



Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it

The progression grid outlines the specific knowledge which pupils are expected to learn in each year group, along with the specific vocabulary which supports this understanding.

Place value

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>I can count an irregular arrangement of up to 10 objects.</p> <p>I can estimate how many objects I can see and check by counting them.</p> <p>I can use the language "more" and "fewer" to compare two sets of objects.</p> <p>I can find the total number or two items by counting them all.</p> <p>I can say the number that is one more than a given number.</p>	<p>I can identify 1 more and 1 less than a given number.</p> <p>I can 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.</p> <p>I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>I can count, read and write numbers to 100 in numerals.</p>	<p>I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>I can recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>I can identify, represent and estimate numbers using different representations, including the number line.</p> <p>I can compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>I can read and write numbers to at least</p>	<p>I can read and write numbers up to 1000 in words and numerals.</p> <p>I can represent numbers in a variety of ways.</p> <p>I can partition a 3-digit number.</p> <p>I can count in 4's, 8's, 50's and 100's mentally, on a number line and in sequences.</p> <p>I can find 10 and 100 more or less than any 3-digit given number.</p> <p>I can order and compare numbers with up to 3-digits.</p> <p>I can solve place value problems.</p>	<p>I can recognise the value of each digit in a 4 digit number.</p> <p>I can identify and represent numbers in different ways.</p> <p>I can order and compare numbers beyond 1000.</p> <p>I can find hundreds, tens and ones more or less than a given number.</p> <p>I can round numbers to the nearest 10, 100 and 1000.</p>	<p>I can read and write, numbers to at least 1 million.</p> <p>I can order and compare numbers to at least 1 million</p> <p>I can determine the value of each digit of numbers up to 1 million.</p> <p>I can count forward and backwards in steps of powers of 10 for any given number up to 1 million.</p> <p>I can count forwards and backwards with positive and negative whole numbers.</p>	<p>I can read, write, order, compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>I can round any whole number to a required degree of accuracy.</p> <p>I can use negative numbers in context and calculate intervals across zero.</p> <p>I can solve number and practical problems that involve all of the above.</p>

	<p>I can find one more and one less from a group of up to five and then ten objects.</p> <p>I can begin to identify my own mathematical problems based on my own interests.</p> <p>Can count from 1-20.</p> <p>I can order numbers up to 20.</p>	<p>I can count in multiples of twos, fives and tens.</p> <p>I can read and write numbers from 1 to 20 in numerals and words.</p> <p>I can compare groups of objects using language equal, more/greater, less/fewer.</p>	<p>100 in numerals and in words.</p> <p>I can use place value and number facts to solve problems.</p>	<p>I can work systematically to solve place value investigations.</p>	<p>I can count forwards and backwards through negative numbers.</p> <p>I can count in multiples of 25 and 1000.</p> <p>I can solve problems using place value knowledge.</p> <p>I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</p>	<p>I can round numbers up to 1 million to the nearest 10, 100, 1000, 10000 and 100000.</p> <p>I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>I can solve place value number problems and practical problems using what I have learnt.</p>	
--	--	---	---	---	--	--	--

Addition and subtraction

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>I can begin to use the vocabulary used for addition and subtraction.</p> <p>I can record using marks I can explain.</p>	<p>I can read, write and interpret mathematical statements involving addition, subtract and equals signs.</p> <p>I can represent and use number bonds</p>	<p>I can solve problems with addition and subtraction.</p> <p>I can use concrete objects and pictorial representations, including those involving numbers,</p>	<p>I can add and subtract a 3-digit number with a one, tens and hundreds number mentally.</p> <p>I can recognise and understand related number facts.</p>	<p>I can add and subtract mentally using place value to help me.</p> <p>I can use partitioning to mentally add and subtract numbers.</p>	<p>I can add and subtract whole numbers with more than 4 digits, including using formal written methods.</p>	<p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can use my knowledge of the</p>

