Oak Meadow Skills Progression EYFS, Key Stage 1 and Key Stage 2 Subject Area: Maths

| | | | | | | O PRIMA | ARY SCHOOL 💝 | | |
|--------------|----------------|------------------------|--------------------------------|-----------------------|----------------------|------------------------------|--------------------|--|--|
| | EYFS | Year 1 an | d Year 2 | Year 3 an | nd Year 4 | Year 5 ar | nd Year 6 | | |
| | To build up | To read and spel | l mathematical | To read and spell mat | hematical vocabulary | To read, spell a | and pronounce | | |
| | vocabulary | vocabulary, at a level | consistent with their | correctly and confi | dently, using their | mathematical voc | abulary correctly. | | |
| | that reflects | increasing word rea | ading and spelling | growing word read | • | To read, spell and pronounce | | | |
| ≥ | the breadth of | knowledge at year 1. | | their knowled | | mathematical voc | abulary correctly. | | |
| <u>n</u> | their | To read and spel | To read and spell mathematical | | hematical vocabulary | | | | |
| Vocabulary | experiences. | vocabulary, at a level | | correctly and confi | • | | | | |
| 00 | | increasing word rea | | growing word read | • | | | | |
| > | To extend | knowledge at | key stage 1. | their knowled | ge of spelling. | | | | |
| Wathematical | vocabulary, | | | | | | | | |
| ati | especially by | | | | | | | | |
| L. | grouping and | | | | | | | | |
| the | naming, | | | | | | | | |
| J at | exploring the | | | | | | | | |
| 2 | meaning and | | | | | | | | |
| | sounds of new | | | | | | | | |
| | words. | | | | | | | | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | |

| | To recite | To count to and | To count in steps of | To continue to | To count in tens | To count forwards | To use negative |
|----------|-----------------|--------------------------------|----------------------|-----------------------|-----------------------|---------------------|---------------------|
| | numbers in | across 100, | 2, 3, and 5 from 0, | count in ones, tens | and hundreds, and | or backwards in | numbers in context, |
| | order to 10. | forwards and | and in tens from | and hundreds, so | maintain fluency in | steps of powers of | and calculate |
| | | backwards, | any number, | that pupils become | other multiples | 10 for any given | intervals across |
| | To realise not | beginning with 0 or | forward and | fluent in the order | through varied and | number up to 1 000 | zero. |
| | only objects, | 1, or from any given | backward. | and place value of | frequent practice. | 000. | |
| | but anything | number. | | numbers to 1000. | | | |
| | can be | | | _ | To count in | To interpret | |
| | counted | To identify one | | To count from 0 in | multiples of 6, 7, 9, | negative numbers in | |
| | including | more and one less | | multiples of 4, 8, 50 | 25 and 1000. | context, count | |
| | steps, claps or | than a given | | and 100. | | forwards and | |
| | jumps. | number. | | | To count backwards | backwards with | |
| | | | | | through zero to | positive and | |
| | To count up to | To count in | | | include negative | negative whole | |
| | three or four | multiples of twos, | | | numbers. | numbers, including | |
| | objects by | fives and tens from | | | T- find 1000 | through zero | |
| b0 | saying one | different multiples | | | To find 1000 more | | |
| ا ا | number name | to develop their | | | or less than a given | | |
| Counting | for each item. | recognition of patterns in the | | | number. | | |
|) 0, | To count out | number system, | | | | | |
| | up to six | including varied and | | | | | |
| | objects from a | frequent practice | | | | | |
| | larger group. | through increasingly | | | | | |
| | larger group. | complex questions. | | | | | |
| | To count | complex questions. | | | | | |
| | actions or | To recognise and | | | | | |
| | objects which | create repeating | | | | | |
| | cannot be | patterns with | | | | | |
| | moved. | objects and with | | | | | |
| | moveu. | shapes. | | | | | |
| | To count | S | | | | | |
| | objects to 10 | | | | | | |
| | and beginning | | | | | | |
| | to count | | | | | | |
| | beyond 10. | | | | | | |
| | , | | | | | | |
| | To count an | | | | | | |

| | irregular arrangement of up to ten objects. To estimate how many objects they can see and check by counting them. | | | | | |
|-----------------------------|---|--|---|---|--|--|
| | To count reliably with numbers from | | | | | |
| | one to 20. | | | | | |
| Identify, represent numbers | To say the number that is one more than a given number. To find one more or one less from a group of up to five objects, then ten objects. | To identify, represent and estimate numbers using different representations, including the number line | To identify, represent and estimate numbers using different representations | To identify, represent and estimate numbers using different representations | | |
| Identi | To say which number is one more or one less than a given number from one to 20. | | | | | |

| | To show an | To read and write | To read and write | To read and write | To read and write | To say, read and |
|-----------------------------|---------------|--------------------|---------------------|--------------------|---------------------|----------------------|
| | interest in | numbers from 1 to | numbers to at least | numbers up to 1000 | numbers to at least | write, numbers up |
| | numerals in | 20 in numerals and | 100 in numerals | in numerals and in | 1 000 000 and | to |
| | the | words. | and in words. | words. | determine the value | 10 000 000 |
| rs | environment. | | | | of each digit. | accurately and |
| þe | | To count, read and | | | | determine the |
| E | To use some | write numbers to | | | | value of each digit. |
| Z | number | 100 in numerals | | | | |
| ള | names | | | | | |
| iţi | accurately in | | | | | |
| Reading and Writing Numbers | play. | | | | | |
| | | | | | | |
| an an | To recognise | | | | | |
| 8 | some | | | | | |
| l Ë | numerals of | | | | | |
| eac | personal | | | | | |
| ~ ~ | significance. | | | | | |
| | | | | | | |
| | To recognise | | | | | |
| | numerals 1 to | | | | | |
| | 5. | | | | | |

| | To compare | To compare and | To compare and | To order and | To order and | To order and |
|---------------------------|---------------------------|----------------------|------------------------|-----------------------|-----------------------|----------------------|
| | two groups of | order numbers | order numbers up | compare numbers | compare numbers | compare numbers |
| | | from 0 up to 100; | to 1000. | beyond 1000. | to at least 1 000 000 | up to 10 000 000 |
| S | objects, saying when they | | 10 1000. | beyond 1000. | and determine the | • |
| þe | , , | use <, > and = | | | | accurately and |
| Ξ | have the same | signs. | | | value of each digit. | determine the |
| חק | number. | | | | | value of each digit. |
| Compare and Order Numbers | To use the | | | | | |
| l g | language of | | | | | |
| Ō | 'more' and | | | | | |
| pu | 'fewer' to | | | | | |
| ā | compare two | | | | | |
| are | sets of | | | | | |
| gd | objects. | | | | | |
| υc | Objects. | | | | | |
| ŭ | To place | | | | | |
| | numbers one | | | | | |
| | to 20 in order. | | | | | |
| | To show | To recognise the | To recognise the | To recognise the | To extend and apply | To use negative |
| 4) | curiosity | place value of each | place value of each | place value of each | their understanding | numbers in context, |
| <u> </u> | about | digit in a two-digit | digit in a three-digit | digit in a four-digit | of the number | and calculate |
| \ \ | numbers by | number (tens, | number (hundreds, | number. | system to the | intervals across |
| e e | offering | ones) to become | tens, ones) and | namber. | decimal numbers | zero. |
| <u>a</u> | comments or | fluent and apply | apply partitioning | To begin to extend | and fractions that | 20.0. |
| Δ. | asking | their knowledge of | related to place | their knowledge of | they have met so | |
| . <u>=</u> | questions. | numbers to reason | value using varied | the number system | far. | |
| hu | ' | with, discuss and | and increasingly | to include the | | |
| Understanding Place Value | | solve problems. | complex problems, | decimal numbers | | |
| er. | | · | building on work in | and fractions that | | |
| l pu | | To begin to | year 2 (for example, | they have met so | | |
| j | | understand zero as | 146 = 100 + 40 and | , far. | | |
| | | a place holder. | 6, 146 = 130 + 16). | | | |

| Rounding | | | | | To round any number to the nearest 10, 100 or 1000. To connect estimation and rounding numbers to the use of measuring instruments. | To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. | To round any whole number to a required degree of accuracy. |
|-------------------|--|---|---|--|--|---|---|
| Roman Numerals | | | | | To 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. | To read Roman numerals to 1000 (M) and recognise years written in Roman numerals. | |
| Solve Problems | To show an interest in number problems. To begin to identify own mathematical problems based on own interests and fascinations. | To practise ordinal numbers and solve simple concrete problems. | To use place value and number facts to solve related problems to develop fluency. | To solve number problems and practical problems involving these ideas. | To solve number and practical problems that involve all of the above and with increasingly large positive numbers. | To solve number problems and practical problems that involve all of the above. | To solve number and practical problems that involve all of the above. |

