Maths Progression of Knowledge, Understanding and Skills

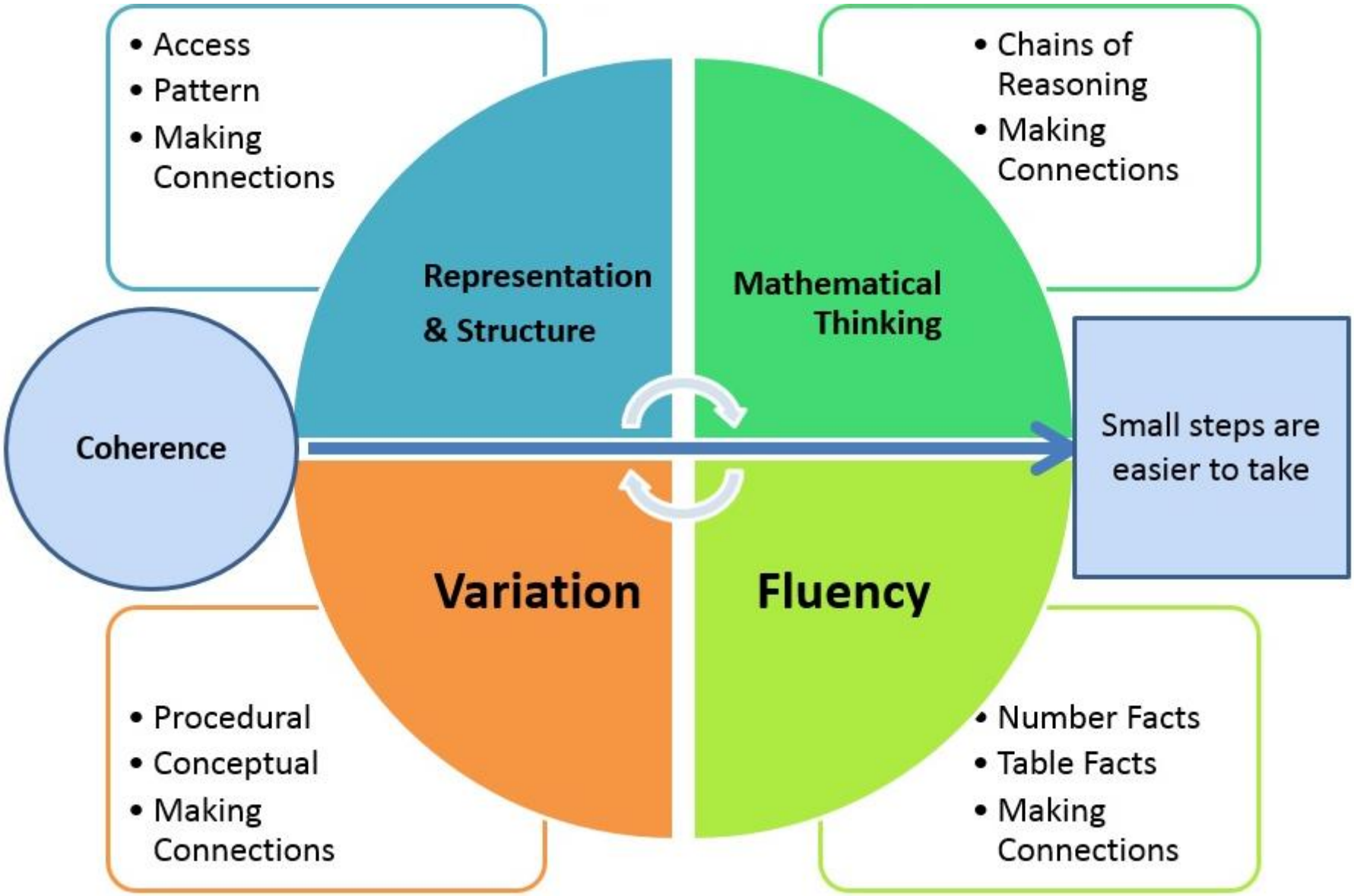
Our Intent

Selborne teaches maths in line with the national curriculum. We use a mastery approach so that all children are taught in a way that leads to deeper understanding by ensuring the curriculum is structured in a sequential manner and learning is built on and revisited. We aim to use the 5 fundamentals of Maths Mastery when teaching a sequence of lessons. To support the development of the teaching process, we use the Power Maths scheme and the White Rose online resources to supplement our lessons.

