



## Maths Progression Map 2026

|                              |   |
|------------------------------|---|
| <p><u>Intent</u></p>         | <p>The intention of teaching mathematics is to ensure our pupils can:</p> <ul style="list-style-type: none"> <li>• be competent and confident with the mathematical knowledge, concepts and skills in order to meet age-related expectations;</li> <li>• have a positive attitude towards mathematics, and to be resilient and persistent in pursuing the answers they are seeking;</li> <li>• confidently communicate mathematical thinking both orally and on paper;</li> <li>• develop their understanding and the ability to recall and apply knowledge rapidly and accurately;</li> <li>• make connections between mathematical concepts, reason mathematically and solve problems,</li> <li>• use and apply mathematics across the curriculum and in real life situations with creativity.</li> </ul> <p>It is our intent that children acquire new skills and knowledge sequentially; with a deep understanding that can be built upon as they progress through the school. We aim to provide a curriculum rooted in our Christian ethos and values that promotes enjoyment; enthusiasm for learning mathematics; exploration and discussion, to create mathematicians, who are able, confident, and fluent in the fundamentals of mathematics.</p>  |
| <p><u>Implementation</u></p> | <p><b>High-Quality Teaching</b></p> <p>Our mathematics curriculum is delivered through:</p> <p><b>A mastery approach to teaching mathematics</b></p> <ul style="list-style-type: none"> <li>• Teaching for depth rather than acceleration, ensuring all pupils master concepts before moving on</li> <li>• Using the CPA (Concrete, Pictorial, Abstract) approach to build deep conceptual understanding</li> <li>• Providing sufficient practice and consolidation to develop fluency</li> <li>• Using manipulatives and representations strategically to support learning</li> <li>• Ensuring all pupils have opportunities to reason mathematically and solve problems</li> </ul> <p><b>Carefully sequenced and coherent curriculum</b></p> <ul style="list-style-type: none"> <li>• The curriculum is coherently planned and sequenced so that pupils build knowledge and skills sequentially and cumulatively</li> <li>• Key concepts are revisited and built upon across year groups to deepen understanding</li> <li>• Time is available within the curriculum for revisiting content and dealing with gaps in knowledge and skills</li> <li>• Small, connected steps enable all pupils to access learning and make progress</li> <li>• Clear progression grids ensure consistency and appropriate challenge across year groups</li> </ul> <p><b>Expert teaching</b></p> <ul style="list-style-type: none"> <li>• Teachers have expert knowledge of mathematics</li> <li>• Teachers present information clearly, promote appropriate discussion, and check pupils' understanding systematically</li> </ul> |



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|                                    | <ul style="list-style-type: none"> <li>• Teachers identify misconceptions quickly and adapt teaching to address them</li> <li>• Teachers use questioning effectively to assess understanding and deepen thinking</li> <li>• Teachers model mathematical thinking and problem-solving strategies explicitly</li> </ul> <p><b>Effective use of assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment is used to identify gaps in knowledge and inform teaching</li> <li>• Regular formative assessment ensures pupils are keeping up with the curriculum</li> <li>• Summative assessment tracks progress and identifies pupils who need additional support (weekly arithmetic tests, weekly times table test, Maths.co.uk and End of Unit Assessments)</li> <li>• Assessment focuses on whether pupils have understood key concepts and can apply them</li> <li>• Feedback is timely, specific and moves learning forward</li> </ul>  |
| <p><u>Curriculum Structure</u></p> | <p><b>Curriculum Structure</b></p> <p>Our mathematics curriculum ensures:</p> <p><b>Strong foundations in number</b></p> <ul style="list-style-type: none"> <li>• Daily mathematics lessons with a strong focus on number in EYFS and Key Stage 1</li> <li>• Systematic teaching of place value, number bonds, and calculation strategies</li> <li>• Regular practice to develop fluency and automaticity in number facts through daily flashback and Fluent in Five</li> <li>• Times tables taught systematically with regular practice and retrieval</li> <li>• Mental mathematics embedded throughout all lessons</li> </ul> <p><b>Progressive skill development</b></p> <ul style="list-style-type: none"> <li>• Clear expectations for each year group and term, building progressively on prior learning</li> <li>• Coverage of all National Curriculum domains: number, measurement, geometry, statistics</li> <li>• Increasing complexity and challenge as pupils move through the school</li> <li>• Regular opportunities to apply mathematics across the curriculum</li> <li>• Problem-solving and reasoning integrated into every lesson</li> </ul> <p><b>Inclusive provision</b></p> <ul style="list-style-type: none"> <li>• High-quality first teaching that meets the needs of all learners</li> <li>• Use of manipulatives and visual representations to support understanding</li> <li>• Scaffolding and support for pupils who need it, including pre-teaching and same-day intervention</li> <li>• Challenge and extension for pupils working at greater depth</li> </ul> |



