Maths in Early Years Foundation Stage

	Number	Measurement	Geometry
Relevant ELG	**ELG: Number** • 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 and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts **ELG: Number patterns** • 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		
KS1 readiness objectives	• T count confidently • To show a deep understanding of numbers up to 10 • To match numerals with a group of objects to show how many there are (up to 10) • To be able to identify relationships and patterns between numbers up to 10 • To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways • To add and subtract one in practical activiites	• To measure themselves and everyday objects using a mixture of non-standard and standard measurements • To develop spatial reasoning using measures • To begin to order and sequence events using everyday language related to time • To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars • To explore the use of different measuring tools in everyday experiences and play	• To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them • To use spatial language, including following and giving directions, using relative terms • To develop spatial reasoning with shape and space • To compose and decompose shapes, and understand which shapes can combine together to make another shape

THE STOKE POGES SCHOOL Maths Learning Journey – Number and Place Value

<table>
<tr><th></th><th>Number and Place Value</th><th>Progression Statements</th></tr>
<tr><td rowspan="2">Year 1</td><td>Pupils should be taught to:
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
given a number, identify one more and one less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
read and write numbers from 1 to 20 in numerals and words.</td><td>Number and Place Value
I can count to and across 100, forwards and backwards, beginning with 0 or one, or from any given number
I can read and write numbers from 1 to 20 in numerals and words
I can count, read and write numbers to 100 in numerals
I can count in different multiples, including ones, twos, fives and tens
I can identify one more or one less than a given number
I can use the language of equal to, more than, less than (fewer), most and least
I can identify and represent numbers using objects and pictorial representations, including the number line</td></tr>
<tr><td colspan="2">Non-statutory guidance
Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.
Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.
They recognise and create repeating patterns with objects and with shapes.</td></tr>
<tr><td rowspan="2">Year 2</td><td>Pupils should be taught to:
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
recognise the place value of each digit in a two-digit number (tens, ones)
identify, represent and estimate numbers using different representations, including the number line
compare and order numbers from 0 up to 100; use <, > and = signs
read and write numbers to at least 100 in numerals and in words
use place value and number facts to solve problems.</td><td>Number and Place Value
I can count in steps of 2, 3 and 5 from 0, forwards and backwards
I can count in tens from any number, forwards and backwards
I partition 2-digit numbers into different combinations of tens and ones. This may include using apparatus
I can identify, represent and estimate numbers using different representations, including the number line
I can compare and order numbers from 0 up to 100, using <, > and = sign
I can read and write numbers to at least 100 in numerals and words
I can use place value and number facts to solve problems</td></tr>
<tr><td colspan="2">Non-statutory guidance
Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third.
As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.
Pupils should partition numbers in different ways (for example, 23 = 20 + 3 and
23 = 10 + 13) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.</td></tr>
</table>

<table>
<tr><td>Year 3</td><td>Pupils should be taught to:
count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
compare and order numbers up to 1000
identify, represent and estimate numbers using different representations
read and write numbers up to 1000 in numerals and in words
solve number problems and practical problems involving these ideas.</td><td>Number and Place Value
I can count from 0 in multiples of 4, 8, 50 and 100
I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
I can find 10 or 100 more or less than a given number
I can compare and order numbers up to 1000
I can identify, represent and estimate numbers using different representations
I can read and write numbers up to 1000 in numerals and in words
I can solve number problems and practical problems involving these ideas</td></tr>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.
They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16).
Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.</td></tr>
<tr><td>Year 4</td><td>Pupils should be taught to:
count in multiples of 6, 7, 9, 25 and 1000
find 1000 more or less than a given number
count backwards through zero to include negative numbers
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
order and compare numbers beyond 1000
identify, represent and estimate numbers using different representations
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
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.</td><td>Number and Place Value
I can count in multiples of 6, 7, 9, 25 and 1000
I can find 1000 more or less than a given number
I can count backwards through zero to include negative numbers
I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)
I can order and compare numbers beyond 1000
I can identify, represent and estimate numbers using different representations
I can round any number to the nearest 10, 100 or 1000
I can solve number and practical problems that involve all of these skills and with increasingly large positive numbers
I can 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</td></tr>
<tr><td></td><td colspan="2">Non-statutory guidance
Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.
They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.
They connect estimation and rounding numbers to the use of measuring instruments.
Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.</td></tr>
</table>