We will teach pupils substantive knowledge.	Children will develop their knowledge of number facts, number bonds and times tables and be able to apply these to other areas of maths. Children who are not sufficiently fluent will have opportunities for additional practice and scaffolded support in lessons. Children will build up their knowledge by following clear blocks of work with opportunities to revisit previous learning.
We will provide pupils with opportunities to work as a mathematician.	Children will become fluent mathematicians and learn both mental and written methods and be able to decide which method is the most efficient to use. Children will be able to break down problems into a series of smaller steps and apply their mathematical skills to solve them. Children will understand that there is often more than one way to solve a problem and will be able to choose the most efficient method. Children will be able to investigate the links and connections across mathematical ideas and apply their knowledge to science and other subjects.
We focus on effective teaching of mathematical vocabulary.	Children will be able to use stem sentences to develop their mathematical vocabulary and clearly explain their reasoning. Children will learn how to prove/disprove mathematical statements and be able to justify their answers using appropriate mathematical language. They will be able to describe patterns and similarities between concepts and explain the links and relationships they can see.

This document was updated by J. Cox, 9th October 2026. It reflects latest guidance and contains relevant curriculum updates.

The Five Fundamentals of Maths Mastery



Maths in EYFS

In EYFS, developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

Children aged 3-4	Children in Reception
• Say one number for each item in order: 1,2,3,4,5. • Solve real world mathematical problems with numbers up to 5 • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	• Count objects, actions and sounds.
• Develop fast recognition of up to 3 objects, without having to count them individually.	• Subitise.
• Experiment with their own symbols and marks as well as numerals. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	• Link the number symbol (numeral) with its cardinal number value.
• Show 'finger numbers' up to 5 • Recite numbers past 5.	• Count beyond ten.
• Compare quantities using language: 'more than', 'fewer than'.	• Compare numbers.
• Compare quantities using language: 'more than', 'fewer than'.	• Understand the 'one more than/one less than' relationship between consecutive numbers.
	• Explore the composition of numbers to 10.
	• Automatically recall number bonds for numbers 0–5 and some to 10.
• 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, rotate and manipulate shapes in order to develop spatial reasoning skills.
• 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.	• Compose and decompose shapes so that children recognise a shape can have other shapes within it.

• Talk about and identifies 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. • Begin to describe a sequence	• Continue, copy and create repeating patterns.
• Make comparisons between objects relating to size, length, weight and capacity.	• Compare length, weight and capacity.
• 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'.	

Early Learning Goals
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 or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical 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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place Value	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 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.	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 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.	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.	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 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	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.	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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and Subtraction	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	Solve problems with addition and subtraction using concrete objects and pictorial representations 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 mental calculations including three one-digit numbers Show that addition of two numbers can be done in any order and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and solve missing number problems.	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.	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.	Add and subtract whole numbers with more than 4 digits, including using formal written methods 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.	Perform mental calculations, including with mixed operations and large numbers Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and Division	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.	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 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.	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.	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 commutatively 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 scaling problems and harder correspondence problems such as n objects are connected to m objects.	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 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 Ddivide 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 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

					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 (^{2}) and cubed (^{3}) 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.	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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions (including decimals and percentages)	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.	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 $\frac{1}{2}$.	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 Add and subtract fractions with the same denominator within one whole Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above.	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,	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. 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. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	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 Divide proper fractions by whole numbers Associate a fraction with division and calculate decimal fraction equivalents 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

				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.	Read and write decimal numbers as fractions 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.	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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement	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	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	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 Know the number of seconds in a minute and the number of	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 Read time to the nearest minute Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	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 Estimate volume [for example, using 1 cm^3 blocks to build	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

	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.	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.	days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks].		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.	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].
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Position and Direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	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		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.	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Properties of Shape	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].	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.	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.	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.	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 (^{o}) Identify: • angles at a point and one whole turn • angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180^o) • other multiples of 90^o 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 Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics		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.	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.	Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.	Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Algebra						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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.