| | | • | | | , |
|--|------------|----------------------------|--------|--|---|
| | | morise, To recall a | | | |
| | - | nt and use number bond | ls to | | |
| S | number b | bonds and and within 10 | and | | |
|)uc | related su | ubtraction use these to re | eason | | |
| pc | facts wi | ithin 20. with and calc | ılate | | |
| er | | bonds to a | nd | | |
| dη | | within 20 | , | | |
| un | | recognising o | ther | | |
| Z | | associated ad | litive | | |
| n C | | relationshi | os. | | |
| Xi | | | | | |
| rac | | To recall and | use | | |
| btı | | addition ar | d | | |
| ns | | subtraction fa | cts to | | |
| þ | | 20 to becor | ne | | |
| ar | | fluent in deri | ving | | |
| uc | | associative f | acts | | |
| iţi | | (e.g. 10 - 7 = 3) | , 100 | | |
| Addition and subtraction: Number bonds | | – 70 = 30) a | nd | | |
| Ā | | derive and | ise | | |
| | | related facts | ıp to | | |
| | | 100. | | | |

| | To add and subtract | To add and | To add and subtract | To add and subtract | To perform mental |
|---------------------|----------------------|----------------------------------|---------------------|---------------------|---------------------|
| | one-digit and two- | subtract numbers | numbers mentally, | numbers mentally | calculations, |
| | digit numbers to 20, | using concrete | including: | with increasingly | including with |
| | including zero | objects, pictorial | * a three-digit | large numbers | mixed operations |
| | | representations, | number and | | and large numbers |
| | To read, write and | and mentally, | ones | | _ |
| | interpret | including: | * a three-digit | | To use their |
| | mathematical | * a two-digit | number and | | knowledge of the |
| | statements | number and | tens | | order of operations |
| SL | involving addition | ones | * a three-digit | | to carry out |
| Mental Calculations | (+), subtraction (-) | * a two-digit | number and | | calculations |
| lat | and equals (=) signs | number and | hundreds | | involving the four |
| כח | (appears also in | tens | | | operations |
| Ja (| Written Methods) | * two two-digit | | | |
| | | numbers | | | |
|) ta | | * adding three | | | |
| Jei | | one-digit | | | |
| 2 | | numbers | | | |
| | | | | | |
| | | To show that | | | |
| | | addition of two | | | |
| | | numbers can be | | | |
| | | done in any order | | | |
| | | (commutative) and | | | |
| | | subtraction of one | | | |
| | | number from | | | |
| | | another cannot | | | |

| | To read, write and | To begin to record | To use the | To add and subtract | To add and subtract | |
|--|-----------------------|---------------------------|---------------------|-----------------------|----------------------|---------------------|
| | interpret | addition and | understanding of | numbers with up to | whole numbers | |
| S | mathematical | subtraction in | place value and | four digits using the | with more than four | |
| Written Calculations | statements | columns to support | partitioning to | formal written | digits, including | |
| ati | involving addition | place value and | enable adding and | methods of | using formal written | |
| | (+), subtraction (–) | prepare for formal | subtracting | columnar addition | methods of | |
| alc | and equals (=) signs. | written methods | numbers with up to | and subtraction | columnar addition | |
| 0 | and equals () signs. | with larger | three digits, using | where appropriate. | and subtraction | |
| e | | numbers. | formal written | where appropriates | fluently. | |
| i. | | Tidili Sersi | methods of | | indericity. | |
| Ī | | | columnar addition | | | |
| | | | and subtraction to | | | |
| | | | become fluent. | | | |
| (0 | | To recognise and | To estimate the | To estimate and use | To use rounding to | To round answers |
| Inverse Operations, Estimating and Checking Answers | | use the inverse | answer to a | inverse operations | check answers to | to a specified |
| ns, an | | relationship | calculation and use | to check answers to | calculations and | degree of accuracy, |
| Inverse Operations, Estimating and | | between addition | inverse operations | a calculation. | determine, in the | for example, to the |
| /er /er atir g / | | and subtraction | to check answers. | | context of a | nearest 10, 20, 50 |
| In/ In/ In/ | | and use this to | | | problem, levels of | etc |
| Op Stii | | check calculations | | | accuracy. | |
| ا پ | | and solve missing | | | | |
| | | number problems. | | | | |
| | | | | | | To use their |
| . <u>v</u> | | | | | | knowledge of the |
| Order of Operations | | | | | | order of operations |
| ler ati | | | | | | to carry out |
|)rd | | | | | | calculations |
|) Op | | | | | | involving the four |
| | | | | | | operations. |
| | | | | | | |

| | To solve | To discuss and solve | To solve problems | To solve varied | To solve addition | To solve addition | To solve addition |
|---------------------------|-------------|------------------------|--------------------|---------------------|--------------------|---------------------|---------------------|
| | problems, | | with addition and | | and subtraction | and subtraction | and subtraction |
| | | one-step problems | | problems, including | | | |
| | including | (in familiar practical | subtraction: using | missing number | two-step problems | multi-step problems | multi-step |
| JS | doubling, | contexts) that | concrete objects | problems, using | in contexts, | in contexts, | problems in |
| en | halving and | involve addition and | and pictorial | number facts, place | deciding which | deciding which | contexts, deciding |
| Solve Problems | sharing. | subtraction, using | representations, | value, and more | operations and | operations and | which operations |
|) LC | | concrete objects | including those | complex addition | methods to use and | methods to use and | and methods to use |
| e E | | and pictorial | involving numbers, | and subtraction. | why. | why. | and why. |
| <u> </u> | | representations, | quantities and | | | | |
| | | and missing number | measures applying | | | | To solve problems |
| .: | | problems. Problems | their increasing | | | | involving addition, |
| tio | | include the terms: | knowledge of | | | | subtraction, |
| ac | | put together, add, | mental and written | | | | multiplication and |
| btr | | altogether, total, | methods. | | | | division. |
| ns | | take away, distance | | | | | |
| ō | | between, difference | | | | | To use estimation |
| an | | between, more than | | | | | to check answers to |
| <u>_</u> | | and less than, so | | | | | calculations and |
| Addition and subtraction: | | that pupils develop | | | | | determine, in the |
|] G | | the concept of | | | | | context of a |
| Α̈́ | | addition and | | | | | problem, an |
| | | subtraction and are | | | | | appropriate degree |
| | | enable to use these | | | | | of accuracy. |
| | | operations flexibly. | | | | | |

| T | | To begin to use | To write and | To combine their | To multiply and | To perform mental |
|---|--|--------------------|----------------------|------------------------|-------------------|--------------------|
| | | other | calculate | knowledge of | divide numbers | calculations, |
| | | multiplication | mathematical | number facts and | mentally drawing | including with |
| | | tables and recall | statements for | rules of arithmetic | | |
| | | | | to solve mental and | upon known facts. | mixed operations |
| | | multiplication | multiplication and | | | and large numbers. |
| | | facts, including | division using the | written | | |
| | | using related | multiplication | calculations, e.g. 2 x | | |
| u C | | division facts to | tables that they | 6 x 5 = 10 x 6 = 60. | | |
| SiG | | perform written | know, including for | T | | |
| <u>:</u> | | and mental | two-digit numbers | To practise mental | | |
| 7 | | calculations. | times one-digit | methods and | | |
| Mental Calculations Multiplication and division | | T . b | numbers, using | extend this to | | |
| (0 C | | To begin to relate | efficient mental | three-digit numbers | | |
| . <u>i.</u> | | multiplication and | methods, for | to derive | | |
| Cat | | division facts to | example, using | associative facts, | | |
|) Jic | | fractions and | commutativity and | (e.g. 600 ÷ 3 = 200 | | |
| Ţ. | | measures (e.g., 40 | associativity, and | can be derived from | | |
| Ju Ju | | ÷ 2 = 20, 20 is a | progressing to | 2 x 3 = 6). | | |
| S | | half of 40). | formal reliable | | | |
|) uc | | | written methods of | To recognise and | | |
| tic | | To show that | short multiplication | use factor pairs and | | |
| | | multiplication of | and division. | commutativity in | | |
| | | two numbers can | | mental calculations. | | |
| ပိ | | be done in any | | | | |
| <u> </u> | | order | | To use place value, | | |
| int | | (commutative) and | | known and derived | | |
| | | division of one | | facts to multiply | | |
| _ | | number by another | | and divide mentally, | | |
| | | cannot, to develop | | including: | | |
| | | multiplicative | | multiplying by 0 and | | |
| | | reasoning. | | 1; dividing by 1; | | |
| | | | | multiplying | | |
| | | | | together three | | |
| | | | | numbers. | | |
| | | | | | | |