	<p>I can add 2 single digit numbers.</p> <p>I can subtract 2 single digit numbers.</p> <p>I can solve problems involving doubling, halving or sharing.</p>	<p>and related subtraction facts within 20.</p> <p>I can solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>I can add and subtract one-digit and two-digit numbers to 20, including zero.</p>	<p>quantities and measures.</p> <p>I can apply an increasing knowledge of mental and written methods.</p> <p>I can recall and use addition and subtraction facts to 20 fluently, and derive and use.</p> <p>I can find related facts up to 100.</p> <p>I can add and subtract numbers using concrete object, pictorial representations, and mentally including: a two-digit number and ones, a two-digit number and tens, two two-digit number adding three one-digit numbers.</p> <p>I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>	<p>I can find the difference between two numbers.</p> <p>I can use a number line to solve addition and subtraction calculations.</p> <p>I can use a formal written method for addition and subtraction.</p> <p>I can estimate and use the inverse operation to check my calculations.</p> <p>I can solve addition and subtraction problems.</p>	<p>I can use a variety of practical and visual aids when adding and subtracting numbers.</p> <p>I can use a variety of mental methods to add numbers. Including: Bridging through tens, hundreds and thousands, Number lines, Using known facts, Using the inverse operation, Compensating and Adjusting</p> <p>I can use a formal written method to add and subtract numbers with up to 4 digits.</p> <p>I can use estimation to check my calculations.</p>	<p>I can add and subtract numbers mentally with increasingly large numbers.</p> <p>I can use rounding to check answers to calculations, in the context of a problem.</p> <p>I can solve addition and subtraction multi-step problems in the context of a problem.</p> <p>I can decide which operations to use and explain why.</p>	<p>order of operations to carry out calculations involving the four operations.</p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>I can solve addition and subtraction problems.</p> <p>I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>
--	--	--	---	---	--	--	--

			I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.				
--	--	--	---	--	--	--	--

Multiplication and division

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill		<p>I can 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.</p> <p>I can count in 2s, 5s and 10s.</p> <p>I can make equal groups of 2, 5 and 10.</p> <p>I can add equal groups of 2, 5 and 10.</p>	<p>I can recall and use multiplication facts for the 2,5 and 10 times tables.</p> <p>I can recall and use division facts for the 2, 5 and 10 times tables.</p> <p>I can understand and write repeated addition sentences as multiplication sentences.</p> <p>I can recall and use counting in 2,5 and 10's to identify links and patterns between times table facts.</p>	<p>I can recall and use multiplication facts for 3, 4 and 8 times tables.</p> <p>I can recall division facts for the 3, 4 and 8 times tables.</p> <p>I can solve multiplication and division calculations using mental methods.</p> <p>I can recognise that multiplication is repeated addition.</p> <p>I can make links and spot patterns in multiplication and division.</p>	<p>I can recall multiplication and division facts for the 6, 7, 9, 11 and 12 times tables.</p> <p>I can multiply 3 one digit numbers together.</p> <p>I can multiply any number by 10 and 100.</p> <p>I can multiply and divide by 1.</p> <p>I can find factor pairs for a 2 digit number.</p> <p>I can use a formal written method to</p>	<p>I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.</p> <p>I can know and use the vocabulary of prime numbers, prime factors, composite numbers.</p> <p>I can establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>I can solve problems involving</p>	<p>I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>I can 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</p>

		<p>I can find doubles of numbers to 20.</p>	<p>I can use an array to show that multiplication can be done in any order.</p> <p>I can make connections and solve multiplication problems.</p> <p>I can understand division by comparing and sharing using a grouping method.</p> <p>I can derive division facts by grouping and record using the divide sign.</p> <p>I can show on an array the 4 multiplication and division facts.</p> <p>I can explain why division can not be done in any order.</p> <p>I can investigate the inverse of times and division.</p> <p>I can solve problems involving multiplication and division using materials, arrays, addition, mental</p>	<p>I can use arrays to spot the link between multiplication and division.</p> <p>I can multiply and divide any 2-digit number by a 1-digit number.</p> <p>I can solve multiplication and division calculations using formal methods.</p> <p>I can solve multiplication and division problems.</p> <p>I can use a formal method to solve multiplication calculations.</p> <p>I can use a formal method to solve division calculations.</p>	<p>multiply a 2 digit and 3 digit number by a 1 digit number.</p> <p>I can solve a range of problems involving all of the above.</p>	<p>addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal signs.</p> <p>I can 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.</p> <p>I can multiply and divide numbers mentally drawing upon known facts.</p> <p>I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders</p>	<p>appropriate for the context.</p> <p>I can 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</p> <p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can identify common factors, common multiples and prime numbers</p> <p>I can solve problems involving multiplication and division.</p>
--	--	---	---	---	--	--	---

			methods and known facts.			<p>appropriately for the context.</p> <p>I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</p> <p>I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>I can solve problems involving multiplication and division, including scaling by simple fractions and</p>	
--	--	--	--------------------------	--	--	--	--

						problems involving simple rates.	
--	--	--	--	--	--	----------------------------------	--

