

Progression Map



Essential Knowledge for a mathematician	Essential Skills for a mathematician
<ul style="list-style-type: none"> Have a well-developed sense of the size of a number and where it fits into the number system (place value). Know by heart number facts such as number bonds, multiplication tables, doubles and halves. Appropriate and accurate mathematical vocabulary. 	<ul style="list-style-type: none"> Calculate accurately and efficiently both mentally and in writing, drawing on a range of calculation strategies. Explain your methods and reasoning, using correct mathematical terms. Demonstrate a resilience in trying out a range of strategies (including using appropriate manipulatives to solve problems).

	EYFS FS1	EYFS FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Place value: counting</p>	- recite numbers past 5 - say one number name for each item in 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')	- count objects, actions and sounds - count beyond ten - verbally count beyond 20, recognising the pattern of the counting system	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	- count in multiples of 6, 7, 9, 25 and 1000 - find 1000 more or less than a given number count backwards through zero to include negative numbers* *This can be discussed in Y4 but is taught explicitly in Y5	- count forwards or backwards in steps of powers of 10 for any given number up to 1000000 - 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
<p>Place value: representing number</p>	- fast recognition of up to 3	- subitise - link the number	- identify and represent numbers using	- read and write numbers to at least 100 in	- identify, represent and estimate	- identify, represent and estimate	- read, write, (order and compare)	- read, write, (order and compare)

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	objects, without having to count them individually ('subitising') - show 'finger numbers' up to 5 - link numerals and amounts e.g. showing the right number of objects to match the numeral, up to 5 - experiment with their own symbols and marks as well as numerals	symbol (numeral) with its cardinal number value	objects and pictorial representations - read and write numbers to 100 in numerals - read and write numbers from 1 to 20 in numerals and words	numerals and in words - identify, represent and estimate numbers using different representations, including the number line	numbers using different representations - read and write numbers up to 1000 in numerals and in words	numbers using different representations - 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	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	numbers up to 10 000 000 and determine the value of each digit
Place value: use and compare	- compare quantities using language: 'more than',	- compare numbers - compare quantities up to 10 in	- given a number, identify one more and one less	- recognise the place value of each digit in a two-digit number (tens,	- recognise the place value of each digit in a three-digit number	- find 1000 more or less than a given number - recognise the place value of	- (read, write) order and compare numbers to at least 1 000 000	- (read, write), order and compare numbers up to 10 000 000 and

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	'fewer than'	<p>different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <ul style="list-style-type: none"> - understand the 'one more than/one less than' relationship between consecutive numbers - explore the composition of numbers to 10 - have a deep understanding of numbers to 10, including the composition of each number 		<p>ones)</p> <ul style="list-style-type: none"> - compare and order numbers from 0 up to 100; use and = signs 	<p>(hundreds, tens, ones)</p> <ul style="list-style-type: none"> - compare and order numbers up to 1000 	<p>each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <ul style="list-style-type: none"> - order and compare numbers beyond 1000 	<p>and determine the value of each digit</p>	<p>determine the value of each digit</p>
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<p>Place value: problems / rounding</p>	<p>- solve real world mathematical problems with numbers up to 5</p>			<p>- use place value and number facts to solve problems</p>	<p>- solve number problems and practical problems involving these ideas</p>	<p>- 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</p>	<p>- 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</p>	<p>- round any whole number to a required degree of accuracy - solve number and practical problems that involve all of the above</p>
<p>Addition and subtraction: calculations</p>		<p>- recall automatically number bonds for numbers 0-10 - recall automatically (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number</p>	<p>- add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a) a two-digit number and ones b) a two-digit number and tens c) two two-digit numbers d) adding three one-digit</p>	<p>- add and subtract numbers mentally, including: a) a three-digit number and ones b) a three-digit number and tens c) a three-digit number and hundreds - add and subtract numbers with up to three</p>	<p>- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>	<p>- add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction) - add and subtract numbers mentally with increasingly large numbers</p>	<p>- 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</p>

