



Offwell C of E Primary School Maths Curriculum Progression Map

EYFS – KS1 – KS2



Concept/ Strand	Sub-strand	EYFS			Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		3-4 Year olds	Reception	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place Value	Counting				count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			count backwards through zero to include negative numbers	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	use negative numbers in context, and calculate intervals across zero
					count backwards through zero to include negative numbers	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100;	count in multiples of 6, 7, 9, 25 and 1000	count forwards or backwards in steps of powers of 10 for any given number up to 1000 000	
					given a number, identify one more and one less		find 10 or 100 more or less than a given number	find 1000 more or less than a given number		

	Comparing Numbers				use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000	order and compare numbers beyond 1000 compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)
	Identifying, representing and estimating numbers				identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		
	Reading and				read and write numbers from 1 to 20 in numerals and words.	read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1 000 in numerals and in words	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)

	writing numbers (including roman numerals)						<i>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</i> (copied from Measurement)		read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.	
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	Un- der- stand- ing place value					recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	
								<i>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths</i> (copied from Fractions)	<i>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</i> (copied from Fractions)	<i>identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1 000 where the answers are up to three decimal places</i> (copied from Fractions)	
	Ro- un- din- g							round any number up to the nearest 10, 100 or 1 000	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round any whole number to a required degree of accuracy	
									<i>round decimals with one decimal place to the nearest whole number</i> (copied from Fractions)	<i>round decimals with two decimal places to the nearest whole number and to one decimal place</i> (copied from Fractions)	<i>solve problems which require answers to be rounded to specified degrees of accuracy</i> (copied from Fractions)
	Pro- ble- m sol- vin- g						use place value and number facts to solve problems	solve number problems and practical problems involving these ideas.	solve number and practical problems that involve all of the above and with increasingly large positive numbers	solve number problems and practical problems that involve all of the above	solve number and practical problems that involve all of the above

N u m b e r : A d d i t i o n a n d S u b t r a c t i o n	Nu m b e r B o n d s				represent and use number bonds and related subtraction facts within 20 Factual Fluency: Addition and subtraction within 10.	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Factual Fluency: Addition and subtraction across 10.				
	Me n t a l C a l c u l a t i o n				add and subtract one-digit and two-digit numbers to 20, including zero	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers	add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds Factual Fluency: Secure and maintain fluency in addition and subtraction within and across 10, through continued practice.		add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers
					read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				use their knowledge of the order of operations to carry out calculations involving the four operations
	W r i t t e n M e t h o d s				read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)		add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	

	Invers e ope rati ons , esti mat ing and che ckin g ans wer s					recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	estimate the answer to a calculation and use inverse operations to check answers	estimate and use inverse operations to check answers to a calculation	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
	Pro ble m Sol vin g				solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	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 <i>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</i> (copied from Measurement)	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication and division

N u m b e r: M u l t i p l i c a t i o n a n d D i	Mul ti pli cati on and Divi sion Fact s				count in multiples of twos, fives and tens (copied from Number and Place Value)	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value)	count from 0 in multiples of 4, 8, 50 and 100 (copied from Number and Place Value)	count in multiples of 6, 7, 9, 25 and 1 000 (copied from Number and Place Value)	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (copied from Number and Place Value)	
						recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Factual Fluency: Recall the 10 and 5 multiplication tables, and corresponding division facts. Recall the 2, 4 and 8 multiplication tables, and corresponding division facts.	recall multiplication and division facts for multiplication tables up to 12×12 Factual Fluency: Recall the 3, 6 and 9 multiplication tables, and corresponding division facts. Recall the 7 multiplication table, and corresponding division facts. Recall the 11 and 12 multiplication tables, and corresponding division facts.	Factual Fluency: Secure and maintain fluency in all multiplication tables, and corresponding division facts, through continued practice.	
	Me ntal Calc ulat ion						write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears also in Written Methods)	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	multiply and divide numbers mentally drawing upon known facts	perform mental calculations, including with mixed operations and large numbers

v i s i o n						show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	<i>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)</i> (copied from Fractions)
	Wri tte n Calc ulat ion					calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears also in Mental Methods)	multiply two-digit and three-digit numbers by a one-digit number using formal written layout	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
									divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

										<i>use written division methods in cases where the answer has up to two decimal places (copied from Fractions (including decimals))</i>
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	Properties of numbers: multiples, factors, primes, square and cube numbers							recognise and use factor pairs and commutativity in mental calculations (repeated)	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	identify common factors, common multiples and prime numbers <i>use common factors to simplify fractions; use common multiples to express fractions in the same denomination (copied from Fractions)</i>
									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)	<i>calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units such as mm³ and km³ (copied from Measures)</i>
	Order of Operations									use their knowledge of the order of operations to carry out calculations involving the four operations