<table>
<tr><td rowspan="2">Year 5</td><td>Pupils should be taught to:
read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
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
read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</td><td>Number and Place Value
I can identify the value of each digit in numbers to at least 1,000,000
I can read, write, order and compare numbers to at least 1,000,000
I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000
I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000
I can interpret negative numbers in context and count forwards and backwards with positive and negative whole numbers, including through zero
I can solve number problems and practical problems that involve all of these skills
I can read Roman numerals to 100 (M) and recognise years written in Roman Numerals</td></tr>
<tr><td colspan="2">Non-statutory guidance
Pupils identify the place value in large whole numbers.
They continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far.
They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule.
They should recognise and describe linear number sequences (for example, 3, $3\frac{1}{2}$, 4, $4\frac{1}{2}$ ...), including those involving fractions and decimals, and find the term-to-term rule in words (for example, add $\frac{1}{2}$).</td></tr>
<tr><td rowspan="2">Year 6</td><td>Pupils should be taught to:
read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
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.</td><td>Number and Place Value
I can identify the value of each digit in numbers up to 10,000,000
I can read, write, order and compare numbers up to 10,000,000
I can round any whole number to a required degree of accuracy
I can use negative numbers in context and calculate intervals across zero
I can demonstrate an understanding of place value, including large numbers and decimals e.g. what is the value of 7 in 276,541
I can solve number problems and practical problems involving these skills</td></tr>
<tr><td colspan="2">Non-statutory guidance
Pupils use the whole number system, including saying, reading and writing numbers accurately.</td></tr>
</table>

THE STOKE POGES SCHOOL — Maths Learning Journey – Addition and Subtraction

	Addition and Subtraction	Progression Statements
Year1	**Pupils should be taught to:** • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9.	**Addition and subtraction** • I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and the equals (=) sign • I can represent and use number bonds and related subtraction facts within 20 • I can add and subtract one-digit and two-digit numbers to 20, including 0 • I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations • I can solve missing number problems such as 7 = ? – 9
	Non-statutory guidance Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. Pupils combine and increase numbers, counting forwards and backwards. They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	

Year 2	**Pupils should be taught to:**
	• solve problems with addition and subtraction:
	  ○ using concrete objects and pictorial representations, including those involving numbers, quantities and measures
	  ○ applying their increasing knowledge of mental and written methods
	• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	• 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
	• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
	• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
		Addition and subtraction
		• I can solve addition and subtraction problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures
		• I can solve addition and subtraction problems by applying my increasing knowledge of mental and written methods
		• I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100
		• I can add and subtract a 2-digit number and ones using objects, pictures and mentally
		• I can add and subtract a 2-digit number and tens using objects, pictures and mentally
		• I can add and subtract two 2-digit numbers within 100 and can demonstrate my method using concrete apparatus or pictorial representations
		• I can subtract mentally a 2-digit number from another 2-digit number when there is no regrouping required
		• I can add three one-digit numbers using objects, pictures and mentally
		• I can show that addition of two numbers can be done in any order and subtraction can't
		• I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and work out missing number problems

<table>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils extend their understanding of the language of addition and subtraction to include sum and difference.
Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 – 3 to calculate 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, 5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5). This establishes commutativity and associativity of addition.
Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.</td></tr>
<tr><td>Year 3</td><td>Pupils should be taught to:
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
estimate the answer to a calculation and use inverse operations to check answers
solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</td><td>Addition and subtraction
I can add and subtract a three-digit number and ones mentally
I can add and subtract a three-digit number and tens mentally
I can add and subtract a three-digit number and hundreds mentally
I can add and subtract numbers with up to three-digits, using formal written methods of columnar addition and subtraction
I can estimate the answer to a calculation
I can use inverse operations to check answers
I can solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction</td></tr>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.
Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent (see Mathematics Appendix 1).</td></tr>
<tr><td>Year 4</td><td>Pupils should be taught to:
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
use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</td><td>Addition and subtraction
I can add and subject numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
I can estimate and use inverse operations to check answers to a calculation
I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</td></tr>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see English Appendix 1).</td></tr>
<tr><td>Year 5</td><td>Pupils should be taught to:
add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
estimate and use inverse operations to check answers to a calculation
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</td><td>Addition and subtraction
I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
I can add and subtract numbers mentally with increasingly large numbers
I can use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy
I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics Appendix 1).
They practise mental calculations with increasingly large numbers to aid fluency (for example, 12 462 – 2300 = 10 162).</td></tr>
<tr><td>Year 6</td><td>Addition, subtraction, multiplication and division
Pupils should be taught to:
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
identify common factors, common multiples and prime numbers
use their knowledge of the order of operations to carry out calculations involving the four operations
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
use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</td><td>Addition and subtraction
I can perform mental calculations, including with mixed operations and larger numbers
I can use my knowledge of the order of operations to carry out calculations involving the 4 operations
I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
I can solve problems involving addition, subtraction, multiplication and division
I can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
I can use estimation to check answers to calculations and determine, in the context of the problem, levels of accuracy
I can use formal methods to solve multi-step problems
Multiplication and division
I can multiply multi-digit numbers up to 4 digits by a two-digit whole number, using the formal written method of long multiplication
I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division
I can interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate
I can perform mental calculations, including with mixed operations and large numbers
I can identify common factors, common multiples and prime numbers
I can use my knowledge of the order of operations to carry out calculations with the four operations
I can solve problems using multiplication and division
I can use estimation to check answers to calculations and determine, in the context of the problem, levels of accuracy</td></tr>
</table>

