



# St. Margaret's CEVA Primary School Progression Map



## Subject: Maths

Mathematics is extremely important to us here at St. Margaret's. Our aim by the end of each child's primary education is to produce confident mathematicians who are able to calculate (using all four operations), reason, problem solve and competently make connections in all the maths that they do. Maths is more than just numbers and shapes and children need to be taught to look for patterns, make connections between things and also learn to generalise when answers are unknown.

### Intent

At St. Margaret's Primary School, we believe mathematics is an important part of children's development throughout school, right from an early age. We intend on delivering a curriculum which:

- Allows children to be part of creative, well thought out and engaging lessons that will give them a range of opportunities to explore mathematics.
- Gives each pupil a chance to believe in themselves as mathematicians and develop the power of resilience and perseverance when faced with mathematical challenges.
- Recognises that mathematics underpins much of our daily lives and therefore is of paramount importance in order that children aspire and become successful in the next stages of their learning and necessary for financial literacy and most forms of employment.
- Engages all children and entitles them to the same quality of teaching and learning opportunities, striving to achieve their potential.
- Makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- Allows children to learn from mistakes. Children are taught to embrace mistakes whilst looking for reasons why they are made in order to progress their understanding, be resilient and take risks while they work.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - number and place value</b>							
<b>Counting</b>	Subitise (recognise quantities without counting) up to 5.  Verbally count beyond 20, recognising the pattern of the counting system.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count in multiples of twos, fives and tens	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Count from 0 in multiples of 4, 8, 50 and 100 Count up and down in tenths	Count in multiples of 6, 7, 9, 25 and 1000 Count backwards through zero to include negative numbers Count up and down in hundredths	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.  Count forwards and backwards in decimal steps	<i>Count forwards or backwards in steps of integers, decimals or powers of 10 for any number</i>

<b>Place Value</b>	<p>Have a deep understanding of number to 10, including the composition of each number.</p>	<p>Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words</p> <p><i>Begin to recognise the place value of numbers beyond 20 (tens and ones)</i></p> <p>Identify and represent numbers using objects and pictorial representations including the number line</p>	<p>Read and write numbers to at least 100 in numerals and in words</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p><i>Partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>)</i></p> <p>Identify, represent and estimate numbers using different representations, including the number line</p>	<p>Read and write numbers up to 1000 in numerals and in words <i>Read and write numbers with one decimal place</i></p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p><i>Identify the value of each digit to one decimal place</i></p> <p><i>Partition numbers in different ways (for example, <math>146 = 100 + 40 + 6</math> &amp; <math>146 = 130 + 16</math>)</i></p> <p>Identify, represent and estimate numbers using different representations, including the number line</p>	<p><i>Read and write numbers to at least 10 000</i></p> <p><i>Read and write numbers with up to two decimal places</i></p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) <i>Identify the value of each digit to two decimal places</i></p> <p><i>Partition numbers in different ways (for example, <math>2.3 = 2 + 0.3</math> and <math>2.3 = 1 + 1.3</math>)</i></p> <p>Identify, represent and estimate numbers using different representations, including the number line</p>	<p>Read and write numbers to at least 1 000 000</p> <p>Read and write numbers with up to three decimal places</p> <p>Determine the value of each digit in numbers to at least 1 000 000</p> <p><i>Identify the value of each digit to three decimal places</i></p> <p><i>Identify, represent and estimate numbers using the number line</i></p>	<p>Read and write numbers up to 10 000 000</p> <p>Determine the value of each digit in numbers up to 10 000 000</p> <p>Identify the value of each digit to three decimal places</p> <p><i>Identify, represent and estimate numbers using the number line</i></p>
<b>Comparing and ordering</b>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Use the language of: equal to, more than, less than (fewer), most, least</p> <p>Given a number, identify one more and one less</p>	<p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p><i>Find 1 or 10 more or less than a given number</i></p>	<p>Compare and order numbers up to 1000</p> <p><i>Compare and order numbers with one decimal place</i></p> <p><i>Find 1, 10 or 100 more or less than a given number</i></p>	<p>Order and compare numbers beyond 1000</p> <p><i>Order and compare numbers with the same number of decimal places up to two decimal places</i></p> <p><i>Find 0.1, 1, 10, 100 or 1000 more or less than a given number</i></p>	<p>Order and compare numbers to at least 1 000 000</p> <p><i>Order and compare numbers with up to three decimal places</i></p> <p><i>Find 0.01, 0.1, 1, 10, 100, 1000 and other powers of 10 more or less than a given number.</i></p>	<p>Order and compare numbers up to 10 000 000</p> <p><i>Order and compare numbers including integers, decimals and negative numbers</i></p> <p><i>Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number</i></p>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - number and place value</b>							
<b>Rounding, approximation and estimation</b>			<i>Round numbers to at least 100 to the nearest 10</i>	<i>Round numbers to at least 1000 to the nearest 10 or 100</i>	Round any number to the nearest 10, 100 or 1000  Round decimals with one decimal place to the nearest whole number	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000  Round decimals with two decimal places to the nearest whole number and to one decimal place.	Round any whole number to a required degree of accuracy  <i>Round decimals with three decimal places to the nearest whole number or one or two decimal places</i>
<b>Multiplying by powers of 10</b>			<i>Understand the connection between the 10 multiplication table and place value</i>	<i>Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer</i>	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
<b>Negative numbers</b>					Count backwards through zero to include negative numbers ( <i>see counting</i> )	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero	Use negative numbers in context, and calculate intervals across zero
<b>Sequences and patterns</b>	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<i>Recognise and create repeating patterns with numbers, objects and shapes Identify odd and even numbers linked to counting in twos from 0 and 1</i>	<i>Describe and extend simple sequences involving counting on or back in different steps</i>	<i>Describe and extend number sequences involving counting on or back in different steps</i>	<i>Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps</i>	<i>Describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal</i>	<i>Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal</i>
<b>Roman numerals</b>				<i>Read Roman numerals from I to XII (see time)</i>	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	<i>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</i>
<b>Solving number problems</b>		<i>Solve problems and practical problems involving all of the above</i>	Use place value and number facts to solve problems	Solve number problems and practical problems involving these ideas	Solve number and practical problems that involve all of the above and with increasingly large positive numbers	Solve number problems and practical problems that involve all of the above	Solve number and practical problems that involve all of the above