| | To make | To use a variety of | To recall and use | To recall | To apply all the | To continue to use |
|-----------------------------------|-----------------------|----------------------|----------------------|--|-----------------------|---------------------|
| | connections | language to | multiplication and | multiplication and | multiplication tables | all the |
| | between arrays, | describe | division facts for | division facts for | and related division | multiplication |
| | number patterns, | multiplication and | the 3, 4 and 8 | multiplication | facts frequently, | tables to calculate |
| | and counting in | division. | multiplication | tables up to 12 × 12 | commit them to | mathematical |
| | twos, fives and tens. | | tables when they | to aid fluency. | memory and use | statements in order |
| | Through grouping | To count from 0 in | are calculating | | them confidently to | to maintain their |
| | and sharing small | multiples of 4, 8, | mathematical | To write statements | make larger | fluency. |
| | quantities, pupils | 50 and 100. | statements in order | about the equality | calculations. | |
| σ | begin to | | to improve fluency. | of expressions (for | | |
| act | understand: | To recall and use | | example, use the | | |
| <u>"</u> | multiplication and | multiplication and | To connect the 2, 4 | distributive law 39 | | |
| Multiplication and Division Facts | division; doubling | division facts for | and 8 multiplication | $\times 7 = 30 \times 7 + 9 \times 7$ | | |
| isi | numbers and | the 2, 5 and 10 | tables through | and associative law | | |
| j | quantities; and | multiplication | doubling | $(2 \times 3) \times 4 = 2 \times (3 \times$ | | |
| ρ | finding simple | tables, including | | 4)). | | |
| an | fractions of objects, | recognising odd | | | | |
| <u>_</u> | numbers and | and even numbers | | | | |
| tio | quantities. | and use them to | | | | |
| Ca | | solve simple | | | | |
| ild | | problems, | | | | |
| i i | | demonstrating an | | | | |
| Ĭ | | understanding of | | | | |
| | | commutativity as | | | | |
| | | necessary. | | | | |
| | | | | | | |
| | | To connect the 10 | | | | |
| | | multiplication table | | | | |
| | | to place value, and | | | | |
| | | the 5 multiplication | | | | |
| | | table to the | | | | |
| | | divisions on the | | | | |
| | | clock face. | | | | |

| | | | | Г | | |
|---|--------------|---------------------|----------------------|-----------------------|-----------------------|-----------------------|
| | | To calculate | To write and | To multiply two- | To multiply | To multiply multi- |
| | | mathematical | calculate | digit and three-digit | numbers up to four | digit numbers up to |
| | | statements for | mathematical | numbers by a one- | digits by a one- or | four digits by a two- |
| | | multiplication and | statements for | digit number using | two-digit number | digit whole number |
| | | division within the | multiplication and | the formal written | using a formal | using the formal |
| | | multiplication | division using the | layout of short | written method, | written method of |
| | | tables and write | multiplication | multiplication with | including long | long multiplication. |
| | | them using the | tables that they | exact answers. | multiplication for | |
| L C | | multiplication (×), | know, including for | | two-digit numbers | To divide numbers |
| Sic | | division (÷) and | two-digit numbers | To become fluent in | fluently. | up to four digits by |
| . <u>≥</u> | | equals (=) signs. | times one-digit | the formal written | • | a two-digit whole |
| | | , , , , | numbers, using | method of short | To divide numbers | number using the |
| Written Calculation Multiplication and Division | | To begin to use | efficient mental | division with exact | up to four digits by | formal written |
| ه ر | | other | methods, for | answers. | a one-digit number | method of long |
| <u>io</u> | | multiplication | example, using | | using the formal | division, and |
| at | | tables and recall | commutativity and | | written method of | interpret |
| l ii | | multiplication | associativity, and | | short division and | remainders as |
| ti ti | | facts, including | progressing to | | interpret | whole number |
| <u>ה</u> | | using related | formal reliable | | remainders | remainders, |
| 2 | | division facts to | written methods of | | appropriately for | fractions, or by |
| On | | perform written | short multiplication | | the context fluently. | rounding, as |
| ati | | and mental | and division. | | , | appropriate for the |
| i i | | calculations. | (included in mental | | To multiply and | context. |
| alc | | | calculation section) | | divide whole | |
| Ö | | | , | | numbers and those | To divide numbers |
| en | | | | | involving decimals | up to four digits by |
| | | | | | by 10, 100 and | a two-digit number |
| × | | | | | 1000. | using the formal |
| | | | | | 1000. | written method of |
| | | | | | | short division |
| | | | | | | where appropriate, |
| | | | | | | interpreting |
| | | | | | | remainders |
| | | | | | | according to the |
| | | | | | | context. |
| | | | | | | context. |
| | | | | | | |

| | | - | | | Tarreament | T-: |
|-----------------------|--|---|---------------------|---------------------|-----------------------|---------------------|
| | | | | recognise and use | To use and | To identify common |
| | | | | factor pairs and | understand the | factors, common |
| | | | | commutativity in | terms factor, | multiples and prime |
| | | | | mental calculations | multiple and prime, | numbers. |
| | | | | (repeated) | square and cube | |
| | | | | | numbers and use | |
| | | | | | them to construct | |
| | | | | | equivalence | |
| ers | | | | | statements. | |
| Properties of numbers | | | | | | |
| l r | | | | | To identify multiples | |
| ٦ | | | | | and factors, | |
| of | | | | | including finding all | |
| es | | | | | factor pairs of a | |
| Ė | | | | | number, and | |
| be | | | | | common factors of | |
| rol | | | | | two numbers. | |
| Ф | | | | | two nambers. | |
| | | | | | To know and use | |
| | | | | | the vocabulary of | |
| | | | | | prime numbers, | |
| | | | | | | |
| | | | | | prime factors and | |
| | | | | | composite | |
| | | | | | (non-prime) | |
| | | | | | numbers. | |
| | | | To estimate the | To estimate and use | | To use estimation |
| e o | | | answer to a | inverse operations | | to check answers to |
| Using the Inverse | | | calculation and use | to check answers to | | calculations and |
| ng ve | | | inverse operations | a calculation. | | determine, in the |
| Jsi | | | to check answers. | | | context of a |
| | | | | | | problem, levels of |
| | | | | | | accuracy. |

| Solve Problems – multiplication and division | To solve one-step problems involving multiplication and division, by | To solve problems involving multiplication and division, using | To solve simple problems in contexts, deciding which of the four | To solve two-step problems in contexts involving multiplying and | To solve problems involving multiplication and division including | To solve problems involving addition, subtraction, multiplication and |
|---|--|--|--|--|---|---|
| ρι | calculating the | materials, arrays, | operations to use | adding, including | using their | division. |
| la I | answer using | repeated addition, | and why. These | using the | knowledge of | |
| ior | concrete objects, | mental methods, | include missing | distributive law to | factors and | To use estimation |
| cat | pictorial | and multiplication and division facts, | number problems, | multiply two-digit | multiples, squares | to check answers to calculations and |
| plic | representations and arrays with the | including problems | involving multiplication and | numbers by one digit, integer scaling | and cubes. | determine, in the |
| ılti | support of the | in contexts. | division, including | problems and | | context of a |
| mı | teacher. | III contexts. | measuring and | harder | | problem, an |
| 1 | | | positive integer | correspondence | | appropriate degree |
| ms | | | scaling problems | problems, such as n | | of accuracy. |
| ole | | | and | objects are | | |
| rok | | | correspondence | connected to m | | |
| d | | | problems in which n | objects. | | |
| Ne Ne | | | objects are | | | |
| So | | | connected to m | | | |
| | | To count in | objects. | To count up and | To outond counting | |
| S | | fractions up to 10, | To count up and down in tenths; | To count up and down in | To extend counting from year 4, using | |
| , age | | starting from any | recognise that | hundredths; | decimals and | |
| ons | | number and using | tenths arise from | recognise that | fractions including | |
| Fractions, Percenta ₈ | | the 1/2 and 2/4 | dividing an object | hundredths arise | bridging zero, for | |
| rac | | equivalence on the | into 10 equal parts | when dividing an | example on a | |
| d F | | number line. | and in dividing one- | object by one | number line. | |
| ing | | | digit numbers or | hundred and | | |
| ınti | | | quantities by ten. | dividing tenths by | To continue to | |
| Counting Fractions, Decimals and Percentages | | | | ten. | practise counting | |
| C eci | | | | | forwards and | |
| Ď | | | | | backwards in simple | |
| | | | | | fractions. | |

