairs of a number and common factors of 2 numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is	

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	board games or spot pattern doubles on dominoes • Begin to use the term 'double' • Can recognise when a set of objects or pictures are not a double • Can complete the second part of a double through mirroring activities • Can use the langue of doubling such as 'two of the same' 'same again' and 'double' • Can calculate doubles when working practically with concrete resources • Can solve problems involving doubles • Can recall some small doubles • Can recognise regular patterns within numbers • Understand fair and unfair when objects or snacks are shared • Children can share fairly though practical activities, sharing toys equally • Use the vocabulary of sharing such as 'equal groups', 'sharing fairly', 'shared between' 'fair' and 'unfair' • Compare groups of objects saying when they have the same number • Count the groups they have made and count how many objects are in each group • Children are aware that the original quantity remain		division within the multiplication tables and write them using multiplication (x), division (÷) and equals (=) signs • Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot) • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problem contexts	including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems	• Recognise and use factor pairs and commutatively in mental calculations • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problem and harder correspondence problems such as n objects are connected to m objects	prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally, drawing upon known facts • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Multiply and divide whole numbers and those involving decimals by 10, 100, 1000 • Recognise and use square numbers and cube numbers and the notation for squared (^{2}) and (^{3}) • 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 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	

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	• unchanged, but it has been shared equally • Solve problems, including sharing						
Number: Fractions	• Understand equal parts and whole of shapes and objects through practical activities • Split counters and everyday objects into two equal groups. Identify groups which are not fair • Understand and use the language of half, halves, equal parts, share fairly and whole • Halve a number using equipment and explain their thinking • Compare two groups of objects saying when they have the same number • Understand and explain what is not a half • Practically find half of 2,4,6,8 and 10 • Solve problems involving halving	• Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	• Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity • Write simple fractions, for example ½ of 6 = 3 and recognise the equivalence of 2/4 and ½	• Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise, find and write fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominator • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • Recognise and show using diagrams, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7) • Compare and order unit fractions, and fractions with the same denominators • Solve problems that involve all of the above	• Recognise and show, using diagram, families of common equivalent fractions • Count up and down in hundredth; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 • Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Add and subtract fractions with the same denominator • Recognise and write decimal equivalents of any number of tenths or hundreds • Recognise and write decimal equivalents to ¼, ½, ¾ • Find the effect of dividing a one- or two- digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Round decimals with 1 decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to 2 decimal places	• Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (for example 2/5+ 4/5=6/5 = 1 1/5) • Add and subtract fractions with the same denominator that are multiples of the same number • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • 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 • Round decimals with 2 decimal places to the nearest whole number and too 1 decimal place • Read, write, order and compare numbers with up to 3 decimal places • Solve problems involving number up to 3 decimal places	• Use common factors to simplify fractions, use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions >1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example ¼ x ½ = 1/8) • Divide proper fractions by whole numbers (for example 1/3 ÷2 = 1/6) • Associate a fraction with division and calculate decimal fraction equivalents (for example 0.375 for a simple fraction (3/8) • Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places • Multiply one-digit numbers with up to 2 decimal places by whole numbers • Use written division methods in cases where the answer has up to 2 decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

