

 Mathematics Progression Map—Place Value 							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Counting	Just Like Me! - Match and Sort - Autumn 1 Alive in 5! - Introducing zero—Spring 1 Growing 6,7,8—6,7 & 8—Spring 2 Building 9 & 10—Counting to 9 & 10, Bonds to 10—Spring 3 To 20 and Beyond—Counting patterns beyond 10—Summer 1	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 Y1/2—Autumn 1 Y1/2—Autumn 3 Y1/2—Spring 2 Y1/2—Summer 3	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backwards Y1/2—Autumn 3	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Y3/4—Autumn 1 Y/34—Autumn 3	Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through zero to include negative numbers Y3/4—Autumn 1 Y3/4—Autumn 3	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 Y5/6—Autumn 1	
Place Value: Represent	It's Me 123! - Representing 1,2 & 3—Autumn 2 Light and Dark - Representing Numbers to 5—One more and Less—Autumn 3 Alive in 5! - Composition of 4 & 5—Spring 1 Growing 6, 7, 8—Combing 2 amounts—Making pairs—Spring 2 To 20 and Beyond—Building numbers beyond 10—Summer 1	Identify and represent numbers using objects and pictorial representations Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Y1/2—Autumn 1 Y1/2—Autumn 3 Y1/2—Spring 2 Y1/2—Summer 3	Read and write number to at least 100 in numerals and in words Identify, represent and estimate numbers using different representations, including the number line Y1/2—Autumn 3	Identify, represent and estimate number using different representations Read and write numbers up to 1000 in numerals and in words Y3/4—Autumn 1	Identify, represent and estimate number using different representations Read Roman numerals to 100 (L to C) and know that over time, the numeral system changed to include the concept of zero and place value Y3/4—Autumn 1	Read, write, (order and compare) numbers 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 Y5/6—Autumn 1	Read and write, (order and compare) numbers up to 10,000,000 and determine the value of each digit Y5/6—Autumn 1
Place Value: Use PV and Compare	It's Me 123! - Comparing 1,2 & 3—Autumn 2 Alive in 5! - Comparing numbers to 5—Spring 1 Building 9 & 10—Comparing numbers to 10—Spring 3	Given a number, identify one more and one less Y1/2—Autumn 1 Y1/2—Autumn 3 Y1/2—Spring 2 Y1/2—Summer 3	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 Y1/2—Autumn 3	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Y3/4—Autumn 1	Find 1000 more or less than a given number Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones) Order and compare numbers beyond 1000 Y3/4—Autumn 1	(Read and write) order and compare numbers to at least 1,000,000 and determine the value of each digit Y5/6—Autumn 1	(Read and write) order and compare numbers to at least 10,000,000 and determine the value of each digit Y5/6—Autumn 1
Place Value: Problems & Rounding	On the Move—Deepening Understanding Patterns and Relationships—Summer 3		Use place value and number facts to solve problem Y1/2—Autumn 3	Solve number problems and practical problems involving these ideas Y3/4—Autumn 1	Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Y3/4—Autumn 1	Interpret negative numbers in context 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 Y5/6—Autumn 1	Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across zero Solve number and practical problems that involve all of the above Y5/6—Autumn 1

 Mathematics Progression Map—Addition & Subtraction 							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction:	Find my Pattern—Sharing & Grouping— Summer 3	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Y1/2—Autumn 2 Y1/2—Summer 5	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Show the 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 Y1/2—Autumn 2	Estimate the answer to a calculation and use inverse operations to check answers Y3/4—Autumn 2	Estimate and use inverse operations to check answers to a calculation Y3/4—Autumn 2	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Y5/6—Autumn 2 Y5/6—Summer 3	
	First The Now—Adding More—Taking Away—Summer 2	Add and subtract one-digit and two-digit numbers to 20, including zero. Y1/2—Autumn 2 Y1/2—Summer 5	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ⇒ a two-digit number and ones ⇒ a two-digit number and tens ⇒ two two-digit numbers ⇒ adding three one-digit numbers Y1/2—Autumn 2	Add and subtract numbers mentally, including: ⇒ a three-digit number and ones ⇒ a three-digit number and tens ⇒ a three digit-number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Y3/4—Autumn 2	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Y3/4—Autumn 2	Add and subtract whole numbers with more than 4 digit, including formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Y5/6—Autumn 2 Y5/6—Summer 3	Perform mental calculations, including with mixed operations and large numbers Use their knowledge of the order of operations to carry out calculations involving the four operations. Y5/6—Autumn 2
	Find the Pattern—Doubling—Even & Odd— Summer 3						
Addition & Subtraction:		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ Y1/2—Autumn 2 Y1/2—Summer 5	Solve problems with addition and subtraction: ⇒ Using concrete objects and pictorial representations, involving numbers, quantities and measure ⇒ Applying their increasing knowledge of mental and written methods Y1/2—Autumn 2	Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction Y3/4—Autumn 2	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Y3/4—Autumn 2	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 and a combination of these, including understanding the meaning of the equals sign Y5/6—Autumn 2 Y5/6—Summer 3	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Y5/6—Autumn 2