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - addition and subtraction</b>							
<b>Understanding addition and subtraction</b>	Explore the composition of numbers to 10.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting)</i></p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p><i>Understand subtraction as take away and difference (how many more, how many less/fewer)</i></p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)</i></p> <p><i>Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context</i></p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)</i></p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)</i></p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)</i></p>
<b>Addition and subtraction facts</b>	<p>Compare quantities up to 10 in different context</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	Represent and use number bonds and related subtraction facts within 20	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p><i>Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes)</i></p>	<p><i>Recall and use addition and subtraction facts for 100 (multiples of 5 and 10)</i></p> <p><i>Derive and use addition and subtraction facts for 100</i></p> <p><i>Derive and use addition and subtraction facts for multiples of 100 totalling 1000</i></p>	<p><i>Recall and use addition and subtraction facts for 100</i></p> <p><i>Recall and use addition and subtraction facts for multiples of 100 totalling 1000</i></p> <p><i>Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)</i></p>	<p><i>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)</i></p> <p><i>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places)</i></p>	<p><i>Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places)</i></p>

<b>Mental methods</b>	Automatically recall number bonds for numbers 0–5 and some to 10.	Add and subtract one-digit and two-digit numbers to 20, including zero ( <i>using concrete objects and pictorial representations</i> )	<i>Select a mental strategy appropriate for the numbers involved in the calculation</i> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: -a two-digit number and ones -a two-digit number and tens -two two-digit numbers -adding three one-digit numbers	<i>Select a mental strategy appropriate for the numbers involved in the calculation</i>  Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>• a three-digit number and ones</li> <li>• a three-digit number and tens</li> <li>• a three-digit number and hundreds</li> </ul>	<i>Select a mental strategy appropriate for the numbers involved in the calculation</i>  <i>Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place</i>	<i>Select a mental strategy appropriate for the numbers involved in the calculation</i>  Add and subtract numbers mentally with increasingly large numbers <i>and decimals to two decimal places</i>	<i>Select a mental strategy appropriate for the numbers involved in the calculation</i>  Perform mental calculations, including with mixed operations and large numbers <i>and decimals</i>
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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - addition and subtraction</b>							
<b>Written methods</b>		<i>*Written methods are informal at this stage – see mental methods for expectation of calculations</i>	<i>*Written methods are informal at this stage – see mental methods for expectation of calculations</i>	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 <i>and decimals with one decimal place</i> using the formal written methods of columnar addition and subtraction where appropriate	Add and subtract whole numbers with more than 4 digits <i>and decimals with two decimal places</i> , including using formal written methods (columnar addition and subtraction)	<i>Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction)</i>
<b>Estimating and checking calculations</b>			Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Estimate the answer to a calculation and use inverse operations to check answers	Estimate and use inverse operations to check answers to a calculation	Use rounding and inverse operations to check answers to calculations and determine, in the context of a problem, levels of accuracy	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
<b>Order of operations</b>							Use their knowledge of the order of operations to carry out calculations involving the four operations
<b>Solving addition and subtraction problems including those with missing numbers</b>		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 \quad = \quad -9$	Solve problems with addition and subtraction <i>including those with missing numbers</i> : - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <i>Solve addition and subtraction problems involving missing numbers</i>	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <i>Solve addition and subtraction problems involving missing numbers.</i>	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication and division, <i>including those with missing numbers</i>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - multiplication and division</b>							
<b>Understanding multiplication and division</b>			<p><i>Understand multiplication as repeated addition</i></p> <p><i>Understand division as sharing and grouping and that a division calculation can have a remainder</i></p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known or related fact, calculate mentally, use a jotting, written method)</i></p> <p><i>Understand that division is the inverse of multiplication and vice versa</i></p> <p><i>Understand how multiplication and division statements can be represented using arrays</i></p> <p><i>Understand division as sharing and grouping and use each appropriately</i></p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known or related fact, calculate mentally, use a jotting, written method)</i></p> <p>Recognise and use factor pairs and commutativity in mental calculations</p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known or related fact, calculate mentally, use a jotting, written method)</i> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known or related fact, calculate mentally, use a jotting, written method)</i></p>
<b>Multiplication and division facts</b>		<p><i>Recall and use doubles of all numbers to 10 and corresponding halves</i></p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p><i>Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10)</i></p> <p><i>Derive and use halves of simple two-digit even numbers (numbers in which the tens are even)</i></p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p><i>Derive and use doubles of all numbers to 100 and corresponding halves</i></p> <p><i>Derive and use doubles of all multiples of 50 to 500</i></p>	<p>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p><i>Use partitioning to double or halve any number, including decimals to one decimal place</i></p>	<p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</p> <p><i>Use partitioning to double or halve any number, including decimals to two decimal places</i></p>	<p>Identify common factors, common multiples and prime numbers</p> <p><i>Use partitioning to double or halve any number</i></p>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - multiplication and division</b>							
<b>Mental methods</b>		<i>Use mental methods based on number bonds and number facts to help work out addition and subtraction problems.</i>	Calculate mathematical statements for multiplication ( <i>using repeated addition</i> ) and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals, (=) signs	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods	Use place value, known and derived facts to multiply and divide mentally, including: <ul style="list-style-type: none"> <li>• multiplying by 0 and 1 dividing by 1</li> <li>• multiplying together three numbers</li> </ul>	Multiply and divide numbers mentally drawing upon known fact  Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	Perform mental calculations, including with mixed operations and large numbers
<b>Written methods</b>		<i>*Written methods are informal at this stage – see mental methods for expectation of calculations</i>	<i>*Written methods are informal at this stage – see mental methods for expectation of calculations</i>	Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, progressing to formal written methods  Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, progressing to formal written methods	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout  <i>Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</i>	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  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 multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication  Multiply one-digit numbers with up to two decimal places by whole numbers  Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context  Use written division methods in cases where the answer has up to two decimal places