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					• Solve simple measure and money problems involving fractions and decimals to 2 decimal places	• Recognise the percent symbol (%) and understand that percent relates to 'number of parts per 100' and write percentages as a fraction with denominator 100 and as a decimal fraction • Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 and 25	
Measurement	• Recognise attributes of length./weight/height, stating 'that stick is long', 'adults are tall' • Comparing amounts of continuous quantities, orders and sequences • Show awareness of comparison in estimation and predictions • Recognise the relationship between size and the number of units • Begin to use every language related to money • Begin to use units to compare things and to solve problems	• Compare, describe and solve practical problems for: -Lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) -mass/weight (for example, heavy/light, heavier than, lighter than) -capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) -time (for example, quicker, slower, earlier, later) • Measure and begin to record the following: -lengths and heights -mass/weight -capacity and volume -time (hours, minutes, seconds) -recognise and know the value of	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g), temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >,< and = • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Find different combinations of coins that equal the same amount of money • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume (l/ml) • Measure the perimeter of simple 2D shapes • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12- hour and 24-hour clock • Estimate and read time with increasing accuracy to the nearest minute; record and compare time I terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon and midnight • 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 (for example, kilometre to metre; hour to minute) • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares • Estimate, compare and calculate different measures, including money in pounds and pence • Read, write and convert time between analogue and digital 12- and 24-hour clocks • Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	• Convert between different units of measure (for example, kilometre to metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • Understand and use approximate equivalence between metric units and common imperial units such as inches, pounds and pints • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes • Estimate volume (for example, using 1 cm^3 blocks to build cuboids (including cubes) and capacity (for example using water) • Solve problems involving converting between units of time	• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • Use read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up 3 decimal places • Convert between miles and kilometres • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate, 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)

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		different denominations of coins and notes -sequence events in chronological order using language (before, after, next, first, yesterday) • Recognise and use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past and draw the hands on a clock face to show these times	• Compare and sequence intervals of time • Tell and write the time to five minutes, including quarter past/to the hour ad 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	• Compare durations of events (for example, to calculate the time taken by particular events or tasks)		Use all four operations to solve problems involving measure (for example length, mass, volume, money) using decimal notation, incusing scaling	
Geometry	• Use positional language • Can describe their relative position as 'behind' or 'next to' • Explore repeating patterns • Pattern spotting in the environment • Beginning to se mathematical names for 'solid' 3D shapes and 'flat 2D shapes' and mathematical terms of describe shapes • Selects a particular named shape • Uses familiar objects and common shapes to create and recreate patterns and builds models • Predict what shapes will be seen if 2D shapes are folded in half • Identify 2sd faces n 3d shapes • Identify similarities between shapes	• Recognise and name common 2D and 3D shapes • Describe position, direction and movement, including whole, half, quarter and three- quarter turns	***Geometry: Properties of shape*** • Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line • Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces • Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid) • Compare and sort common 2D and 3D Shapes and everyday objects ***Geometry: Position and direction*** • Order and arrange combinations of mathematical objects in patterns and sequences • Use mathematical vocabulary to describe position,	***Geometry-Properties of shapes*** • Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientation and describe them • Recognising angles as a property of shape or description of a turn • Identify right angles, recognise that 2 right angles make a half turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • Identify horizontal and vertical lines and pairs of perpendicular and parallel line	• ***Geometry-Properties of shapes*** • Describe positions on a 2D grid as coordinates in the first quadrant • Describe movements between positions as translations of a given unit to the left/right and up/down • Plot specified points and draw sides to complete a given polygon	***Geometry-Properties of shapes*** • Identify 3D shapes, including cubes and other cuboids, from 2D representations • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles and measure them in degrees (°) • Identify: -angles at a point and 1 whole turn (total 360°) -angles at a point on a straight line and half a turn (total 180°) -other multiples of 90° -use the properties of rectangles to deduce related facts and find missing lengths and angles -distinguish between regular and irregular polygons based on reasoning about equal sides and angles ***Geometry-Properties of shapes***	***Geometry-Properties of shapes*** • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles ***Geometry-Properties of shapes*** • Describe positions on the full coordinate grid (all 4 quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

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			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)			• 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	
Statistics			• Interpret and construct simple pictograms, tally charts, block diagrams and tables • 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	• Interpret and present data using bar charts, pictograms and tables • Solve one step and two step questions (for example 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • Solve comparisons, 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 • Complete, read and interpret information in tables, including timetables	• Solve comparison, sum and difference problems using information presented in a line graph • Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average
Ratio and Proportion							• Solve problems involving the relative sizes of 2 quantities where the 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							• Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy an equation with 2 unknowns

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							• Enumerate possibilities of combinations of 2 variables