

Haydon Abbey School and Pre-School
Progression of Skills and Knowledge in Maths from EYFS to Year 6

Number and place value							
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Skills	Reception Birth -Three-Year- Old Three and Four- Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Counting	Take part in finger rhymes with numbers. React to changes of amount in a group of up to 3 items. Developing counting like behaviour, such as marking sounds, pointing or saying some numbers in sequence. Count in everyday context, sometimes skipping numbers. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total	To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To identify one more and one less than a given number. To count in multiples of twos, fives and tens from different multiples to develop their recognition of patterns in the number system, including varied and frequent practice through increasingly complex questions.	To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward			To count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	

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	(‘cardinal principle’). Count objects, actions and sounds. Count beyond ten. Verbally count beyond 20, recognising the pattern of the counting system.						
Identifying, reading and writing numbers	Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Show “finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Subitise. Link the number symbol (numeral) with its cardinal number value Subitise (recognise quantities without counting) up to 5.	To read and write numbers from 1 to 20 in numerals and words. To count, read and write numbers to 100 in numerals.	To read and write numbers to at least 100 in numerals and in words.	To read and write numbers up to 1000 in numerals and in words.	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 and write 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 say, read and write, numbers up to 10 000 000 <i>accurately</i> and determine the value of each digit.

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Compare and order numbers	Compare amounts saying 'lots, more or the same'. Compare quantities using language: 'more than', 'fewer than'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.		To compare and order numbers from 0 up to 100; use <, > and = signs.	To compare and order numbers up to 1000.	To order and compare numbers beyond 1000.	To order and compare numbers to at least 1 000 000 and determine the value of each digit.	To order and compare numbers up to 10 000 000 <i>accurately</i> and determine the value of each digit.
Understand place value (rounding)	Understand the 'one more than/one less than' relationship between consecutive numbers.		To recognise the place value of each digit in a two-digit number (tens, ones)	To recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	To recognise the place value of each digit in a four-digit number. To round any number to the nearest 10, 100 or 1000.	To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.	To use negative numbers in context, and calculate intervals across zero.

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	Explore the composition of numbers to 10. Have a deep understanding of numbers to 10, including the composition of each number.						To round any whole number to a required degree of accuracy.
Solve problems	Solve real world mathematical problems with numbers up to 5. Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		To use place value and number facts to solve problems	To solve number problems and practical problems involving these ideas.	To solve number and practical problems that involve all of the above and with increasingly large positive numbers.	To solve number problems and practical problems that involve all of the above.	To solve number and practical problems that involve all of the above.

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Addition and subtraction

Skills	Reception <i>Three and Four-Year-Olds</i> <i>Reception</i> <i>Early Learning Goals</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mental calculations (number bonds)	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Subitise. Explore the composition of numbers to 10. Automatically recall number bonds 0-5 and some to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some	To add and subtract one-digit and two-digit numbers to 20, including zero. To represent and use number bonds and related subtraction facts within 20.	To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, add three one-digit numbers. To recall and use addition and subtraction facts to 20 (e.g. $10 - 7 = 3$, $100 - 70 = 30$) and derive and use related facts up to 100.	To add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds.		To add and subtract numbers mentally with increasingly large numbers.	To perform mental calculations, including with mixed operations and large numbers.

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	number bonds to 10, including double facts. Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.						
Written methods		To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, add three one-digit numbers.	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	To add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate.	To add and subtract whole numbers with more than four digits, including using formal written methods of columnar addition and subtraction fluently.	
Inverse operations, estimating and checking answers (order of operations)	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Explore the composition of numbers to 10.		To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	To estimate the answer to a calculation and use inverse operations to check answers.	To estimate and use inverse operations to check answers to a calculation.	To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	To use their knowledge of the order of operations to carry out calculations involving the four operations.
Solve problems	Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events,	To solve one-step problems (<i>in familiar practical contexts</i>) that involve addition and subtraction, using concrete objects and pictorial representations, and	To solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers,	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

