Mathematics skills and progression coverage map 2025 - 2026

This Mathematics skills and progression document is a working document based on the National Curriculum – the objectives catalogued for each year group are non-negotiable as they describe a sequential progression carefully designed to build depth of knowledge. Children need substantive knowledge in mathematics (e.g. Number facts, times tables) and disciplinary knowledge (how to work things about, reason and problem solve). They will be taught to make links across different mathematical components to build this knowledge in their long-term memory. Links have been made with when the objective will be covered within the White Rose Maths scheme of learning to the term found within our LTP.

PLACE VALUE

Skill	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Place Value: Count	● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● To count numbers to 100 in numerals; count in multiples of twos, fives and tens	● To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	● To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	● To count in multiples of 6, 7, 9, 25 and 1000 ● To count backwards through zero to include negative numbers Note – In the WRM schemes, negative numbers are introduced in Year 5	● To count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ● To count forwards and backwards with positive and negative whole numbers, including through zero	
Term found in LTP unit	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	• To identify and represent numbers using objects and pictorial representations • To read and write numbers to 100 in numerals • To read and write numbers from 1 to 20 in numerals and words	• To read and write numbers to at least 100 in numerals and in words • To identify, represent and estimate numbers using different representations, including the number line	• To identify, represent and estimate numbers using different representations • To read and write numbers up to 1000 in numerals and in words	• To identify, represent and estimate numbers using different representations • To 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	•To read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • To read Roman numerals to 1000 (M) and recognise years written in Roman numerals	• To read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit
Term found in LTP unit	● Autumn 1 Spring 1 Spring 3 Summer 4	● Autumn 1	● Autumn 1	● Autumn 1	● Autumn 1	● Autumn 1

Place Value: Use and Compare	● Given a number, to identify one more and one less	● To recognise the place value of each digit in a two-digit number (tens, ones) ● To compare and order numbers from 0 up to 100; use and = signs	● To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ● To compare and order numbers up to 1000	● To find 1000 more or less than a given number ● To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ● To order and compare numbers beyond 1000	● To (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit	● To (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit
Term found in LTP unit	Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Place Value: Problems/ Rounding		● To use place value and number facts to solve problems	● To solve number problems and practical problems involving these ideas	● To round any number to the nearest 10, 100 or 1000 ● To solve number and practical problems that involve all of the above and with increasingly large positive numbers	● To interpret negative numbers in context ● To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ● To solve number problems and practical problems that involve all of the above	● To round any whole number to a required degree of accuracy ● To use negative numbers in context, and calculate intervals across zero ● To solve number and practical problems that involve all of the above
Term found in LTP unit		Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Key vocabulary	Sort, groups, digits, count back, one more, one less, matched, fewer, greater than,	Tens, ones, place value grid, partition, more, fewer, fewest, greatest, smallest	Hundreds (100s), tens (10s), ones (1s), place value, more, less, greater than (>), less than (<), equal to, order, compare, estimate, exchange	Tens, hundreds, thousands, rounding, order, more than, less than, partition, numerals, nearest, distance, ascending,	Ones, tens, hundreds, thousands, ten thousand, hundreds of thousands, million, place value, partition, estimate, round,	Ten thousand, hundred thousand, millions, ten million, place value, partition, interval, estimate, compare, order, rounding, negative, positive

	equal to, most, least, fewest, greatest, number line, groups, part-while model, number sentence, one more, one less, order, 100 square, number square, place value grid, add, altogether, ones, tens, number bonds, part-whole, tens, ones, compare, order, less than			descending, negative, step, multiple, Roman numerals (1 to C)	compare, order, equivalent, greater than (<), less than (>), convert, ascending, descending, sequence, powers of 10	

ADDITION AND SUBTRACTION

Skill	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Addition and subtraction: Calculations	● To add and subtract one-digit and two digit numbers to 20, including zero	● add and subtract numbers using concrete objects, pictorial representations, and mentally, including: -a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one digit numbers	● add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	● add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	● add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ● add and subtract numbers mentally with increasingly large numbers	● perform mental calculations, including with mixed operations and large numbers ● use their knowledge of the order of operations to carry out calculations involving the four operations
Term found in LTP unit	Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Addition and subtraction: problems	● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = c – 9	● To solve problems with addition and subtraction: ➢ using concrete objects and pictorial representations, including those involving numbers, quantities and measures	● To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	● To solve addition and subtraction two- step problems in contexts, deciding which operations and methods to use and why ● To use rounding to check answers to calculations and determine, in the	● To solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why ● To solve problems involving addition, subtraction, multiplication and division and a combination of	● To solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why