## Maths Progression Map 2026

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|   | <ul style="list-style-type: none"> <li>• Adaptations for pupils with SEND to ensure they can access and succeed in mathematics</li> <li>• Support for pupils with EAL, recognising they may already have strong mathematical knowledge but need support with mathematical vocabulary</li> </ul> <p><b>Developing Mathematical Resilience</b></p> <p>We recognise that mathematics anxiety can be debilitating and have a significant impact on attainment. We address this by:</p> <ul style="list-style-type: none"> <li>• Creating a positive classroom culture where mistakes are valued as learning opportunities</li> <li>• Building pupils' confidence through carefully structured lessons that enable success</li> <li>• Using growth mindset language and celebrating effort and progress</li> <li>• Providing appropriate challenge that stretches without overwhelming</li> <li>• Ensuring pupils experience success regularly to build confidence and motivation</li> <li>• Teaching pupils strategies to manage anxiety and persevere when faced with difficulty</li> </ul> |
| <p><u>Assessment and Monitoring</u></p> | <p>We monitor the effectiveness of our mathematics curriculum through:</p> <ul style="list-style-type: none"> <li>• Regular formative assessment within lessons to inform teaching</li> <li>• Summative assessment at key points to track progress and identify gaps</li> <li>• Analysis of attainment and progress data, including for vulnerable groups</li> <li>• Book looks and learning walks to ensure consistency of implementation</li> <li>• Pupil voice to understand pupils' attitudes to mathematics and their confidence</li> <li>• Moderation within school and across our trust to ensure accurate assessment</li> </ul> <p>Monitoring of interventions to ensure they are effective and having impact</p>  |
| <p><u>Expected Outcomes</u></p>         | <p>By the time pupils leave St Peter's Bratton Church of England Academy, they will:</p> <p><b>Have strong foundational knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate fluency in number facts, calculation methods and mathematical procedures</li> <li>• Have secure understanding of place value and the number system</li> <li>• Recall times tables and related facts rapidly and accurately</li> <li>• Apply mental calculation strategies efficiently</li> </ul> <p><b>Be confident mathematicians</b></p> <ul style="list-style-type: none"> <li>• Approach mathematical problems with confidence and resilience</li> <li>• View mistakes as learning opportunities and persevere when faced with challenge</li> </ul>   |



## Maths Progression Map 2026

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|                                | <ul style="list-style-type: none"><li>• Take pride in their mathematical work and present it clearly</li><li>• Have a positive attitude towards mathematics and see its relevance to their lives</li></ul> <p><b>Reason mathematically</b></p> <ul style="list-style-type: none"><li>• Articulate their mathematical thinking using precise language</li><li>• Make connections between mathematical concepts and ideas</li><li>• Follow lines of enquiry and develop mathematical arguments</li><li>• Justify their reasoning and prove mathematical statements</li></ul> <p><b>Solve problems effectively</b></p> <ul style="list-style-type: none"><li>• Apply their mathematical knowledge to a variety of problems</li><li>• Break down complex problems into manageable steps</li><li>• Select appropriate strategies and methods to solve problems</li><li>• Apply mathematics to real-life contexts and across the curriculum</li></ul>   |
| <p><u>Measuring Impact</u></p> | <p>We will measure the impact of our mathematics curriculum through:</p> <p><b>Attainment data:</b></p> <ul style="list-style-type: none"><li>• End of Key Stage 1 and Key Stage 2 statutory assessment outcomes</li><li>• Internal assessment data showing progress across year groups</li><li>• Times tables check results (Year 4)</li><li>• Comparison with national averages and similar schools</li></ul> <p><b>Quality of education:</b></p> <ul style="list-style-type: none"><li>• Evidence from book looks showing high-quality teaching, learning and pupil responses</li><li>• Observations of lessons showing effective implementation of our curriculum</li><li>• Pupil voice demonstrating positive attitudes to mathematics and confidence</li><li>• Work scrutiny showing appropriate challenge, progression and high expectations</li></ul> <p><b>Inclusion and equity:</b></p> <ul style="list-style-type: none"><li>• Progress data for vulnerable groups (SEND, disadvantaged, EAL) showing they achieve well</li><li>• Evidence that all pupils access a rich, ambitious curriculum</li><li>• Targeted interventions closing gaps quickly and effectively</li><li>• No significant differences in attainment between groups</li></ul> |