EYFS

Autumn term	Getting to know you	Match, sort and compare (Free trial) VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW	Circles and tri... VIEW	1, 2, 3, 4, 5 VIEW	Shapes with 4 ... VIEW
Spring term	Alive in 5 VIEW	Mass and capa... VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW	
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connecti... VIEW	Consolidation

Year 1

Autumn term

- Number — **Place value** (within 10) — VIEW
- Number — **Addition and subtraction** (within 10) — VIEW
- Geometry — **Shape** — VIEW
- Consolidation

Spring term

- Number — **Place value** (within 20) — VIEW
- Number — **Addition and subtraction** (within 20) — VIEW
- Number — **Place value** (within 50) — VIEW
- Measurement — **Length and height** — VIEW
- Measurement — **Mass and volume** — VIEW

Summer term

- Number — **Multiplication and division** — VIEW
- Number — **Fractions** — VIEW
- Geometry — **Position and direction** — VIEW
- Number — **Place value** (within 100) — VIEW
- Measurement — **Money** — VIEW
- Measurement — **Time** — VIEW
- Consolidation

Year 2

Autumn term

Number
Place value
VIEW

Number
Addition and subtraction
VIEW

Geometry
Shape
VIEW

Spring term

Measurement
Money
VIEW

Number
Multiplication and division
VIEW

Measurement
Length and height
VIEW

Measurement
Mass, capacity and temperature
VIEW

Summer term

Number
Fractions
VIEW

Measurement
Time
VIEW

Statistics
VIEW

Geometry
Position and direction
VIEW

Consolidation

Year 3

Autumn term

Number
Place value
VIEW

Number
Addition and subtraction
VIEW

Number
Multiplication and division A
VIEW

Spring term

Number
Multiplication and division B
VIEW

Measurement
Length and perimeter
VIEW

Number
Fractions A
VIEW

Measurement
Mass and capacity
VIEW

Summer term

Number
Fractions B
VIEW

Measurement
Money
VIEW

Measurement
Time
VIEW

Geometry
Shape
VIEW

Statistics
VIEW

Consolidation

Year 4

Autumn term

- Number — **Place value** — VIEW
- Number — **Addition and subtraction** — VIEW
- Measurement — **Area** — VIEW
- Number — **Multiplication and division A** — VIEW
- Consolidation

Spring term

- Number — **Multiplication and division B** — VIEW
- Measurement — **Length and perimeter** — VIEW
- Number — **Fractions** — VIEW
- Number — **Decimals A** — VIEW

Summer term

- Number — **Decimals B** — VIEW
- Measurement — **Money** — VIEW
- Measurement — **Time** — VIEW
- Consolidation
- Geometry — **Shape** — VIEW
- **Statistics** — VIEW
- Geometry — **Position and direction** — VIEW

Year 5

Autumn term	Number **Place value** VIEW	Number **Addition and subtraction** VIEW	Number **Multiplication and division A** VIEW	Number **Fractions A** VIEW		
Spring term	Number **Multiplication and division B** VIEW	Number **Fractions B** VIEW	Number **Decimals and percentages** VIEW	Measurement **Perimeter and area** VIEW	**Statistics** VIEW	
Summer term	Geometry **Shape** VIEW	Geometry **Position and direction** VIEW	Number **Decimals** VIEW	Number **Negative numbers** VIEW	Measurement **Converting units** VIEW	Measurement **Volume** VIEW

Year 6

Autumn term

- Number — Place value — VIEW
- Number — Addition, subtraction, multiplication and division — VIEW
- Number — Fractions A — VIEW
- Number — Fractions B — VIEW
- Measurement — Converting units — VIEW

Spring term

- Number — Ratio — VIEW
- Number — Algebra — VIEW
- Number — Decimals — VIEW
- Number — Fractions decimals and percentages — VIEW
- Measurement — Area, perimeter and volume — VIEW
- Statistics — VIEW

Summer term

- Geometry — Shape — VIEW
- Geometry — Position and direction — VIEW

Themed projects, consolidation and problem solving