		➢ applying their increasing knowledge of mental and written methods •To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		context of a problem, levels of accuracy	these, including understanding the meaning of the equals sign	
Term found in LTP unit	Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Key vocabulary	Altogether, in total, plus, add, how many are left? Take away, subtract, count backwards, how many more, how many fewer, difference Subtract, take away, find the difference, how many are left? Tens, ones, number bonds, part-whole	Fact family, number sentence, number bonds, column, 10 more, 10 less, total, subtract, difference, represent, bar model	Addition, subtraction, mental method, column method, exchange, estimate, approximate, digits, multiple	Addition, total, more than, subtraction, less than, column method, estimate, how much, strategy, efficient, accurate, exact, fact, diagram	Add, subtract, ones, tens, hundreds, thousands, ten thousands, mentally, inverse, round, estimate, distance chart	Column addition, column multiplication, short division, long division, remainder, factor, estimate, order of operations

MULTIPLICATION AND DIVISION

Skill	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Multiplication and division: recall/ use		•To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	•To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	•To recall multiplication and division facts for multiplication tables up to 12 × 12 • To 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 • To recognise and use factor pairs and commutativity in mental calculations	•To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • To know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • To establish whether a number up to 100 is prime and recall prime numbers up to 19 • To recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	• To identify common factors, common multiples and prime numbers • To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Term found in LTP unit		Spring 2	Autumn 3 Spring 1	Autumn 4 Spring 1	Autumn 3	Autumn 2
Multiplication and division: calculations		• To calculate mathematical statements for multiplication and division within the multiplication	• To write and calculate mathematical statements for multiplication and division using the multiplication tables	• To multiply two-digit and three-digit numbers by a one-digit number using	• To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long	•To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written

		tables and write them using the multiplication (×), division (÷) and equals (=) signs	that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	formal written layout	multiplication for two-digit numbers • To multiply and divide numbers mentally drawing upon known facts • To 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 • To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	method of long multiplication • To 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 • To 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 • To perform mental calculations, including with mixed operations and large numbers • To multiply one-digit numbers with up to two decimal places by whole numbers • To use written division methods in cases where the answer has up to two decimal places

						• To solve problems which require answers to be rounded to specified degrees of accuracy
Term found in LTP unit		Spring 2	Autumn 3 Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2
Multiplication and Division: problems	•To 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	• To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• To 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	• To 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	• To solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	• To solve problems involving addition, subtraction, multiplication and division
Term found in LTP	Summer 1	Spring 2	Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2
Multiplication and Division: combined					• To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• To use their knowledge of the order of operations to carry out calculations involving the four operations
Term found in LTP					Spring 1	Autumn 2

Key vocabulary	Odd, even; Count in twos, threes, fives; Count in tens (forwards from/backwards from); How many times?; Lots of, groups of; once, twice, three times, five times; Multiple of, times, multiply, multiply by; Repeated addition; Array, row, column; Double, halve; Share, share equally; Group in pairs, threes, etc; Equal groups of; Divide, divided by, left, left over	Divide, division, share, group, odd, even, times-table Equal groups, multiplication, times-tables, times	equal, multiply, divide, times-tables, sharing, grouping, array, bar model, remainder, repeated addition, multiplication sentence, division statement, division facts, multiplication, division, statement, number sentence, compare, less than, greater than, equal, equally, least, most, remainder, share, partition, multi - step	Multiply, divide, multiplication fact, division fact, lots of, groups of, times-table, array, partition, bar model, part-whole model, remainder, factor pair, factor, commutative	Multiply, divide, add, subtract, place value, partition, equal, factor, multiple, remainder, sum, total Prime number, composite number, square number, cube number, square, cube, inverse operation, multiply, divide, multiple, factor, prime factor	Order of operations; factor, Common factors, common multiple, prime, composite, squared, cubed, order of operations, brackets, inverse operation

