Mathematics
Progression in Skills at Fawkham CEP School

Place Value: Counting

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1-6	Term 1, 2, 3	Term 1	Term 1	Term 1	Term 1	Term 1
-estimate how many objects -count reliably with numbers 0-20 -place numbers from 1-20 in order -count an irregular arrangement of objects	-count forwards to and across 100 -count backwards to and across 100 -count from 0 or 1 -count from any given number -count to 100 in numerals -count in multiples of twos, fives and tens	-count in steps of 2,3 and 5 from 0 -count 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 -count backwards through zero to include negative numbers	-count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 (million) -count forwards and backwards with positive and negative whole numbers, including through zero	
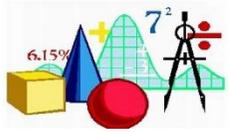
Mathematics
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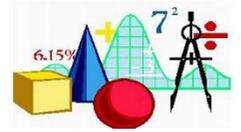
Place Value: Represent

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1-6	Term 1, 2, 3	Term 1	Term 1	Term 1	Term 1	Term 1
-record using marks they can explain -write the correct numeral for a given number -select the correct numeral to represent 1-5, then 1-10 objects	-identify and represent numbers using objects -identify and represent numbers using pictorial representations -read and write numbers to 100 in numerals -read and write numbers from 1-20 in numerals and words	-read and write numbers to at least 100 in numerals -read and write numbers to at least 100 in words -identify, represent and estimate numbers using different representations, including the number line	-identify, represent and estimate numbers using different representations -read and write numbers up to 1000 in numerals -read and write numbers up to 1000 in words	-identify, represent and estimate numbers using different representations -read Roman numerals to 100 -know that over time, the numeral system changed to include the concept of zero and place value	-read and write numbers up to at least 1,000,000 -determine the value of each digit in a number up to at least 1,000,000 -read Roman numerals to 1000 and recognise years written in Roman numerals	-read and write numbers up to 10,000,000 (10 million). -determine the value of each digit up to at least 10,000,000
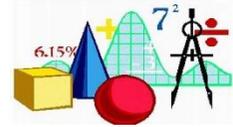
Mathematics
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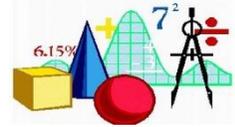
Place Value: Use, Compare and Round

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1-6	Term 1, 2, 3	Term 1	Term 1	Term 1	Term 1	Term 1
-compare quantities of identical objects -compare quantities of non-identical objects -use language of more and fewer than -compare groups up to 10	-use language of: equal to, more than, less than (fewer), most, least -given a number, identify one more and one less	-recognise the place value of each digit in a two-digit number (tens, ones) -compare and order numbers from 0 up to 100 -use <, > and = signs	-recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -compare and order numbers up to 1000	-find 1000 more or less than a given number -recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) -order and compare numbers beyond 1000	-order and compare numbers to at least 1,000,000	-order and compare number up to at least 10,000,000
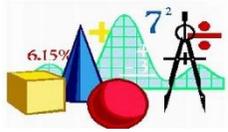
Mathematics
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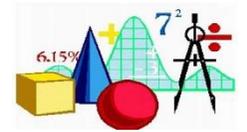
Place Value: Solve Problems, Rounding and Negative Numbers

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1-6	Term 1, 2, 3	Term 1	Term 1	Term 1	Term 1	Term 1
-use place value to solve problems	-use place value and number facts to solve problems	-use place value and number facts to solve problems	-solve number problems and practical problems involving these ideas	-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	-interpret negative numbers in context -round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 -solve number problems and practical problems that involve all of the above	-round any whole number to a required degree of accuracy -use negative numbers in context and calculate intervals across zero -solve number and practical problems that involve all of the above
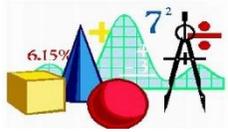
Mathematics
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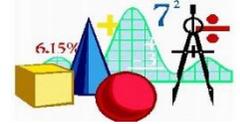
Addition and Subtraction: Recall, Represent and Use