| | To recognise, find | To recognise, find, | To understand the | To make | To identify, name | |
|---|----------------------|----------------------|----------------------|-----------------------|----------------------|-----------------------|
| | and name a half as | name, identify and | relation between | connections | and write | |
| | one of two equal | write fractions 1/3, | unit fractions as | between fractions | equivalent fractions | |
| | parts of an object, | 1/4, 2/4, 1/2 and | operators (fractions | of a length, of a | of a given fraction, | |
| | shape or quantity by | 3/4 of a length, | of), and division by | shape and as a | represented | |
| | solving problems. | number, shape, set | integers. | representation of | visually, including | |
| | | of objects or | | one whole or set of | tenths and | |
| lus | To recognise, find | quantity and know | To recognise, | quantities. | hundredths. | |
| tio | and name a quarter | that all parts must | understand and use | | | |
| ac | as one of four equal | be equal parts of | fractions as | To know that | | |
| T T | parts of an object, | the whole. | numbers: unit | decimals and | | |
| 8 B | shape or quantity by | | fractions and non- | fractions are | | |
| , <u>E</u> | solving problems. | To connect unit | unit fractions with | different ways of | | |
| al | | fractions to equal | small denominators | expressing numbers | | |
| 5 | To connect halves | sharing and | as numbers on the | and proportions. | | |
| Recognising, Finding and Naming Fractions | and quarters to the | grouping, to | number line (going | | | |
| <u>ത</u> | equal sharing and | numbers when | beyond 0 -1 and | To understand the | | |
| i | grouping of sets of | they can be | relating this to | relation between | | |
| i i | objects and to | calculated, and to | measure), and | non-unit fractions | | |
| ш. | measures, as well as | measures, finding | deduce relations | and multiplication | | |
| L 28 | recognising and | fractions of | between them, | and division of | | |
| isi | combining halves | lengths, quantities, | such as size and | quantities, with | | |
| ГВ | and quarters as | sets of objects or | equivalence. | particular emphasis | | |
| 8 | parts of a whole | shapes. They meet | | on tenths and | | |
| Re | | 3/4 as the first | To recognise, find | hundredths. | | |
| | | example of a non- | and write fractions | | | |
| | | unit fraction. | of a discrete set of | | | |
| | | | objects: unit | | | |
| | | | fractions and non- | | | |
| | | | unit fractions with | | | |
| | | | small | | | |
| | | | denominators. | | | |
| bo | | | | To compare and | To compare and | To compare and |
| in. Br sn | | | | order unit fractions, | order fractions | order fractions, |
| Comparing and Ordering Fractions | | | | and fractions with | whose | including fractions > |
| mp ar act | | | | the same | denominators are | 1. |
| S o F | | | | denominators. | all multiples of the | |
| | | | | | same number. | |

| I | | | | | |
|------------------------------------|--|----------------------|----------------------|-----------------------|---------------------|
| | | To add and subtract | To add and subtract | To add and subtract | To add and subtract |
| | | fractions with the | fractions with the | fractions with the | fractions with |
| | | same denominator | same denominator | same denominator | different |
| Suc | | within one whole | to become fluent | and denominators | denominators and |
| tic | | through a variety of | through a variety of | that are multiples of | mixed numbers, |
| ac | | increasingly | increasingly | the same number to | using the concept |
| F. | | complex problems | complex problems | become fluent | of equivalent |
| B _U | | to improve fluency. | beyond one whole. | through a variety of | fractions starting |
| j | | | | increasingly | with fractions |
| l ac | | | | complex problems. | where the |
| btı | | | | | denominator of one |
| Su | | | | To recognise mixed | fraction is a |
| p | | | | numbers and | multiple of the |
| an | | | | improper fractions | other and progress |
| BC | | | | and convert from | to varied and |
| dir | | | | one form to the | increasingly |
| Adding and Subtracting Fractions | | | | other and write | complex problems. |
| | | | | mathematical | ' ' |
| | | | | statements > 1 as a | |
| | | | | mixed number. | |
| | | | | To continue to | To multiply simple |
| ns | | | | develop their | pairs of proper |
| tio | | | | understanding of | fractions, writing |
| acı | | | | fractions as | the answer in its |
| F | | | | numbers, measures | simplest form using |
| BL | | | | and operators by | a variety of images |
| dir | | | | finding fractions of | to support their |
| Ξ̈́ | | | | numbers and | understanding of |
| | | | | quantities. | multiplication with |
| pu | | | | quaritities. | fractions. |
| a | | | | To multiply proper | iractions. |
| Multiplying and Dividing Fractions | | | | fractions and mixed | To divide proper |
| <u> </u> | | | | numbers by whole | fractions by whole |
| tip | | | | numbers, supported | numbers. |
| <u> </u> | | | | | Hullibers. |
| ≥ | | | | by materials and | |
| | | | | diagrams. | |

| | To write simple | To recognise and | To use factors and | To read and write | To recall and use |
|----------------|---------------------|----------------------|----------------------|-----------------------|----------------------|
| | fractions for | show, using | multiples to | decimal numbers as | equivalences |
| | example, 1/2 of 6 = | diagrams, | recognise | fractions. | between simple |
| | 3 and recognise the | equivalent fractions | equivalent fractions | | fractions, decimals |
| | equivalence 2/4 | with small | and simplify where | To recognise and | and percentages, |
| | and 1/2. | denominators. | appropriate. | use thousandths | including in |
| | ĺ | | | and relate them to | different contexts. |
| | ĺ | | To recognise and | tenths, hundredths, | To use common |
| | ĺ | | show, using | decimal equivalents | factors to simplify |
| e O | ĺ | | diagrams, families | and measures. | fractions; use |
| | | | of common | 1 | common multiples |
| ale | | | equivalent | To recognise the | to express fractions |
| Equivalence | ĺ | | fractions. | per cent symbol (%) | in the same |
| ָם: בַּלּר: | ĺ | | | and understand | denomination. |
| | ĺ | | To recognise and | that per cent relates | |
| | ĺ | | write decimal | to 'number of parts | |
| | ĺ | | equivalents of any | per hundred', and | |
| | ĺ | | number of tenths or | write percentages | |
| | ĺ | | hundredths. | as a fraction with | |
| | ĺ | | | denominator 100, | |
| | İ | | To recognise and | and as a decimal. | |
| | ĺ | | write decimal | 1 | |
| | | | equivalents to 1/4, | | |
| | | | 1/2, 3/4. | 1 | |

| | | | To loome dooine el | To mood oou weite | To idoutify the |
|---------------------------------|---|--|-----------------------|----------------------|---------------------|
| | | | To learn decimal | To read, say, write, | To identify the |
| | | | notation and the | order and compare | value of each digit |
| | | | language associated | numbers with up to | in numbers given to |
| als | | | with it, including in | three decimal | three decimal |
| πē | | | the context of | places. | places. |
| Ċir | | | measurements. | | |
| Comparing and Ordering Decimals | | | | | |
| ρ0 — | | | To represent | | |
| ri l | | | numbers with one | | |
| Jei | | | or two decimal | | |
|)rc | | | places in several | | |
|) p | | | ways, such as on | | |
| an c | | | number lines. | | |
| φ | | | namber intes. | | |
| i. | | | To compare | | |
| Jar | | | · · | | |
| Ju | | | numbers, amounts | | |
| l Ö | | | and quantities with | | |
| | | | the same number | | |
| | | | of decimal places | | |
| | | | up to two decimal | | |
| | | | places. | | |
| b 0 | | | To round decimals | To round decimals | To round decimals |
| — ing | | | with one decimal | with two decimal | with three decimal |
| Rounding Decimals | | | place to the nearest | places to the | places to the |
| ur | | | whole number. | nearest whole | nearest whole |
| Ro De | | | | number and to one | number and to one |
| | _ | | | decimal place. | decimal place. |

| | | T | | 1 |
|-----------------------------------|--|---|------------------------|----------------------|
| | | | To find the effect of | To multiply and |
| | | | dividing a one or | divide numbers by |
| | | | two-digit number | 10, 100 and 1000 |
| | | | by 10 and 100, | giving answers up |
| | | | identifying the | to three decimal |
| | | | value of the digits in | places. |
| | | | the answer as ones, | • |
| | | | tenths and | To associate a |
| | | | hundredths. | fraction with |
| | | | | division and |
| | | | | calculate decimal |
| | | | | fraction equivalents |
| SIS. | | | | for a simple |
| Ĭ | | | | fraction. |
| Multiplying and Dividing Decimals | | | | |
| Ď | | | | To multiply one- |
| <u> </u> | | | | digit numbers with |
| d i | | | | up to two decimal |
| . <u>≥</u> | | | | places by whole |
| | | | | numbers in |
| no | | | | practical contexts, |
| מ | | | | such as measures |
| .≘ੌ | | | | and money. |
| <u></u> | | | | and money. |
| 三 | | | | To multiply and |
| Ju Ju | | | | divide numbers |
| _ | | | | with up to two |
| | | | | decimal places by |
| | | | | one-digit and two- |
| | | | | digit whole |
| | | | | numbers in |
| | | | | practical contexts |
| | | | | involving measures |
| | | | | and money. |
| | | | | and money. |
| | | | | To use written |
| | | | | division methods in |
| | | | | |
| | | | | cases where the |