	Inverse operations, estimating and checking answers						estimate the answer to a calculation and use inverse operations to check answers (copied from Addition and Subtraction)	estimate and use inverse operations to check answers to a calculation (copied from Addition and Subtraction)		use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
	Problem Solving				solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
									solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	solve problems involving similar shapes where the scale factor is known or can be found (copied from Ratio and Proportion)

N u m b e r: F r a c t i o n s (I n c l u d i n g D e	Co u n t i n g i n F r a c t i o n a l S t e p s					<i>Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)</i>	count up and down in tenths	count up and down in hundredths		
	Re c o g n i s i n g F r a c t i o n s				recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)	
					recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.					
					recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators					
	Co m p a r i n g F r a c t i o n s							compare and order unit fractions, and fractions with the same denominators		compare and order fractions whose denominators are all multiples of the same number

c i m a l s a n d P e r c e n t a g e s	Co mp ari ng De ci ma ls							compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers with up to three decimal places	identify the value of each digit in numbers given to three decimal places
	Ro un din g Inc lud ing De ci ma ls							round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy
	Eq uiv ale nc e (in clu din g fra					write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	recognise and show, using diagrams, equivalent fractions with small denominators	recognise and show, using diagrams, families of common equivalent fractions	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
								recognise and write decimal equivalents of any number of tenths or hundredths	read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)	associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
									recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	

	ctions, decimals and percentages)							recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100 as a decimal fraction	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
	Addition and subtraction of fractions						add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	add and subtract fractions with the same denominator	add and subtract fractions with the same denominator and multiples of the same number	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
									recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	
	Multiplication								multiply proper fractions and mixed numbers by whole numbers, supported	multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)

	tion and Division of Fractions								by materials and diagrams	multiply one-digit numbers with up to two decimal places by whole numbers
										divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
	Multiplication and Division of decimals									multiply one-digit numbers with up to two decimal places by whole numbers
										multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
										identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
										associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
										use written division methods in cases where the answer has up to two decimal places

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

Ratio and Proportion									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.

	Measuring and Calculating				measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds)	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	estimate, compare and calculate different measures , including money in pounds and pence (appears also in Comparing)	use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.	solve problems involving the calculation and conversion of units of measure , using decimal notation up to three decimal places where appropriate (appears also in Converting)
							measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	recognise that shapes with the same areas can have different perimeters and vice versa
					recognise and know the value of different denominations of coins and notes	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	add and subtract amounts of money to give change, using both £ and p in practical contexts			
						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				
								find the area of rectilinear shapes by counting squares	calculate and compare the area of squares and	calculate the area of parallelograms and triangles

								rectangles including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes <i>recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</i> (copied from Multiplication and Division)	calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [e.g. mm ³ and km ³].
	Telling the Time				tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)	
					recognise and use language relating to dates, including days of the week, weeks, months and years	know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating)		
								solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting)	solve problems involving converting between units of time

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

G e o m e t r y – P r o p e r t i e s o f S h a	Ide ntif yin g sha pes and thei r pro per ties				recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line		identify lines of symmetry in 2-D shapes presented in different orientations	identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing)	
						identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces				illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	
						identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]					
	Dr aw ing and Co nst ruc tin g							draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	complete a simple symmetric figure with respect to a specific line of symmetry	draw given angles, and measure them in degrees (°)	draw 2-D shapes using given dimensions and angles
											recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties)
	Co mp ari						compare and sort common 2-D and 3-D shapes and everyday objects		compare and classify geometric shapes, including quadrilaterals and triangles, based on	use the properties of rectangles to deduce related facts and find missing lengths and angles	compare and classify geometric shapes based on their properties and sizes and find

p e	ng an d Cla ssif yin g							their properties and sizes	distinguish between regular and irregular polygons based on reasoning about equal sides and angles	unknown angles in any triangles, quadrilaterals, and regular polygons
	An gle s						recognise angles as a property of shape or a description of a turn		know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
							identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	identify acute and obtuse angles and compare and order angles up to two right angles by size	identify: * 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°	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
							identify horizontal and vertical lines and pairs of perpendicular and parallel lines			

G e o m e t r y – P o s i t i o n a n d D i r e c t i o n	P o s i t i o n, D i r e c t i o n a n d M o v e m e n t				describe position, direction and movement, including half, quarter and three-quarter turns.	use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		describe positions on a 2-D grid as coordinates in the first quadrant	identify, describe and represent the position of a shape following a reflection or	describe positions on the full coordinate grid (all four quadrants)
								describe movements between positions as translations of a given unit to the left/right and up/down	translation, using the appropriate language, and know that the shape has not changed	draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
	P a t t e r n					order and arrange combinations of mathematical objects in patterns and sequences		plot specified points and draw sides to complete a given polygon		