<b>Estimating and checking calculations</b>				<i>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</i>	<i>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</i>	<i>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</i>	<i>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</i>
<b>Order of operations</b>							Use their knowledge of the order of operations to carry out calculations involving the four operations

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - multiplication and division</b>							
<b>Solving multiplication and division problems including those with missing numbers</b>		Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Solve problems involving multiplication and division ( <i>including those with remainders</i> ), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Solve problems, including missing number problems, involving multiplication and division ( <i>and interpreting remainders</i> ), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, <i>division (including interpreting remainders)</i> , integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign  Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Solve problems involving addition, subtraction, multiplication and division

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - fractions (including decimals and percentages)</b>							
<b>Understanding fractions</b>		<p><i>Understand that a fraction can describe part of a whole</i></p> <p><i>Understand that a unit fraction represents one equal part of a whole</i></p>	<p><i>Understand and use the terms numerator and denominator</i></p> <p><i>Understand that a fraction can describe part of a set</i></p> <p><i>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be</i></p>	<p><i>Show practically or pictorially that a fraction is one whole number divided by another (for example, can be interpreted as <math>3 \div 4</math>)</i></p> <p><i>Understand that finding a fraction of an amount relates to division</i></p>	<p><i>Understand that a fraction is one whole number divided by another (for example, <math>3/4</math> can be interpreted as <math>3 \div 4</math>)</i></p>		
<b>Fractions of objects, shapes and quantities</b>		<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity <i>(including measure)</i></p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <i>(including measure)</i></p>	<p>Recognise, <math>1/3</math>, <math>1/4</math>, <math>2/4</math> <math>3/4</math> find, name and write fractions and of a length, shape, set of objects or quantity</p>	<p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p>	<p><i>Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators</i></p> <p>Recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten</p>	<p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements</p> <p>Read and write decimal numbers as fractions (e.g. <math>0.71 = 71/100</math>)</p>	<p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements. <i>Use common factors to then simplify the</i></p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 <i>answer; use common multiples to express fractions in the same denomination.</i></p>

<p><b>Counting, comparing and ordering fractions</b></p>			<p><i>Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></i></p>	<p><i>Count on and back in steps of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math></i></p> <p>Compare and order unit fractions and fractions with the same denominators <i>(including on a number line)</i></p>	<p><i>Count on and back in steps of unit fractions</i></p> <p><i>Compare and order unit fractions and fractions with the same denominators (including on a number line) (continued from Year 3)</i></p>	<p><i>Count on and back in mixed number steps such as</i></p> <p>Compare and order fractions whose denominators are all multiples of the same number <i>(including on a number line)</i></p>	<p>Compare and order fractions, including fractions <math>&gt;1</math> <i>(including on a number line)</i></p>
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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - fractions (including decimals and percentages)</b>							
<b>Equivalence</b>			Write simple fractions for example, $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and $1/2$	Recognise and show, using diagrams, equivalent fractions with small denominators	Recognise and show, using diagrams, families of common equivalent fractions  Recognise and write decimal equivalents of any number of tenths or Hundredths. Recognise and write decimal equivalents to $1/4$ , $1/2$ , $3/4$	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths  Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination  Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts  Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$ )
<b>Calculating with fractions</b>				Add and subtract fractions with the same denominator within one whole (for example $5/7 + 1/7 = 6/7$ )	Add and subtract fractions with the same denominator <i>(using diagrams)</i>	Add and subtract fractions with the same denominator and denominators that are multiples of the same number <i>(using diagrams)</i> Write mathematical statements $>1$ as a mixed number  (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ )  Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form <i>(using diagrams)</i> $1/4 \times 1/2 = 1/8$  Divide proper fractions by whole numbers <i>(using diagrams)</i> (e.g. $1/3 \div 2 = 1/6$ )