| | | | | | answer has up to |
|--|--|--|-----------------------|---------------------|-----------------------|
| | | | | | two decimal places. |
| | | | | | two accimal places. |
| | | | | | To recognise |
| | | | | | division calculations |
| | | | | | as the inverse of |
| | | | | | multiplication. |
| | | | To solve problems | To solve problems | To solve problems |
| | | | involving | involving numbers | which require |
| 73 | | | increasingly harder | up to three decimal | answers to be |
| and | | | fractions to | places. | rounded to |
| S | | | calculate quantities, | To make | specified degrees of |
| Decimals and | | | and fractions to | connections | accuracy and |
| Ci. | | | divide quantities, | between | checking the |
|)e(| | | including non-unit | percentages, | reasonableness of |
| | | | fractions where the | fractions and | their answers. |
| ons 1ge | | | answer is a whole | decimals and relate | |
| tic ta | | | number. | this to finding | |
| ac Ser | | | | 'fractions of' to | |
| ns Fractions, Percentages | | | To solve simple | solve problems | |
| ns P | | | measure and | which require | |
| <u>e</u> | | | money problems | knowing percentage | |
| qo | | | involving fractions | and decimal | |
| Pr | | | and decimals to two | equivalents of 1/2, | |
| Solve Problems Fractions, Percentages | | | decimal places. | 1/4, 1/5, 2/5, 4/5 | |
| 0 | | | | and those fractions | |
| S | | | | with a denominator | |
| | | | | of a multiple of 10 | |
| | | | | or 25. | |

| To recognise proportionality in contexts when the relations between quantities are in the same ratio, e.g. recipes. To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages and the use of percentages or affort to calculating angles of pic chart. To solve problems involving the calculation of percentages or affort to calculating angles of pic chart. To solve problems involving the calculating angles of pic chart. | | 1 | | | To make surion |
|--|-----|---|--|--|-------------------|
| Contexts when the relations between quantities are in the same ratio, e.g., recipes. To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages for percentages for comparison including linking percentages of 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| relations between quantities are in the same ratio, e.g. recipes. To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages or 360° to calculating percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| quantities are in the same ratio, e.g. recipes. To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages or afoot to calculating percentages or afoot to calculating angles of pie chart. To solve problems involving the calculation of percentages or afoot to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| Same ratio, e.g. recipes. To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages and the use of percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving the calculation of percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages and the use of percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | · · |
| To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| US CONTROL OF THE PROPERTY OF | | | | | recipes. |
| US (Parties of the control of the calculation of percentages and the use of percentages or accompanison including linking percentages or 360° to calculating angles of pie chart. To solve problems | | | | | To solve problems |
| relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| quantities where missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages for comparison including linking percentages of | | | | | |
| missing values can be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages for comparison including linking percentages of its calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| be found by using integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| integer multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| multiplication and division facts. To solve problems involving the calculation of percentages and the use of percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | l | | | | |
| percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | Έ | | | | |
| percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | od | | | | division racts. |
| percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the |)ro | | | | To solve problems |
| percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | Р | | | | |
| percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | an | | | | |
| percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | O | | | | percentages and |
| percentages for comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | ati | | | | |
| comparison including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | ~ | | | | percentages for |
| including linking percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| percentages or 360° to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| to calculating angles of pie chart. To solve problems involving similar shapes where the | | | | | |
| To solve problems involving similar shapes where the | | | | | |
| To solve problems involving similar shapes where the | | | | | |
| involving similar shapes where the | | | | | |
| involving similar shapes where the | | | | | To solve problems |
| shapes where the | | | | | |
| | | | | | |
| SUBJE TALLULIS | | | | | scale factor is |
| known or can be | | | | | |
| found. | | | | | |
| Tourid. | | | | | |
| To solve problems | | | | | To solve problems |

| Algebra - Equations | To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9 To represent and use number bonds and related subtraction facts within 20 | To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. | To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. To solve problems, including missing number problems, involving multiplication and division, including integer scaling. | | To use the properties of rectangles to deduce related facts and find missing lengths and angles. | involving unequal quantities, sharing and grouping using knowledge of fractions and multiples. To express missing number problems algebraically. To find pairs of numbers that satisfy number sentences involving two unknowns. To enumerate all possibilities of combinations of two variables. |
|---------------------|--|--|--|---|--|---|
| Algebra- Formulae | | | | To recognise that perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. | | To use simple formulae. To recognise when it is possible to use formulae for area and volume of shapes. |

| es | To sequence events in chronological | To compare and sequence intervals | To generate describe lir |
|--------|-------------------------------------|-----------------------------------|--------------------------|
| rences | order using language such as: | of time. | number sequ |
| Sequ | before and after, | To order and | |
| - Se | next, first, today, | arrange | |
| ora | yesterday, tomorrow, morning, | combinations of mathematical | |
| Algebr | afternoon and | objects in patterns. | |
| ₹ | evening. | | |