## Maths Progression Map 2026

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| <p><u>Preparation for the future</u></p>    | <ul style="list-style-type: none"> <li>• Pupils are well-prepared for the transition to secondary school with secure mathematical foundations</li> <li>• Pupils have the mathematical knowledge, skills and confidence they need to succeed in their future lives</li> <li>• Pupils can apply their mathematics to solve problems in everyday contexts</li> <li>• Pupils see mathematics as relevant, useful and accessible</li> </ul> <p><b>Pupils leave our school as confident mathematicians who have a deeper understanding of all concepts and can make connections, explain their thinking and apply strategies in new contexts.</b></p>                        |
| <p><u>Reasoning and Problem Solving</u></p> | <p>All year groups from Reception to Year 6 engage in regular reasoning and problem-solving activities within every unit of mathematics. These tasks are carefully planned to be progressive, enabling pupils to build on prior knowledge, make connections between concepts, and deepen their mathematical understanding over time. As children move through the school, the complexity, independence and depth of reasoning expected gradually increase. This ensures that all pupils develop the confidence and skills needed to explain their thinking, justify methods, apply strategies in new contexts, and tackle a wide range of mathematical challenges.</p> |

### Maths Curriculum Progression Reception

|                             | Number   | Numerical Patterns   | Shape, Space and Measure   |
|-----------------------------|--|--|--|
| <p>Skills and knowledge</p> | <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> | <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.</p> | <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> |



## Maths Progression Map 2026

|            |   |   |  |
|------------|---|---|--|
| Vocabulary | One, two, three, four, five, number, count, count forwards, count backwards, how many, total, altogether, same, different, next, after, arrange, five frame, altogether, one more, one less | Match, sort, compare, equal, less than, fewer than, greater than, more than, equal, amount, same, different | Roll, stack, push, curved, straight, round, corners, face, edge, sides, square, rectangle, circle, triangle, sphere, cube, cuboid, cylinder, cone, big, little, flat, like a, slides, pointy, odd one out, same, difference, different, properties, characteristics, in, on, below, under, above, in front of, behind, next to, up, down |
|------------|---|---|--|



# Maths Progression Map 2026

## Maths Curriculum Progression Place Value

| <u>Year 1</u>  | <u>Year 2</u>   | <u>Year 3</u>   | <u>Year 4</u>  | <u>Year 5</u>   | <u>Year 6</u>   |
|--|---|---|--|---|---|
| Count, read and write numbers 0-10                                       | Count, read and write numbers to 100,   | Count, read and write numbers to 1,000, Identify numbers between 0 and 1,000 on a number line | Count, read and write numbers to 10,000  | Count, read and write numbers to 1,000,000  | Count, read and write numbers to 10,000,000   |
| Find one more or one less than a given number within 10                  | Count forwards and backwards, beginning with 0 or 1, or from any given number up to 100             | Find 1,10, 100 more or less than a given number within 1,000                                  | Identify numbers between 0 and 10,000 on a number line   | Identify numbers between 0 and 1,000,000 on a number line   | Identify numbers between 0 and 10,000,000 on a number line  |
| Compare and order objects and numbers up to 10.                          | Count in multiples of twos, fives, threes and tens up to 100  | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)        | Find 1,10, 100 or 1,000 more or less than a given number within 10,000                           | Find 1,10, 100, 1,000, 10,000 and 100,000 more or less than a given number within 1,000,000                                     | Find 1,10, 100, 1,000, 10,000 and 100,000 more or less than a given number within 10,000,000  |
| Count, read and write numbers 0-20                                       | Recognise the place value of each digit in a two-digit number (tens, ones)                          | Use flexible partitioning to partition three-digit numbers                                    | Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones) | Recognise the place value of each digit in a six-digit number (hundred thousand, ten thousand, thousands, hundreds, tens, ones) | Recognise the place value of each digit in a seven-digit number (millions, hundred thousand, ten thousand, thousands, hundreds, tens, ones) |
| Find one more or one less than a given number within 20                  | Identify, represent and estimate numbers using different representations, including the number line | Compare and order numbers from 0 up to 1,000; use <, > and = signs                            | Use flexible partitioning to partition four-digit numbers  | Use flexible partitioning to partition six-digit numbers  | Use flexible partitioning to partition seven-digit numbers  |
| Understand the place value of the digits within a number (tens and ones) | Compare and order numbers from 0 up to 100; use <, > and = signs                                    | Count up in 50s from 0 or a given number up to 1,000  | Compare and order numbers from 0 up to 10,000; use <, > and = signs                              | Compare and order numbers from 0 up to 1,000,000; use <, > and = signs  | Compare and order numbers from 0 up to 10,000,000; use <, > and = signs   |
| Compare and order objects and numbers up to 20                           |   |   |  |   |   |
| Count, read and write numbers 0-50                                       |   |   | Understand Roman numerals to 100 (C)   |   |   |