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number - fractions (including decimals and percentages)</b>							
<b>Percentages</b>						Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	<i>Find percentages of amounts (e.g. 70% of 140 but also applying how to find 10% can help find 1% and 5%)</i>
<b>Solving problems involving fractions, decimals and percentages</b>				Solve problems that involve all of the above	<p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p>	<p><i>Solve problems involving fractions</i></p> <p>Solve problems involving number up to three decimal places</p> <p>Solve problems which require knowing percentage and decimal equivalents of and those with a denominator of a multiple of 10 or 25</p>	<p><i>Solve problems involving fractions</i></p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison</p>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Ratio and proportion</b>							
<b>Ratio and proportion</b>							<p>Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p>
<b>Algebra</b>							
							<p>Express missing number problems algebraically</p> <p>Use simple formulae</p> <p>Generate and describe linear number sequences</p> <p>Find pairs of numbers that satisfy an equation with two unknowns (<i>doing so practically and in written form</i>)</p> <p>Enumerate possibilities of combinations of two variables</p>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Measurement (length/height, perimeter, area and mass/weight)</b>							
<b>Length / height</b>	Compare length, weight and capacity.	Measure and begin to record lengths and heights, <i>using non-standard and then manageable standard units (m and cm) within children's range of counting competence</i>  Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers  Compare and order lengths and record the results using >, < and =	Measure, add and subtract lengths (m/cm/mm)  Compare lengths (m/cm/mm)	Estimate and calculate lengths  Compare lengths	<i>Use, read and write standard units of length to a suitable degree of accuracy</i>  Understand and use approximate equivalences between metric (mm, cm, m and Km) and common imperial units such as inches, feet and yards.  Use all four operations to solve problems using decimal notation	Use, read and write standard units of length using decimal notation to three decimal places
<b>Perimeter</b>				<i>Understand that perimeter is a measure of distance around the boundary of a shape</i> Measure the perimeter of simple 2-D shapes	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	Recognise that shapes with the same areas can have different perimeters and vice versa
<b>Area</b>					<i>Understand that area is a measure of surface within a given boundary</i> Find the area of rectilinear shapes by counting squares	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) and estimate the area of irregular shapes	Calculate the area of parallelograms and triangles Recognise when it is possible to use the formulae for area and volume of shapes