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		bonds to 10, including double facts		numbers	digits, using formal written methods of columnar addition and subtraction			
Addition and subtraction: problems		- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly	- 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: a) using concrete objects and pictorial representations, including those involving numbers, quantities and measures b) applying their increasing knowledge of mental and written methods	- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	- solve addition and subtraction 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 problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Multiplication and division: recall / use				- recall and use multiplication and division facts for the 2, 5	- recall and use multiplication and division facts for the 3, 4	- recall multiplication and division facts for	- identify multiples and factors, including finding all factor	- identify common factors, common multiples and

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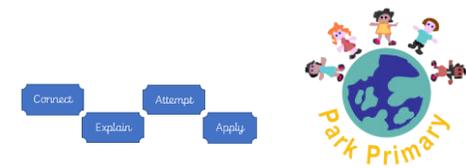
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			<p>and 10 multiplication tables, including recognising odd and even numbers</p> <ul style="list-style-type: none"> - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	<p>and 8 multiplication tables</p>	<p>multiplication tables up to 12×12</p> <ul style="list-style-type: none"> - use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1, dividing by 1, multiplying together three numbers - recognise and use factor pairs and commutativity in mental calculations 	<p>pairs of a number, and common factors of two numbers</p> <ul style="list-style-type: none"> - 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 and cubed 	<p>prime numbers</p> <ul style="list-style-type: none"> - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
<p>Multiplication and division: calculations</p>			<ul style="list-style-type: none"> - calculate mathematical statements for multiplication and division within the multiplication 	<ul style="list-style-type: none"> - write and calculate mathematical statements for multiplication and division using the 	<ul style="list-style-type: none"> - multiply two-digit and three-digit numbers by a one-digit number using formal written layout 	<ul style="list-style-type: none"> - multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long 	<ul style="list-style-type: none"> - multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long

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			tables and write them using the multiplication (\times), division (\div) and equals (=) signs	multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		<p>multiplication for two-digit numbers</p> <ul style="list-style-type: none"> - 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 	<p>multiplication</p> <ul style="list-style-type: none"> - 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
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							mixed operations and large numbers
Multiplication and division: 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	- 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 multiplication and division, including scaling by simple fractions and problems involving simple rates - solve problems involving addition, subtraction, multiplication and division and a combination of	- solve problems involving addition, subtraction, multiplication and division - use their knowledge of the order of operations to carry out calculations involving the four operations

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						these, including understanding the meaning of the equals sign	
Fractions: recognise and write		<ul style="list-style-type: none"> - recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 	<ul style="list-style-type: none"> - 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 e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ of 	

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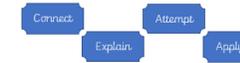
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				small denominators			
Fractions: compare			- Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	- recognise and show, using diagrams, equivalent fractions with small denominators - compare and order unit fractions, and fractions with the same denominators	- recognise and show, using diagrams, families of common equivalent fractions	- compare and order fractions whose denominators are all multiples of the same number	- use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fractions, including fractions > 1
Fractions: calculations			- write simple fractions e.g. $\frac{1}{2}$ of 6 = 3	- 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 denominators that are multiples of the same number - multiply proper fractions and mixed numbers by whole numbers, supported by	- 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

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						materials and diagrams	e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ - divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$
Fractions: solve problems				- 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		
Decimals: recognise, write, compare					- recognise and write decimal equivalents of any number of tenths or hundredths - recognise and write decimal equivalents to	- read and write decimal numbers as fractions e.g. $0.71 = \frac{71}{100}$ - recognise and use thousandths and relate them to tenths, hundredths and	- identify the value of each digit in numbers given to three decimal places

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					$\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ - 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	decimal equivalents - 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	
Fractions, decimals and percentages					- solve simple measure and money problems involving fractions and decimals to two decimal places	- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal - solve problems	- associate a fraction with division and calculate decimal fraction equivalents e.g. $0.375 = \frac{3}{8}$ - recall and use equivalences between simple fractions, decimals and percentages, including in different