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	real or fictional, using words such as 'first', 'then...' Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.	missing number problems.	quantities and measures applying their increasing knowledge of mental and written methods.				
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Multiplication and Division

Skills	Reception <i>Three and Four- Year-Olds</i> <i>Reception</i> <i>Early Learning Goals</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mental calculations (facts and properties)	Explore the composition of numbers to 10. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. 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.		To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. To count from 0 in multiples of 4, 8, 50 and 100. To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	To 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, and progressing to formal written methods To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	To recognise and use factor pairs and commutativity in mental calculations. 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 recall multiplication and division facts for multiplication tables up to 12×12	To multiply and divide numbers mentally drawing upon known facts. 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 (non-prime) 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 perform mental calculations, including with mixed operations and large numbers. To identify common factors, common multiples and prime numbers. To use their knowledge of the order of operations to carry out calculations involving the four operations.

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Written methods			To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs.	To 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 methods (<i>for example, using commutativity and associativity</i>) and progressing to formal <i>reliable</i> written methods	To multiply two-digit and three-digit numbers by a one-digit number using the formal written layout	To multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers fluently. To divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context fluently. To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	To multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication. To divide numbers up to four 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 four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
Solve problems	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.	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 two-step problems in contexts 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 addition, subtraction, multiplication and division and a combination of these, including understanding	To solve problems involving addition, subtraction, multiplication and division. To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

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						the meaning of the equals sign To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	
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<i>Fractions, decimals, percentages</i>							
Skills	Reception <i>Three and Four- Year-Olds</i> <i>Reception</i> <i>Early Learning Goals</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Counting				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 ten.	To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.		
Finding, recognising and naming fractions		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 and $\frac{3}{4}$ of a length, shape, set of objects or quantity	To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.		To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	
Compare and order fractions				To compare and order unit fractions, and fractions with the same denominators.		To compare and order fractions whose denominators are all multiples of the same number.	To compare and order fractions, including fractions > 1 .

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Adding, subtracting, multiplying and dividing fractions				To add and subtract fractions with the same denominator within one whole	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 recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed 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. To divide proper fractions by whole numbers.
Equivalent fractions			To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence $\frac{1}{2} = \frac{2}{4}$ and $\frac{11}{22}$.	To recognise and show, using diagrams, equivalent fractions with small denominators.	To use factors and multiples to recognise equivalent fractions and simplify where appropriate. To recognise and show, using diagrams, families of common equivalent fractions. To recognise and write decimal equivalents of any number of tenths or hundredths. To recognise and write decimal equivalents to $\frac{11}{44}$, $\frac{11}{22}$, $\frac{33}{44}$.	To read and write decimal numbers as fractions. To recognise and use thousandths and relate them to tenths, hundredths, decimal equivalents <i>and measures</i>. 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 recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. To use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

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Comparing and ordering decimals (rounding)					To learn decimal notation and the language associated with it, including in the context of measurements. To represent numbers with one or two decimal places in several ways, such as on number lines. To compare numbers, amounts and quantities with the same number of decimal places up to two decimal places. To round decimals with one decimal place to the nearest whole number.	To read, <i>say</i>, write, order and compare numbers with up to three decimal places. To round decimals with two decimal places to the nearest whole number and to one decimal place.	To identify the value of each digit in numbers given to three decimal places.
Adding, subtracting, multiplying and dividing decimals					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 multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. To associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. To multiply one-digit numbers with up to two decimal places by whole numbers

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Solving 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. To solve simple measure and money problems involving fractions and decimals to two decimal places.	To solve problems involving numbers up to three decimal places. To solve problems which require knowing percentage and decimal equivalents of $\frac{11}{22}$, $\frac{11}{44}$, $\frac{11}{55}$, $\frac{22}{44}$ and those fractions with a denominator of a multiple of 10 or 25.	To solve problems which require answers to be rounded to specified degrees of accuracy
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<i>Algebra and Ratio</i>							
Skills	Reception <i>Three and Four- Year-Olds</i> <i>Reception</i> <i>Early Learning Goals</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algebra							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 of percentages [for example, of measures, and such as 15% of 360] and the 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.