## Maths Progression Map 2026

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|---|--|--|---|---|---|
| <p>Find one more or one less than a given number within 50</p> <p>Understand the place value of the digits within a number within 50 (tens and ones) through partitioning</p> <p>Count, read and write numbers 0-100</p> <p>Find one more or one less than a given number within 100</p> <p>Understand the place value of the digits within a number within 100 (tens and ones) through partitioning</p> <p>Count in 10s from 0 - 100</p> |  |  | <p>Round any number less than 10,000 to the nearest 10,100 or 1,000</p> | <p>Understand Roman numerals to 1,000</p> <p>Round any number less than 1,000,000 to the nearest 10,100, 1,000</p> <p>Find powers of 10 by multiplying and dividing by 10, 100, 1,000, 10,000 and 100,000</p> <p>Understand negative numbers by counting through 0</p> <p>Compare and order negative numbers</p> <p>Calculate (add and subtract) using negative numbers</p> | <p>Round any number less than 10,000,000 to the nearest 10,100, 1,000, 10,000 and 100,000</p> <p>Find powers of 10 by multiplying and dividing by 10, 100, 1,000, 10,000 and 100,000</p> <p>Understand and calculate (add/subtract) with negative numbers</p> |
|---|--|--|---|---|---|



# Maths Progression Map 2026

## Maths Curriculum Progression Addition and Subtraction

| <u>Year 1</u>   | <u>Year 2</u>   | <u>Year 3</u>   | <u>Year 4</u>  | <u>Year 5</u>   | <u>Year 6</u>   |
|---|---|---|--|---|---|
| <p>Solve missing number problems using part whole models for numbers within 10.</p> <p>Use fact families to write addition and subtraction number sentences within 10.</p> <p>Know number bonds for numbers within 10.</p> <p>Know number bonds for 10.</p> <p>Know and use addition and subtraction number sentences within and including 10 as the answer.</p> <p>Know and use addition number sentences within and including 20 as the answer.</p> <p>Recall number bonds to 20.</p> | <p>Use fact families to answer addition and subtraction calculations within 100</p> <p>Add and subtract two-digit numbers within a 10 boundary</p> <p>Add and subtract two-digit numbers bridging the 10 boundaries</p> <p>Add 3 1-digit numbers</p> <p>Solve missing number problems with addition and subtraction</p> | <p>Add and subtract 1s, 10s and 100s within the hundred or crossing the 100 boundaries</p> <p>Make connections by using known number bonds and facts</p> <p>Add and subtract two three-digit numbers using formal written method with/without exchanges with answers up to 1,000</p> <p>Use inverse operations to check answers</p> | <p>Use formal written methods to add and subtract up to two four-digit numbers with and without exchanges (could be more than one)</p> <p>Use efficient strategies to add and subtract numbers.</p> <p>Use equivalent differences to add or subtract numbers.</p> <p>Use estimation and inverse operations to check answers for addition and subtraction calculations</p> <p>Solve one step and multi-step problems using addition and subtraction</p> | <p>Use formal written methods to add and subtract up to two six-digit numbers with and without exchanges (could be more than one)</p> <p>Use efficient strategies to add and subtract numbers.</p> <p>Use equivalent differences to add or subtract numbers.</p> <p>Use estimation, rounding and inverse operations to check answers for addition and subtraction calculations</p> <p>Solve one step and multi-step problems using addition and subtraction</p> | <p>Add and subtract any integer with up to 7 digits using formal written methods with exchanges</p> <p>Understand the order of operations using BODMAS</p> <p>Calculate addition and subtraction mentally</p> <p>Use known facts to complete calculations</p> |



## Maths Progression Map 2026

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|---|--|--|--|--|--|
| <p>Add by counting on.</p> <p>Subtract by counting back.</p> <p>Understand what it means to find the difference.</p> <p>Using related facts to complete number sentences and find missing numbers.</p> <p>Solve missing number problems using concrete and pictorial representations.</p> |  |  |  |  |  |
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# Maths Progression Map 2026

## Maths Curriculum Progression Multiplication and Division

| <u>Year 1</u>   | <u>Year 2</u>  | <u>Year 3</u>  | <u>Year 4</u>  | <u>Year 5</u>  | <u>Year 6</u>  |
|---|--|--|--|--|--|
| <p>Count in multiples of twos, fives and tens</p> <p>Recognise equal groups through use of arrays</p> <p>Make arrays to show equal groups</p> <p>Know doubles and halves</p> <p>Group and share objects into equal groups</p> | <p>Understand the multiplication symbol (x), division symbol (<math>\div</math>)</p> <p>Use arrays to find equal groups through sharing and grouping</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p> <p>Recognise odd and even numbers</p> | <p>Make equal groups using arrays and grouping.</p> <p>Understand and apply knowledge of the 2,5- and 10-times tables</p> <p>Know multiplication and division facts for the 3,4 and 8 times tables</p> <p>Understand divisibility by using concrete resources and pictorial representations to divide.</p> <p>Know remainders occur when the quotient is not a multiple of the divisor</p> <p>Use formal methods for multiplying 2-digit numbers by 1-digit numbers with/without exchanges</p> | <p>Identify factor pairs</p> <p>Calculate up to 3-digit by 1 digit multiplication using formal written methods</p> <p>Calculate up to 3-digit by 1 digit division using formal written methods and record remainders accurately</p> <p>Multiply and divide by 10 and 100</p> <p>Use known multiplication facts to complete correspondence problems</p> <p>Recall the 3 times table and use this to learn and recall the 6- and 9-times table along with their corresponding division facts</p> | <p>Multiply unit and non-unit fractions by an integer</p> <p>Multiply mixed numbers by an integer</p> <p>Find a fraction of an amount</p> <p>Find the whole from a given fraction of amount</p> <p>Find multiples and common multiples of numbers</p> <p>Find factors and common factors of multiples</p> <p>Understand prime numbers have only 2 factors (one and itself)</p> <p>Calculate using <math>^2</math> understanding it is <math>2 \times 2 = 4</math>, <math>3 \times 3 = 9</math></p> | <p>Find common factors of any given numbers</p> <p>Find common multiples of any given numbers</p> <p>Understand rules of divisibility for multiples of 2, 5, 10, 3, 4, 6 and 8</p> <p>Identify prime numbers to 100</p> <p>Calculate square and cube numbers using notation of <math>^2</math> and <math>^3</math></p> <p>Multiply up to 4-digits by 2-digits using formal written methods (short and long multiplication)</p> <p>Divide up to 4-digits by 2-digits using formal written methods (short and long division) with remainders</p> |