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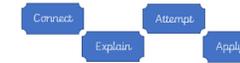
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						<p>which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p>	<p>contexts</p>
Ratio and proportion							<ul style="list-style-type: none"> - 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/use of percentages for comparison - solve problems involving similar shapes where the scale factor is

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							<p>known or can be found</p> <ul style="list-style-type: none"> - solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Algebra		<p>- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>*Note – although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by</p>	<p>- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>*Note – although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the ‘missing</p>	<p>- solve problems, including missing number problems</p> <p>*Note – although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the ‘missing number’ objectives from Y1/2/3</p>			<ul style="list-style-type: none"> - 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

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			the 'missing number' objectives from Y1/2/3	number' objectives from Y1/2/3				
Measurement: using measures	All strands - make comparisons between objects relating to size, length, weight and capacity	All strands - compare length, weight and capacity	- compare, describe and solve practical problems for: a) lengths and heights b) mass/weight c) capacity and volume d) time - measure and begin to record the following: a) lengths and heights b) mass/weight c) capacity and volume d) 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 - compare and order lengths, mass, volume/capacity and record the results using >, < and =	- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	- convert between different units of measure [for example, kilometre to metre; hour to minute] - estimate, compare and calculate different measures	- convert between different units of metric measure - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - use all four operations to solve problems involving measure [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 3 d.p. 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 to 3 d.p. - convert between miles

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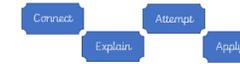
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								and kilometres
Money			<ul style="list-style-type: none"> - recognise and know the value of different denominations of coins and notes 	<ul style="list-style-type: none"> - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	<ul style="list-style-type: none"> - add and subtract amounts of money to give change, using both £ and p in practical contexts 	<ul style="list-style-type: none"> - estimate, compare and calculate different measures, including money in pounds and pence 	<ul style="list-style-type: none"> use all four operations to solve problems involving measure e.g. money 	

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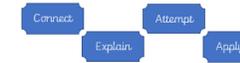
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<p>Time</p>	<p>- begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'</p>		<p>- sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p>	<p>- 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</p>	<p>- 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</p>	<p>- 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</p>	<p>- solve problems involving converting between units of time</p>	<p>- 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 *Note – time conversions are covered in Y5; the Y6 block concentrates on metric units.</p>
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					<p>in each month, year and leap year</p> <ul style="list-style-type: none"> - compare durations of events [for example to calculate the time taken by particular events or tasks] 			
Perimeter, area and volume					<ul style="list-style-type: none"> - measure the perimeter of simple 2D shapes 	<ul style="list-style-type: none"> - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares 	<ul style="list-style-type: none"> - 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 area 	<ul style="list-style-type: none"> - 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 the area of parallelograms and triangles - calculate, estimate and compare volume of cubes and

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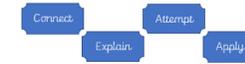
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						of irregular shapes - estimate volume [e.g. using blocks to build cuboids] and capacity [for example, using water]	cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units	
Geometry: 2D shapes	<ul style="list-style-type: none"> - talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. - select shapes appropriately: flat surfaces 	<ul style="list-style-type: none"> - select, rotate and manipulate shapes in order to develop spatial reasoning skills - compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can 	<ul style="list-style-type: none"> - recognise and name common 2D shapes [for example, rectangles (including squares), circles and triangles] 	<ul style="list-style-type: none"> - identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line - identify 2D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2D shapes and 	<ul style="list-style-type: none"> - draw 2D shapes 	<ul style="list-style-type: none"> - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - identify lines of symmetry in 2D shapes presented in different orientations 	<ul style="list-style-type: none"> - distinguish between regular and irregular polygons based on reasoning about equal sides and angles - use the properties of rectangles to deduce related facts and find missing lengths and angles 	<ul style="list-style-type: none"> - draw 2D shapes using given dimensions and angles - compare and classify geometric shapes based on their properties and sizes - illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