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Ratio							To 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.
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Shape, space and measure							
Measure							
Skills	Reception <i>Three and Four-Year-Olds</i> Reception <i>Early Learning Goals</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe, measure, compare and solve (perimeter, area, volume)	Compare sizes and weight using language such as 'bigger/little/smaller, high/low, tall/heavy'. Make comparisons between objects relating to size, length, weight and capacity. Compare length, weight and capacity.	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.	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 measure the perimeter of simple 2D shapes.	To estimate, compare and calculate different measures, including money in pounds and pence. To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. To know perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. To find the area of rectilinear shapes by counting squares. To relate area to arrays and multiplication.	To use all four operations to solve problems involving measure using decimal notation, including scaling To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres including using the relations of perimeter. Note: Missing measures questions can be expressed algebraically. To calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²), use the area of rectangles to find unknown lengths	To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. 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. To relate the area of rectangles to parallelograms and triangles and calculate their areas, understanding and using the formulae (in words or symbols) to do this.

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						and estimate the area of irregular shapes. Note: Missing measures questions can be expressed algebraically. To calculate the area from scale drawings using given measurements. To estimate volume.	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 (for example, mm³ and km³).
Convert units of measure					Convert between different units of measure (e.g. km to m and hour to minute)	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Understand and use approximate 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 Convert between miles and kilometres
Telling the Time	Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'	To sequence events in chronological order using language. To recognise and use language relating to dates, including days of the week, weeks, months and years.	To tell and write the time to five minutes, and draw the hands on a clock face to show these times. To become fluent in telling the time on analogue clocks and recording it.	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 begin to use digital 12-hour clocks and record their times in	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;	To solve problems involving converting between units of time	

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		To tell the time to the hour and half past 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 compare and sequence intervals of time.	preparation for using digital 24-hour clocks in year 4. To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours. To use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. To know the number of seconds in a minute and the number of days in each month, year and leap year.	weeks to days.		
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Geometry							
Skills	Reception <i>Three and Four-Year-Olds</i> <i>Reception</i> <i>Early Learning Goals</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise and describe 2D and 3D shapes and their properties (identify, compare, classify and draw)	Build with a range of resources. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes so that children recognise	To recognise and name common 2D and 3D shapes including: 2D shapes including rectangles, circles and triangles 3D Shapes for example cuboids including cubes, pyramids and spheres	To describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. To identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. To identify 2D shapes on the surface of 3D shapes.	To draw 2-D shapes and make 3-D shapes using modelling materials Recognise 3-D shapes in different orientations and describe them	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations 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	Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

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	a shape can have other shapes within it, just as numbers can						
Angles (lines)				Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	Identify acute and obtuse angles and compare and order angles up to 2 right angles by size	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (°) Identify angles at a point and 1 whole turn (total 360°) Identify angles at a point on a straight line and half a turn (total 180°)	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Symmetry					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		
Position, direction and movement	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Climb and squeeze themselves into	To describe position, direction and movement, including whole, half, quarter and three-quarter turns	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		To describe positions on a 2D grid as coordinates in the first quadrant. 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.

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	different types of spaces. Complete inset puzzles. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Draw information from a simple map.		quarter, half and three-quarter turns (clockwise and anticlockwise).		To describe movements between positions as translations of a given unit to the left/right and up/down.		
Patterns	Notice patterns and arrange things in patterns. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.		To order and arrange combinations of mathematical objects in patterns and sequences.				

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	Continue, copy and create repeating patterns.						
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Statistics							
Skills	Reception <i>Three and Four-Year-Olds</i> <i>Reception</i> <i>Early Learning Goals</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Record, represent and interpret data			To interpret and construct simple pictograms, tally charts, block diagrams and simple tables 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 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.
Solve problems				To solve one-step and two-step questions 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.