## Maths Progression Map 2026

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|  |  | <p>Use formal methods for dividing 2-digit numbers by 1-digit numbers with/without exchanges</p> <p>Show remainders appropriately at the end of division calculations</p> <p>Solve problems involving multiplication and division</p> | <p>Learn and recall the 7, 11 and 12-times table along with their corresponding division facts</p> <p>Notice the rule when multiplying and dividing by 1 or 0</p> <p>Multiply 3 numbers together (less than 12)</p> | <p>Calculate using <sup>3</sup> understanding it is <math>2 \times 2 \times 2 = 8</math>, <math>3 \times 3 \times 3 = 27</math></p> <p>Multiply and divide any number by 10, 100 and 1,000</p> | <p>Understand the order of operations using BODMAS</p> |
|--|--|---|---|--|--|



# Maths Progression Map 2026

## Maths Curriculum Progression Fractions

| <u>Year 1</u>   | <u>Year 2</u>   | <u>Year 3</u>  | <u>Year 4</u>  | <u>Year 5</u>   | <u>Year 6</u>   |
|---|---|--|--|---|---|
| <p>Recognise, find and name a half and a quarter</p> <p>Find half and quarter of objects, shapes and quantities</p> | <p>Recognise fractions as part of a set of objects or part of a shape</p> <p>Find <math>\frac{1}{3}</math> <math>\frac{1}{4}</math> <math>\frac{2}{4}</math> <math>\frac{3}{4}</math> of simple amounts using pictorial and concrete representations</p> <p>Recognise equivalence<br/>e.g. <math>\frac{2}{4} = \frac{1}{2}</math></p> | <p>Understand the difference between a non-unit and a unit fraction</p> <p>Compare and order unit and non-unit fractions</p> <p>Understand the numerator in unit fractions</p> <p>Find equivalent fractions using bar models and number lines</p> <p>Understand the denominator in a unit fraction</p> <p>Add and subtract fractions when the denominator is the same</p> <p>Find unit fractions and non-unit fractions of a</p> | <p>Count beyond 1 in fractions</p> <p>Understand the components of a mixed number</p> <p>Partition a mixed number into a whole and a fraction</p> <p>Place mixed numbers on a number line</p> <p>Compare and order mixed numbers</p> <p>Convert mixed numbers to improper fractions and vice versa</p> <p>Find equivalent fractions</p> <p>Simplify fractions by applying knowledge of factors</p> | <p>Count beyond 1 in fractions</p> <p>Convert mixed numbers to improper fractions and vice versa</p> <p>Find equivalent fractions of unit and non-unit fractions</p> <p>Compare and order fractions less than and more than 1</p> <p>Simplify fractions by applying knowledge of factors</p> <p>Add and subtract more than two fractions including mixed numbers</p> <p>Subtract from a mixed number breaking the whole</p> | <p>Find equivalent fractions using common factors/multiples and number lines</p> <p>Simplify fractions using knowledge of common factors</p> <p>Compare and order any fractions including those with different denominators</p> <p>Add and subtract any fractions including mixed numbers and those with different denominators</p> <p>Multiply fractions by integers knowing it's the numerator that changes</p> <p>Multiply fractions by fractions knowing it's the numerator x numerator and</p> |



