

Mathematics Curriculum Intent

Mathematics is crucial in everyday life, and with this in mind, the purpose of Mathematics at Sunnyside Primary Academy is to develop an ability to solve problems, reason, think logically, work systematically and accurately.



To give all our children the best opportunity to achieve, concepts are introduced using a 'Concrete, Pictorial and Abstract' approach enabling all children to experience hands-on learning and allowing them to have clear models and images to aid their understanding.



Our children reason mathematically and solve problems; through this we encourage perseverance and acceptance that struggle is often a necessary step in learning. Our children understand that to become fluent this takes regular practice and resilience.



Children are expected to take responsibility for their learning; including learning number facts, times tables and related divisions, reflecting on their progress and identifying next steps in collaboration with their class teacher.



All children are challenged and encouraged to have high aspirations in Maths regardless of their starting points. Mathematical talk and language is a critical part of learning and thus we have high aspirations for the vocabulary children use to share their knowledge and understanding.

Domains	Concepts	EYFS	Key Stage One		Key Stage Two			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place Value	Counting	<p>count objects, actions and sounds</p> <p>count beyond 10</p> <p>verbally count beyond 20</p> <p>begin to count in 2s, 5s and 10s (also appears in Multiplication and Division)</p>	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p>	<p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p>	<p>count from 0 in multiples of 4, 8, 50 and 100</p> <p>find 10 or 100 more or less than a given number</p>	<p>count backwards through zero to include negative numbers</p> <p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p>	<p>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p>	<p>use negative numbers in context, and calculate intervals across zero</p>

	Comparing Numbers	<p>use concrete objects to find one more/one less than a given number</p> <p>knows one more/one less than a given number</p>	<p>use the language of: equal to, more than, less than (fewer), most, least</p>	<p>compare and order numbers from 0 up to 100; use <, > and = signs</p>	<p>compare and order numbers up to 1000</p>	<p>order and compare numbers beyond 1000</p> <p><i>compare numbers with the same number of decimal places up to two decimal places (also in Fractions)</i></p>	<p>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)</p>	<p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)</p>
	Identifying, Representing and Estimating Numbers	<p><u>Subitise</u> Group objects and know amounts in group without counting</p> <p>Subitise objects to 5</p> <p>Conceptual subitising-recognising smaller amounts within larger ones (part/whole)</p> <p><u>Composition</u> know numbers can be partitioned into different pairs of numbers</p>	<p>identify and represent numbers using objects and pictorial representations including the number line</p>	<p>identify, represent and estimate numbers using different representations, including the number line</p>	<p>identify, represent and estimate numbers using different representations</p>	<p>identify, represent and estimate numbers using different representations</p>		

		<p>know that a number can be partitioned into more than two numbers (parts/whole)</p> <p>know which pairs make a given number</p>						
	<p>Sequence numbers up to 10</p> <p>Reading and Writing Numbers (including Roman Numerals)</p>	<p>Sequence numbers up to 10</p>	<p>read and write numbers from 1 to 20 in numerals and words.</p>	<p>read and write numbers to at least 100 in numerals and in words</p>	<p>read and write numbers up to 1000 in numerals and in words</p> <p><i>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (copied from Measurement)</i></p>	<p>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.</p>	<p>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers)</p> <p>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)</p>

	Understanding Place Value		recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) <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 units, tenths and hundredths (copied from Fractions)</i>	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) <i>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (copied from Fractions)</i>	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) <i>identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places (copied from Fractions)</i>
	Rounding					round any number to the nearest 10, 100 or 1000 <i>round decimals with one decimal place to the nearest whole number (copied from Fractions)</i>	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 <i>round decimals with two decimal places to the nearest whole number and to one decimal place (copied from Fractions)</i>	round any whole number to a required degree of accuracy <i>solve problems which require answers to be rounded to specified degrees of accuracy (copied from Fractions)</i>

	Problem Solving			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
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Domains	Concepts	EYFS	Key Stage One		Key Stage Two			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and Subtraction	Number Bonds	begin to recall number bonds to 5 use addition and subtraction mathematical vocabulary recall some number bonds to 5 and 20 know which pairs make a given number (also in composition)	represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				

	Mental Calculation		<p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)</p>	<p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> • $2d+1s$ • $2d+10s$ • $2d+2d$ • $1d+1d+1d$ <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p>	<p>add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • $3d+1s$ • $3d+10s$ • $3d+100s$ 		<p>add and subtract numbers mentally with increasingly large numbers</p>	<p>perform mental calculations, including with mixed operations and large numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p>
	Written Methods (to be used with the SPA Calculation Policy)		<p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)</p>		<p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>	<p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p>	

	Inverse operations, Estimating and Checking Answers			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 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, levels of accuracy.
	Problem Solving		solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	<p>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</p> <p><i>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)</i></p>	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	<p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving addition, subtraction, multiplication and division</p>