Non-statutory guidance

Pupils practise addition, subtraction, multiplication and division for larger numbers, using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division (see Mathematics Appendix 1).

They undertake mental calculations with increasingly large numbers and more complex calculations.

Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.

Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc., but not to a specified number of significant figures.

Pupils explore the order of operations using brackets; for example, 2 + 1 x 3 = 5 and (2 + 1) x 3 = 9.

Common factors can be related to finding equivalent fractions.

THE STOKE POGES SCHOOL Maths Learning Journey – Multiplication and Division

<table>
<tr><th></th><th>Multiplication and Division</th><th>Progression Statements</th></tr>
<tr><td rowspan="2">Year1</td><td>Pupils should be taught 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.</td><td>Multiplication and Division
I can solve one-step problems involving multiplication and division using objects, with support
I can solve one-step problems involving multiplication and division using pictures, with support
I can solve one-step problems involving multiplication and division using arrays, with support</td></tr>
<tr><td colspan="2">Non-statutory guidance
Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.
They make connections between arrays, number patterns, and counting in twos, fives and tens.</td></tr>
<tr><td>Year 2</td><td>Pupils should be taught to:
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</td><td>Multiplication and Division
I can recall and use multiplication and division facts for the 2, 5 and 10 times tables to solve simple problems, demonstrating an understanding of commutativity as necessary
I can recognise odd and even numbers
I can write and solve number sentences using the multiplication, division and equals signs
I can show that multiplication of 2 numbers can be done in any order (commutative) and division cannot
I can solve problems involving multiplication and division using materials
I can solve problems involving multiplication and division using arrays
I can solve problems involving multiplication and division using repeated addition
I can solve problems involving multiplication and division using mental methods
I can solve problems using multiplication and division facts
I can solve multiplication and division problems in different contexts</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils use a variety of language to describe multiplication and division.
Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.
Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, 40 ÷ 2 = 20, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 × 5 = 20 and 20 ÷ 5 = 4).</td></tr>
<tr><td rowspan="2">Year 3</td><td>Pupils should be taught to:
recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
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
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.</td><td>Multiplication and Division
I can recall and use multiplication and division facts for the 3, 4 and 8 times tables
I can write and calculate number sentences for multiplication and division using the times tables that I know (including two-digit numbers times one-digit numbers)
I can use mental methods to solve multiplication and division number sentences
I can use formal written methods to solve multiplication and division number sentences
I can solve problems, including missing number problems, involving multiplication and division
I can solve problems involving positive integer scaling
I can solve problems where n objects are connected to m objects</td></tr>
<tr><td colspan="2">Non-statutory guidance
Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.
Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240) and multiplication and division facts (for example, using 3 × 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3) to derive related facts (for example, 30 × 2 = 60, 60 ÷ 3 = 20 and 20 = 60 ÷ 3).
Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.
Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).</td></tr>
<tr><td>Year 4</td><td>Pupils should be taught to:
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
multiply two-digit and three-digit numbers by a one-digit number using formal written layout
solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer</td><td>Multiplication and Division
I can recall multiplication and division facts for times tables to 12 x 12
I can use place value, known and derived facts to multiply and divide mentally, including multiplying by 1 and 0 and dividing by 1
I can multiply three numbers mentally
I can recognise and use factor pairs and commutativity in mental calculations
I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout
I can solve problems involving multiplying and adding
I can use the distributive law to multiply two-digit numbers by one-digit
I can solve integer scaling problems</td></tr>
</table>

