

Primary maths

National curriculum and 'Ready to progress' mapping

Updated September 2024

Place value

Place value: Count

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward 	<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 	<ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 count backwards through zero to include negative numbers 	<ul style="list-style-type: none"> 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	

In the WRM schemes, negative numbers are introduced in Year 5

Place value: Represent

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 recognize years written in Roman numerals 	<ul style="list-style-type: none"> • 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> given a number, identify one more and one less 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit 	<ul style="list-style-type: none"> (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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> use place value and number facts to solve problems 	<ul style="list-style-type: none"> solve number problems and practical problems involving these ideas 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Year 1 RTP Place value

Ready to progress criteria	Block	Steps
1NPV-1 Count within 100, forwards and backwards, starting with any number.	Autumn 1	6 – Count on from any number 8 – Count backwards within 10
	Spring 1	1 – Count within 20
	Spring 3	1 – Count from 20 to 50
	Summer 4	1 – Count from 50 to 100
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$	Autumn 1	11 – Fewer, more, same 12 – Less than, greater than, equal to 13 – Compare numbers 14 – Order objects and numbers 15 – The number line
	Spring 1	7 – 1 more and 1 less 8 – The number line to 20 9 – Use a number line to 20 10 – Estimate on a number line to 20 11 – Compare numbers to 20 12 – Order numbers to 20

Year 2 RTP Place value

Ready to progress criteria	Block	Steps
2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Autumn 1	3 - Recognise tens and ones 4 - Use a place value chart 5 - Partition numbers to 100 7 - Flexibly partition numbers to 100 8 - Write numbers in expanded form
2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10	Autumn 1	9 - 10s on the number line to 100 10 - 10s and 1s on the number line to 100 11 - Estimate numbers on the number line

Addition and subtraction

Addition & subtraction: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • add and subtract one-digit and two-digit numbers to 20, including zero 	<ul style="list-style-type: none"> • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> ➢ a two-digit number and ones ➢ a two-digit number and tens ➢ two two-digit numbers ➢ adding three one-digit numbers 	<ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> ➢ 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 	<ul style="list-style-type: none"> • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 & subtraction: Problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> • solve problems with addition and subtraction: <ul style="list-style-type: none"> ➢ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➢ applying their increasing knowledge of mental and written methods 	<ul style="list-style-type: none"> • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	<ul style="list-style-type: none"> • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	Autumn 2	5 - Number bonds within 10 6 - Systematic number bonds within 10 7 - Number bonds to 10
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	See under Multiplication & division	

Year 2 RTP Number facts

Ready to progress criteria	Block	Steps
2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	Autumn Block 2	1 - Bonds to 10 6 - Add by making 10 8 - Add to the next 10 11 - Subtract from a 10

Year 1 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognizing odd and even numbers.	Autumn Block 2	5 - Number bonds within 10 6 - Systematic number bonds within 10 7 - Number bonds to 10
1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	Autumn Block 2	4 - Fact families - addition facts 8 - Addition - add together 9 - Addition - add more 10 - Addition problems 11 - Find a part 12 - Subtraction - find a part 13 - Fact families - the eight facts 14 - Subtraction - take away/cross out (How many left?) 15 - Subtraction - take away (How many left?) 16 - Subtraction on a number line
	Spring Block 2	2 - Add ones using number bonds 3 - Find and make number bonds to 20 6 - Subtract ones using number bonds 9 - Related facts 10 - Missing number problems

Note - In the WRM schemes, odd and even numbers are explored both in Reception and Y2 but there is no explicit step in Y1

Year 2 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
2AS-1 Add and subtract across 10	Autumn 2	9 - Add across a 10 10 - Subtract across a 10 11 - Subtract from a 10 12 - Subtract 1-digit number from a 2-digit number (across a 10)
2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	Autumn 2	4 - Bonds to 100 (tens) 8 - Add to the next 10
2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	Autumn 2	9 - Add across a 10 10 - Subtract across a 10 11 - Subtract from a 10 12 - Subtract 1-digit number from a 2-digit number (across a 10) 13 - 10 more, 10 less 14 - Add and subtract 10s
2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Autumn 2	15 - Add two 2-digit numbers (not across a 10) 16 - Add two 2-digit numbers (across a 10) 17 - Subtract two 2-digit numbers (not across a 10) 18 - Subtract two 2-digit numbers (across a 10) 19 - Mixed addition and subtraction
	Spring 1	7 - Calculate with money 9 - Find change
	Spring 3	5 - Four operations with lengths and heights

Multiplication and division

Multiplication & division: Recall/Use

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing 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 	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 	<ul style="list-style-type: none"> 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 recognize and use factor pairs and commutativity in mental calculations 	<ul style="list-style-type: none"> 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 recognize and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) 	<ul style="list-style-type: none"> 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> multiply two-digit and three-digit numbers by a one-digit number using formal written layout 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division
Summer 1	Spring 2	Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	See under Addition & subtraction	
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Summer 1	1 - Count in 2s 2 - Count in 10s 3 - Count in 5s
	Summer 4	4 - The number line to 100
	Summer 5	1 - Unitising 4 - Count in coins