FRACTIONS, DECIMALS AND PERCENTAGES

Skill	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Fractions: Read and write	• To recognise, find and name a half as one of two equal parts of an object, shape or quantity • To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	• To recognise, find, name and write fractions 1 3 , 1 4 , 2 4 and 3 4 of a length, shape, set of objects or quantity	• To 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 • To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	• To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • To 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	• To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • To 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, 2 5 + 4 5 = 6 5 = 1 1 5]	
Term found in LTP unit	Summer 2	Summer 1	Spring 3	Spring 4 Summer 1	Autumn 4	
Fractions: Compare		• To recognise the equivalence of 2 4 and 1 2	• To recognise and show, using diagrams, equivalent fractions with small denominators	• To recognise and show, using diagrams, families of common equivalent fractions	•To compare and order fractions whose denominators are all multiples of the same number	•To use common factors to simplify fractions; use common multiples to express fractions

			• To compare and order unit fractions, and fractions with the same denominators			in the same denomination • To compare and order fractions, including fractions > 1
Term found in LTP unit		Summer 1	Spring 3	Spring 3	Autumn 4	Autumn 3
Fractions: Calculations		• To write simple fractions for example, 1 2 of 6 = 3	• To add and subtract fractions with the same denominator within one whole [for example, 5 7 + 1 7 = 6 7]	• To add and subtract fractions with the same denominator	• To add and subtract fractions with the same denominator and denominators that are multiples of the same number • To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	• To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • To multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,1 4 × 1 2 = 1 8] • To divide proper fractions by whole numbers [for example 1 3 ÷ 2 = 1 6]
Term found in LTP unit		Summer 1	Summer 1	Spring 3	Autumn 4 Spring 2	Autumn 3 Autumn 4

Fractions: Solve problems			• To solve problems that involve all of the above	• To 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		
Term found in LTP unit			Spring 3 Summer 1	Spring 3		
Key vocabulary	Half, halves, quarter	Half, quarter, whole, third, equivalent, equal part, numerator, denominator, fraction bar, non-unit fraction, unit fraction	Equal, parts, whole, equation, integer, non- unit fraction, numerator, denominator, represent, share, group, mixed number, whole number, divide, set of objects, multiply, tenth, interval, equivalent, compare, add, subtract, fraction, inequality statement	Tenths, hundredths, equivalent, simplify, numerator, denominator, fraction, mixed number, improper fraction, simplest fraction, add, subtract, fraction of an amount	Equivalent, numerator, denominator, whole, fraction, simplify, expand, division, improper, mixed number, convert, sequence, order, greater than (>), less than (<), equal to, improper fraction, proper fraction, equivalent fraction, efficient, common denominator, wholes, equal parts, divide, fraction of an amount, operator, proportion, percentage, half, quarter, fifth, two fifths, four fifths, Ratio, proportion	Numerator, denominator, common denominator, common factor, equivalent, simplify, simplest form, factor, highest common factor, lowest common multiple, compare, order, ascending, descending, proper fraction, improper fraction, mixed number, convert, lowest common denominator, equivalent, whole number

Decimals: Recognise, write and compare				•To recognise and write decimal equivalents of any number of tenths or hundredths • To recognise and write decimal equivalents to 1 4 , 1 2 , 3 4 • To round decimals with one decimal place to the nearest whole number • To compare numbers with the same number of decimal places up to two decimal places	• To read and write decimal numbers as fractions [for example, 0.71 = 71 100] • To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • To round decimals with two decimal places to the nearest whole number and to one decimal place • To read, write, order and compare numbers with up to three decimal places •To solve problems involving number up to three decimal places	• To identify the value of each digit in numbers given to three decimal places
Key vocabulary				Decimal point, tenths, hundredths, greater than, equivalent, less than, decimal, centimetre, millimetre, 0.1, 0.01, whole number, rounding, greater than, less than, equal to, order, compare, convert, decimal place, ascending, descending	Decimal, decimal place, tenths, hundredths, thousandths, decimal point, place value, digits, fractions, per cent (%), percentages Add, subtract, multiply, divide, decimal point, whole, column, exchange, place value, decimal place, digit	Decimal, decimal place, (dp), recurring decimal, placeholder, place value, tenths, hundredths, thousandths

Term found in LTP unit				Spring 4 Summer 1	Spring 3 Summer 3	Spring 3
Fractions, Decimals and Percentages				• To solve simple measure and money problems involving fractions and decimals to two decimal places	• To 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 • To solve problems which require knowing percentage and decimal equivalents of 1/ 2 , 1/ 4 , 1/ 5 , 2/ 5 , 4/ 5 and those fractions with a denominator of a multiple of 10 or 25	• To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/ 8] • To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Term found in LTP unit				Spring 3 Spring 4 Summer1	Spring 3	Spring 3 Spring 4
Key vocabulary						Per cent (%), percentage, parts, whole, decimal, fraction, divide, share, multiply, convert, compare, order, equivalent fraction, simplify, less than, greater than