<p><b>Mass</b></p>		<p>Measure and begin to record mass/weight, <i>using non-standard and then standard units (kg and g) within children's range of counting competence</i></p> <p>Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than)</p>	<p>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales</p> <p>Compare and order mass and record the results using &gt;, &lt; and =</p>	<p>Measure, add and subtract mass (kg/g)</p> <p>Compare mass (kg/g)</p>	<p>Estimate and calculate mass</p> <p>Compare mass</p>	<p><i>Use, read and write standard units of mass to a suitable degree of accuracy</i></p> <p>Understand and use approximate equivalences between metric (grams and kilograms) and common imperial units such as pounds and ounces</p> <p>Use all four operations to solve problems using decimal notation</p>	<p>Use, read and write standard units of mass using decimal notation to three decimal places</p>
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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Measurement (capacity, volume, temperature and conversion)</b>							
<b>Capacity / volume</b>	Compare length, weight and capacity.	<p>Measure and begin to record capacity and volume <i>using non-standard and then standard units (litres and ml) within children's range of counting competence</i></p> <p>Compare and describe capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)</p>	<p>Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels</p> <p>Compare and order volume/capacity and record the results using &gt;, &lt; and =</p>	<p>Measure, add and subtract volume/capacity (l/ml)</p> <p>Compare volume/capacity (l/ml)</p>	<p>Estimate and calculate volume/capacity</p> <p>Compare volume/capacity</p>	<p>Estimate (<i>and calculate</i>) volume (for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)) and capacity (for example, using water)</p> <p><i>Understand the difference between liquid volume, including capacity and solid volume</i></p> <p>Understand and use approximate equivalences between metric (ml and litres) and common imperial units such as pints and gallons. Use all four operations to solve problems using decimal notation</p>	<p>Use, read and write standard units of volume using decimal notation to three decimal places Calculate and estimate volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>) and extending to other units (for example, mm<sup>3</sup> and km<sup>3</sup>)</p> <p>Compare volume of cubes and cuboids using standard units, Including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>) and extending to other units (for example, mm<sup>3</sup> and km<sup>3</sup>)</p>
<b>Temperature</b>			<p>Choose and use appropriate standard units to estimate and measure temperature to the nearest degree (°C) using thermometers</p>	<i>Continue to estimate and measure temperature to the nearest degree (°C) using thermometers</i>	<i>Order temperatures including those below 0°C</i>	<i>Continue to order temperatures including those below 0°C</i>	<i>Calculate differences in temperature, including those that involve a positive and negative temperature</i>
<b>Conversion</b>					Convert between different units of measure (e.g. kilometre to metre; hour to minute)	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	<p>Convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places</p> <p>Convert between miles and kilometres</p>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Measurement (time)</b>							
<b>Time</b>		<p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Compare and describe time (for example, quicker, slower, earlier, later)</p> <p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p> <p>Measure and begin to record time (hours, minutes, seconds)</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p>	<p>Compare and sequence intervals of time</p> <p>Know the number of minutes in an hour and the number of hours in a day</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>	<p>Record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Know the number of seconds in a minute, and the number of days in each month, year and leap year</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Estimate and read time with increasing accuracy to the nearest minute</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks)</p>	<p>Convert between different units of time, e.g. hour to minute</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p>	<p><i>Convert between units of time (seconds, minutes, hours, days, months) in a problem solving context</i></p> <p><i>Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks</i></p>	<p><i>Convert between units of time in a problem solving context.</i></p> <p>Use, read and write standard units of time</p>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Measurement (money and solving problems)</b>							
<b>Money</b>		Recognise and know the value of different denominations of coins and notes	<p>Recognise and use symbols for pounds (£) and pence (p)</p> <p>Combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money</p> <p>Add and subtract money of the same unit, including giving change</p>	<p><i>Continue to recognise and use symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds and pence</i></p> <p><i>Recognise that ten 10p coins are equivalent to £1 and that each coin is 1/10 of £1</i></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p><i>Write amounts of money using decimal notation</i></p> <p><i>Recognise that one hundred 1p coins are equivalent to 1/100 £1 and that each coin is of £1</i></p> <p>Estimate, compare and calculate money in pounds and pence</p>		
<b>Solving problems involving money and measures</b>		<p>Solve practical problems for:</p> <ul style="list-style-type: none"> <li>- lengths and heights</li> <li>- mass/weight</li> <li>- capacity and volume</li> <li>- time</li> </ul>	<p>Solve simple problems in a practical context involving addition and subtraction of money <i>and measures (including time)</i></p>	<p><i>Solve problems involving money and measures and simple problems involving passage of time</i></p>	<p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days <i>and problems involving money and measures</i></p>	<p>Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation including scaling Solve problems involving converting between units of time</p>	<p>Solve problems involving the calculation and conversion of units of measure (<i>including money and time</i>), using decimal notation up to three decimal places where appropriate</p>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geometry - properties of shapes</b>							
<b>Properties of shape</b>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles</p> <p>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid)</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>	<p>Draw 2-D shapes and describe them</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry</p> <p><i>Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines</i></p> <p>Compare and classify geometric shapes based on their properties and sizes</p>	<p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p>	<p>Compare and classify geometric shapes based on their properties and sizes Draw 2-D shapes using given dimensions and angles</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Recognise, describe and build simple 3-D shapes, including making nets</p>
<b>Angles and rotation</b>		<p>Describe movement, including whole, half, quarter and three-quarter turns</p>	<p>Use mathematical vocabulary to describe movement, including rotation as a turn</p> <p>Understand the link between rotation and turns in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<p>Recognise angles as a property of shape or a description of a turn</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p>	<p>Identify acute and obtuse angles and compare and order angles up to two right angles by size</p>	<p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Draw given angles, and measure them in degrees (°)</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>angles at a point and one whole turn (total 360°)</li> <li>angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180°)</li> <li>other multiples of 90°</li> </ul>	<p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>Find unknown angles in any triangles, quadrilaterals, and regular polygons</p>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geometry - position and direction</b>							
<b>Patterns</b>	Continue, copy and create repeating patterns.	<i>Recognise and create repeating patterns with objects and shapes</i>	Order and arrange combinations of mathematical objects in patterns and sequences				
<b>Position and direction</b>	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Describe position and direction	Use mathematical vocabulary to describe position, movement, including movement in a straight line				
<b>Coordinates (including reflection and translation)</b>				<i>Describe positions on a square grid labelled with letters and numbers</i>	Describe positions on a 2-D grid as coordinates in the first quadrant  Plot specified points and draw sides to complete a given polygon  Describe movements between positions as translations of a given unit to the left/right and up/down	<i>Describe positions on the first quadrant of a coordinate grid</i>  <i>Plot specified points and complete shapes</i>  Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	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

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Statistics</b>							
<b>Sorting and classifying</b>		<i>Sort objects, numbers and shapes to a given criterion and their own</i>	Compare and sort <i>objects, numbers and</i> common 2-D and 3- D shapes and everyday objects	<i>Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects</i>	<i>Use a variety of sorting diagrams to compare and classify numbers and geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</i>	<i>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes)</i>	<i>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes)</i>
<b>Present and interpret data</b>		<i>Present and interpret data in block diagrams using practical equipment</i>	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Interpret and present data using bar charts, pictograms and tables	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	Complete, read and interpret information in tables, including timetables	Interpret and construct pie charts and line graphs and use these to solve problems
<b>Solve problems using data</b>		<i>Ask and answer simple questions by counting the number of objects in each category</i> <i>Ask and answer questions by comparing categorical data</i>	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data	Solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts and pictograms and tables	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Solve comparison, sum and difference problems using information presented in <i>all types of graph including a line graph</i>	<i>Solve comparison, sum and difference problems using information presented in all types of graph</i>
<b>Averages</b>						<i>Calculate and interpret the mode, median and range</i>	Calculate and interpret the mean as an average