	scaling problems and harder correspondence problems such as n objects are connected to m objects.	• I can solve harder correspondence problems such as where n objects are connected to m objects
	Non-statutory guidance Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency. Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6). Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Mathematics Appendix 1). Pupils write statements about the equality of expressions (for example, use the distributive law 39 × 7 = 30 × 7 + 9 × 7 and associative law (2 × 3) × 4 = 2 × (3 × 4)). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, 2 x 6 x 5 = 10 x 6 = 60. Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.	
Year 5	**Pupils should be taught to:** • 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 • 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 • recognise and use square numbers and cube numbers, and the notation for squared and cubed • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	**Multiplication and Division** • I can identify multiples • I can identify factors, including finding all factor pairs of a number • I can identify common factors of two numbers • I can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • I can establish whether a number up to 100 is prime and recall prime numbers up to 19 • I can multiple numbers up to 4 digits by a one or two-digit number using a formal written method (including long multiplication for two-digit numbers) • I can multiply and divide numbers mentally using known facts • I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division • I can interpret remainders appropriately for the context • I can multiply and divide whole numbers and decimals by 10, 100 and 1000 • I can recognise and use square numbers and cube numbers and the notation for each • I can solve problems involving multiplication and division including using my knowledge of factors, multiples, squares and cubes • I can solve problems involving addition, subtraction, multiplication and division and a combination of these • I understand the meaning of the equals sign • I can solve problems involving scaling by simple fractions • I can solve problems involving simple rates

Non-statutory guidance

Pupils practise and extend their use of the formal written methods of short multiplication and short division (see Mathematics Appendix 1). They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations.

They use and understand the terms factor, multiple and prime, square and cube numbers.

Pupils interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (for example, $98 \div 4 = \frac{98}{4} = 24 \text{ r } 2 = 24\frac{1}{2} = 24.5 \approx 25$).

Pupils use multiplication and division as inverses to support the introduction of ratio in year 6, for example, by multiplying and dividing by powers of 10 in scale drawings or by multiplying and dividing by powers of a 1000 in converting between units such as kilometres and metres.

Distributivity can be expressed as $a(b + c) = ab + ac$.

They understand the terms factor, multiple and prime, square and cube numbers and use them to construct equivalence statements (for example, $4 \times 35 = 2 \times 2 \times 35$; $3 \times 270 = 3 \times 3 \times 9 \times 10 = 9^2 \times 10$).

Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example, $13 + 24 = 12 + 25$; $33 = 5 \times \square$).

THE STOKE POGES SCHOOL Maths Learning Journey – Fractions (including decimals and %)

	Fractions	Progression Statements
Year1	**Pupils should be taught to:** • 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	**Fractions, Decimals, Percentages, Ratio and Proportion** • I can recognise, find and name a half as one of two equal parts of an object, shape or quantity • I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
	Non-statutory guidance Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.	
Year 2	**Pupils should be taught to:** • 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 • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	**Fractions, Decimals, Percentages, Ratio and Proportion** • I can recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ and know that all parts must be equal parts of the whole • I can write simple fractions e.g. ½ of 6 = 3 • I can recognise the equivalence of two quarters and one half
	Non-statutory guidance Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet $\frac{3}{4}$ as the first example of a non-unit fraction. Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.	
Year 3	**Pupils should be taught 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 • 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 • recognise and show, using diagrams, equivalent fractions with small denominators	**Fractions, Decimals, Percentages, Ratio and Proportion** • I can count up and down in tenths • I can recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • I can recognise and show, using diagrams, equivalent fractions with small denominators

	• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.	• I can add and subtract fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7 • I can compare and order unit fractions and fractions with the same denominator • I can solve problems that involve all of the above
	Non-statutory guidance Pupils connect tenths to place value, decimal measures and to division by 10. They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval, including relating this to measure. Pupils understand the relation between unit fractions as operators (fractions of), and division by integers. They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity. Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.	
Year 4	**Pupils should be taught to:** • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • 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 • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • 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 • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places.	**Fractions, Decimals, Percentages, Ratio and Proportion** • I can recognise and show, using diagrams, families of common equivalent fractions • I can count up and down in hundredths • I can recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten • I can 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 • I can add and subtract fractions with the same denominator • I can recognise and write decimal equivalents of any number of tenths or hundredths • I can recognise and write decimal equivalents to ¼, ½ and ¾ • I can find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths • I can round decimals with one decimal place to the nearest whole number • I can compare numbers with the same number of decimal places up to two decimal places • I can solve simple measure and money problems involving fractions and decimals to two decimal places

	Non-statutory guidance Pupils should connect hundredths to tenths and place value and decimal measure. They extend the use of the number line to connect fractions, numbers and measures. Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths. Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$). Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions. Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100. They practise counting using simple fractions and decimals, both forwards and backwards. Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on number lines.	
Year 5	**Pupils should be taught to:** • compare and order fractions whose denominators are all multiples of the same number • 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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] • 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 • 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 • solve problems involving number up to three decimal places • 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.	**Fractions, Decimals, Percentages, Ratio and Proportion** • I can compare and order fractions whose denominations are all multiples of the same number • I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • I can recognise mixed numbers and improper fractions, convert from one form to the other and write mathematical statements >1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 1 1/5) • I can add and subtract fractions with the same denominator and denominators which are multiples of the same number • I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • I can read and write decimal numbers as fractions (e.g. 0.71 = 71/100) • I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • I can round decimals with two decimal places to the nearest whole number and to one decimal place • I can read, write, order and compare numbers with up to three decimal places • I can solve problems involving numbers up to three decimal places • I can recognise the per cent symbol (%), understand that per cent relates to 'number of parts per hundred', write percentages as a fraction with denominator hundred and as a decimal fraction • I can solve problems which require knowing % and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25