RATIO, PROPORTION AND ALGEBRA

Skill	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Ratio and proportion						• To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • To solve problems involving the calculation/use of percentages for comparison • To solve problems involving similar shapes where the scale factor is known or can be found • To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Term found in LTP unit						Spring 1

Key vocabulary						Ratio, proportion, part, whole, scale, scale factor, similar, notation
Algebra 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	*To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = c –*	*To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problem*	*To solve problems, including missing number problems*			• To use simple formulae • To generate and describe linear number sequences • To express missing number problems algebraically • To find pairs of numbers that satisfy an equation with two unknowns • To find enumerate possibilities of combinations of two variables
Term found in LTP unit						Spring 2
Key vocabulary						Sequence, rule, term, algebra, expression, calculation, formula, substitute, generalise, operation, calculate, equation, inverse, solution

MEASUREMENT

Skill	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Measurement: Using Measures	• To compare, describe and solve practical problems for: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time • To measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds)	• To 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 • To compare and order lengths, mass, volume/capacity and record the results using >, < and =	• To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	• To convert between different units of measure [for example, kilometre to metre; hour to minute] • To estimate, compare and calculate different measures	• To convert between different units of metric measure • To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • To use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	• To solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate • To 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. • To convert between miles and kilometres
Key vocabulary	Long, longer, longest, short, shorter, shortest, tall, taller, tallest, length,	Length, centimetres, cm, metres, m, longer, shorter,	Length, height, width, perimeter, distance, centimetres (cm), millimetres			Metric, imperial, unit of measurement, grams, kilograms, pounds,

	height, compare, measure Heavier, heaviest, lighter, lightest, capacity, balance scales, full, empty, compare, weight, weigh, balanced, measure, estimate Turn, half turn, quarter turn, three quarter turn, whole turn, position, left, right, forwards, backwards, above, below, top, middle, bottom, up, down, in between	metre sticks, height, width, compare, distance Mass, balance, weighing scales, grams, kilograms, litres, millilitres, volume, capacity, temperature, thermometer, degrees Celsius, estimate, approximation	(mm), metres (m), unit of measurement, measure, add, subtract, multiply, equivalent, convert, greater than (>), less than (<), ruler, metre stick Mass, weigh, measure, scale, interval, grams (g), kilograms (kg) Capacity, litre (l), millilitre (ml), scale, interval, convert			ounces, mass, millilitres, litres, pints, capacity, millimetres, centimetres, metres, kilometres, inches, feet, yards, miles, length, convert, conversion table, conversion graph
Term found in LTP unit	Spring 4 Spring 5 Summer 6	Spring 3 Spring 4	Spring 2 Spring 4	Spring 2 Summer 3	Spring 4 Summer 5 Summer 6	Autumn 5
Measurement: Money	•To recognise and know the value of different denominations of coins and notes	• To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • To find different combinations of coins that equal the same amounts of money • To solve simple problems in a practical context involving addition and subtraction of money of	• To add and subtract amounts of money to give change, using both £ and p in practical contexts	•To estimate, compare and calculate different measures, including money in pounds and pence	•To use all four operations to solve problems involving measure [for example, money]	

		the same unit, including giving change				
Key vocabulary	Pound, pence, coins, notes, p	Pounds, pence, coins, notes, change	Pounds, pence, convert, total, difference, change	Notes, coins, pounds, pence, add, subtract, change, round to the nearest, order, greater than, less than, cheaper, more expensive, estimate, over estimate, under estimate, total, notation		
Term found in LTP unit	Summer 5	Spring 1	Summer 2	Summer 2	Summer 3	
Measurement: Time	•To sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • To recognise and use language relating to dates, including days of the week, weeks, months and years • To tell the time to the hour and half past the hour and draw the hands on a	•To compare and sequence intervals of time • To 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 • To know the number of minutes in an hour and the number of hours in a day	•To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12- hour and 24-hour clocks • To 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 • To know the number of seconds in a minute	• To read, write and convert time between analogue and digital 12- and 24-hour clocks • To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	•To solve problems involving converting between units of time	•To use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa Note – In the WRM schemes, time conversions are covered in Y5; the Y6 block concentrates on metric units.