## Maths Progression Map 2026

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|  |  | <p>set of objects using known multiplication facts</p> <p>Reason and problem solve with fractions</p> | <p>Add and subtract more than two fractions including mixed numbers</p> <p>Subtract fractions from a whole</p> <p>Find fractions of an amount</p> | <p>Solve multi step fraction problems involving addition and subtraction</p> <p>Multiply unit and non-unit fractions by an integer</p> <p>Multiply mixed numbers by an integer</p> <p>Find a fraction of an amount</p> <p>Find the whole from a given fraction of amount</p> | <p>denominator x denominator</p> <p>Divide fractions by an integer where the numerator is a multiple of the integer</p> <p>Divide fractions by an integer where the numerator is not a multiple of the integer</p> <p>Find fractions of an amount</p> <p>Find the whole where a fraction of an amount is given</p> |
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# Maths Progression Map 2026

## Maths Curriculum Progression Decimals and Percentages

| <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u>  | <u>Year 5</u>   | <u>Year 6</u>  |  |  |
|---------------|---------------|---------------|--|---|--|--|--|
|               |               |               | <p>Identify tenths and hundredths as fractions and decimals and notice their relationship</p> <p>Show tenths and hundredths on a place value grid and on a number line</p> <p>Divide one- and two-digit numbers by 10 and 100</p> <p>Partition and flexibly partition decimals</p> <p>Add decimals to make one whole</p> <p>Compare and order decimals</p> <p>Round decimals to the nearest whole number</p> <p>Show halves and quarters as decimals</p> | <p>Write decimals to 2 decimal places less than and greater than one</p> <p>Find equivalent fractions and decimals for tenths and hundredths where the denominators are 10 or 100</p> <p>Understand thousandths and use this in fractions and on a place value grid</p> <p>Compare and order decimals with up to 3 decimal places</p> <p>Round decimals to the nearest whole and tenth</p> <p>Find equivalent fractions, decimals and percentages</p> | <p>Identify numbers up to 3 decimal places</p> <p>Round decimals to the nearest whole number, 1 decimal place and 2 decimal places</p> <p>Add and subtract decimals using formal written methods</p> <p>Multiply and divide decimals and whole numbers by 10, 100 and 1,000</p> <p>Multiply and divide decimals by integers</p> <p>See fractions as division using this to convert fractions to decimals</p> | <p>Understand percentages as out of 100</p> <p>Find equivalent fractions, decimals and percentages</p> <p>Order fractions, decimals and percentages</p> <p>Find percentages of an amount</p> <p>Find the whole when a percentage of an amount is given</p> |  |



## Maths Progression Map 2026

|  |  |  |  |  |  |  |  |
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|  |  |  |  | <p>when the denominator is 10 or 100</p> <p>Add and subtract decimals within and across 1</p> <p>Find one whole using number bonds (complements)</p> <p>Add and subtract decimals when they have the same number of decimal places</p> <p>Add and subtract decimals when they have a different number of decimal places</p> <p>Multiply and divide decimals by 10, 100 and 1,000</p> |  |  |  |
|--|--|--|--|--|--|--|--|



# Maths Progression Map 2026

## Maths Curriculum Progression Measurement: Length, Height, Mass and Capacity

| <u>Year 1</u>  | <u>Year 2</u>  | <u>Year 3</u>  | <u>Year 4</u>  | <u>Year 5</u>   | <u>Year 6</u>   |
|--|--|--|--|---|---|
| <p>Compare lengths and heights.</p> <p>Measure using non-standard units of measure.</p> <p>Measure objects using cm</p> <p>Measure mass in g and kg identifying an object may be heavier or lighter than another</p> <p>Measure capacity in ml and l identifying when something may be full or empty</p> | <p>Choose and use to units of measure to estimate and measure length/height in any direction (m/cm)</p> <p>Compare and order lengths and heights recording the results using &gt;, &lt; and =</p> <p>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>Choose and use to units of measure to estimate and measure mass (kg/g);</p> | <p>Measure in m. cm and mm</p> <p>Add and subtract lengths using m, cm and mm</p> <p>Find equivalent lengths for m-cm and cm-mm by multiplying or dividing by 10 or 100</p> <p>Understand perimeter as the length of the outside of a shape</p> <p>Calculate perimeter of a shape</p> <p>Measure in g and kg</p> | <p>Understand that area is the space inside a shape</p> <p>Calculate area by counting squares</p> <p>Compare areas of different shapes by counting squares</p> <p>Make shapes from a given area</p> <p>Measure in km and m</p> <p>Calculate the perimeter of rectangles, regular polygons and rectilinear shapes</p> | <p>Calculate the perimeter for rectilinear and compound shapes including missing lengths</p> <p>Calculate the perimeter of any polygon</p> <p>Calculate the area of rectilinear and compound shapes including missing lengths</p> <p>Estimate the area of irregular shapes</p> <p>Convert between metric units of length, mass and capacity by dividing</p> | <p>Know different imperial and metric measures</p> <p>Convert between metric measures (km-m, cm-mm, m-mm, l-ml, kg-g) by multiplying or dividing by 10, 100 or 1,000</p> <p>Calculate with metric measures where the measures are different e.g. 8km + 500m</p> <p>Convert between miles and kilometres knowing 5 miles = 8km</p> |