Measure							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>I can describe my relative position such as 'behind' or 'next to'.</p> <p>I can order two or three items by length or height.</p> <p>I can order two items by weight or capacity.</p> <p>I can use everyday language related to time.</p> <p>I can order and sequences familiar events.</p> <p>I can measure short periods of time in simple ways.</p>	<p>I can compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] compare, describe and solve practical problems for: 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]</p> <p>I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<p>I can measure length in mm and cm.</p> <p>I can order and compare different lengths.</p> <p>I can solve length calculations using the four operations.</p> <p>I can measure mass in grams and kilograms.</p> <p>I can compare mass and volume.</p> <p>I can measure volume in litres and millilitres.</p> <p>I can measure temperatures.</p> <p>I can tell and write the time to five minutes, including quarter past/to the hour.</p>	<p>I can measure the perimeter of a 2D shape.</p> <p>I can measure and compare mass, length and volume.</p> <p>I can add and subtract mass, length and volume.</p> <p>I can solve mass and capacity problems.</p> <p>I can read, write and tell the time on a 12 hour and 24 hour clock.</p> <p>I can read, write and tell the time on a 12 hour clock using Roman numerals.</p> <p>I can compare amounts of time.</p> <p>I can estimate, read and record time to the nearest minute.</p>	<p>I can measure the sides of a rectangle and calculate its perimeter.</p> <p>I can use the formula $2(L+W)$ to calculate the perimeter of a rectangle.</p> <p>I can calculate the perimeter of irregular shapes.</p> <p>I can relate area to arrays and multiplication?</p> <p>Can find the area of a rectangle by counting squares.</p> <p>Can generalise about the area of a rectangle using words and symbols?</p> <p>I can read and convert time</p>	<p>I can convert between different units of metric measure.</p> <p>I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>I can estimate the area of irregular shapes.</p> <p>I can measure and calculate the perimeter of rectilinear shapes in centimetres and metres.</p> <p>I can calculate and compare the area of rectangles, and including using standard units,</p>	<p>I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>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, and vice versa, using decimal notation to up to 3 decimal points.</p> <p>I can convert between miles and kilometres.</p> <p>I can recognise that shapes with the same areas can have</p>

		<p>I can recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>I can measure and begin to record: lengths and heights, mass/weight, capacity and volume and time (hours, minutes, seconds)</p>	<p>I can draw the hands on a clock face to show the time.</p> <p>I can recall the number of minutes in an hour and the number of hours in a day.</p> <p>I can compare and sequence intervals of time.</p>	<p>I can tell you time facts.</p>	<p>between analogue and digital clocks.</p> <p>I can read and understand 24-hour time.</p> <p>I can relate 24-hour time to am and pm.</p> <p>I can convert between 24-hour and 12-hour time.</p>	<p>square centimetres and square metres.</p> <p>I can estimate volume and capacity.</p> <p>I can solve problems involving converting between units of time.</p> <p>I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<p>different perimeters and vice versa.</p> <p>I can recognise when it is possible to use formulae for area and volume of shapes.</p> <p>I can calculate the area of parallelograms and triangles.</p> <p>I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³).</p>
--	--	---	---	-----------------------------------	--	--	--

Geometry

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>I can Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes.</p> <p>I can use mathematical terms to describe shapes.</p>	<p>I can 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</p>	<p>I can recognise, draw and sort 2D shapes.</p> <p>I can count the sides or edges and vertices on 2D and 3D shapes.</p> <p>Can I find and draw lines of symmetry.</p>	<p>I can recognise 2D and 3D shapes.</p> <p>I can draw 2D and 3D shapes.</p> <p>I can recognise angles as a property of shape or a description of a turn.</p>	<p>I can compare and classify shapes including different quadrilaterals and triangles.</p> <p>I can identify acute and obtuse angles on their own and in shapes.</p>	<p>I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>I can know angles are measured in degrees: estimate and compare</p>	<p>I can draw 2-D shapes using given dimensions and angles.</p> <p>I can compare and classify geometric shapes based on their properties and sizes.</p>

