



Liden Academy Mathematics Curriculum Progression

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Purpose:

At Liden Academy it is essential that we teach all children how to use different mathematical concepts effectively to prepare them for life. We want pupils to acquire a wide mathematical vocabulary, a solid understanding of arithmetic and be able to solve new problems by effectively applying known patterns and rules they learn throughout their time in primary school. We want them to work clearly, accurately and fluently with a range of different arithmetic skills. We believe that all good mathematicians refine and edit their skills over time, so we want children to develop independence when applying their knowledge to different scenarios and problem variations. Overall, we want our children to enjoy mathematics in a range of contexts and be able to work with care and pride when faced with different skills and concepts.

The progression is based on **'White Rose Hub' Small Steps, Birth to 5 Matters** and the revised **Early Learning Goals for the Early Years Foundation Stage. (July 2023)**

Key Concepts

Place value, addition and subtraction, multiplication and division, fractions, decimals, percentages, ratio and proportion, algebra, measurement, perimeter, area, volume, geometry and statistics

Overall Concept Coverage									
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
knowledge Concepts	Number	✓							
	Shape, space and measure	✓							
	Place value: count		✓	✓	✓	✓	✓		
	Place value: represent		✓	✓	✓	✓	✓	✓	
	Place value: use and compare		✓	✓	✓	✓	✓	✓	
	Place value: problem/rounding			✓	✓	✓	✓	✓	
	Addition and subtraction: calculation		✓	✓	✓	✓	✓	✓	
	Addition and subtraction: problems		✓	✓	✓	✓	✓	✓	
	Multiplication+ division: recall/use			✓	✓	✓	✓	✓	
	Multiplication+ division: calculation			✓	✓	✓	✓	✓	
	Multiplication+ division: problems		✓	✓	✓	✓	✓	✓	
	Multiplication +division: combined						✓	✓	
Fractions: recognize +compare		✓	✓	✓	✓	✓	✓		

	Fractions: compare			✓	✓	✓	✓	✓	
	Fractions: calculate			✓	✓	✓	✓	✓	
	Fractions: solve problems				✓	✓			
	Decimals: recognize, write, compare					✓	✓	✓	
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Fractions, decimals and percentages					✓	✓	✓	
Knowledge Concepts	Ratio, proportion and algebra:							✓	
	Algebra							✓	
	Measurement: using measures		✓	✓	✓	✓	✓	✓	
	Money		✓	✓	✓	✓	✓		
	Time		✓	✓	✓	✓	✓	✓	
	Perimeter, area and volume				✓	✓	✓	✓	
	Geometry: 2D shapes		✓	✓	✓	✓	✓	✓	
	Geometry: 3D shapes		✓	✓	✓		✓	✓	
	Angles and lines				✓	✓	✓	✓	
	Position and direction		✓	✓			✓	✓	
	Statistics			✓	✓	✓		✓	
	Solve statistical problems			✓	✓	✓		✓	

Early Years

This section will outline how the White Rose Maths Reception schemes of learning link to the two forms of non-statutory curriculum guidance for the EYFS:

- Birth to 5 Matters (Early Education 2021) and Statutory framework for the early years foundation stage (July 2023).

Each of the major topic areas have been broken down into **key concepts** of: **Number, Shape, Space and Measure**,

Nursery

- **2–3 Year old room** will cover the content in ranges 1-4 in Birth to 5 Matters.
- **3-4 Year old room** will cover the content in ranges 4-5 Birth to 5 Matters.