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|  | <p>temperature (°C);<br/>capacity (litres/ml)</p> <p>Compare and order mass,<br/>volume/capacity and record the results using &gt;, &lt; and =</p> <p>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> | <p>Add and subtract mass using g and kg</p> <p>Compare masses of objects</p> <p>Find equivalent masses<br/>Measure in ml and l</p> <p>Add and subtract capacity using l and ml</p> <p>Compare capacity of objects</p> <p>Find equivalent capacities</p> | <p>Find missing lengths of rectilinear shapes</p> | <p>or multiplying by 10, 100 or 1,000</p> <p>Know imperial units of measure for length, mass and capacity</p> <p>Convert units of time e.g. seconds to minutes</p> <p>Calculate time durations from timetables</p> <p>Solve problems involving length, mass and capacity</p> <p>Understand volume is the amount of space occupied by a solid or liquid</p> <p>Compare volume</p> <p>Estimate volume</p> <p>Give volume in cubic centimetres(<math>\text{cm}^3</math>) by counting blocks</p> | <p>Calculate the perimeter for rectilinear and compound shapes including missing lengths</p> <p>Calculate the perimeter of any polygon</p> <p>Calculate the area of rectilinear and compound shapes including missing lengths</p> <p>Know that shapes with the same area can have a different perimeter and vice versa</p> <p>Find the area of any triangle by counting squares and using the formula: base x perpendicular height <math>\div</math> 2</p> <p>Find the volume of cubes and cuboids</p> |  |  |
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## Maths Progression Map 2026

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|  |  |  |  |  | by counting squares or multiplying length x width x depth |  |  |
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### Maths Curriculum Progression Measurement: Money

| <u>Year 1</u>   | <u>Year 2</u>   | <u>Year 3</u>  | <u>Year 4</u>   | <u>Year 5</u> | <u>Year 6</u> |
|---|---|--|---|---------------|---------------|
| <p>Recognise and know the value of different denominations of coins and notes</p> <p>Count in coins of 1p, 2p, 5p, 10p and £1</p> | <p>Recognise and know the value of different denominations of coins and notes</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Calculate with money finding the total,</p> | <p>Know the difference between pounds and pence</p> <p>Convert between pounds and pence knowing 100p = £1</p> <p>Add and subtract amounts of money</p> <p>Calculate change</p> | <p>Write money as decimals</p> <p>Covert between pounds and pence using the knowledge that 100p = £1</p> <p>Compare amounts of money</p> <p>Estimate with money by rounding to the nearest whole pound or 10p</p> <p>Calculate and solve problems involving money</p> |               |               |



## Maths Progression Map 2026

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|  | difference and finding change |  |  |  |  |
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### Maths Curriculum Progression Measurement: Time

| <u>Year 1</u>   | <u>Year 2</u>  | <u>Year 3</u>   | <u>Year 4</u>                                 | <u>Year 5</u> | <u>Year 6</u> |
|---|--|---|---|---------------|---------------|
| Sequence events in chronological order  | Tell the time to the hour and half hour  | Tell the time to the nearest 1 minute   | Convert between years, months, weeks and days |               |               |
| Know and recall the days of the week.   | Tell the time by using quarter to and quarter past   | Draw hands on a clock to show 1-minute times  | Convert between hours, minutes and seconds    |               |               |
| Know and recall the months of the year.   | Tell the time to the nearest 5 minute  | Understand the difference between am and pm   | Convert between digital and analogue clocks   |               |               |
| Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | Draw hands on a clock to show o'clock and half an hour, quarter to and quarter past and the nearest 5 minute | Calculate durations and time intervals<br><br>Know how many days are in a year/ leap year | Convert from 12 hour to 24 hour clock         |               |               |



## Maths Progression Map 2026

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|  | Identify the number of minutes in an hour and number of hours in a day | Solve problems regarding time |  |  |  |
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### Maths Curriculum Progression Geometry: Properties of Shape

| <u>Year 1</u>   | <u>Year 2</u>  | <u>Year 3</u>   | <u>Year 4</u>   | <u>Year 5</u>   | <u>Year 6</u>   |
|---|--|---|---|---|---|
| Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <li>- 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> | Identify and describe the properties of 2-D shapes, including the number of sides, and vertices and line symmetry in a vertical line<br><br>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces<br><br>Compare and sort common 2-D and 3-D | Recognise and describe the properties of 2D and 3D shapes<br><br>Understand right angles (90°) and find them in the real world<br><br>Classify angles into larger than or smaller than right angles<br><br>Make 3D shapes from a range of objects | Identify angles for being acute or obtuse by applying knowledge of right angles<br><br>Identify the types of triangles: isosceles, scalene, equilateral, right angle<br><br>Identify quadrilaterals and their angles and parallel lines | Understand and use degrees (°)<br><br>Measure angles up to 180° using a protractor<br><br>Draw lines and angles accurately using a protractor<br><br>Calculate angles around a point using the knowledge of 360° is one full turn | Measure and classify angles into acute, obtuse, right angle, reflex and straight line<br><br>Know vertically opposite angles are equal<br><br>Know angles in a triangle add to 180°<br><br>Find missing angles in isosceles, right angled and scalene triangles |