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2	
	-read, write and interpret mathematical statements, involving addition (+), subtraction (-) and equals (=) signs -represent and use number bonds and related subtraction faces within 20	-recall and use addition and subtraction facts to 20 fluently -derive and use related facts up to 100 -show that addition of two numbers can be done in any order -show that subtraction of one number from another is not commutative -recognise and use the inverse relationship between addition and subtraction -use the inverse to check calculations -use the inverse to solve missing number problems	- -estimate the answer to a calculation -use inverse operations to check answers	-estimate and use inverse operations to check answers to a calculation	-use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy	
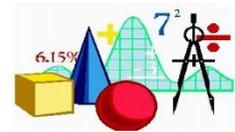
Mathematics
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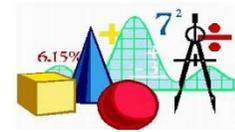
Addition and Subtraction: Calculations

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1-6	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2
-identify which number is one more or one less than a given number within 20 -add and subtract two single digit numbers using quantities -add and subtract two single digit numbers using objects -count back and count on to find the answer -find the total number of 2 sets of objects by counting them all -use language involved with addition and subtraction	-add and subtract one-digit and two-digit numbers to 20, including zero	-add and subtract numbers using concrete objects -add and subtract numbers using pictorial representations -add and subtraction mentally -add and subtract a two-digit number and ones -add and subtract a two-digit number and tens -add and subtract two two-digit numbers -add three one-digit numbers	-add and subtract numbers mentally including: three-digit number and ones, three-digit number and tens, three-digit number and hundred -add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	-add and subtract numbers with up to 4 digits -use the formal written methods of columnar addition and subtraction (where appropriate)	-add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) -add and subtract numbers mentally with increasingly large numbers	-perform mental calculations, including with mixed operations and large numbers -use knowledge of the order of operations to carry out calculations involving the four operations

Mathematics
## Progression in Skills at Fawkham CEP School

Addition and Subtraction: Solve Problems

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1-6	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2
-solve problems that involve all of the above	-solve one-step problems that involve addition and subtraction -use concrete objects and pictorial representations to solve problems -solve missing number problems (7=_-9) -solve problems that involve all of the above	-solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures -solve problems with addition and subtraction, applying their increasing knowledge of mental and written methods -solve problems that involve all of the above	-solve problems including missing number problems -solve problems using number facts -solve problems using place value -solve problems using more complex addition and subtraction -solve problems that involve all of the above	-solve addition and subtraction two-step problems in contexts -decide which operations and methods to use and why -solve problems that involve all of the above	-solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why -solve problems that involve all of the above	-solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why -solve problems that involve all of the above
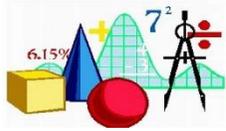
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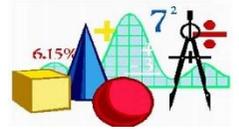
Multiplication and Division: Recall, Represent and Use

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Term 2, 3	Term 2, 3	Term 2, 3	Term 1, 2	Term 1, 2
		-recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables -recognise odd and even numbers -show that multiplication of two numbers can be done in any order -show that division of one number by another is not commutative	-recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	-recall multiplication and division facts for multiplication tables up to 12x12 -use place value, known and derived facts to multiple and divide mentally -multiply by 0 and 1 -divide by 1 -multiply together three numbers -recognise and use factor pairs -understand commutativity in mental calculations	-identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers -know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers -establish whether a number up to 100 is prime and recall prime numbers up to 19 -recognise and use square numbers and cube numbers and the notation for squared and cubed	-identify common factors, common multiples and prime numbers -use estimation to check answers to calculations and determine, in the context of the problem, an appropriate degree of accuracy
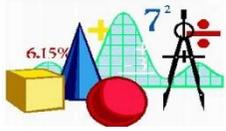
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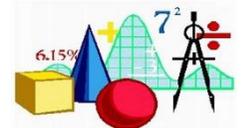
Multiplication and Division: Calculations