Range	Number	Spatial Awareness	Shape	Pattern	Measures
1	<p>Reacts to changes of amount when those amounts are significant (more than double)</p>	<p>Explores space when they are free to move, roll and stretch.</p> <p>Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other.</p>	<p>Explores differently sized and shaped objects.</p> <p>Beginning to put objects of similar shapes inside others and take them out again.</p>	<p>Shows interest in patterned songs and rhymes, perhaps with repeated actions.</p> <p>Experiences patterned objects and images.</p> <p>Begins to predict what happens next in predictable situations.</p>	<p>Responds to size, reacting to very big or very small items that they see or try to pick up.</p>
2	<p>May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers.</p> <p>Looks for things which have moved out of sight</p>	<p>Explores space around them and engages with position and direction, such as pointing to where they would like to go.</p>	<p>Joins in with repeated actions in songs and stories.</p> <p>Initiates and continues repeated actions.</p>	<p>Shows an interest in objects of contrasting sizes in meaningful contexts.</p> <p>Gets to know and enjoys daily routine.</p> <p>Shows an interest in emptying containers.</p>	
3	<p>Responds to words like <i>lots</i> or <i>more</i></p> <p>Counting</p> <p>Says some counting words.</p> <p>May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence.</p> <p>Cardinality</p> <p>Uses number words, like <i>one</i> or <i>two</i> and sometimes responds accurately when asked to give one or two things.</p>	<p>Enjoys filling and emptying containers.</p> <p>Investigates fitting themselves inside and moving through space</p>	<p>Pushes objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles.</p> <p>Beginning to select a shape for a specific space.</p> <p>Enjoys using blocks to create their own simple structures and arrangements.</p>	<p>Becoming familiar with patterns in daily routines.</p> <p>Joins in with and predicts what comes next in a story or rhyme.</p> <p>Beginning to arrange items in their own patterns, e.g. lining up toys.</p>	<p>Shows an interest in size and weight.</p> <p>Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram</p> <p>Beginning to understand that things might happen now or at another time, in routines.</p>
4	<p>Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or 'same.'</p> <p>Counting</p> <p>Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p>Cardinality (How many?)</p> <p>In everyday situations, takes or gives two or three objects from a group.</p> <p>Beginning to notice numerals (number symbols).</p>	<p>Moves their bodies and toys around objects and explores fitting into spaces.</p> <p>Begins to remember their way around familiar environments.</p> <p>Responds to some spatial and positional language.</p> <p>Explores how things look from different viewpoints including things that are near or far away.</p>	<p>Chooses puzzle pieces and tries to fit them in</p> <p>Recognises that two objects have the same shape.</p> <p>Makes simple constructions.</p>	<p>Joins in and anticipates repeated sound and action patterns.</p> <p>Is interested in what happens next using the pattern of everyday routines.</p>	<p>Explores differences in size, length, weight and Capacity.</p> <p>Beginning to understand some talk about immediate past and future.</p> <p>Beginning to anticipate times of the day such as mealtimes or home time.</p>

	Beginning to count on their fingers.				
5	<p>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i></p> <p>Counting</p> <p>May enjoy counting verbally as far as they can go.</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>Uses some number names and number language within play and may show fascination with large numbers.</p> <p>Begin to recognise numerals 0 to 10.</p> <p>Cardinality</p> <p>Subitises one, two and three objects (without counting)</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Links numerals with amounts up to 5 and maybe beyond</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meanings.</p> <p>Composition</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities.</p> <p>Beginning to recognise that each counting number is one more than the one before.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>	<p>Responds to and uses language of position and direction.</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like.</p>	<p>Chooses items based on their shape which are appropriate for the child's purpose.</p> <p>Responds to both informal language and common shape names.</p> <p>Shows awareness of shape similarities and differences between objects</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</p> <p>Attempts to create arches and enclosures when building, using trial and improvement to select blocks</p>	<p>Creates their own spatial patterns showing some organisation or regularity.</p> <p>Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).</p> <p>Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.</p>	<p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.</p> <p>Recalls a sequence of events in everyday life and stories</p>