	clock face to show these times		and the number of days in each month, year and leap year • To compare durations of events [for example to calculate the time taken by particular events or tasks]			
Key vocabulary	Before, after, yesterday, today, tomorrow, day, week, slower, faster, month, year, calendar, date, minute hand, hour hand, o'clock, half past, second, minute, hour	O'clock, half past, quarter past, quarter to, minute hand, hour hand, duration	Month, year, midnight, midday, am, pm, duration, estimate, consecutive, hour, minute, second, past, to, start, end, duration, digital clock, analogue clock	Convert, compare, units of time, seconds, minutes, hours, days, weeks, months, years, 12-hour, 24 – hour, analogue, digital, am/ pm distance, rectangle, square, rectilinear shape, centimetre, metre, kilometre, equivalent to, area, space, unit, least, greatest		
Term found in LTP unit	Summer 6	Summer 2	Summer 3	Summer 3	Summer 5	Autumn 5
Measurement: Perimeter, Area and Volume			•To measure the perimeter of simple 2-D shapes	•To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • To find the area of rectilinear shapes by counting squares	• To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • To calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm2) and square	•To recognise that shapes with the same areas can have different perimeters and vice versa • To recognise when it is possible to use formulae for area and volume of shapes

					metres (m2) and estimate the area of irregular shapes • To estimate volume [for example, using blocks to build cuboids] and capacity [for example, using water]	• To calculate the area of parallelograms and triangles • To 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
Key vocabulary			Length, width, perimeter	Length, width, perimeter, distance, rectangle, square, rectilinear shape, centimetre, metre, kilometre, equivalent to, area, space, unit, least, greatest,	Perimeter, distance, area, space, length, width, centimetres, square centimetres, metres, square metres, scale, compare, estimate, formula, 2D shape, brackets	Area, volume, perimeter, parallelogram, height, enclosed, width, length, square centimetres, square metres, base, estimate, formula, compound shape, cubic centimetres, cubic metres
Term found in LTP unit			Spring 2	Autumn 3 Spring 2	Spring 4 Summer 6	Spring 5

GEOMETRY

Skill	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Geometry: 2D Shape	• To recognise and name common 2- D shapes [for example, rectangles (including squares), circles and triangles]	• To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • To compare and sort common 2-D shapes and everyday objects	•To draw 2-D shapes	• To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • To identify lines of symmetry in 2-D shapes presented in different orientations	• To distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • To use the properties of rectangles to deduce related facts and find missing lengths and angles	• To draw 2-D shapes using given dimensions and angles • To compare and classify geometric shapes based on their properties and sizes • To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Term found in LTP unit	Autumn 3	Autumn 3	Summer 4	Summer 4	Summer 1	Summer 1
Geometry: 3D shape	•To recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres]	•To recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres] • To identify and describe the properties of 3-D shapes, including the	• To make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		•To identify 3-D shapes, including cubes and other cuboids, from 2-D representations	•To recognise, describe and build simple 3-D shapes, including making nets

		number of edges, vertices and faces • To compare and sort common 3-D shapes and everyday objects				
Term found in LTP unit	Autumn 3	Autumn 3	Summer 4		Summer 1	Summer 1
Geometry: Angles and Lines			•To recognise angles as a property of shape or a description of a turn • To 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 • To identify horizontal and vertical lines and pairs of perpendicular and parallel lines	•To identify acute and obtuse angles and compare and order angles up to two right angles by size • To identify lines of symmetry in 2-D shapes presented in different orientations • To complete a simple symmetric figure with respect to a specific line of symmetry	•To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • To draw given angles, and measure them in degrees • To identify: ➢ angles at a point and one whole turn (total 360°) ➢ angles at a point on a straight line and 1 2 a turn (total 180°) ➢ other multiples of 90°	•To find unknown angles in any triangles, quadrilaterals, and regular polygons • To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Term found in LTP unit			Summer 4	Summer 4	Summer 2	Summer 1
Key vocabulary	3D shape, cube, cuboid, sphere, pyramid, cylinder, cone, 2D	Quadrilateral, polygon, prism, hexagon, octagon, vertex, vertices, hemisphere,	Right angle, acute, obtuse, parallel, perpendicular, vertical, horizonal, triangle,	Quadrilateral, triangle, regular, irregular, interior angle, angle, acute,	Angle, whole turn, right angle, acute angle, obtuse angle, reflex angle, degrees,	Degree, angle, obtuse, acute, reflex, right angle, protractor, triangle,