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 5, 6		Term 2, 3	Term 2, 3	Term 2, 3	Term 1, 2	Term 1, 2
-understand double means 'twice as many' -compare doubles and non-doubles -double quantities and objects -halve quantities and objects by sharing -share objects and quantities between 3 or 4 people -begin to understand that quantities which can be shared with no items left over are even		-calculate mathematical statements for multiplication and division within the multiplication tables -write calculations using the multiplication (x), division and equals (=) signs	-write and calculate mathematical statements for multiplications and division using the multiplication tables they know, including two-digit numbers times one digit numbers, using mental and *progressing* to formal written methods	-multiply two-digit and three-digit numbers by a one-digit number using formal written layout -use the distributive law to multiply two digit numbers by one digit	-multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers -multiply and divide numbers mentally drawing upon known facts -divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context -multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	-multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication -divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division -when dividing, 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, interpreting remainders according to the context -multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 -use knowledge of the order of operations to carry out calculations involving the four operations

Mathematics
## Progression in Skills at Fawkham CEP School

Multiplication and Division: Solve Problems

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 5, 6	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2	Term 1, 2
-begin to solve problems involving doubling, halving and sharing	-solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays WITH THE SUPPORT OF A TEACHER	-solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division faces, including problems in context -solve problems that involve all of the above	-solve problems including missing number problems, involving multiplication and division - solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects -solve problems that involve all of the above	-solve problems involving multiplying and adding -solve integer scaling problems -solve harder correspondence problems such as n objects are connected to m objects -solve problems that involve all of the above	-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 the four operations and a combination of these, including understanding the meaning of the equals sign -solve problems that involve all of the above	-solve problems involving addition, subtraction, multiplication and division -solve problems that involve all of the above
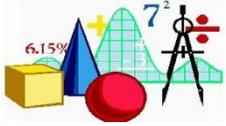
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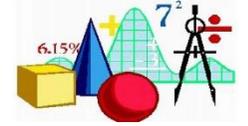
Fractions: Recognise and Write

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Term 4	Term 4	Term 3, 4	Term 3, 4	Term 2	
	-recognise, find and name a half as one of two equal parts of an object or shape -recognise, find and name a half of a quantity -recognise, find and name a quarter as one of four equal parts of an object or shape -recognise, find and name a quarter of a quantity	-recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects -recognise, find, name and write fractions 1/3, 1/4, 2/4, 3/4 of a quantity	-count up and down in tenths -recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 -recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators -recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	-count up and down in hundredths -recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	-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. 2/5 +4/5 = 6/5 = 1 1/5)	
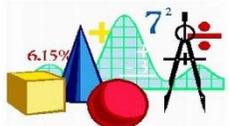
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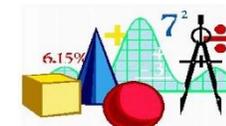
Fractions: Compare

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Term 4	Term 3, 4	Term 3, 4	Term 2	Term 2
		-recognise the equivalence of 2/4 and 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

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Term 4	Term 3, 4	Term 3, 4	Term 2	Term 2
		-write simple factions, for example: 1/2 of 6 = 3	-add and subtract fractions with the same denominator within one whole (5/7 + 1/7 = 6/7)	-add and subtract fractions with the same denominator -use fractions to divide quantities, including non-unit fractions where the answer is a whole number	-add and subtract fractions with the same denominator and denominators that are multiples of the same number -multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	-add and subtract fractions with different denominators and mixed number, using the concept of equivalent fractions -multiply simple pairs of proper fractions, writing the answer in its simplest form (1/4 X 1/2 = 1/8) -divide proper fractions by whole numbers (1/3 divided by 2 = 1/6)
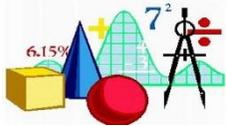
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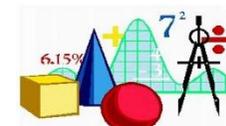
Decimals: Recognise and Write

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Term 4, 5	**Term 3**	**Term 3**
			-	-recognise and write decimal equivalents of any number of tenths or hundredths -recognise and write decimal equivalents to 1/4, 1/2, 3/4	-read and write decimal numbers as fractions (e.g. 0.71 = 71/100) -recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	-identify the value of each digit in numbers given to three decimal places

