|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 1  Autumn 3 | Autumn 1  Autumn 4 | Autumn 1  Summer 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 3  Summer 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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 2  Spring 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 2  Spring 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 3  Spring 1 | Autumn 4  Spring 1 | Autumn 3 | Autumn 2 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 3  Spring 1 | Spring 1 | Autumn 3  Spring 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 3  Spring 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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 4  Summer 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 4  Spring 2 | Autumn 3  Autumn 4 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 3  Summer 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 4  Summer 1 | Spring 3  Summer 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 3  Spring 4  Summer1 | Spring 3 | Spring 3  Spring 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 4  Spring 5  Summer 6 | Spring 3  Spring 4 | Spring 2  Spring 4 | Spring 2  Summer 3 | Spring 4  Summer 5  Summer 6 | Spring 2 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 value  find different combinations of coins that equal the same amounts of money  solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | 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 3  Spring 2 | Spring 4  Summer 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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 |