## Maths Progression Map 2026

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| <p>Use shapes within patterns to identify what comes next or what is missing.</p> | <p>shapes and everyday objects</p> <p>Order and arrange combinations of mathematical objects including 3D shapes in patterns and sequences</p> | <p>Measure and draw lines accurately</p> <p>Compare angles to right angles</p> | <p>Know the difference between regular and irregular polygons</p> <p>Identify lines of symmetry and create symmetrical images</p> | <p>Calculate angles on a straight line knowing <math>180^\circ</math> is the degrees is a straight line</p> <p>Find lengths of shape sides and internal angles within shapes</p> <p>Identify regular and irregular polygons from line length and internal angles</p> <p>Understand parallel and perpendicular lines</p> <p>Look at 3D shapes from different viewpoints: top, side and plain view – describing what you can see</p> | <p>Know angles in a quadrilateral add up to <math>360^\circ</math></p> <p>Find angles in polygons</p> <p>Identify parts of a circle (radius, diameter, circumference)</p> <p>Know radius is half the diameter</p> <p>Draw shapes accurately from given lengths and angles</p> <p>Create and use nets of 3D shapes to make 3D shapes</p> |
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# Maths Progression Map 2026

## Maths Curriculum Progression Geometry: Position and Direction

| <u>Year 1</u>   | <u>Year 2</u>  | <u>Year 3</u> | <u>Year 4</u>   | <u>Year 5</u>   | <u>Year 6</u>   |
|---|--|---------------|---|---|---|
| Describe position, direction and movement, including whole, half, quarter and three-quarter turns | <p>Know turns such as quarter, half and three-quarter turn</p> <p>Demonstrate an understanding of clockwise and anti-clockwise movements</p> |               | <p>Describe position using and plot coordinates on the first quadrant</p> <p>Draw 2D shapes on a grid from given coordinates</p> <p>Translate shapes within the first quadrant and describe their translation</p> | <p>Read and plot coordinates within the first quadrant</p> <p>Translate shapes and points within the first quadrant by moving them so many squares</p> <p>Describe translations within the first quadrant</p> <p>Reflect shapes in both horizontal and vertical lines</p> | <p>Read and plot coordinates in all four quadrants</p> <p>Translate shapes in all 4 quadrants</p> <p>Reflect shapes in all 4 quadrants</p> <p>Solve problems with coordinates where coordinates are missing</p> |



# Maths Progression Map 2026

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## Maths Curriculum Progression Statistics

| <u>Year 1</u> | <u>Year 2</u>   | <u>Year 3</u>  | <u>Year 4</u>   | <u>Year 5</u>   | <u>Year 6</u>  |
|---------------|---|--|---|---|--|
|               | <p>Make tally charts and represent this in simple tables</p> <p>Draw and interpret pictograms where the ratio is 1:1, 1:2, 1:5 or 1:10.</p> | <p>Draw and interpret pictograms where half is incorporated</p> <p>Interpret and draw bar charts from collected data</p> <p>Interpret two-way tables</p> | <p>Interpret bar charts and pictograms where there are halves and quarters</p> <p>Interpret and draw line graphs</p> <p>Solve problems involving bar charts, pictograms and line graphs</p> | <p>Interpret one-way and two-way tables</p> <p>Interpret and draw line graphs</p> <p>Read and interpret timetables</p> <p>Solve problems involving line graphs, timetables and two-way tables</p> | <p>Interpret and draw line graphs</p> <p>Interpret advanced bar charts</p> <p>Read and interpret pie charts</p> <p>Use fractions to complete and draw pie charts</p> <p>Use percentages to interpret and draw pie charts</p> |



## Maths Progression Map 2026

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|  |  |  |  |  | Calculate the mean by adding up all the values and dividing it by the number of values in that set |
|--|--|--|--|--|--|

### Maths Curriculum Progression Algebra

| <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u>  |
|---------------|---------------|---------------|---------------|---------------|--|
|               |               |               |               |               | Find a rule using one or two steps<br><br>Form expressions to show calculations<br><br>Use simple formulae to calculate answers and find missing numbers |

### Maths Curriculum Progression Ratio and Proportion

| <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
|---------------|---------------|---------------|---------------|---------------|---------------|
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# Maths Progression Map 2026

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|  |  |  |  |  | <p>Understand ratio as: for so many X there are so many Y</p> <p>Understand ratio is written as X:Y</p> <p>Identify scale factors when two measurements are given and identify similar shapes</p> <p>Use scale factors to enlarge shapes</p> <p>Solve problems using ratio and proportion</p> |
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