Non-statutory guidance

Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions.
They extend their knowledge of fractions to thousandths and connect to decimals and measures.
Pupils connect equivalent fractions > 1 that simplify to integers with division and other fractions > 1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions.
Pupils connect multiplication by a fraction to using fractions as operators (fractions of), and to division, building on work from previous years. This relates to scaling by simple fractions, including fractions > 1.
Pupils practise adding and subtracting fractions to become fluent through a variety of increasingly complex problems. They extend their understanding of adding and subtracting fractions to calculations that exceed 1 as a mixed number.
Pupils continue to practise counting forwards and backwards in simple fractions.
Pupils continue to develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities.
Pupils extend counting from year 4, using decimals and fractions including bridging zero, for example on a number line.
Pupils say, read and write decimal fractions and related tenths, hundredths and thousandths accurately and are confident in checking the reasonableness of their answers to problems.
They mentally add and subtract tenths, and one-digit whole numbers and tenths.
They practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 (for example, 0.83 + 0.17 = 1).
Pupils should go beyond the measurement and money models of decimals, for example, by solving puzzles involving decimals.
Pupils should make connections between percentages, fractions and decimals (for example, 100% represents a whole quantity and 1% is $\frac{1}{100}$, 50% is $\frac{50}{100}$, 25% is $\frac{25}{100}$) and relate this to finding 'fractions of'.

Year 6

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Fractions, Decimals, Percentages, Ratio and Proportion

- I can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities
- I can calculate using fractions, decimals and percentages
- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination
- I can compare and order fractions, including fractions >1
- I can add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. ¼ x ½ = 1/8)
- I can divide proper fractions by whole numbers (e.g. 1/3 shared by 2 = 1/6)
- I can associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)
- I can identify the value of each digit to three decimal places
- I can multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
- I can multiply one digit numbers with up to two decimal places by whole numbers
- I can use written division methods in cases where the answer has up to two decimal places
- I can solve problems which require answers to be rounded to specified degrees of accuracy

	Ratio and proportion • 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.	• I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • I can solve problems involving the calculation of percentages (e.g. of measures, and such as 15% of 360) and the use of percentages for comparison • I can solve problems involving similar shapes where the scale factor is known and can be found • I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
	Non-statutory guidance Pupils should practise, use and understand the addition and subtraction of fractions with different denominators by identifying equivalent fractions with the same denominator. They should start with fractions where the denominator of one fraction is a multiple of the other (for example, $\frac{1}{2} + \frac{1}{8} = \frac{5}{8}$) and progress to varied and increasingly complex problems. Pupils should use a variety of images to support their understanding of multiplication with fractions. This follows earlier work about fractions as operators (fractions of), as numbers, and as equal parts of objects, for example as parts of a rectangle. Pupils use their understanding of the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity (for example, if $\frac{1}{4}$ of a length is 36cm, then the whole length is 36 × 4 = 144cm). They practise calculations with simple fractions and decimal fraction equivalents to aid fluency, including listing equivalent fractions to identify fractions with common denominators. Pupils can explore and make conjectures about converting a simple fraction to a decimal fraction (for example, 3 ÷ 8 = 0.375). For simple fractions with recurring decimal equivalents, pupils learn about rounding the decimal to three decimal places, or other appropriate approximations depending on the context. Pupils multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers. Pupils multiply decimals by whole numbers, starting with the simplest cases, such as 0.4 × 2 = 0.8, and in practical contexts, such as measures and money. Pupils are introduced to the division of decimal numbers by one-digit whole number, initially, in practical contexts involving measures and money. They recognise division calculations as the inverse of multiplication. Pupils also develop their skills of rounding and estimating as a means of predicting and checking the order of magnitude of their answers to decimal calculations. This includes rounding answers to a specified degree of accuracy and checking the reasonableness of their answers. Pupils recognise proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes and recipes). Pupils link percentages or 360° to calculating angles of pie charts. Pupils should consolidate their understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems. They might use the notation *a*:*b* to record their work. Pupils solve problems involving unequal quantities, for example, 'for every egg you need three spoonfuls of flour', '$\frac{3}{5}$ of the class are boys'. These problems are the foundation for later formal approaches to ratio and proportion.	