	<p>I can select a particular named shape.</p> <p>I can use familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>(including cubes), pyramids and spheres].</p> <p>I can sort 2-d and 3-d shapes.</p> <p>I can create patterns with 2-d and 3-d shapes.</p> <p>I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>I can recognise and sort 3D shapes.</p> <p>I can make patterns with 2D and 3D shapes.</p> <p>I can describe movements and turns.</p> <p>I can understand clockwise and anti-clockwise turns.</p>	<p>I can identify right angles and angles that are greater than or less than a right angle.</p>	<p>I can order and compare a set of angles up to 180°.</p> <p>I can identify lines of symmetry in a variety of 2D shapes represented in different orientations.</p> <p>I can complete and draw a simple symmetric figure.</p> <ul style="list-style-type: none"> I can describe positions on a 2D grid as coordinates in the first quadrant? <p>I can distinguish between the 'x' and 'y' axis.</p> <p>I can draw a pair of axes in one quadrant with equal scales.</p> <p>I can describe the position of a 2D shapes using coordinates.</p> <p>I can translate a shape using left/right and up/down.</p> <p>I can plot specified points and draw</p>	<p>acute, obtuse and reflex angles.</p> <p>I can draw given angles, and measure them in degrees.</p> <p>I can identify angles at a point and one whole turn.</p> <p>I can identify angles at a point on a straight line and half a turn.</p> <p>I can identify other multiples of 90 degrees.</p> <p>I can use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>I can identify, describe and</p>	<p>I can illustrate and name parts of circles, including radius, diameter and circumference.</p> <p>I can show an understanding that the diameter is twice the radius.</p> <p>I can recognise, describe and build simple 3D shapes.</p> <p>I can make nets of 3D shapes.</p> <p>I can find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find the missing angles.</p> <p>*I can interpret and construct pie charts and line graphs and use these to solve problems.</p>
--	---	--	---	---	--	---	--

					sides to complete a given polygon.	represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	*I can calculate the mean as an average.
--	--	--	--	--	------------------------------------	---	--

Fractions and decimals

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill		<p>I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>I can use concrete materials and pictorial representations to explore and recognise that the denominator is the number of equal parts into which a whole has been split.</p> <p>I can name fractions one half, third and quarter and use correct notation $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$.</p> <p>I can write number sentences which represent the fractions of amounts being calculated.</p> <p>I can Recognise $\frac{2}{3}$, $\frac{2}{4}$ and $\frac{3}{4}$ of an object, shape or length.</p>	<p>I can count up and down in tenths.</p> <p>I can put fractions on a number line.</p> <p>I can recognise and use fractions as numbers.</p> <p>I can find a fraction of a set of objects.</p> <p>I can solve fraction problems.</p> <p>I can recognise and write fractions.</p> <p>I can represent fractions in different ways.</p> <p>I can make wholes and halves, thirds, quarters and eighths.</p>	<p>I can use common multiples to generate equivalent fractions.</p> <p>I can simplify fractions using common factors.</p> <p>I can understand hundredths are dividing an object or a number into 100 equal parts.</p> <p>I can understand tenths are dividing an object or a number into 10 equal parts.</p> <p>I can find and place hundredths on a number line.</p>	<p>I can compare and order fractions whose denominators are all multiples of the same number.</p> <p>I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>I can multiply proper fractions</p>	<p>I can use common factors to simplify fractions.</p> <p>I can use common multiples to express fractions in the same denomination.</p> <p>I can compare and order fractions.</p> <p>I can add and subtract fractions with the same and different denominators and mixed numbers.</p> <p>I can multiply simple pairs of fractions writing the answer in its simplest form.</p>