| To the text of the times of the leght or height. To order two items by weight or capacity. To use a language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To more from using and money to compare quantities and objects and solve problems. To use the nearest appropriate unit, using rulers, scales, thermometers and measures using using their appropriate units. Isonated and an increasing accuracy using their and position, distance, time and money to compare quantities and objects and solve problems. To use the appropriate tools and units, increasing accuracy using their knowledge of the number system to estimate and measure (m/c/m); mass (kg/g); volume/capacity (l/ml). (istance, time and money to compare quantities and objects and solve problems. (in compare and objects and solve problems. (in compare and peartie ("C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measures using and continuous (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units using measuring tools, was volume/capacity and route using manageable common standard units using measuring tools, was volume/capacity and route appropriate tools and units, to appropriate tools and adulated ifferent the appropriate tools and adulated interest tools and units, a | | To order two | To compare, | To choose and use | To measure using | To estimate, | To use all four | To use a number |
|--|----------|--------------|--------------------|---------------------------------------|------------------|--------------|------------------|-------------------|
| by length or height. To order two items by weight or capacity. To use everyday bagin to languages to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To move from using and compare quantities and objects and solve problems. To move from using and comparing different types of quantities and continuous (for counting) accuracy using decimal units, increasing accuracy using their knowledge of the number system to estimate and measures (using subtract using mixed units; lengths (m/cm/m/m); mass (kg/g); volume/capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measures using and comparing different types of quantities and continuous (for counting) accuracy using their knowledge of the number system to estimate and mixed units; including scaling subtract using mixed units (lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). (I/ml). (I/ml) | | | | | _ | | | |
| height. To order two items by mass/weight, capacity. To use everyday languages to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To mose room using and noneyto compare quantities and objects and solve problems. To mose room using and conversions. To mose room using different types of quantities and objects and solve problems. To mose room using and negative using their knowledge of the number system to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ("C); capacity (integers) add and subtract using mixed units: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). (kg/g); volume/capacity (l/ml). (kg/g); volume/capacity (l/ml). To move from using different types of quantities and measures using of measures using inference integers for measures, including simple scaling by integers) add and subtract using mixed units: lengths (m/cm/m); mass (kg/g); volume/capacity (l/ml). (kg/g); volume/capacity (l/ml). To move from using different types of quantities and measures using objects and solve problems. To measure and begin to record the following: 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 measures using non-standard units, including discrete (for example, counting) and continuous (for volume, time. | | | | | | • | · • | • |
| To order two items by weight, capacity and continuous (for example) To use everyday languages to talk about size, weight, capacity and wolume, time. To move from using and comparing different types of objects and solve problems. To move from using and comparing different types of open counting) and continuous (for example, counting) and capacity (fires/ml) to the nearest appropriate language and record using standard abbreviations. ### Workeight, capacity, knowledge of the number system to estimate and subtract using mixed units; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). ### Workeight, capacity, weight, capacity, including scaling and conversions. ### Workeight, capacity, (m/cm/mm); mass (kg/g); volume/capacity (l/ml). ### Workeight, capacity, (m/cm/mm); m | | | | | • | | · · | • |
| items by weight or capacity. To use everyday languages to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To move from using and comparing different types of quantities and solve problems. To use everyday languages to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To move from using and comparing different types of quantities and conversion of unity of measures using non-standard units, including discrete (for example, counting) and continuous (for capacity, capacity (litres/ml) to the nearest (kg/g); volume/capacity (l/ml). | | _ | | | | | | _ |
| weight or capacity. To use everyday languages to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To move from using and comparing different types of quantities and objects and solve problems. To use everyday languages to talk about size, weight, capacity and volume, time. To measure and begin to record the following: lengths (kg/g); volume/capacity (l/ml). (kg/g); volume/capacity (l/ml). (kg/g); volume/capacity (l/ml). (kg/g); volume/capacity (l/ml). (including discrete (for example, counting) and conversions. To solve problem involving the calculation and conversions. (kg/g); volume/capacity (l/ml). (including discrete (for example, counting) and conversions. To measure and measure (n/m/mm); mass (kg/g/g); volume/capacity (l/ml). (kg/g); volume/capacity (l/ml). (incluming involume, time. To measure and measure (n/m/mm); mass (kg/g/g); volume/capacity (l/ml). (incluming involume, time. 1 temperature (°C); capacity and volume, time. To move from using and conversions. (kg/g); volume/capacity (l/ml). (incluming involume, time. (incluming involumits: lengths (m/m/mm); mass (kg/g/g); volume/capacity (l/ml). (incluming involume, time. (incluming involume, times) (incluming invol | ds) | | | _ | | ' ' | · · | • |
| To use everyday languages to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To move from using and comparing different types of quantities and objects and solve problems. To use everyday languages to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To move from using and comparing different types of quantities and measure using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard To compare and order lengths, mass, was a subtraction (m/cm); mass (kg/g); volume/capacity (l/ml). To move from using and comparing different types of quantities and measuring vessels. To use the appropriate language and record using standard abbreviations. | D E | , | . • | • | • , | and pence. | | |
| To use the everyday languages to languages to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To move from using and comparing different types of objects and solve problems. To move from using and comparing of compare quantities and comparing and comparing of compare quantities and comparing and comparing different types of compare and comparing and comparing objects and solve problems. To move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard To compare and order lengths, mass (kg/g); volume/capacity ((l/ml). (l/ml). | tra | _ | | · | _ | | and conversions. | temperature. |
| To use everyday languages to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To move from using and comparing different types of quantities and objects and solve problems. To move from using and comparing different types of quantities and continuous (for example, liquid) measurement, to using manageable common standard wasse, serviced by the calculation and conversion of unitof (kg/g); volume/capacity ((l/ml)). (if mi). (i | <u>S</u> | сарасну. | volume, time. | | _ | | | To solve problems |
| everyday languages to talk about size, weight, capacity and yolume, time. O compare quantities and objects and solve problems. O compare and conversion of unity of measure (°C); capacity (litres/ml) to the nearest appropriate unity, thermometers and measuring vessels. To move from using and comparing different types of quantities and measure using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard O compare and order lengths, and heights, (kg/g); volume/capacity (I/ml). I temperation (m/cm); mass (kg/g); volume/capacity (I/ml). I to the nearest appropriate unity to the measures and measuring vessels. To use the appropriate language and record using standard order lengths, order lengths, mass, mass, | <u>a</u> | Touso | To mossure and | | | | | - |
| So languages to to the record of following: lengths talk about size, weight, capacity, capacity, position, distance, time and money to compare quantities and objects and solve problems. To move from using and comparing different types of quantities and objects and solve problems. for example, counting) and continuous (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard using manageable common standard mass, mass, conversion of unit of measure, usin (l/ml). (l/ml) | ā | | | | | | | _ |
| To move from using and comparing different types of quantities and solve problems. Problems. To move from using and comparing different types of quantities and solve problems. To use the appropriate appropriate appropriate language and continuous (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units, and compare and solve problems. To compare abbreviations. To compare and comparing different types of quantities and solve problems. To use the appropriate appropriate language and continuous (for example, liquid) measurement, to using manageable common standard unsass, To compare and order lengths, common standard mass, To compare and order lengths, common standard mass, | | | | - | | | | |
| Size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. 90 91 100 91 91 100 91 91 100 91 91 100 91 91 91 91 91 91 91 91 91 91 91 91 91 | S | | | · · · · · · · · · · · · · · · · · · · | (1/1111). | | | |
| To move from using and comparing different types of quantities and solve problems. To mose susing non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units, measurement, to using manageable common standard mass, mass, | pu | | | | | | | |
| position, distance, time and money to compare quantities and objects and solve problems. 100 100 100 100 100 100 100 100 100 1 | (a) | | | | | | | • |
| distance, time and money to compare quantities and solve problems. To move from using different types of quantities and solve problems. To use the appropriate language and record using counting) and continuous (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard To compare appropriate unit, appropriate. To move from using appropriate unit, appropriate. To move from using appropriate. To use the appropriate language and record using standard abbreviations. To compare and objects and solve problems. To use the appropriate language and record using standard abbreviations. | are | | | | | | | |
| and money to compare quantities and objects and solve problems. To move from using and comparing different types of quantities and solve problems. To use the appropriate language and record using standard continuous (for example, liquid) measurement, to using manageable common standard To move from using using rulers, scales, thermometers and measuring vessels. To use the appropriate language and record using standard order lengths, mass, | du | • | volume, time. | | | | | ' |
| Compare quantities and objects and solve problems. Office and comparing different types of quantities and solve problems. Office and solve problems. Office and solve problems. Office and comparing different types of quantities and measures using including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard Office and comparing thermometers and measuring vessels. To use the appropriate language and record using standard abbreviations. To compare and order lengths, mass, | O | , | To move from using | | | | | appropriate. |
| quantities and objects and solve problems. Yell and companing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard To use the appropriate language and record using standard abbreviations. To compare and order lengths, mass, |) O | • | | | | | | |
| objects and objects and solve problems. Odition | <u>l</u> | • | | | | | | |
| solve measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard mass, | ISL | • | · · | measaring vessels. | | | | |
| problems. non-standard units, including discrete language and record using counting) and continuous (for example, liquid) measurement, to using manageable common standard mass, | le3 | • | • | To use the | | | | |
| including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard mass, | ≥ | | | | | | | |
| (for example, counting) and standard continuous (for example, liquid) measurement, to using manageable common standard mass, |) oc' | problems. | , | | | | | |
| counting) and standard abbreviations. example, liquid) measurement, to using manageable common standard mass, | i ii | | _ | | | | | |
| continuous (for abbreviations. example, liquid) measurement, to to compare and using manageable common standard mass, continuous (for abbreviations. example, liquid) measurement, to to compare and order lengths, common standard mass, | esc | | • | _ | | | | |
| example, liquid) measurement, to using manageable common standard mass, | ے ا | | _ · | | | | | |
| measurement, to measurement, to using manageable order lengths, common standard mass, | <u>'</u> | | • | | | | | |
| using manageable order lengths, common standard mass, | en | | • • • • • | To compare and | | | | |
| common standard mass, | Ĕ | | <u> </u> | • | | | | |
| | <u>l</u> | | | | | | | |
| units using volume/capacity | ารเ | | | • | | | | |
| measuring tools, and record the | lea | | • | | | | | |
| such as a ruler, results using >, < | ≥ | | | | | | | |
| weighing scales and and =. | | | • | <u> </u> | | | | |
| containers. | | | | | | | | |
| To compare | | | | To compare | | | | |
| measures including | | | | | | | | |

| | | simple multiples | | | |
|-----------------------------|--|------------------|---------------------|---------------------|------------------------|
| | | such as 'half as | | | |
| | | high'; 'twice as | | | |
| | | wide'. | | | |
| | | | To use | To use the | To use, read, write |
| | | | multiplication to | knowledge of place | and convert |
| | | | convert from larger | value and | between standard |
| | | | to smaller units. | multiplication and | units, converting |
| | | | | division to convert | measurements of |
| υ | | | To convert between | between standard | length, mass, |
| in n | | | different units of | units. | volume and time |
| Converting Units of Measure | | | measure and build | | from a smaller unit |
| \downarrow | | | on their | To convert between | of measure to a |
|) f [| | | understanding of | different units of | larger unit, and vice |
| S | | | place value and | metric measure. | versa, using decimal |
| Dit | | | decimal notation to | | notation to up to |
| \supset | | | record metric | To understand and | three decimal |
| L 28 | | | measures, including | use approximate | places. |
| Ë | | | money. | equivalences | |
| ×e | | | | between metric | To convert between |
| l O | | | | units and common | miles and |
| | | | | imperial units. | kilometres. |
| | | | | | To know |
| | | | | | approximate |
| | | | | | conversions to tell if |
| | | | | | an answer is |
| | | | | | sensible. |