THE STOKE POGES SCHOOL Maths Learning Journey – Measurement

	Measurement	Progression Statements

Year 1	**Pupils should be taught to:**
	• Compare, describe and solve practical problems for:
	  ○ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
	  ○ mass/weight [for example, heavy/light, heavier than, lighter than]
	  ○ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
	  ○ time [for example, quicker, slower, earlier, later]
	• Measure and begin to record the following:
	  ○ lengths and heights
	  ○ mass/weight
	  ○ capacity and volume
	  ○ time (hours, minutes, seconds)
	• Recognise and know the value of different denominations of coins and notes
	• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
	• Recognise and use language relating to dates, including days of the week, weeks, months and years
	• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		Measures
		• I can compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half
		• I can compare, describe and solve practical problems for mass/weight (e.g. heavy/light, heavier than/lighter than
		• I can compare, describe and solve practical problems for capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter
		• I can compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later)
		• I can measure and begin to record lengths and heights
		• I can measure and begin to record mass/weight
		• I can measure and begin to record capacity and volume
		• I can measure and begin to record time (hours, minutes, seconds)
		• I can recognise and know the value of different denominations of coins and notes
		• I can sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening)
		• I can recognise and use language relating to dates, including days of the week, weeks, months and years
		• I can tell the time to the hour
		• I can tell the time to half past the hour
		• I can draw the hands on a clock face to show these times

	Non-statutory guidance The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers. Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.	

<table>
<tr><td>Year 2</td><td>Pupils should be taught 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
compare and order lengths, mass, volume/capacity and record the results using >, < and =
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
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.</td><td>Measures
I can choose and use appropriate standard units to estimate and measure length/height in any direction to the nearest appropriate unit, using rulers
I can choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales
I can choose and use appropriate standard units to estimate and measure temperature (oC) to the nearest appropriate unit, using thermometers
I can choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels
I can compare and order lengths, mass, volume/capacity and record the results using >, < and =
I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
I can recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value
I can find different combinations of coins that equal the same amounts of money
I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
I know the number of minutes in an hour and the number of hours in a day
I can compare and sequence intervals of time
I can read the time on the clock to the nearest 15 minutes
I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock</td></tr>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.
Comparing measures includes simple multiples such as ‘half as high’; ‘twice as wide’.
They become fluent in telling the time on analogue clocks and recording it.
Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.</td></tr>
<tr><td>Year 3</td><td>Pupils should be taught to:
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
measure the perimeter of simple 2-D shapes
add and subtract amounts of money to give change, using both £ and p in practical contexts
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</td><td>Measures
I can measure, compare, add and subtract lengths (m/cm/mm)
I can measure, compare, add and subtract mass (kg/g)
I can measure, compare, add and subtract volume/capacity (l/ml)
I can measure the perimeter of simple 2D shapes
I can add and subtract amounts of money to give change, using both £ and p in a practical context
I can tell and write the time from an analogue clock, including using Roman numerals I to XII
I can tell and write the time from 12-hour and 24-hour clocks
I can estimate and read time with increasing accuracy to the nearest minute
I can record and compare time in terms of seconds, minutes and hours</td></tr>
</table>

	• 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].	• I can use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight • I know the number of seconds in a minute and the number of days in each month, year and leap year • I can compare durations of events (e.g. to calculate the time taken by particular events or tasks)
	Non-statutory guidance Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm). The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication. Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4. Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.	
Year 4	**Pupils should be taught to:** • Convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence • 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	**Measures** • I can convert between different units of measure (e.g. Km to m, hours to minutes) • I can measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m • I can find the area of rectilinear shapes by counting squares • I can estimate, compare and calculate different measures, including money in £ and p • I can read, write and convert time between analogue and digital 12 and 24-hour clocks • I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
	Non-statutory guidance Pupils build on their understanding of place value and decimal notation to record metric measures, including money. They use multiplication to convert from larger to smaller units. Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. They relate area to arrays and multiplication.	
Year 5	**Pupils should be taught to:** • 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 • 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 (cm^2) and square metres (m^2) and estimate the area of irregular shapes	**Measures** • I can convert between different units of metric measure (e.g. Km and m; cm and m; cm and mm; g and Kg; l and lm) • I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • I can measure and calculate the perimeter of composite rectilinear shapes in cm and m • I can calculate and compare the area of rectangles (including squares), including using standard units, square centimetres and square metres • I can estimate the area of irregular shapes

	• estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • solve problems involving converting between units of time • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	• I can estimate volume (e.g. using 1 cubic centimetres to build cuboids and capacity – eg using water) • I can solve problems involving converting between units of time • I can use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling
	Non-statutory guidance Pupils use their knowledge of place value and multiplication and division to convert between standard units. Pupils calculate the perimeter of rectangles and related composite shapes, including using the relations of perimeter or area to find unknown lengths. Missing measures questions such as these can be expressed algebraically, for example 4 + 2*b* = 20 for a rectangle of sides 2 cm and *b* cm and perimeter of 20cm. Pupils calculate the area from scale drawings using given measurements. Pupils use all four operations in problems involving time and money, including conversions (for example, days to weeks, expressing the answer as weeks and days).	
Year 6	**Pupils should be taught to:** • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • 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 (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].	**Measures** • I can calculate with measures • I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • I can 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 using decimal notation to up to three decimal places • I can convert between miles and kilometres • I can recognise that shapes with the same areas can have different perimeters and vice versa • I can recognise when it is possible to use formulae for area and volume of shapes • I can calculate the area of parallelograms and triangles • I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres, and extending to other units (e.g. cubic mm and cubic km) • I can read, write and convert time between analogue and digital 12 and 24 hour clocks, using am and pm where necessary • I can calculate the duration of an event using appropriate units of time
	Non-statutory guidance Pupils connect conversion (for example, from kilometres to miles) to a graphical representation as preparation for understanding linear/proportional graphs. They know approximate conversions and are able to tell if an answer is sensible. Using the number line, pupils use, add and subtract positive and negative integers for measures such as temperature. They relate the area of rectangles to parallelograms and triangles, for example, by dissection, and calculate their areas, understanding and using the formulae (in words or symbols) to do this. Pupils could be introduced to compound units for speed, such as miles per hour, and apply their knowledge in science or other subjects as appropriate.	

THE STOKE POGES SCHOOL Maths Learning Journey – Geometry (Properties of shape)

	Properties of Shape	Progression Statements
Year1	**Pupils should be taught to:** Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	**Geometry** • I can recognise and name common 2-D shapes (e.g. rectangles – including squares, circles, and triangles) • I can recognise and name 3-D shapes (e.g. cuboids – including cubes, pyramids and spheres)
	Non-statutory guidance Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.	
Year 2	**Pupils should be taught to:** • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • 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 and 3-D shapes and everyday objects.	**Geometry** • I can identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line • I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces • I can identify 2D shapes on the surface of 3D shapes (e.g. a circle on a cylinder and a triangle on a pyramid) • I can compare and sort common 2D and 3D shapes and everyday objects • I can order and arrange combinations of mathematical objects in patterns and sequences
	Non-statutory guidance Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces. Pupils read and write names for shapes that are appropriate for their word reading and spelling. Pupils draw lines and shapes using a straight edge.	
Year 3	**Pupils should be taught to:** • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • 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.	**Geometry** • I can draw 2D shapes • I can make 3D shapes using modelling materials • I can recognise 3D shapes in different orientations and describe them • I can recognise angles as a property of shape or a description of a turn • I can identify right angles and recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn • I can identify whether angles are greater than or less than a right angle • I can identify horizontal and vertical lines • I can recognise pairs of perpendicular and parallel lines

<table>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.
Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.</td></tr>
<tr><td>Year 4</td><td>Pupils should be taught to:
compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
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.</td><td>Geometry
I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
I can identify acute and obtuse angles
I can compare and order angles up to two right angles by size
I can identify lines of symmetry in 2D shapes presented in different orientations
I can complete a simple symmetric figure with respect to a specific line of symmetry</td></tr>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).
Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.
Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.</td></tr>
<tr><td>Year 5</td><td>Pupils should be taught to:
identify 3-D shapes, including cubes and other cuboids, from 2-D representations
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 one whole turn (total 360°)
angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
other multiples of 90°
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.</td><td>Geometry
I can identify 3D shapes, including cubes and other cuboids, from 2D representations
I know angles are measured in degrees and can estimate and compare acute, obtuse and reflex angles
I can draw given angles and measure them in degrees
I can identify angles at a point and one whole turn (total 360)
I can identify angles at a point on a straight line and ½ a turn (total 180)
I can identify angles that are other multiples of 90
I can use the properties of rectangles to deduce related facts and find missing lengths and angles
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles
I can 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</td></tr>
<tr><td></td><td colspan="2">Non-statutory guidance
Pupils become accurate in drawing lines with a ruler to the nearest millimetre, and measuring with a protractor. They use conventional markings for parallel lines and right angles.
Pupils use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals, for example using dynamic geometry ICT tools.
Pupils use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.</td></tr>
</table>

Year 6	**Pupils should be taught to:** • 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 • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	**Geometry** • I can use 2D shapes using given dimensions and angles • I can compare and clarify 3D and 2D shapes based on their properties • I can recognise, describe and build simple 3D shapes, including making nets • I can compare and classify geometric shapes based on their properties and sizes • I can find unknown angles in any triangles, quadrilaterals and regular polygons • I can use mathematical reasoning to find missing angles • I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles • I can describe positions on the full coordinate grid (all four quadrants) • I can draw and translate simple shapes on the coordinate plane and reflect them in the axes
	Non-statutory guidance Pupils draw shapes and nets accurately, using measuring tools and conventional markings and labels for lines and angles. Pupils describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. These relationships might be expressed algebraically for example, $d = 2 \times r$; $a = 180 - (b + c)$.	