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	for a building, a triangular pattern for a roof, etc - combine shapes to make new ones (an arch, a bigger triangle, etc.)			everyday objects				
Geometry: 3D shapes		- recognise and name common 3D shapes [for example, cuboids (including cubes), pyramids and spheres]	- recognise and name common 3D shapes [for example, cuboids (including cubes), pyramids and spheres] - compare and sort common 3D shapes and everyday objects	- make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them		- identify 3D shapes, including cubes and other cuboids, from 2D representations	- recognise, describe and build simple 3D shapes, including making nets	
Geometry: angles and lines				- recognise angles as a property of shape or a description of a turn	- identify acute and obtuse angles and compare and order angles up to two right	- know angles are measured in degrees: estimate and compare acute, obtuse and reflex	- find unknown angles in any triangles, quadrilaterals, and regular polygons	

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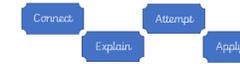
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					<ul style="list-style-type: none"> - identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	angles by size <ul style="list-style-type: none"> - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple symmetric figure with respect to a specific line of symmetry 	angles <ul style="list-style-type: none"> - draw given angles, and measure them in degrees - identify: a) angles at a point and one whole turn (total 360°) b) angles at a point on a straight line and ½ a turn (total 180°) c) other multiples of 90° 	<ul style="list-style-type: none"> - recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Position and direction	<ul style="list-style-type: none"> - understand position through words alone e.g. "The bag is under the table," (with no pointing) 	<ul style="list-style-type: none"> - draw information from a simple map 	<ul style="list-style-type: none"> - describe position, direction and movement, including whole, half, quarter and three-quarter turns 	<ul style="list-style-type: none"> - order and arrange combinations of mathematical objects in patterns and sequences - use 		<ul style="list-style-type: none"> - describe positions on a 2D grid as coordinates in the first quadrant - describe movements 	<ul style="list-style-type: none"> - identify, describe and represent the position of a shape following a reflection or translation, using the appropriate 	<ul style="list-style-type: none"> - describe positions on the full coordinate grid (all four quadrants) - draw and translate simple shapes on the

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Progression and Skills Map



	<ul style="list-style-type: none"> - describe a familiar route - discuss routes and locations, using words like 'in front of' and 'behind' 			<p>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)</p>		<p>between positions as translations of a given unit to the left/right and up/down</p> <ul style="list-style-type: none"> - plot specified points and draw sides to complete a given polygon 	<p>language, and know that the shape has not changed</p>	<p>coordinate plane, and reflect them in the axes</p>
Statistics: present and interpret data	<ul style="list-style-type: none"> - talk about and identify the patterns around them e.g. stripes on clothes, designs on rugs and wallpaper. Use informal 	<ul style="list-style-type: none"> - continue, copy and create repeating patterns 		<ul style="list-style-type: none"> - interpret and construct simple pictograms, tally charts, block diagrams and simple tables 	<ul style="list-style-type: none"> - interpret and present data using bar charts, pictograms and tables 	<ul style="list-style-type: none"> - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 	<ul style="list-style-type: none"> - complete, read and interpret information in tables, including timetables 	<ul style="list-style-type: none"> - interpret and construct pie charts and line graphs and use these to solve problems

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	<p>language like 'pointy', 'spotty', 'blobs', etc.</p> <ul style="list-style-type: none"> - extend and create ABAB patterns e.g. stick, leaf, stick, leaf - notice and correct an error in a repeating pattern - experiment with their own symbols and marks, as well as numerals 							
Statistics: solve statistical problems			<ul style="list-style-type: none"> - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 	<ul style="list-style-type: none"> - solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar 	<ul style="list-style-type: none"> - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other 	<ul style="list-style-type: none"> - solve comparison, sum and difference problems using information presented in a line graph 	<ul style="list-style-type: none"> - calculate and interpret the mean as an average 	

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			- ask and answer questions about totalling and comparing categorical data	charts and pictograms and tables	graphs		
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