## Impact (End Points)

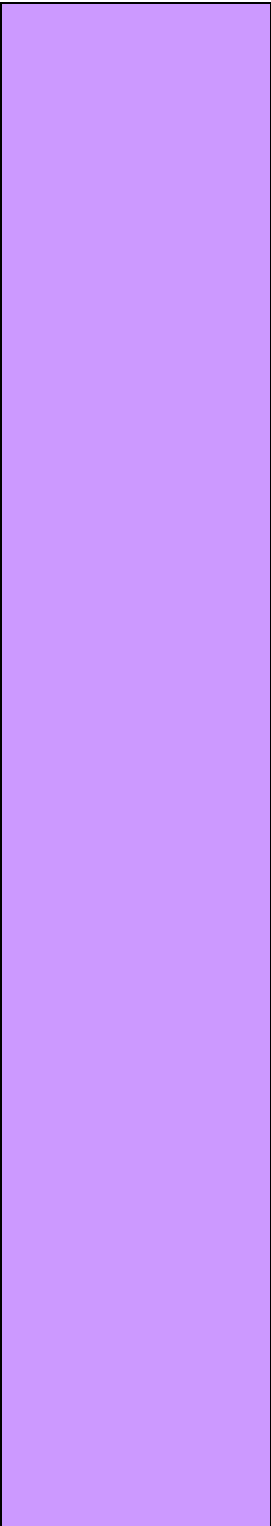
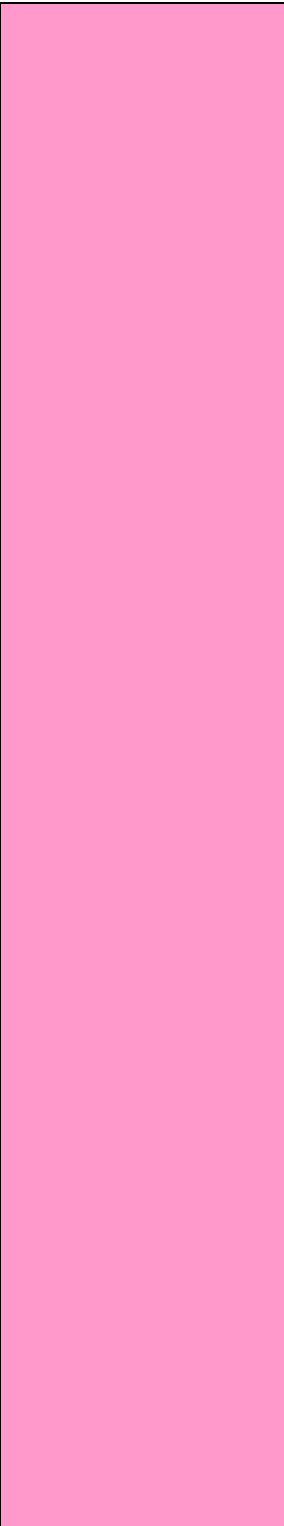
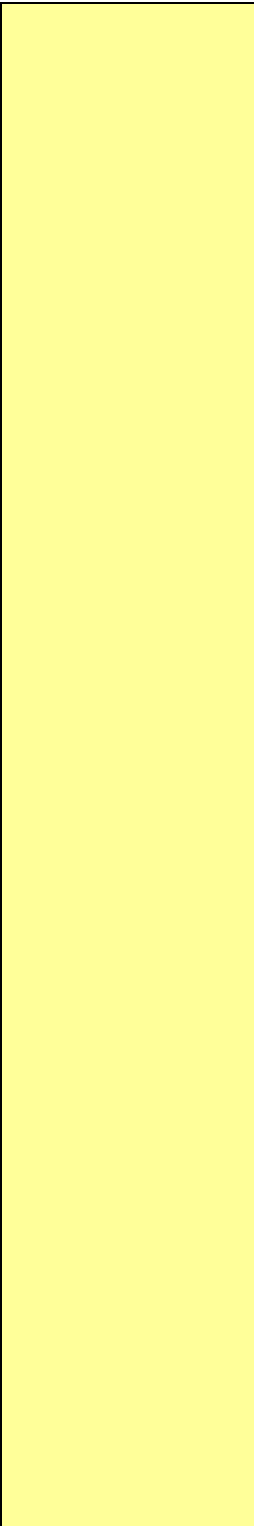
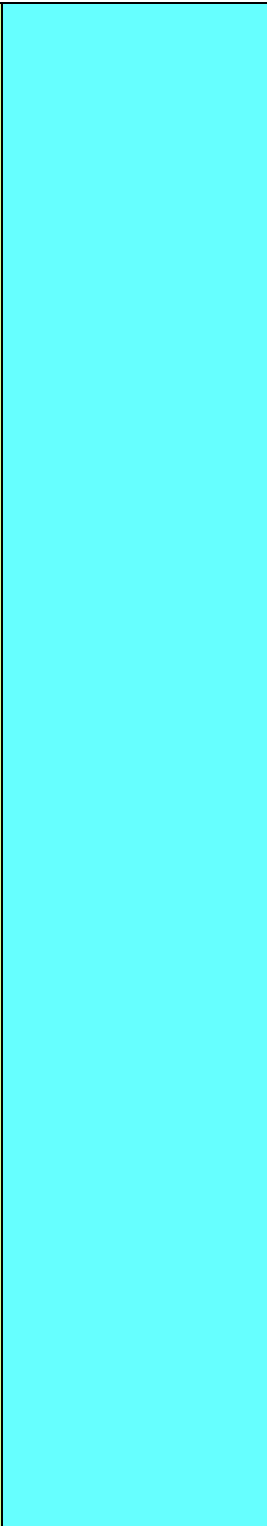
Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children in Reception will have a deep understanding of number to 10, including the composition of each number; 14. They will know and understand how to Subitise (recognise quantities without counting) up to 5. They will be able to automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Children will be able to verbally count beyond 20, recognising the pattern of the counting system. They can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children will also be able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>Children in Year 1 should be able to count to thirty and identify number bonds to ten and twenty. They should be able to add and subtract two groups and write number sentences to show this. They should be able to use resources to show their reasoning. Children should be able to identify a range of simple 2D and 3D shapes and recall basic properties (e.g. corners, faces). They can divide objects into groups and draw simple arrays. They can identify coins and measure simple lengths, heights, capacities and volumes.</p>	<p>Children in Year 2 will be able to count to 100 and beyond. They will use place value to add and subtract a 2digit and a 2digit number beginning to show exchange and carrying. They know their 2,5, and 10 times table. They can name and describe common 2d and 3d shapes. They can show mastery in the way that they use their written methods and understand word problems. They will be confident using bar models and part whole models. They understand the fractions halves quarters and thirds. They recognize and use coins. They can tell the time to the nearest 15 minutes.</p>	<p>Children in Year 3 have a secure understanding of place value to 3 digit numbers, are able to use the column method confidently to add and subtract 3 numbers. They will have a secure knowledge of the 3, 4 and 8 times tables and will be able to use written methods for multiplication and division.</p>	<p>Children in Year 4 have a growing confidence with place value, using these skills within both written and mental calculations for all four operations. Children have developed a better understanding of mathematical reasoning.</p>	<p>Children in Year 5 are prepared for KS2 SATS through their knowledge of mathematical concepts and their ability to explain and reason their mathematical thinking using a wide range of vocabulary.</p>	<p>Children in Year 6 are prepared for transition to KS3 through their knowledge of mathematical concepts and their ability to explain and reason their mathematical thinking using a wide range of vocabulary.</p>