| | To use | To sequence events | To read, tell and | To tell and write the | To read, write and | To solve problems | |
|------------------|---------------|---------------------|---------------------|-----------------------|----------------------|----------------------|--|
| | everyday | in chronological | write the time to | time from an | convert time | involving converting | |
| | language | order using | five minutes, | analogue clock, | between analogue | between units of | |
| | related to | language. | including quarter | including using | and digital 12- and | time. | |
| | time. | | past/to the | Roman numerals | 24-hour clocks. | | |
| | | To recognise and | hour/half hour and | from I to XII, and | | | |
| | To order and | use language | draw the hands on | 12-hour and 24- | To solve problems | | |
| | sequence | relating to dates, | a clock face to | hour clocks. | involving converting | | |
| | familiar | including days of | show these times. | | from hours to | | |
| | events. | the week, weeks, | | To begin to use | minutes; minutes to | | |
| | | months and years. | To become fluent | digital 12-hour | seconds; years to | | |
| | To measure | | in telling the time | clocks and record | months; weeks to | | |
| | short periods | To tell the time to | on analogue clocks | their times in | days. | | |
| | of time in | the hour and half | and recording it. | preparation for | | | |
| | simple ways. | past the hour and | | using digital 24- | | | |
| o O | | draw the hands on a | To know the | hour clocks in year | | | |
| Telling the Time | | clock face to show | number of minutes | 4. | | | |
| | | these times. | in an hour and the | | | | |
| thε | | | number of hours in | To estimate and | | | |
| <u></u> | | | a day. | read time with | | | |
| <u>≒</u> | | | | increasing accuracy | | | |
| <u>le</u> | | | To compare and | to the nearest | | | |
| · | | | sequence intervals | minute; record and | | | |
| | | | of time. | compare time in | | | |
| | | | | terms of seconds, | | | |
| | | | | minutes and hours. | | | |
| | | | | | | | |
| | | | | To use vocabulary | | | |
| | | | | such as o'clock, | | | |
| | | | | a.m./p.m., morning, | | | |
| | | | | afternoon, noon | | | |
| | | | | and midnight. | | | |
| | | | | To know the | | | |
| | | | | To know the | | | |
| | | | | number of seconds | | | |
| | | | | in a minute and the | | | |
| | | | | number of days in | | | |
| | | | | each month, year | | | |

| | | | | and leap year. | | |
|-------|---|--|--|--|--|--|
| | | | | To compare durations of events. | | |
| Money | To begin to use everyday language related to money. | To recognise and know the value of different denominations of coins and notes. | To become fluent in counting and recognising coins. To recognise and use symbols for pounds (£) and pence (p) accurately, recording pounds and pence separately; combine amounts to make a particular value. To find and use different combinations of coins that equal the same amounts of money. To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | To become fluent in recognising the value of coins. To add and subtract manageable amounts of money, including mixed units, to give change, using both £ and p in practical contexts. | | |

| | | To measure the | To measure and | To measure and | To recognise that |
|----------------------------|--|---------------------|----------------------|-----------------------------------|------------------------------|
| | | | | | _ |
| | | perimeter of simple | calculate the | calculate the | shapes with the |
| | | 2D shapes. | perimeter of a | perimeter of | same areas can |
| | | | rectilinear figure | composite | have different |
| | | | (including squares) | rectilinear shapes in | perimeters and vice |
| | | | in centimetres and | centimetres and | versa. |
| | | | metres. | metres including | |
| | | | | using the relations | To recognise when |
| | | | To know perimeter | of perimeter. Note: | it is possible to use |
| | | | can be expressed | Missing measures | formulae for area |
| | | | algebraically as 2(a | questions can be | and volume of |
| | | | + b) where a and b | expressed | shapes. |
| | | | are the dimensions | algebraically. | |
| ne | | | in the same unit. | | To relate the area |
| l n | | | | To calculate and | of rectangles to |
| Perimeter, Area and Volume | | | To find the area of | compare the area of | parallelograms and |
| | | | rectilinear shapes | rectangles | triangles and |
| J G | | | by counting | (including squares), | calculate their |
| Ď, | | | squares. | and including using | areas, |
| l le | | | · | standard units, | understanding and |
| 4 | | | To relate area to | square centimetres | using the formulae |
| ter | | | arrays and | (cm²) and square | (in words or |
|) Jet | | | multiplication. | metres (m ²), use the | symbols) to do this. |
| i ii | | | | area of rectangles | , . |
| Pel | | | | to find unknown | To calculate the |
| | | | | lengths and | area of |
| | | | | estimate the area of | parallelograms and |
| | | | | irregular shapes. | triangles. |
| | | | | Note: Missing | o o |
| | | | | measures questions | To calculate, |
| | | | | can be expressed | estimate and |
| | | | | algebraically. | compare volume of |
| | | | | albeel alcally. | cubes and cuboids |
| | | | | To calculate the | using standard |
| | | | | area from scale | units, including |
| | | | | drawings using | cubic centimetres |
| | | | | given | (cm ³) and cubic |
| | | | | _ | |
| | | | | measurements. | metres (m³), and |

| | | | To estimate volume. | extending to other units (for example, mm³ and km³). |
|--|--|--|---------------------|--|
| | | | | |

| | To show an | To recognise, | Pupils read and | To describe the | To identify lines of | To identify 3D | To illustrate and |
|--|----------------|-----------------------|---|---------------------|----------------------|-------------------|--------------------|
| | interest in | handle and name | write names for | properties of 2D | symmetry in 2D | shapes, including | name parts of |
| | shape and | common 2D and 3D | shapes that are | and 3D shapes | shapes presented in | cubes and other | circles, including |
| | · · | shapes in different | • | • | different | cuboids, from 2D | radius, diameter |
| S | space by | • | appropriate for | using accurate | | <u> </u> | and circumference |
| ţį | playing with | orientations/sizes | their word reading | language. | orientations. | representations. | |
| Jec | shapes or | and relate everyday | and spelling. | | | | and know that the |
| J 0. | making | objects fluently. | _ , , , , , , , , , , , , , , , , , , , | To extend | To recognise line | | diameter is twice |
| P | arrangements | | To handle, identify | knowledge of the | symmetry in a | | the radius. |
| l : | with objects. | To recognise that | and describe the | properties of | variety of diagrams, | | _ |
| Ę | | rectangles, | properties of 2D | shapes is extended | including where the | | To express |
| ο' | To show | triangles, cuboids | shapes, including | at this stage to | line of symmetry | | algebraically the |
| au | interest in | and pyramids are | the number of | symmetrical and | does not dissect the | | relationship |
| S | shape by | not always similar to | sides and line | non-symmetrical | original shape. | | between angles and |
| a pe | sustained | each other. | symmetry in a | polygon and | | | lengths. |
| l 9 | construction | | vertical line. | polyhedron. | | | |
| 00 | activity or by | | | | | | |
| 31 | talking about | | To handle, identify | To recognise 3D | | | |
| pu | shapes or | | and describe the | shapes in different | | | |
| а | arrangements. | | properties of 3D | orientations and | | | |
| 2Γ | To begin to | | shapes, including | describe them. | | | |
| Se . | talk about | | the number of | | | | |
| , E | shapes in | | edges, vertices and | | | | |
| 80 | everyday | | faces. | | | | |
| ec | objects, e.g. | | | | | | |
| <u>ح</u> | 'round' and | | To identify 2D | | | | |
| S | 'tall'. | | shapes on the | | | | |
| e de | | | surface of 3D | | | | |
| 2 | To begin to | | shapes. | | | | |
| \ - | use | | | | | | |
| 0 0 | mathematical | | | | | | |
| <u></u> | names for | | | | | | |
| Properties of Shapes - Recognise 2D and 3D Shapes and Their Properties | 'solid' 3D | | | | | | |
|)dc | shapes and | | | | | | |
| Prc | 'flat' 2D | | | | | | |
| | shapes, and | | | | | | |
| | mathematical | | | | | | |
| | terms to | | | | | | |
| | describe | | | | | | |

| | shapes. | | | | |
|-----------------------------|---------------------|--------------------|----------------------|-------------------|----------------------|
| | To colore o | | | | |
| | To select a | | | | |
| | particular named | | | | |
| | | | | | |
| | shapes. | | | | |
| | To explore | | | | |
| | characteristics | | | | |
| | of everyday | | | | |
| | objects and | | | | |
| | shapes and | | | | |
| | use | | | | |
| | mathematical | | | | |
| | language to | | | | |
| | describe | | | | |
| | them. | | | | |
| (0 | To show | To identify, | To compare lengths | To distinguish | To compare and |
|) Sec | awareness of | compare and sort | and angles to | between regular | classify geometric |
| Jag | similarities of | common 2D and | decide if a polygon | and irregular | shapes based on |
| <u>S</u> | shapes in the | 3D shapes and | is regular or | polygons based on | their properties and |
| i. | environment. | everyday objects | irregular. | reasoning about | sizes and find |
| 388 | | on the basis of | | equal sides and | unknown angles in |
| Ci | | their properties | To compare and | angles. | any triangles, |
| þ | | and use vocabulary | classify geometric | | quadrilaterals, and |
| a | | precisely. | shapes, including | | regular polygons |
| Compare and Classify Shapes | | | different | | using known |
| edi | | | quadrilaterals and | | measurements. |
| <u>μ</u> | | | triangles, based on | | |
| ا ک | | | their properties and | | |
| | | | sizes. | | |