 Mathematics Progression Map—Multiplication & Division 							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Recall, Represent, Use			Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Y1/2—Autumn 3 Y1/2—Spring 1	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Y3/4—Autumn 3	Recall multiplication and division facts for multiplications tables up to 12 x 12 Use place values, known and deprived 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 commutatively in mental calculations Y3/4—Autumn 3 Y3/4—Spring 1	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 prime numbers up to 19 Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) Y5/6—Autumn 2 Y5/6—Summer 3	Identify common factors, common multiplies and prime numbers Use estimation to check answers and determine, in the context of a problem, an appropriate degree of accuracy Y5/6—Autumn2
Multiplication & Division: Calculations			Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Y1/2—Autumn 3 Y1/2—Spring 1	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 ad progressing to formal written methods Y3/4—Autumn 3 Y3/4—Spring 1	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Y3/4—Autumn 3 Y3/4—Spring 1	Multiply numbers up to 4 digit by a one-digit or two-digit number using a formal written method, including long multiplication for toe -digit numbers Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Y5/6—Autumn 2 Y5/6—Spring 2	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 method of short division where appropriate interpreting remainders according to the context Perform mental calculations, including with mixed operations and large numbers Y5/6—Autumn 2
Multiplication & Division:: Solve Problems		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 Y1/2—Autumn 3 Y1/2—Spring 1 Y1/2—Summer 5	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts including problems in contexts Y1/2—Autumn 3 Y1/2—Spring 1	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 Y3/4—Spring 1	Solve problems involving multiplying and adding, including using the distributive law to multiply tow digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects Y3/4—Spring 1	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Y5/6—Autumn 2	Solve problems involving addition, subtraction, multiplication and division. Y5/6—Autumn 2
Multiplication & Division: Mixed Operations						Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Y5/6—Autumn 2	Use their knowledge of the order of operations to carry out calculations involving the four operations Y5/6—Autumn 2

 Mathematics Progression Map—Fractions, Decimals, Percentages 							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Recognise and Write		Recognise, find and name 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 Y1/2—Spring 5	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Y1/2—Spring 5	Count up and down in tenths; recognise that tenths; arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Y3/4—Spring 3	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Y3/4—Spring 4	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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] Y5/6—Autumn 3 Y5/6—Spring 1 Y5/6—Summer 4	
Fractions: Compare			Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Y1/2—Spring 5	Recognise and show, using diagrams, equivalent fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Y3/4—Spring 3	Recognise and show, using diagrams, families of common equivalent fractions Y3/4—Spring 3	Compare and order fractions whose denominators are all multiples of the same number Y5/6—Autumn 3 Y5/6—Spring 1 Y5/6—Summer 4	Use common factors, to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fraction > 1 Y5/6—Autumn 3
Fractions: Calculations			Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 Y1/2—Spring 5	Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Y3/4—Summer 3	Add and subtract fractions with the same denominator Y3/4—Spring 3	Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Y5/6—Autumn 3 Y5/6—Spring 1 Y5/6—Summer 4	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] Y5/6—Autumn 3
Fractions: Solve Problems				Solve problems that involve all of the above Y3/4—Summer 3	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 Y3/4—Spring 3		

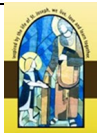
 Mathematics Progression Map—Fractions, Decimals, Percentages 							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Recognise and Write					Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to 1/4, 1/2, 3/4 Y3/4—Spring 4 Y3/4—Summer 1	Read and write decimal numbers for fractions [for example, 0.71 = 71/100] Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Y5/6—Spring 2 Y5/6—Summer 4	Identify the value of each digit in numbers given to three decimal places Y5/6—Spring 2
Decimals: Compare					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 Y3/4—Summer 1	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 Y5/6—Spring 2 Y5/6—Summer 4	
Decimals: Calculations & Problems					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 Y3/4—Spring 4	Solve problems involving number up to three decimal places Y5/6—Spring 2 Y5/6—Spring 3 Y5/6—Summer 4	Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Y5/6—Spring 2
Fractions, Decimals and Percentages					Solve simple measure and money problems involving fractions and decimal to two decimal places Y3/4—Spring 2 Y3/4—Spring 3 Y3/4—Spring 4 Y3/4—Summer 1	Recognise the per cent symbol (%) and understand that per cent relates to the ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal Solve problems which require knowing percentage decimal and equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 and 25 Y5/6—Spring 2 Y5/6—Summer 4	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Y5/6—Spring 2

 Mathematics Progression Map—Ratio and Proportion 							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion							Solve problems involving the relative sizes of two quantities where missing values can be found by using integers 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 Y5/6—Spring 1

Mathematics Progression Map—Algebra

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Solve problems, including missing number problems			Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables Y5/6—Spring 3

Note—although algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the ‘missing number ‘ objectives from Y1/2/3

