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| **Place Value: Count** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
* Count numbers to 100 in numerals; count in multiples of twos, fives and tens
 | * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
 | * count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
 | * count in multiples of 6, 7, 9, 25 and 1000
* 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
* count forwards and backwards with positive and negative whole numbers, including through zero
 |  |
|  | Autumn 1 /Spring 1/ Spring 3/ Summer 4 | Autumn 1 | Autumn 1Autumn 3 | Autumn 1Autumn 4 | Autumn 1Summer 4 |  |
| **Place Value: Represent** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * identify and represent numbers using objects and pictorial representations
* read and write numbers to 100 in numerals
* read and write numbers from 1 to 20 in numerals and words
 | * read and write numbers to at least 100 in numerals and in words
* 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 and in words
 | * identify, represent and estimate numbers using different representations
* read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
 | * read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit
* read Roman numerals to 1000 (M) and recognise years written in Roman numerals
 | * read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit
 |
|  | Autumn 1 /Spring 1/ Spring 3/ Summer 4 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 |
| **Place Value: Use and Compare** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * 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
 | * (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit
 | * (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit
 |
|  | Autumn 1 /Spring 1/ Spring 3Summer 4 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 |
| **Place Value: Problems/Rounding** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | * 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
 |
|  |  | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 |

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| **Addition and Subtraction: Calculations** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * add and subtract one-digit and two-digit numbers to 20, including zero
 | * add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
	+ a two-digit number and ones
	+ a two-digit number and tens
	+ two two-digit numbers
	+ adding three one-digit numbers
 | * add and subtract numbers mentally, including:
	+ a three-digit number and ones
	+ a three-digit number and tens
	+ a three-digit number and hundreds
* add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
 | * add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
 | * add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
* add and subtract numbers mentally with increasingly large numbers
 | * perform mental calculations, including with mixed operations and large numbers
* use their knowledge of the order of operations to carry out calculations involving the four operations
 |
|  | Autumn 2Spring 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 |
| **Addition and Subtraction: Problems** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as

 7 =  – 9 | * solve problems with addition and subtraction:
	+ 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
 | * solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
* solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
 | * solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
 |
|  | Autumn 2Spring 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 |
| **Multiplication & Division: Recall/Use** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | * division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
* •show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
 | * 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 12 .12
* use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
* recognise and use factor pairs and commutativity in mental calculations
 | * 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 (2) and cubed (3)
 | * identify common factors, common multiples and prime numbers
* use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
 |
|  |  | Spring 2 | Autumn 3Spring 1 | Autumn 4Spring 1 | Autumn 3 | Autumn 2 |

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| **Multiplication & Division: Calculations** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (.), division (÷) and equals (=) signs
 | * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
 | * multiply two-digit and three-digit numbers by a one-digit number using formal written layout
 | * multiply numbers up to 4 digits by a one-or two-digit number using a formal written method, including long multiplication for two-digit numbers
* multiply 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, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
* divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
* perform mental calculations, including with mixed operations and large numbers
 |
|  |  | Spring 2 | Autumn 3Spring 1 | Spring 1 | Autumn 3Spring 1 | Autumn 2 |
| **Multiplication & Division: Problems** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
 | * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
 | * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
 | * solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
 | * solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
* solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
 | * solve problems involving addition, subtraction, multiplication and division
 |
|  | Summer 1 | Spring 2 | Spring 1 | Spring 1 | Autumn 3Spring 1 | Autumn 2 |
| **Multiplication & Division: Combined** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  |  | * solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
 | * use their knowledge of the order of operations to carry out calculations involving the four operations
 |
|  |  |  |  |  | Spring 1 | Autumn 2 |

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| **Fractions, Decimals and Percentages: Recognise and Write** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * recognise, find and name a half as one of two equal parts of an object, shape or quantity
* recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
 | * recognise, find, name and write fractions and  of a length, shape, set of objects or 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 [for example,
 |  |
|  | Summer 2 | Summer 1 | Spring 3 | Spring 4Summer 1 | Autumn 4  |  |
| **Fractions, Decimals and Percentages: Compare** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | * Recognise the equivalence of and
 | * 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
 |
|  |  | Summer 1 | Spring 3 | Spring 3 | Autumn 4 | Autumn 3 |
| **Fractions, Decimals and Percentages: Calculations** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | * write simple fractions for example, of 6 = 3
 | * add and subtract fractions with the same denominator within one whole [for example,
 | * add and subtract fractions with the same denominator
 | * add and subtract fractions with the same denominator and denominators that are multiples of the same number
* multiply proper fractions and mixed numbers by whole numbers, supported by 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 [for example, •divide proper fractions by whole numbers [for example
 |
|  |  | Summer 1 | Summer 1 | Spring 3 | Autumn 4Spring 2 | Autumn 3Autumn 4 |