| | Pupils draw lines | To connect | To draw with | To become accurate | To draw 2D shapes |
|--------------|--------------------|-----------------------|-----------------------|---------------------|-----------------------|
| | and shapes using a | decimals and | increasing accuracy | in drawing lines | and nets accurately |
| 3D | straight edge. | rounding to | and develop | with a ruler to the | using given |
| | | drawing and | mathematical | nearest millimetre, | dimensions and |
| | | measuring straight | reasoning to | and measuring with | angles using |
| on | | lines in centimetres, | analyse shapes and | a protractor. | measuring tools, |
| str | | in a variety of | their properties and | | conventional |
| Constructing | | contexts. | confidently describe | To use conventional | markings and labels |
| | | | the relationships | markings for | for lines and angles. |
| and | | To identify | between them. | parallel lines and | |
| Shapes | | horizontal and | | right angles. | To recognise, |
| Sh | | vertical lines and | To complete a | | describe and build |
| Shapes | | pairs of | simple symmetric | | simple 3D shapes, |
| S | | perpendicular and | figure with respect | | including making |
| 2D | | parallel lines. | to a specific line of | | nets. |
| | | | symmetry. | | |
| Ę | | To draw 2D shapes | | | |
| Drawing | | and make 3D | | | |
| Γ | | shapes using | | | |
| | | modelling | | | |
| | | materials. | | | |

| | | | - · · · · · · · | - | |
|----------|--|---------------------|---------------------|----------------------|-----------------------|
| | | To recognise angles | To identify acute | To know angles are | To recognise angles |
| | | as a property of | and obtuse angles | measured in | where they meet at |
| | | shape or a | and compare and | degrees; estimate | a point, are on a |
| | | description of a | order angles up to | and compare acute, | straight line, or are |
| | | turn. | two right angles by | obtuse and reflex | vertically opposite, |
| | | | size in preparation | angles. To draw | and find missing |
| | | To identify right | for using a | given angles, and | angles. |
| | | angles, recognise | protractor. | measure them in | |
| | | that two right | | degrees. | |
| | | angles make a half- | | | |
| | | turn, three make | | To identify: angles | |
| | | three quarters of a | | at a point and one | |
| | | turn and four a | | whole turn (total | |
| | | complete turn. | | 360°), angles at a | |
| | | | | point on a straight | |
| | | To identify whether | | line and 1/2 a turn | |
| | | angles are greater | | (total 180°) and | |
| S | | than or less than a | | other multiples of | |
| <u>ë</u> | | right angle | | 90°. | |
| Angles | | | | | |
| < < | | | | To use the term | |
| | | | | diagonal and make | |
| | | | | conjectures about | |
| | | | | the angles formed | |
| | | | | between sides, and | |
| | | | | between diagonals | |
| | | | | and parallel sides. | |
| | | | | and paramer states | |
| | | | | To use the | |
| | | | | properties of | |
| | | | | rectangles to | |
| | | | | deduce related facts | |
| | | | | and find missing | |
| | | | | lengths and angles | |
| | | | | by using angle sum | |
| | | | | facts and other | |
| | | | | properties to make | |
| | | | | | |
| | | | | deductions about | |

| | | | | | missing angles and relate these to missing number problems. | |
|----------------------------------|----------------|----------------------|---------------------|----------------------|---|----------------------|
| | To use | To describe | To use | To describe | To identify, describe | To draw and label a |
| | positional | position, direction | mathematical | positions on a 2D | and represent the | pair of axes in all |
| | language. | and movement, | vocabulary to | grid as coordinates | position of a shape | four quadrants with |
| | To describe | including whole, | describe position, | in the first | following a | equal scaling. To |
| | their relative | half, quarter and | direction and | quadrant. | reflection (in lines | describe positions |
| | position such | three-quarter turns | movement, | | that are parallel to | on the full |
| | as 'behind' or | in both directions | including | To draw a pair of | the axes) or | coordinate grid (all |
| | 'next to'. | and connect | movement in a | axes in one | translation, using | four quadrants). |
| nt | | clockwise with the | straight line and | quadrant, with | the appropriate | |
| ne | | movement on a | distinguishing | equal scales and | language, and know | To draw and label |
| Position, Direction and Movement | | clock face. | between rotation | integer labels. | that the shape has | simple shapes – |
| 0 | | | as a turn and in | | not changed | rectangles |
| Σ | | To use the language | terms of right | To read, write and | | (including squares), |
| pu | | of position, | angles for quarter, | use pairs of | | parallelograms and |
| a | | direction and | half and three- | coordinates, | | rhombuses, |
| O | | motion, including: | quarter turns | including using | | specified by |
| Cti | | left and right, top, | (clockwise and | coordinate plotting | | coordinates in the |
| <u>i.</u> | | middle and bottom, | anticlockwise). | ICT tools. | | four quadrants, |
| Ω | | on top of, in front | | | | predicting missing |
|) u | | of, above, between, | | To plot specified | | coordinates using |
| i <u>t</u> i | | around, near, close | | points and draw | | the properties of |
| OS | | and far, up and | | sides to complete a | | shapes. |
| Δ. | | down, forwards and | | given polygon. | | |
| | | backwards, inside | | | | To translate simple |
| | | and outside. | | To describe | | shapes where |
| | | | | movements | | coordinates may be |
| | | | | between positions | | expressed |
| | | | | as translations of a | | algebraically on the |
| | | | | given unit to the | | coordinate plane |
| | | | | left/right and | | and reflect them in |
| | | | | up/down. | | the axes. |

| | To use familiar | To order and | | |
|----------|-----------------|---------------------|--|--|
| | objects and | arrange | | |
| | common | combinations of | | |
| | shapes to | mathematical | | |
| (0 | create and | objects and shapes, | | |
| Patterns | recreate | including those in | | |
| te | patterns and | different | | |
| at | build models. | orientations, in | | |
| <u> </u> | | patterns and | | |
| | To recognise, | sequences. | | |
| | create and | · | | |
| | describe | | | |
| | patterns. | | | |

| | To record, | To record, | To interpret and | To understand and | To begin to decide | To connect |
|---|---------------|---------------------------------------|----------------------|----------------------|--------------------|----------------------|
| | using marks | interpret, collate, | present data using | use a greater range | which | conversion from |
| | | · · · · · · · · · · · · · · · · · · · | | of scales in data | representations of | kilometres to miles |
| | that they can | organise and | bar charts, | | • | |
| | interpret and | compare | pictograms and | representations. | data are most | in measurement to |
| | explain. | information. | tables and use | | appropriate and | its graphical |
| | | | simple scales with | To interpret and | why. | representation. |
| ta | | To interpret and | increasing accuracy. | present discrete | | |
| Оа | | construct simple | | and continuous | To connect | To connect work on |
| # H | | pictograms, tally | | data using | coordinates and | angles, fractions |
|) Le | | charts, block | | appropriate | scales to the | and percentages to |
| eri | | diagrams and | | graphical methods, | interpretation of | the interpretation |
| nţ | | simple tables (e.g. | | including bar charts | time graphs. | of pie charts. |
| - р | | many-to-one | | and time graphs. | | |
| u u | | correspondence in | | | To complete, read | To interpret and |
| يز | | pictograms with | | | and interpret | construct pie charts |
| e | | simple ratios 2, 5, | | | information in | and line graphs |
| ě | | 10 scales). | | | tables, including | (relating to two |
| _ ₫ | | | | | timetables. | variables) and use |
| Statistics - Record, Present and Interpret Data | | To ask and answer | | | | these to solve |
| 00 | | simple questions | | | | problems. |
| Şe. | | by counting the | | | | |
| 1 | | number of objects | | | | |
| CS | | in each category | | | | |
| Sti | | and sorting the | | | | |
| ati | | categories by | | | | |
| St | | quantity. | | | | |
| | | | | | | |
| | | To ask and answer | | | | |
| | | questions about | | | | |
| | | totalling and | | | | |
| | | comparing | | | | |
| | | categorical data. | | | | |
| <u> </u> | | categorical data. | <u> </u> | <u> </u> | | |

| | | To solve one-step | To solve | To solve | To know when it is |
|-----|--|---------------------|---------------------|---------------------|---------------------|
| St | | and two-step | comparison, sum | comparison, sum | appropriate to find |
| leπ | | questions using | and difference | and difference | the mean of a data |
| ldo | | information | problems using | problems using | set. |
|)rc | | presented in scaled | information | information | To calculate and |
| e E | | bar charts and | presented in bar | presented in a line | interpret the mean |
| ≥ | | pictograms and | charts, pictograms, | graph. | as an average. |
| So | | tables. | tables and other | | |
| | | | graphs. | | |