		Mathematics Progression Map— Measurement						
M	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Measurement: Using Measure	Alive in 5! Compare Mass (2) Compare Capacity (2) - Spring 1—3 Growing 6, 7, 8 Length & Height—Spring 4—6	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/weights ⇒ Capacity and volume ⇒ Time (hours, minutes, seconds) Y1/2—Spring 3 Y1/2—Summer 2 Y1/2—Summer 4	Choose and use appropriate standards 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 = Y1/2—Spring 3 Y1/2—Summer 4	Measure, compare, add and subtract: length (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <				

 Mathematics Progression Map— Measurement 							
M	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Time	Light and Dark—Time—Autumn 10—12 Growing 6, 7, 8—Time—Spring 4—6	sequence events in chronological order using language [for example, before 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, years tell the time to the hour and half pastthe hour and draw the hands on the 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 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	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12—hour and 24—hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock a.m/p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks]	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	solve problems involving converting between units of time	use, read , write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa.
Measurement: Perimeter, Area, Volume				measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the are of irregular shapes estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]	recognise that shapes with the same area can have different perimeters and vice versa recognise when it is possible to use formulae for area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic metres (m³), and extending to other units [for example, mm³ and km³]
		Y1/2—Summer 2	Y1/2—Summer 2	Y3/4—Summer 2	Y3/4—Summer 2		Y5/6—Summer 4
				Y3/4—Spring 2	Y3/4—Spring 2 Y3/4—Autumn 4	Y5/6—Spring 5	Y5/6—Spring 5

 Mathematics Progression Map— Geometry 							
M	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2-D Shapes Geometry:	It's Me 1 2 3! Circles and Triangles - Autumn 7—9 Light and Dark— Shapes with 4 sides—Autumn 10—12	recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] 					

 Mathematics Progression Map— Geometry 							
M	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Position & Direction		describe position, direction and movement, including whole, half quarter and three—quarter turns. Y1/2—Summer 1	order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) Y1/2—Spring 4 Y1/2—Summer 1		describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon Y3/4—Summer 4	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 Y5/6—Summer 2	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 Y5/6—Summer 2



M	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics: Present and Interpret			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
			Y1/2—Spring 2	Y3/4—Summer 3	Y3/4—Summer 3	Y5/6—Spring 6	Y5/6—Spring 6
Statistics: 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	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	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
			Y1/2—Spring 2	Y3/4—Summer 3	Y3/4—Summer 3	Y5/6—Spring 6	Y5/6—Spring 6



EYFS—Curriculum overview—Autumn term

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know you <i>Opportunities for settling in, introducing the area of provision and getting to know the children</i> <i>Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language</i>			Phase	Just Like Me!			It's Me 1 2 3 !			Light and Dark		
			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5 One More and Less		
			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shape with 4 sides Time		



EYFS—Curriculum overview—Spring term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Combining 2 amounts Making pairs			Counting to 9 & 10 Comparing numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3D—Shapes Patterns		



EYFS—Curriculum overview—Summer term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Number Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even & Odd			Deepening Understanding Patterns and Relationships		
Spatial Thinking	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		



Year 1/2—Scheme of Learning

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value Y1—Numbers to 20 Y2—Numbers to 100			Number: Addition and Subtraction Year 1—Numbers within 20 (including recognising money) Year 2—Number within 100 (including money)						Number: Year 1: Place Value to 50 and Multiplication Year 2: Multiplication		
Spring	Number: Year 1: Division & consolidation Year 2: Division		Year 1: Place Value to 100		Measurement: Length and Height	Geometry: Year 1: Shape and Consolidation Year 2: Properties of Shape		Number: Year 1: Fractions and Consolidation Year 2: Fractions		Consolidation		
			Year 2: Statistics									
Summer	Geometry: Position and Direction	Measurement: Time		Year 1: Place Value recap		Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature		Year 1: Four Operations recap		Consolidation		
				Year 2: Problem solving				Year 2: Consolidation and Investigations				



Year 3/4—Scheme of Learning

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction				Number: Multiplication and Division			
Spring	Number: Multiplication & Division		Measurement: Length, Perimeter and Area		Number: Fractions				Y3: Measurement: Mass and Capacity		Consolidation	
									Y4: Number: Decimal			
Summer	Number: Decimals (including Money)			Measurement: Time		Statistics		Geometry: Properties of Shape (including Y4 Position and Direction)			Consolidation	



Year 5/6—Scheme of Learning

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Four Operations					Number: Fractions				
Spring	Y5: Number: Fractions	Number: Decimals and Percentages				Y5: Number: Decimals		Converting Units Measurement:	Measurement: Perimeter, Area and Vol- ume		Statistics	
	Y6: Number: Fractions					Y6: Number: Algebra						
Summer	Geometry: Properties of Shape		Geometry: Position and Direction	Y5: Four Operations consolidation			Y5: FDP consolidation		Y5: Measure consolidation		Consolidation	
				Y6: SATs		Investigations						