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| **Fractions, Decimals and Percentages: Solve Problems** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | * solve problems that involve all of the above
 | * solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
 |  |  |
|  |  |  | Spring 3Summer 1 | Spring 3 |  |  |
| **Decimals: Recognise, write and compare** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  | * write decimal equivalents of any number of tenths or hundredths
* recognise and write decimal equivalents to
* 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
 | * read and write decimal numbers as fractions [for example, 0.71 = •recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
* round decimals with two decimal places to the nearest whole number and to one decimal place
* read, write, order and compare numbers with up to three decimal places
 | * identify the value of each digit in numbers given to three decimal places
 |
|  |  |  |  | Spring 4Summer 1 | Spring 3Summer 3 | Spring 3 |
| **Fractions, Decimals and Percentages** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  | * solve simple measure and money problems involving fractions and decimals to two decimal places
 | * recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal
* •solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25
 | * associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,
* •recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
 |
|  |  |  |  | Spring 3Spring 4Summer1 | Spring 3 | Spring 3Spring 4 |
| **Ratio and Proportion** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  |  |  | * solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
* solve problems involving the calculation/use of percentages for comparison
* solve problems involving similar shapes where the scale factor is known or can be found
* solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
 |
|  |  |  |  |  |  | Spring 1 |
| **Algebra** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = –9
 | * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and 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
 |
|  |  |  |  |  |  | Spring 2 |
| **Measurement: Using Measures** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * compare, describe and solve practical problems for:
	+ lengths and heights
	+ mass/weight
	+ capacity and volume
	+ time
* measure and begin to record the following:
	+ lengths and heights
	+ mass/weight
	+ capacity and volume
	+ time (hours, minutes, seconds)
 | * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (℃); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
* compare and order lengths, mass, volume/capacity and record the results using >, < and =
 | * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
 | * Convert between different units of measure [for example, kilometre to metre; hour to minute]
* estimate, compare and calculate different measures
 | * convert between different units of metric measure
* understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
* use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
 | * 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
 |
|  | Spring 4Spring 5Summer 6 | Spring 3Spring 4 | Spring 2Spring 4 | Spring 2Summer 3 | Spring 4Summer 5Summer 6 | Spring 2 |

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| **Money** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | recognise and know the value of different denominations of coins and notes | recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular valuefind different combinations of coins that equal the same amounts of moneysolve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | 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 | use all four operations to solve problems involving measure [for example,  |  |
|  | Summer 5 | Spring 1 | Summer 2 | Summer 2 | Summer 3 |  |
| **Time** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
* recognise and use language relating to dates, including days of the week, weeks, months and years
* tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
 | * compare and sequence intervals of time
* tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
* know the number of minutes in an hour and the number of hours in a day
 | * tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
* estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight
* know the number of seconds in a minute and the number of days in each month, year and leap year
* compare durations of events [for example to calculate the time taken by particular events or tasks]
 | * read, write and convert time between analogue and digital 12-and 24-hour clocks
* solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
 | * solve problems involving converting between units of time
 | * use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa

*Note –In the WRM schemes, time conversions are covered in Y5; the Y6 block concentrates on metric units.* |
|  | Summer 6 | Summer 2 | Summer 3 | Summer 3 | Summer 5 | Autumn 5 |
| **Perimeter, area, volume** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | * measure the perimeter of simple 2-D shapes
 | * measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
* find the area of rectilinear shapes by counting squares
 | * measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
* calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes
* estimate volume [for example, using blocks to build cuboids] and capacity [for example, using 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 centimetres (cm3) and cubic metres (m3), and extending to other units
 |
|  |  |  | Spring 2 | Autumn 3Spring 2 | Spring 4Summer 6 | Spring 5 |
| **Geometry: 2D Shapes** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]
 | * identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
* identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
* compare and sort common 2-D shapes and everyday objects
 | * draw 2-D shapes
 | * compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
* identify lines of symmetry in 2-D 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 2-D 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
 |
|  | Autumn 3 | Autumn 3 | Summer 4 | Summer 4 | Summer 1 | Summer 1 |
| **Geometry: 3D Shapes** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
 | * recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
* compare and sort common 3-D shapes and everyday objects
 | * make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
 |  | * identify 3-D shapes, including cubes and other cuboids, from 2-D representations
 | * recognise, describe and build simple 3-D shapes, including making nets
 |
|  | Autumn 3 | Autumn 3 | Summer 4 |  | Summer 1 | Autumn 3 |
| **Geometry: Angles and Lines** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | * Year 6
 |
|  |  |  | * recognise angles as a property of shape or a 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 than or less than a right angle
* identify horizontal and vertical lines and pairs of perpendicular and parallel lines
 | * identify acute and obtuse angles and compare and order angles up to two right angles by size
* identify lines of symmetry in 2-D shapes presented in different orientations
* complete a simple symmetric figure with respect to a specific line of symmetry
 | * 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 (total 360°)
* angles at a point on a straight line and \_a turn (total 180°)
* other multiples of 90°
 | * 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
 |
|  |  |  | Summer 4 | Summer 4 | Summer 2 | Summer 1 |

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| **Geometry: Position and Direction** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * 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 2-D 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 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
 |
|  | Summer 3 | Summer 4 |  | Summer 6 | Summer 2 | Summer 2 |
| **Statistics** |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | * 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
 |
|  |  | Summer 3 | Summer 5 | Summer 5 | Spring 5 | Spring 6 |