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>							
	number zero, one, two.....to twenty and beyond none How many...? count, count (up) to count on, count back (from, to) count in ones...twos... one more than... one less than... many few every other first, second....tenth pattern puzzle answer right, wrong as many as greater greatest large, larger, largest big, bigger, biggest small, smaller, smallest more less order before, after next between above below last last but one add altogether double half halve How many more to make? How many more is...than...? money, coin penny, pence, pound price, cost	numbers to 100 and beyond units, ones, tens digit 'teens' number exchange fewer most least first...second...eleventh...t wentieth half-way between roughly count on in twos...fives...tens odd, even forwards, backwards repeating pattern number line number square number track point pointed cuboid cylinder sort set underneath centre journey turn whole turn half turn quarter turn three-quarter turn clockwise anti-clockwise position + add, plus, total - take away, subtract, minus difference between How much less is...? = equal to sign, operation number bond put together	table, column, row, diagram tally, tally chart block diagram pictogram represent label, title scale most popular, least popular most common, least common category route higher lower straight line map plan compass point north, south, east, west (NSEW) property surface circular, triangular, rectangular oblong, pentagon, hexagon, octagon quadrilateral, kite, polygon, prism vertical horizontal edge, vertex, vertices 2D, 3D line of symmetry, mirror line, reflection £ and p note (and the names of notes) bought, sold, change measuring scale about further, furthest m to represent metre, centimetre (cm) tape measure mass, weight	chart grid bar chart frequency table Carroll diagram Venn diagram axis axes interval data row column right-angled triangle hemi-sphere, semi-circle pentagonal, hexagonal, octagonal polyhedron perpendicular parallel non-symmetrical regular irregular right angle acute angle obtuse angle ...angle, ...is a greater/smaller angle than... more expensive, most expensive less expensive, least expensive amount, value, worth approximately distance apart, distance between distance to, distance from millimetre (mm), kilometre (km), mile century leap year calendar date am, pm, noon earliest, latest 12 hour clock, 24 hour clock	survey questionnaire time graph interpret origin coordinates north-east, north- west, south-east, south-west (NE, NW, SE, SW) rotate degree set square angle measurer compasses translation first quadrant plot construct, sketch base, square-based concave, convex open, closed spherical, cylindrical, tetrahedron, polyhedron equilateral triangle isosceles triangle scalene triangle heptagon polygon parallelogram rhombus trapezium line symmetry, reflect measurement standard unit metric unit breadth area square centimetre (cm <sup>2</sup> ) square metre (m <sup>2</sup> ) pint measuring cylinder	rotation symmetry protractor congruent octahedron axis of symmetry reflective symmetry degrees angle/s on a straight line angle/s at a point reflex angle diagonal discount currency gallon square millimetre (mm <sup>2</sup> ) volume in cm <sup>3</sup> imperial unit inch pound (lb) pint arrive depart common fraction, simple fraction, vulgar fraction proper fraction improper fraction mixed number, mixed fraction reduced to cancel ninth twelfth thousandth percentage per cent % divisibility common factor prime factor divisor factorise units boundary tenths boundary greater than or equal to ≥ less than or equal to ≤	four quadrants circumference radius diameter concentric arc intersecting intersection plane tangram dodecahedron icosahedron kite net cross-section geometric profit vertically opposite angles loss yard foot, feet tonne ounce (oz) centilitre (cl) cubic metre m <sup>3</sup> cubic millimetre mm <sup>3</sup> cubic kilometre km <sup>3</sup> miles per hour symbol formula formulae algebra algebraic equation variable unknown expression equivalent expression evaluate thousandth common denominator rational number quantities comparison