Year 2 RTP Multiplication & division

Ready to progress criteria	Block	Steps
2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	Spring 2	1 - Recognise equal groups 2 - Make equal groups 3 - Add equal groups 4 - Introduce the multiplication symbol 5 - Multiplication sentences
	Spring 4	2 - Measure in grams 4 - Four operations with mass 8 - Four operations with volume and capacity
	Summer 3	6 - Draw pictograms (2, 5 and 10) 7 - Interpret pictograms (2, 5 and 10)
2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).	Spring 2	7 - Make equal groups - grouping 10 - Divide by 2 14 - Divide by 10 16 - Divide by 5

Fractions, decimals, percentages

Fractions: Recognise and write

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 	<ul style="list-style-type: none"> identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognize mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] 	
Summer 2	Summer 1	Spring 3	Spring 4 Summer 1	Autumn 4	

Fractions: Compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none">Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	<ul style="list-style-type: none">recognise and show, using diagrams, equivalent fractions with small denominatorscompare and order unit fractions, and fractions with the same denominators	<ul style="list-style-type: none">recognise and show, using diagrams, families of common equivalent fractions	<ul style="list-style-type: none">compare and order fractions whose denominators are all multiples of the same number	<ul style="list-style-type: none">use common factors to simplify fractions; use common multiples to express fractions in the same denominationcompare and order fractions, including fractions > 1
	Summer 1	Spring 3	Spring 3	Autumn 4	Autumn 3

Fractions: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> write simple fractions for example, $\frac{1}{2}$ of 6 = 3 	<ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 	<ul style="list-style-type: none"> add and subtract fractions with the same denominator 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example $\frac{1}{2} \div 2 = \frac{1}{4}$]
	Summer 1	Summer 1	Spring 3	Autumn 4 Spring 2	Autumn 3 Autumn 4

Ratio and proportion, algebra

Algebra

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	<ul style="list-style-type: none"> solve problems, including missing number problems 			<ul style="list-style-type: none"> 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

Note – although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3

Measurement

Using measures

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> > lengths and heights > mass/weight > capacity and volume > time • measure and begin to record the following: <ul style="list-style-type: none"> > lengths and heights > mass/weight > capacity and volume > time (hours, minutes, seconds) 	<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = 	<ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	<ul style="list-style-type: none"> • Convert between different units of measure [for example, kilometre to metre; hour to minute] • estimate, compare and calculate different measures 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. • convert between miles and kilometres
<p>Spring 4 Spring 5 Summer 6</p>	<p>Spring 3 Spring 4</p>	<p>Spring 2 Spring 4</p>	<p>Spring 2 Summer 3</p>	<p>Spring 4 Summer 5 Summer 6</p>	<p>Autumn 5</p>

Money

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">recognize and know the value of different denominations of coins and notes	<ul style="list-style-type: none">recognize 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	<ul style="list-style-type: none">add and subtract amounts of money to give change, using both £ and p in practical contexts	<ul style="list-style-type: none">estimate, compare and calculate different measures, including money in pounds and pence	<ul style="list-style-type: none">use all four operations to solve problems involving measure [for example, money]	
Summer 5	Spring 1	Summer 2	Summer 2	Summer 3	

Time

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> solve problems involving converting between units of time 	<ul style="list-style-type: none"> 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 <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>Note – In the WRM schemes, time conversions are covered in Y5; the Y6 block concentrates on metric units.</p> </div>
Summer 6	Summer 2	Summer 3	Summer 3	Summer 5	Autumn 5

Geometry

2-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> recognize and name common 2-D shapes (for example, rectangles (including squares), circles and triangles) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> draw 2-D shapes 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

3-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 		<ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations 	<ul style="list-style-type: none"> recognise, describe and build simple 3-D shapes, including making nets
Autumn 3	Autumn 3	Summer 4		Summer 1	Summer 1

Position and direction

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns 	<ul style="list-style-type: none"> 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) 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Year 1 RTP Geometry

Ready to progress criteria	Block	Steps
1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Autumn 3	1 - Recognise and name 3-D shapes 2 - Sort 3-D shapes 3 - Recognise and name 2-D shapes 4 - Sort 2-D shapes 5 - Patterns with 2-D and 3-D shapes
1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Autumn 3	1 - Recognise and name 3-D shapes 2 - Sort 3-D shapes 3 - Recognise and name 2-D shapes 4 - Sort 2-D shapes 5 - Patterns with 2-D and 3-D shapes

Year 2 RTP Geometry

Ready to progress criteria	Block	Steps
2G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Autumn 3	1 - Recognise 2-D and 3-D shapes 2 - Count sides on 2-D shapes 3 - Count vertices on 2-D shapes 7 - Sort 2-D shapes 8 - Count faces on 3-D shapes 9 - Count edges on 3-D shapes 10 - Count vertices on 3-D shapes 11 - Sort 3-D shapes

Statistics

Present and interpret data

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables 	<ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables 	<ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 	<ul style="list-style-type: none"> complete, read and interpret information in tables, including timetables 	<ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6

Solve statistical problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 	<ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph 	<ul style="list-style-type: none"> calculate and interpret the mean as an average
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6