Domains	Concepts	EYFS	Key Stage One		Key Stage Two			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and Division	Multiplication and Division Facts	begin to count in 2s, 5s and 10s understand odds and even numbers and begin to see the pattern	<i>count in multiples of twos, fives and tens</i> (copied from Number and Place Value)	<i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</i> (copied from Number and Place Value) recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	<i>count from 0 in multiples of 4, 8, 50 and 100</i> (copied from Number and Place Value) recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	<i>count in multiples of 6, 7, 9, 25 and 1000</i> (copied from Number and Place Value) recall multiplication and division facts for multiplication tables up to 12×12	<i>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</i> (copied from Number and Place Value)	
	Mental Calculation			show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	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 (appears also in Written Methods)	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 (appears also in Properties of Numbers)	multiply and divide numbers mentally drawing upon known facts multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	perform mental calculations, including with mixed operations and large numbers <i>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)</i> (copied from Fractions)

	Written Calculations (to be used with the SPA Calculation Policy)			calculate mathematical statements for multiplication 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 and progressing to formal written methods (appears also in Mental 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 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	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
	Properties of Numbers: Multiples, Factors, Primes, Square and Cube Numbers					recognise and use factor pairs and commutativity in mental calculations (repeated)	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	identify common factors, common multiples and prime numbers <i>use common factors to simplify fractions; use common multiples to express fractions in the same denomination (copied from Fractions)</i> <i>calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre</i>

							numbers up to 19 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	<i>cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3 (copied from Measures)</i>
	Order of Operations							use their knowledge of the order of operations to carry out calculations involving the four operations
	Inverse operations, Estimating and Checking Answers				<i>estimate the answer to a calculation and use inverse operations to check answers (copied from Addition and Subtraction)</i>	<i>estimate and use inverse operations to check answers to a calculation (copied from Addition and Subtraction)</i>		use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

	Problem Solving	<p>double numbers with concrete objects</p> <p>begin to recall some double facts</p> <p><u>(Also appears in Fractions)</u></p> <p>use vocabulary of sharing and halving</p> <p>share fairly through practical activities, splitting objects into two equal groups</p> <p>be aware that the original quantity remains unchanged but it has been shared or halved equally</p> <p>begin to solve problems involving sharing and halving</p>	<p>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</p>	<p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>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</p>	<p>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</p>	<p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p>	<p>solve problems involving addition, subtraction, multiplication and division</p> <p><i>solve problems involving similar shapes where the scale factor is known or can be found (copied from Ratio and Proportion)</i></p>
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Domains	Concepts	EYFS	Key Stage One		Key Stage Two			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions, Decimals and Percentages	Counting in Fractional Steps			count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (Non Statutory Guidance)	count up and down in tenths	count up and down in hundredths		
	Recognising Fractions	<p>(Also appears in <u>Multiplication and Division Problem Solving</u>)</p> <p>use vocabulary of sharing and halving</p> <p>share fairly through practical activities, splitting objects into two equal groups</p> <p>be aware that the original quantity remains unchanged but it has been shared or halved equally</p> <p>begin to solve problems involving sharing and halving</p>	<p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>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</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 that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p>	<p>recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p>	<p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)</p>	

	Comparing Fractions				compare and order unit fractions, and fractions with the same denominators		compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions >1
	Comparing Decimals					compare numbers with the same number of decimal places up to two decimal places	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
	Rounding including Decimals					round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy
	Equivalence (including fractions, decimals and percentages)			write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	recognise and show, using diagrams, equivalent fractions with small denominators	recognise and show, using diagrams, families of common equivalent fractions	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination

						<p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$</p>	<p>read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>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 as a decimal fraction</p>	<p>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>
	Addition and Subtraction of fractions				<p>add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)</p>	<p>add and subtract fractions with the same denominator</p>	<p>add and subtract fractions with the same denominator and multiples of the same number</p>	<p>add and subtract fractions with different denominators and mixed numbers,</p>

							recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	using the concept of equivalent fractions
	Multiplication and Division of fractions						multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	<p>multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)</p>

	<p>Multiplication and Division of decimals</p>					<p>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</p>		<p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p> <p>identify the value of each digit to three decimal places and</p> <p>multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p> <p>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)</p> <p>use written division methods in cases where the answer has up to two decimal places</p>
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	Problem Solving				<p>solve problems that involve all of the above</p>	<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>solve problems involving numbers up to three decimal places</p> <p>solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.</p>	
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Domains	Concepts	EYFS	Key Stage One		Key Stage Two			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion	Statements only appear in Year 6 but should be connected to previous learning, particularly fractions and multiplication and division							<p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</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> <p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>