buy, sell spend, spent pay costs more costs less cheap, cheaper dear costs the same as How much...? measure size compare guess too much, too little about the same as just over just under wide, narrow deep, shallow take (away) leave How many have gone? How many fewer is...than...? ...is the same as... guess how many nearly close to about the same as too many too few enough not enough count out share out left left over thick, thin long, longer, longest short, shorter, shortest tall, taller, tallest high, higher, highest far, near, close weigh, weighs, balances heavy, heavier, heaviest light, lighter, lightest balance, scales, weight full, half-full, empty holds time Monday, Tuesday etc day	more than/ less than number sentence number fact and division equal to multiple share sharing group grouping array fraction half halve quarter whole names of coins roughly length, width, height mass/weight (used interchangeably) capacity/volume (used interchangeably) line metre ruler, metre stick weighing scale, container spring, summer, autumn, winter month, year, weekend, midnight fast, faster, fastest half past How long ago...? How long will it be to...? How long will it take to...? How often...? always, never, sometimes, usually once, twice	kilogram (kg), half- kilogram, gram (g) capacity, volume contains litre (l), half-litre, millilitre (ml) January, February...December fortnight minute second quarter to, quarter past digital clock, analogue clock temperature, thermometer, °C Fractions part equal parts fraction one whole one half, two halves one quarter, two... three... four... quarters one third lots of, groups of x times, multiply, multiplied by multiplication multiple of product once, twice, three times...ten times as big... long... wide... as... repeated addition array row column share equally one each, two each, three each... group in pairs, threes...tens equal groups of ÷ divide, divided by, divided into division inverse addition, sum one hundred more one hundred less subtraction tens boundary	Roman numerals I to XII perimeter two thirds three thirds one tenth tenths denominator numerator remainder equation inverse operation hundreds boundary equation column(ar) addition column(ar) subtraction inverse operation exchange zero... thousand+ relationship one hundred more one hundred less approximate approximately round up round down place holder estimate near double	convert millennium date of birth eighth sixth fifth twentieth hundredth proportion in every for every decimal decimal fraction decimal point decimal place simplify factor factor pair divisible by increase decrease thousands ten thousand hundred thousand numeral one thousand more/less round to the nearest 10...100...1000 integer positive integer, positive number negative integer, negative number above zero, below zero, minus next consecutive sort, classify, property Roman numerals to 100 (I to C)	ascending order descending order round to the nearest 10000 and 100000 ≈ is approximately equal to approximation square/d number cube/d number to the power of... prime number composite number one squared, two squared etc million term-to-term rule Roman numerals to 1000 (M) database line graph bar line chart timetable mode range maximum minimum value outcome x-axis y-axis	scale scale factor proportion ratio factorise recurring numbers to ten million+ (10,000000) pie chart mean average median statistics distribution rate sample long division long multiplication brackets order of operations - BODMAS common multiple quotient recurring decimal
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week  
birthday  
holiday  
morning  
afternoon  
evening  
night  
bedtime  
dinnertime  
playtime  
today  
yesterday  
tomorrow  
before, after  
next  
first, last  
now  
soon  
early  
late  
quick, quicker, quickest,  
quickly  
fast, faster, fastest  
slow, slower, slowest,  
slowly  
old, older, oldest  
new, newer, newest  
takes longer, takes less  
time  
hour  
o'clock  
clock  
watch  
hands  
shape  
pattern  
flat, curved, straight,  
round  
hollow, solid  
corner, face, side, end  
make, build, draw  
cube  
pyramid  
sphere  
cone  
circle  
triangle  
square  
rectangle  
symmetrical  
repeating pattern  
match, sort

calculate, calculation  
correct  
symbol  
difference  
inverse  
hundreds  
thousand  
sequence  
continue  
predict  
partition  
sequence  
consecutive  
value  
rule  
one-, two-, three-digit  
number  
place, place value  
stands for  
represents  
twenty-first, twenty-  
second....  
exact, exactly  
round, nearest  
> and <  
numeral



over, under, above,  
below  
top, bottom, side  
on, in, outside, inside  
around, in front, behind,  
between  
front, back  
beside, next to, opposite  
middle  
left, right  
up, down  
forwards, backwards,  
sideways  
across, along, through  
close, far, near  
to, from, towards, away  
from  
slide, roll, turn  
stretch, bend