			<p>I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>I can write number sentences including fractions.</p> <p>I can represent fractions on a number line and count on and back in steps of $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}$.</p> <p>I can solve problems including fractions.</p>	<p>I can place fractions on a number line.</p> <p>I can recognise and find equivalent fractions.</p> <p>I can find fractions of amounts.</p> <p>I can compare and order fractions.</p> <p>I can add and subtract fractions.</p>	<p>I can use hundredths in money and measure.</p> <p>I can compare and order numbers to 2dp.</p> <p>I can use non-unit fractions to solve a problem.</p> <p>I can use unit fractions to solve a problem.</p> <p>I can add multiples of common fractions such as $\frac{1}{2}$ and $\frac{1}{4}$.</p> <p>I can add and subtract fractions with a common denominator.</p> <p>I can use equivalent fractions to add and subtract fractions of the same denominator.</p> <p>I can identify the pattern when finding other tenths.</p>	<p>and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.</p> <p>I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>I can read and write decimal numbers as fractions e.g. $0.71 = \frac{71}{100}$, $8.09 = 8 + \frac{9}{100}$?</p> <p>I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p>	<p>I can divide proper fractions by whole numbers.</p> <p>I can associate a fraction with division and calculate decimal fraction equivalents.</p> <p>I can multiply/divide by 10, 100 and 1,000, giving answers to 3 decimal places.</p> <p>I can identify the value of each digit in numbers to 3 decimal places.</p> <p>I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.</p> <p>I can use written division methods in cases where the answer has up to 2 decimal places.</p> <p>I can solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>I can solve problems involving the</p>
--	--	--	--	---	---	--	---

					<p>I can identify and calculate $1/100$ as a decimal.</p> <p>I can identify the pattern when finding other hundredths.</p> <p>I can recall decimal equivalent to $\frac{1}{2}$.</p> <p>Can recall decimal equivalent to $\frac{1}{4}$.</p> <p>Can recall decimal equivalent to $\frac{3}{4}$.</p> <p>I can explain the effect of dividing a one-digit number by 10.</p> <p>I can explain the effect of dividing a two-digit number by 10.</p> <p>I can explain the effect of dividing a one-digit number by 10.</p> <p>I can explain the effect of dividing a two-digit number by 10.</p>	<p>I can round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>I can read, write, order and compare numbers up to three decimal places.</p> <p>I can solve problems involving number up to three decimal places.</p> <p>I can 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.</p> <p>I can 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</p>	<p>calculation of percentages and the use of percentages for comparison.</p> <p>I can recall and use equivalences between simple fractions, decimals and percentages.</p>
--	--	--	--	--	---	--	---

					<p>I can identify the nearest whole number to a one decimal place number.</p> <p>I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p>	multiple of 10 or 25.	
--	--	--	--	--	--	-----------------------	--

Money

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	I can begin to use everyday language related to money.	I can recognise and know the value of different denominations of coins and notes.	<p>I can recognise the value of different coins and notes.</p> <p>I can count money in; pence, pounds including notes and coins.</p> <p>I can compare amounts of money.</p> <p>I can find the total and difference of amounts of money.</p> <p>I can find change.</p>	<p>I can tell you the value of coins and notes.</p> <p>I can add amounts of money.</p> <p>I can subtract amounts of money.</p> <p>I can solve problems involving money.</p> <p>I can convert between pounds and pence.</p>	<p>I can say how many 10ps are in £1.</p> <p>I can say how many 1ps are in £1.</p> <p>I can solve problems involving money to 2 decimal places.</p> <p>I can convert between pounds and pence.</p> <p>I can estimate and compare values of money.</p>		

			I can solve two-step problems involving money.				
--	--	--	--	--	--	--	--

Statistics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill			<p>I can draw and interpret tally charts.</p> <p>I can draw and interpret pictograms.</p> <p>I can draw and interpret block diagrams.</p>	<p>I can create bar charts, pictograms and tally charts.</p> <p>I can interpret information shown on a bar chart, pictogram or tally chart.</p> <p>I can solve problems using the information shown on a bar chart, pictogram or tally chart.</p>	<p>I can interpret and present data using appropriate graphical methods including bar charts and time graphs.</p> <p>I can select the most appropriate way of presenting data.</p> <p>I can use an appropriate scale when representing data.</p> <p>I can answer questions from a range of different graphs.</p>	<p>I can solve comparison, sum and difference problems using information presented in a line graph.</p> <p>I can complete, read and interpret information in tables, including timetables.</p>	<p>I can interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>I can calculate the mean as an average.</p>

Algebra, ratio and proportion.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill							I can use simple formulae.

							<p>I can generate and describe linear number sequences.</p> <p>I can express missing number problems algebraically.</p> <p>I can find pairs of numbers that satisfy an equation with two unknowns.</p> <p>I can enumerate possibilities of combinations of two variables.</p> <p>I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of</p>
--	--	--	--	--	--	--	--

							<p>percentages for comparison.</p> <p>I can solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
--	--	--	--	--	--	--	---