Domains	Concepts	EYFS	Key Stage One		Key Stage Two			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement	Comparing and estimating	<p>recognise the relationship between the size and number of units</p> <p>begin to use non-standard units of measure</p> <p>to compare length, weight, time and capacity</p>	<p>compare, describe and solve practical problems for:</p> <p>lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</p> <p>mass/weight [e.g. heavy/light, heavier than, lighter than]</p> <p>capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]</p> <p>time [e.g. quicker, slower, earlier, later]</p> <p>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<p>compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>compare and sequence intervals of time</p>	<p>compare durations of events, for example to calculate the time taken by particular events or tasks</p> <p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Telling the Time)</p>	<p>estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring)</p>	<p>calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (also included in measuring)</p> <p>estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)</p>	<p>calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units such as mm³ and km³.</p>

	Measuring and Calculating		<p>measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) 	<p>choose and use appropriate standard units to estimate and measure</p> <p>length/height in any direction (m/cm);</p> <p>mass (kg/g);</p> <p>temperature (°C);</p> <p>capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p>	<p>measure, compare, add and subtract:</p> <p>lengths (m/cm/mm);</p> <p>mass (kg/g);</p> <p>volume/capacity (l/ml)</p>	<p>estimate, compare and calculate different measures, including money in pounds and pence (appears also in Comparing)</p>	<p>use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p>	<p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Converting)</p>
					<p>measure the perimeter of simple 2-D shapes</p>	<p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p>	<p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p>	<p>recognise that shapes with the same areas can have different perimeters and vice versa</p>

			<p>recognise and know the value of different denominations of coins and notes</p>	<p>recognise and use symbols for pounds (£) and pence (p), combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p>			
						<p>find the area of rectilinear shapes by counting squares</p>	<p>calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres</p>	<p>calculate the area of parallelograms and triangles</p>

							(m ²) and estimate the area of irregular shapes recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) (copied from Multiplication and Division)	
	Telling the Time		tell the time to the hour and half past the hour and draw the hands on a clock face to show these times recognise and use language relating to dates, including days of the week, weeks, months and years	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. (appears also in Converting)	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	read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting) solve problems involving converting from hours to minutes; minutes	solve problems involving converting between units of time	

					seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating)	to seconds; years to months; weeks to days (appears also in Converting)		
	Converting					convert between different units of measure (e.g. kilometre to metre; hour to minute)	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places solve problems involving the calculation and conversion of units of measure, using

								<p>decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating)</p> <p>convert between miles and kilometres</p>
				<p>know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time)</p>	<p>know the number of seconds in a minute and the number of days in each month, year and leap year</p>	<p>read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time)</p>	<p>solve problems involving converting between units of time</p>	

Domains	Concepts	EYFS	Key Stage One		Key Stage Two			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Properties of Shape	Identifying Shapes and their Properties	<p>combine shapes to create new ones- select, rotate and manipulate shapes</p> <p>describe the properties of 2D and 3D shapes</p> <p>develop an awareness of the relationship between shapes. E.g. compose and decompose shapes to see the shapes within</p> <p>use spatial reasoning skills to create and solve problems</p>	<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes [e.g. rectangles (including squares), circles and triangles] 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres] 	<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 and describe the properties of 3-D shapes, including the number of edges, vertices and faces</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 lines of symmetry in 2-D shapes presented in different orientations</p>	<p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p>	<p>recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing)</p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>

	Comparing and Classifying			compare and sort common 2-D and 3-D shapes and everyday objects		compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
	Angles			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	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	identify acute & obtuse angles compare and order angles by size up to two right angles	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

					right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines		90°	
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Domains	Concepts	EYFS	Key Stage One		Key Stage Two			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Position and Direction	Position, Direction and Movement		describe position, direction and movement, including half, quarter and three-quarter turns.	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	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.

						points and draw sides to complete a given polygon		
	Pattern	<p>identify the unit of repeat</p> <p>continue an ABC pattern that ends mid unit</p> <p>continue and create more complex patterns, e.g. ABC, ABB, ABBC, spotting errors in patterns</p> <p>record patterns by symbolising the unit structure</p>		order and arrange combinations of mathematical objects in patterns and sequences				

Domains	Concepts	EYFS	Key Stage One		Key Stage Two			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics	Interpreting, Constructing and Presenting Data			interpret and construct simple pictograms, tally charts, block	interpret and present data using bar charts, pictograms and	interpret and present discrete and continuous	complete, read and interpret information in tables, including	interpret and construct pie charts and line graphs and use

				<p>diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data</p>	tables	<p>data using appropriate graphical methods, including bar charts and time graphs</p>	timetables	these to solve problems
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	Solving Problems				solve one-step and two-step questions [e.g. '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 a line graph	calculate and interpret the mean as an average
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