Decimals: Compare

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Term 4, 5	**Term 3**	
			-	-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	-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	
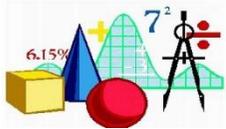
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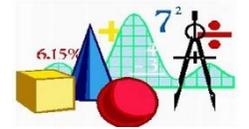
Decimals: Calculations

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Term 4, 5		**Term 3**
			-	-find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		-multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places -multiply one-digit numbers with up to two decimal places by whole numbers -use written division methods in cases where the answer has up to two decimal places

Fractions, Decimals and Percentages Combined

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Term 2, 3	**Term 2, 3**
			-		-recognise the percent symbol and understand that percent relates to 'number of parts per hundred' -write percentages as a fraction with a denominator of 100 and as a decimal	-associate a fraction with division and calculate decimal fraction equivalents for a simple fraction (3/8 or 0.375) -recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
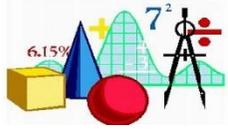
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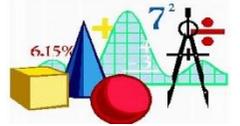
Fractions, Decimals and Percentages: Solve Problems

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Term 4	Term 4	Term 3, 4	Term 3, 4, 5	Term 2, 3	Term 2, 3
	-solve problems involving all of the above	-solve problems involving all of the above	-solve problems that involve all of the above	-solve problems involving increasingly harder fractions to calculate quantities -solve simple measure and money problems involving fractions and decimals to two decimal places -solve problems that involve all of the above	-solve problems involving number up to three decimal places -solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25 -solve problems that involve all of the above	-solve problems which require answers to be rounded to specified degrees of accuracy -solve problems that involve all of the above
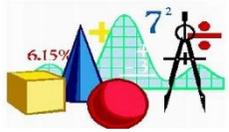
Mathematics
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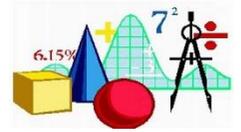
Ratio and Proportion

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Term 4
			-			-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 calculation of percentages (e.g. 15% of 360) and the use of percentages for comparison -solve problems involving similar shapes where the scale factor is known or can be found -solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra - Although algebraic notation is not introduced until Year 6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/Y2/Y3

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Term 1, 2	**Term 1, 2**	**Term 1, 2**			**Term 3**
	-solve missing number problems such as 7=_-9	-recognise and use the inverse relationship to solve missing number problems	-solve problems, including missing number problems			-use simple formulae -generate and describe linear number sequences -express missing number problems algebraically -find pairs of numbers that satisfy an equation with two unknowns -enumerate possibilities of combinations of two variables
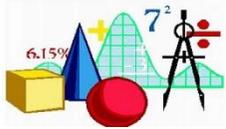
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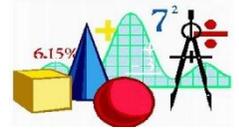
Measurement: Using Measures

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 5, 6	Term 3, 6	Term 3, 6	Term 3, 4	Term 3, 4	Term 3, 4	Term 3, 4
-use everyday language to talk about size, weight, capacity, distance -use everyday language to compare and order quantities and objects	-measure and begin to record lengths and heights -measure and begin to record mass/weight -measure and begin to record capacity and volume -measure and begin to record time (hours, minutes, seconds)	-choose and use appropriate standard units to estimate and measure length and height in any direction, temperature and capacity -choose and use appropriate standard units to estimate and measure to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels -compare and order lengths, mass, volume/capacity -use <, > and = to record results of comparisons	-measure, compare, add and subtract lengths (m/cm/mm) -measure, compare, add and subtract mass (kg/g) -measure, compare, add and subtract volume/capacity (l/ml)	-convert between different units of measure (e.g. km to m, hour to minute) -estimate, compare and calculate different measures	-convert between different units of metric measure (km and m, cm and m, cm and mm, g and kg, l and ml) -understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	-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 of measure and vice versa, using decimal notation up to three decimal places -convert between miles and km
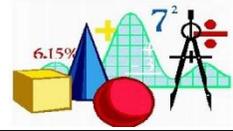
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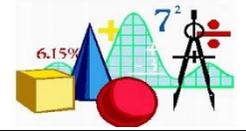
Measurement: Money

| EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1-6	Term 1, 2	Term 1, 2	Term 5	Term 5		
-use everyday language to talk about money to compare quantities and objects	-recognise and know the value of difference denominations of coins and notes	-recognise and use symbols for pounds (£) and pence (p) -combine amounts to make a particular value -find combinations of coins that equal the same amounts of money	-add and subtract amounts of money to give change, using both £ and p in practical contexts	-estimate, compare and calculate different measures, including money in pounds and pence		
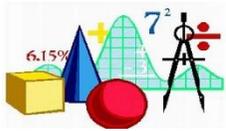
Mathematics
## Progression in Skills at Fawkham CEP School
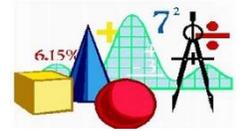
Measurement: Time

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1, 2	Term 5	Term 5	Term 5	Term 5		Term 3, 4
-use everyday language to talk about time -begin to order and sequence events	-sequence events in chronological order using language -recognise and use language relating to dates, including days of the week, weeks, months and years -to tell the time to the hour and half past the hour -draw the hands on a clock to show the hour and half past the hour	-compare and sequence intervals of time -draw the hands on a clock face to show these times -know the number of minutes in an hour and the number of hours in a day -tell and write the time to five minute intervals (including quarter past/to the hour)	-tell and write the time from an analogue clock, including using Roman numerals, and 12-hour and 24-hour clocks -estimate and read time with increasing accuracy to the minute -record and compare time in terms of second, minutes and hours -use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight -know the number of seconds in a minute and the number of days in each month, year and leap year -compare durations of events	-read, write and convert time between analogue and digital 12 and 24-hour clocks		-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
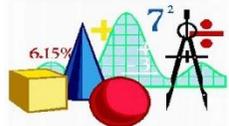
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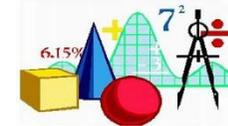
Measurement: Perimeter, Area and Volume

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Term 3	Term 3	Term 3, 4	Term 3, 4
			-measure the perimeter of simple 2D shapes	-measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m -find the area of rectilinear shapes by counting squares	-measure and calculate the perimeter of composite rectilinear shapes in cm and m -calculate and compare the area of rectangles (including squares) -use standard units, square cm (cm2) and square m (m2) -estimate the area of irregular shapes -estimate volume and capacity (e.g. using cubes and water)	-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 cuboids using standard units including cubic cm (cm3) and cubic meters (m3) and extending to other units (e.g. mm3 and km3)
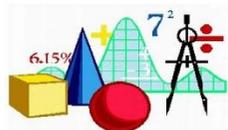
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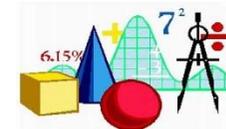
Measurement: Solve Problems

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1-6	Term 1, 2, 3, 5 , 6	Term 1, 2, 3, 5, 6	Term 3, 4, 5	Term 3, 4, 5	Term 3, 4	Term 3, 4
-solve problems that involve all of the above	-compare, describe and solve practical problems for lengths and heights -compare, describe and solve practical problems for mass/weight -compare, describe and solve practical problems for capacity and volume -compare, describe and solve practical problems for time -solve problems that involve all of the above	-solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. -solve problems that involve all of the above	-solve problems that involve all of the above	-solve problems involving converting from hours to minutes, minutes to second, years to months, weeks to days -solve problems that involve all of the above	-use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling -use all four operations to solve problems involving measures (money) -solve problems involving converting between units of time -solve problems that involve all of the above	-solve problems involving calculation and conversion of units of measure, using decimal notation up to three decimals places where appropriate -solve problems that involve all of the above
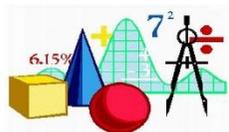
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Geometry: 2D Shapes