S t a t i s t i c s	Interpreting, constructing and presenting data					interpret and construct simple pictograms, tally charts, block diagrams and simple tables	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems
						ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity				
						ask and answer questions about totalling and comparing categorical data				
	Solving Problems						solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average

	Seq uen ces				sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)	compare and sequence intervals of time (copied from Measurement)				generate and describe linear number sequences
						order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)				

All programmes of study statements are included and some appear twice. This is indicated in the text. This occurs where:

- The statement has central relevance to more than one sub category within a topic;
- The statement has central relevance to more than one mathematics topic. This is done to reflect the aims of the curriculum that *pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems* (Mathematics programmes of study: key stages 1 and 2 page 3). However the connections made are not intended to be exhaustive and teachers should seek to support pupils in making other connections.

Inclusive Provision for Mathematics	
SEND	Adaptations to meet the range of Special Educational Needs and Disabilities
Social & Emotional	Ensure high expectations of computing that raise learner's self belief. Build relationships with learners to identify opportunities to connect learning to their personal experience.
Communication & Interaction	Ensure learners are familiar with tier 2 vocabulary through lessons. This will empower them to access a higher level of language with which they can communicate and understand ideas across the curriculum. Awareness of the fact that, in maths, many words are given to the same concept (e.g., add, sum, total, plus). Use of visuals and actions can help to remind learners of the meaning of a word, or how it links to a mathematical symbol.
Cognition & Learning	Use of concrete resources and visuals is extremely important in helping learners to access questions. Ensure tasks are scaffolded so that the learner can focus on the planned objective, for example prewrite information which is non-essential to the learning (date, learning intention), so the learner can focus directly on the skill being taught. Use representations learners are familiar with to transfer and connect similar ideas. For example, in Year 1, they use a tens frame that shows ten ones is equal to one 10, and then in Years 4 and 5 a tens frame could be used to show ten tenths is equal to 1.

Physical & Sensory	Use of appropriate resources to support learners. The 'Concrete, Pictorial, Abstract' (CPA) approach will support learners who required the physical or sensory support. Explore use of ICT to support learners to give alternative forms of recording.
EDI	Adaptations to promote equality and reflect diversity
Disability, race and gender, sexual orientation.	Contributions of many cultures to the development of maths and its use in all societies are explored. Representations of people engaged in maths reflects a broad range of people from diverse ethnic backgrounds. Maths could be used as a tool to develop understanding of pupils' racial backgrounds (e.g. in statistics)

Multiplication and division facts

The full set of multiplication calculations that pupils need to be able to solve by automatic recall are shown in the table below. Pupils must also have automatic recall of the corresponding division facts.

1×1	1×2	1×3	1×4	1×5	1×6	1×7	1×8	1×9	1×10	1×11	1×12
2×1	2×2	2×3	2×4	2×5	2×6	2×7	2×8	2×9	2×10	2×11	2×12
3×1	3×2	3×3	3×4	3×5	3×6	3×7	3×8	3×9	3×10	3×11	3×12
4×1	4×2	4×3	4×4	4×5	4×6	4×7	4×8	4×9	4×10	4×11	4×12
5×1	5×2	5×3	5×4	5×5	5×6	5×7	5×8	5×9	5×10	5×11	5×12
6×1	6×2	6×3	6×4	6×5	6×6	6×7	6×8	6×9	6×10	6×11	6×12
7×1	7×2	7×3	7×4	7×5	7×6	7×7	7×8	7×9	7×10	7×11	7×12
8×1	8×2	8×3	8×4	8×5	8×6	8×7	8×8	8×9	8×10	8×11	8×12
9×1	9×2	9×3	9×4	9×5	9×6	9×7	9×8	9×9	9×10	9×11	9×12
10×1	10×2	10×3	10×4	10×5	10×6	10×7	10×8	10×9	10×10	10×11	10×12
11×1	11×2	11×3	11×4	11×5	11×6	11×7	11×8	11×9	11×10	11×11	11×12
12×1	12×2	12×3	12×4	12×5	12×6	12×7	12×8	12×9	12×10	12×11	12×12

Pupils must be fluent in these facts by the end of year 4, and this is assessed in the multiplication tables check. Pupils should continue with regular practice through year 5 to secure and maintain fluency.

The 36 most important facts are highlighted in the table. Fluency in these facts should be prioritised because, when coupled with an understanding of commutativity and fluency in the formal written method for multiplication, they enable pupils to multiply any pair of numbers.

Addition and subtraction facts

The full set of addition calculations that pupils need to be able to solve with automaticity are shown in the table below. Pupils must also be able to solve the corresponding subtraction calculations with automaticity.

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Pupils must be fluent in these facts by the end of year 2, and should continue with regular practice through year 3 to secure and maintain fluency. It is essential that pupils have automatic recall of these facts before they learn the formal written methods of columnar addition and subtraction.