Reception: Range 6 to Early learning goal

Range	Number	Spatial Awareness	Shape	Pattern	Measures
6	<p>Comparison</p> <p>Uses number names and symbols when comparing numbers, showing interest in large numbers.</p> <p>Estimates of numbers of things, showing understanding of relative size</p> <p>Counting</p> <p>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.</p> <p>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</p> <p>Cardinality</p> <p>Engages in subitising numbers to four and maybe five.</p> <p>Counts out up to 10 objects from a larger group.</p> <p>Matches the numeral with a group of items to show how many there are (up to 10)</p> <p>Composition</p> <p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</p> <p>In practical activities, adds one and subtracts one with numbers to 10</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</p>	<p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</p> <p>Investigates turning and flipping objects to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p> <p>May enjoy making simple maps of familiar and imaginative environments, with landmarks.</p>	<p>Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes</p> <p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p>	<p>Spots patterns in the environment, beginning to identify the pattern “rule”.</p> <p>Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.</p>	<p>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.</p> <p>Becomes familiar with measuring tools in everyday experiences and play.</p> <p>Is increasingly able to order and sequence events using everyday language related to time.</p> <p>Beginning to experience measuring time with timers and calendars</p>

Early Learning Goal

Number	Numerical Patterns
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number;• Subitise (recognise quantities without counting) up to 5;• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system;• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Statutory ELG: Mathematics</p> <p>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	

Years 1 – 6

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	

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 recognise 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

Addition and 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 and 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

Multiplication and 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 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 	<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 recognise 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 recognise 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 and 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 and 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

Multiplication and division: combined

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> 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"> use their knowledge of the order of operations to carry out calculations involving the four operations
				Spring 1	Autumn 2

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 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: $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] 	
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 denominators compare 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 denomination compare 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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] <p>divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$</p>
	Summer 1	Summer 1	Spring 3	Autumn 4 Spring 2	Autumn 3 Autumn 4

Fractions: solve problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> • solve problems that involve all of the above 	<ul style="list-style-type: none"> • 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, compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ <p>round decimals with one decimal place to the nearest whole number</p> <ul style="list-style-type: none"> compare numbers with the same number of decimal places up to two decimal places 	<ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] 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 	<ul style="list-style-type: none"> identify the value of each digit in numbers given to three decimal places
			<p>Spring 4 Summer 1</p>	<p>Spring 3 Summer 3</p>	<p>Spring 3</p>

Fractions, decimals and percentages

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> • solve simple measure and money problems involving fractions and decimals to two decimal places 	<ul style="list-style-type: none"> • 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 	<ul style="list-style-type: none"> • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
			Spring 3 Spring 4 Summer 1	Spring 3	Spring 4

Ratio and proportion, algebra:

Ratio and proportion

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> • 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

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 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"> recognise and know the value of different denominations of coins and notes 	<ul style="list-style-type: none"> 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 	<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 clockface 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 data-bbox="1711 501 2016 811" style="border: 1px solid black; border-radius: 15px; background-color: #f4a460; padding: 10px; margin-top: 20px;"> <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

Perimeter, area, volume

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes 	<ul style="list-style-type: none"> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares 	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> 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: 2-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> recognise 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

Angles and lines

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees • 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 a half turn (total 180°) ➤ other multiples of 90° 	<ul style="list-style-type: none"> • 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 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

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

Year 7 Dorcan Academy Secondary Feeder School Mathematics Curriculum

Year Group: 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Sequences Algebraic Notation Equality	Place Value Fractions and Decimals	Addition and Subtraction Multiplication and Division Percentage of amounts	Directed Number Operations with fractions	Geometric Reasoning Geometric Notation	Number Sense Probability Prime Numbers
Key Content/ Knowledge	Linear and non-linear patterns Variables, terms, and coefficients Equality, equivalence, equations, and identities.	Powers of ten Expressing fractions and decimals on a number line Converting between fractions and decimals	Perimeter, area. Percentage of an amount Calculation strategies.	Addition subtraction multiplication and division with negative numbers.	Angles	Prime factorisation Factors Multiples
Skills Covered	Fluency Problem solving Reasoning	Fluency Problem solving Reasoning	Fluency Problem solving Reasoning	Fluency Problem solving Reasoning	Fluency Problem solving Reasoning	Fluency Problem solving Reasoning