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 3, 4, 5, 6	Term 4	Term 4	Term 6	Term 6	Term 5	Term 5
-use mathematical language to describe 2D shapes -explore characteristics of 2D shapes -select a particular named shape	-recognise and name common 2D shapes	-identify and describe the properties of 2D shapes -identify number of sides on a shape -identify line symmetry in a vertical line -identify 2D shapes on the surface of 3D shapes (e.g. a circle on a cylinder) -compare and sort common 2D shapes and everyday objects	-draw 2D shapes	-compare and classify geometric shapes, including quadrilaterals ad triangles, based on their properties and sizes -identify lines of symmetry in 2D shapes presented in different orientations	-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	-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
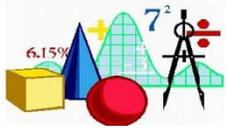
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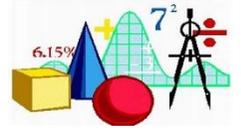
Geometry: 3D Shapes

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 3, 4, 5, 6	Term 4	Term 4	Term 6		Term 5	Term 5
-use mathematical language to describe 3D shapes -explore characteristics of 3D shapes -use mathematical language to describe everyday objects -explore characteristics of everyday objects -select a particular named shape	-recognise and name common 3D shapes	-recognise and name common 3D shapes -identify the number of edges, vertices and faces on 3D shapes -compare and sort 3D shapes and everyday objects	-make 3D shapes using modelling materials -recognise 3D shapes in different orientations -describe 3D shapes		-identify 3D shapes, including cubes and cuboids, from 2D representations	-recognise, describe and build simple 3D shapes, including making nets
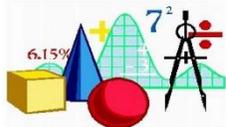
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Geometry: Angles and Lines

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Term 6	Term 6	Term 5	Term 5
			-recognise angles as a property of shape or description of a turn -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 or less than a right angle -identify horizontal and vertical lines -identify pairs of perpendicular and parallel lines	-identify acute and obtuse angles -compare and order angles up to two right angles by size -complete a simple symmetric figure with respect to a specific line of symmetry	-know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles -draw given angles and measure them in degrees -identify angles at a point and one whole turn (360 degrees) -identify angles at a point on a straight line and 1/2 turn (180 degrees) -identify other multiples of 90 degrees	-find unknown angles in any triangles, quadrilaterals and regular polygons -recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

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Geometry: Position and Direction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 3, 4, 5, 6	Term 5	Term 5		Term 6	Term 5	Term 5
-use everyday language to talk about position -recognise, create and describe patterns	-describe position, direction and movement including whole, half, quarter and three quarter turns	-order and arrange combinations of mathematical objects in patterns and sequences -use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		-describe positions on a 2D grid as coordinates in the first quadrant -describe movements between positions as translations of a given unit to the left/right and up/down -plot specified points and draw sides to complete a given polygon	-identify, describe and represent the position of a shape following a reflection or translations, using the appropriate language, and know that the shape has not changed	-describe positions on the full coordinate grid (all four quadrants) -draw and translate simple shapes on the coordinate plane and reflect them in the axes

Geometry: Solve Problems

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 3, 4, 5, 6	Term 4, 5	Term 4, 5	Term 6	Term 6	Term 5	Term 5
-solve problems that involve all of the above and give reason	-solve problems that involve all of the above and give reason	-solve problems that involve all of the above and give reason	-solve problems that involve all of the above and give reason	-solve problems that involve all of the above and give reason	-solve problems that involve all of the above and give reason	-solve problems that involve all of the above and give reason

Mathematics
Progression in Skills at Fawkham CEP School

Statistics: Present and Interpret

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Term 3	**Term 6**	**Term 6**	**Term 4, 5**	**Term 4, 5**
		-interpret and construct simple pictograms, tally charts, block diagrams and simple tables -ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity -ask and answer simple questions about totalling and comparing categorical data	-interpret and present data using bar charts, pictograms and tables	-interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	-complete, read and interpret information in tables, including timetables	-interpret and construct pie charts and line graphs -calculate and interpret the mean as an average

Statistics: Solve Problems

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Term 3	**Term 6**	**Term 6**	**Term 4, 5**	**Term 4, 5**
		-solve problems that involve all of the above	-solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables (e.g. how many more? how many fewer?)	-solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	-solve comparison, sum and difference problems using information presented in a line graph	-use pie charts and line graphs to solve problems -solve problems that involve all of the above