THE STOKE POGES SCHOOL Maths Learning Journey – Geometry (Position and direction)

	Position and Direction	Progression Statements
Year1	**Pupils should be taught to:** • describe position, direction and movement, including whole, half, quarter and three-quarter turns.	**Geometry** • I can describe position, direction and movement, including whole, half, quarter and ¾ turns
	Non-statutory guidance Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.	
Year 2	**Pupils should be taught to:** • 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).	**Geometry** • I can 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)
	Non-statutory guidance Pupils should work with patterns of shapes, including those in different orientations. Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).	
Year 4	**Pupils should be taught to:** • 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.	**Geometry** • I can describe positions of a 2D grid as coordinates in the first quadrant • I can describe movements between positions as translations of a given unit to the left/right and up/down • I can plot specified points and draw sides to complete a given polygon
	Non-statutory guidance Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates, for example (2, 5), including using coordinate-plotting ICT tools.	
Year 5	**Pupils should be taught 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.	**Geometry** • I can 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
	Non-statutory guidance Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.	

Year 6	**Pupils should be taught to:** • 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.	**Geometry** • I can describe positions on the full coordinate grid (all four quadrants) • I can draw and translate simple shapes on the coordinate plane and reflect them in the axes
	Non-statutory guidance Pupils draw and label a pair of axes in all four quadrants with equal scaling. This extends their knowledge of one quadrant to all four quadrants, including the use of negative numbers. Pupils draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes. These might be expressed algebraically for example, translating vertex (a, b) to (a – 2, b + 3); (a, b) and (a + d, b + d) being opposite vertices of a square of side d.	

THE STOKE POGES SCHOOL Maths Learning Journey – Statistics

	Statistics	Progression Statements
Year 2	**Pupils should be taught to:** • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • 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.	**Statistics** • I can interpret and construct simple pictograms • I can interpret and construct simple tally charts • I can interpret and construct simple block diagrams • I can interpret and construct simple tables • I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • I can ask and answer questions about totalling and compare categorical data
	Non-statutory guidance Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).	
Year 3	**Pupils should be taught to:** • interpret and present data using bar charts, pictograms and tables • 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.	**Statistics** • I can interpret and present data using pictograms • I can interpret and present data using bar charts • I can interpret and present data using tables • I can solve one-step and two-step questions (e.g. 'How many more?' and 'How many fewer?') using information presented in scaled bar charts, pictograms and tables
	Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. They continue to interpret data presented in many contexts.	
Year 4	**Pupils should be taught to:** • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	**Statistics** • I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
	Non-statutory guidance Pupils understand and use a greater range of scales in their representations. Pupils begin to relate the graphical representation of data to recording change over time.	
Year 5	**Pupils should be taught to:** • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables.	**Statistics** • I can solve comparison, sum and difference problems using information presented in a line graph • I can complete, read and interpret information in tables, including timetables

	Non-statutory guidance Pupils connect their work on coordinates and scales to their interpretation of time graphs. They begin to decide which representations of data are most appropriate and why.	
Year 6	**Pupils should be taught to:** • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average.	**Statistics** • I can interpret and construct pie charts and line graphs and use these to solve problems • I can calculate and interpret the mean as an average
	Non-statutory guidance Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts. Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects. They should connect conversion from kilometres to miles in measurement to its graphical representation. Pupils know when it is appropriate to find the mean of a data set.	

THE STOKE POGES SCHOOL Maths Learning Journey – Algebra

	Algebra	Progression Statements
Year 6	**Pupils should be taught 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.	**Algebra** • I can substitute values into simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle) • I can generate and describe linear number sequences • I can express missing number problems algebraically • I can find pairs of numbers that satisfy an equation with two unknowns • I can enumerate possibilities of combinations of two variables
	Non-statutory guidance Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as: • missing numbers, lengths, coordinates and angles • formulae in mathematics and science • equivalent expressions (for example, $a + b = b + a$) • generalisations of number patterns • number puzzles (for example, what two numbers can add up to).	