	shape, circle, triangle, rectangle, faces, pattern	symmetry, line of symmetry, symmetrical, curved surface	quadrilateral, kite, trapezium, rhombus, parallelogram, cuboid, triangular prism, square-based pyramid, cone, cylinder, sphere, edges, faces, vertices, clockwise, anticlockwise	obtuse, reflect, right angle, symmetrical, isosceles, scalene, equilateral, line of symmetry, reflective symmetry, position, horizontal, vertical, up, down, left, right, coordinate, square, rectangle, plot, vertex, vertices, point, grid	interior angle, clockwise, anticlockwise, orientation, parallel, perpendicular, angle, right angle, interior angle, quadrilateral, view, regular, irregular, 3D shape, pyramid, sphere, cone, hexagon, pentagon, triangle, top view, plan view, side view, reflection, translation, vertex, vertices, coordinates, mirror line, horizontal axis, vertical axis	isosceles, equilateral, scalene, regular, polygon, quadrilateral, parallelogram, kite, rhombus, trapezium, diameter, radius, circumference, concentric, perimeter, net, pyramid, tetrahedron, cylinder, prism, vertically, opposite angles, cuboid, cube
Geometry: Position and Direction	•To describe position, direction and movement, including whole, half, quarter and three-quarter turns	•To order and arrange combinations of mathematical objects in patterns and sequences • To 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 anticlockwise)		•To describe positions on a 2-D grid as coordinates in the first quadrant • To describe movements between positions as translations of a given unit to the left/right and up/down • To plot specified points and draw sides to complete a given polygon	•To 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	•To describe positions on the full coordinate grid (all four quadrants) • To draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Term found in LTP unit	Summer 3	Summer 4		Summer 6	Summer 2	Summer 2
Key vocabulary	Position; over, under, underneath, above, below, top, bottom, side; on, in, outside,	Rotation, Clockwise, anticlockwise, forwards, backwards, left, right, middle, turn, half turn, quarter turn,		Coordinates; Translation; Quadrant; x-axis, y-axis; Perimeter and area, Orientation (same	Convert, metric units, imperial units, kilo, kilogram, gram, millimetre, centimetre, metre, kilometre, litre,	Quadrant, four quadrants (for coordinates), translate, translation, x-axis, y-axis, axis, axes,

	inside; around, in front, behind; Front, back; Before, after; Beside, next to, Opposite; Apart; Between, middle, edge, centre; Corner; Direction; Journey; Left, right, up, down, forwards, backwards, sideways; Across; Close, far, near; Along, through; To, from, towards, away from; Movement; Slide, roll, turn, whole turn, half turn; Stretch, bend	three quarter turn, straight line, ninety degree turn		orientation, different orientation)	millilitre, pound, ounce, inch, foot, yard, pint, gallon, stone, approximately, timetable volume, cube, cuboid, 3D shape solid, capacity, calculate, estimate, unit cubes, least greatest	horizontal, vertical, vertex, reflect, reflection

STATISTICS

Skill	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Statistics: Present and Interpret data		•To interpret and construct simple pictograms, tally charts, block diagrams and simple tables	•To interpret and present data using bar charts, pictograms and tables	• To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	•To complete, read and interpret information in tables, including timetables	• To interpret and construct pie charts and line graphs and use these to solve problems
Term found in LTP unit		Summer 3	Summer 5	Summer 5	Spring 5	Spring 6
Statistics: Solve statistical problems		•To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • To ask and answer questions about totalling and comparing categorical data	•To 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	•To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	•To solve comparison, sum and difference problems using information presented in a line graph	•To calculate and interpret the mean as an average
Term found in LTP unit		Summer 3	Summer 5	Summer 5	Spring 5	Spring 6
Key vocabulary		Count tally, sort, vote, graph, Tally chart, pictogram, key, represent, group, label, title, most popular, most common, least popular, least common	Chart, bar chart, frequency table, Carroll diagram, Venn diagram; Axis, axes; Diagram, pictogram, key, scale, table, row, column, vertical axis	Data, line graph, pictogram, bar chart, table, altogether, more than, greatest, smallest, continuous data, compare	Graph, line graph, table, dual line graph, horizontal, vertical, two-way table, scale, axis/ axes, data, kilometres, kilograms, plot/ plotted, tallies/ tally/ digits	Mean, average, pie chart, segment, line graph, bar chart, percentage, fraction, data