Mixed age primary maths

White Rose MATHS

National curriculum and 'Ready to progress' mapping

September 2024

Introduction

The aim of this document is to give an at-a-glance guide to how the White Rose Maths mixed age curriculum links to the Key Stage 1 and 2 national curriculum, and how it progresses through topics.

In each of the major topic areas (Number, Measurement, Geometry and Statistics), the curriculum has been broken down into key areas. For each of these areas, you can then see which NC objectives are covered in each mixed year group, together with the term and block in which that objective is first met in the mixed age schemes of learning.
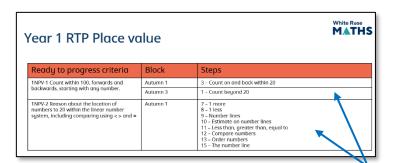
Many schools are using the 'Ready to progress' criteria produced by the DfE as part of their assessments of pupils' learning. This document also lists the key steps in the White Rose Maths mixed age schemes of learning that support each of the 'Ready to progress' criteria.

In many cases, the criteria are also addressed in other steps and in other blocks, for example looking at addition and subtraction in the context of measures. We have not listed every single instance as this would become unwieldly.

These are the NC objectives. In our schemes these are broken down into the small steps.

Place value: Represent

Year 1/2	Year 3/4	Year 5/6
• identify and represent numbers using objects and pictorial representations (Y1) • read and write numbers to 100 in numerals (Y1) • read and write numbers from 1 to 20 in numerals and words (Y1) • read and write numbers to at least 100 in numerals and in words (Y2) • identify, represent and estimate numbers using different representations, including the number line (Y2)	• identify, represent and estimate numbers using different representations (Y3) • read and write numbers up to 1000 in numerals and in words (Y3) • identify, represent and estimate numbers using different representations (Y4) • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value (Y4)	• read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit (Y5) • read Roman numerals to 1000 (M) and recognise years written in Roman numerals (Y5) • read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit (Y6)
Autumn 1 Autumn 3	Autumn 1	Autumn 1

Year 1 RTP Place value

Ready to progress criteria	Block	Steps
1NPV-1 Count within 100, forwards and backwards, starting with any number.	Autumn 1	3 - Count on and back within 20
	Autumn 3	1 - Count beyond 20
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Autumn 1	7 - 1 more 8 - 1 less 9 - Number lines 10 - Estimate on number lines 11 - Less than, greater than, equal to 12 - Compare numbers 13 - Order numbers 15 - The number line

The ready-to-progress criteria are split into strands:
- Number and place value NPV
- Number facts NF
- Addition and subtraction AS
- Multiplication and division MD
- Fractions F
- Geometry G

Most strands are split into separate criteria. For each of these, the key White Rose Maths steps are listed.

Curriculum coverage

The below paragraph is taken from the National Curriculum. Although the NC objectives are set out in year groups, the statutory requirement is for to teach the relevant programme of study by the end of each key stage. This allows the flexibility to introduce content earlier or later than set out in the programmes of study.

> **School curriculum**
>
> The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage, if appropriate. All schools are also required to set out their school curriculum for mathematics on a year-by-year basis and make this information available online.

The White Rose Maths mixed age schemes of learning incorporate the programmes of study from two year groups. Children will visit each small step twice. Questions and activities have been tailored to build on the previous learning so that children can consolidate learning and make further progress in their second year of a mixed age class.

If you would like further information regarding what is included within the mixed aged offering, an in-depth guidance document is provided within the supporting materials section.

Place value

Place value: Count

Year 1/2	Year 3/4	Year 5/6
• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (Y1) • Count numbers to 100 in numerals; count in multiples of twos, fives and tens (Y1) • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (Y2)	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (Y3) • count in multiples of 6, 7, 9, 25 and 1000 (Y4) • count backwards through zero to include negative numbers (Y4)	• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (Y5) • count forwards and backwards with positive and negative whole numbers, including through zero (Y5)
Autumn 1 Autumn 3 Spring 2	Autumn 1	Autumn 1

In the WRM schemes, negative numbers are introduced in Year 5/6

Place value: Represent

Year 1/2	Year 3/4	Year 5/6
• identify and represent numbers using objects and pictorial representations (Y1) • read and write numbers to 100 in numerals (Y1) • read and write numbers from 1 to 20 in numerals and words (Y1) • read and write numbers to at least 100 in numerals and in words (Y2) • identify, represent and estimate numbers using different representations, including the number line (Y2)	• identify, represent and estimate numbers using different representations (Y3) • read and write numbers up to 1000 in numerals and in words (Y3) • identify, represent and estimate numbers using different representations (Y4) • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value (Y4)	• read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit (Y5) • read Roman numerals to 1000 (M) and recognise years written in Roman numerals (Y5) • read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit (Y6)
Autumn 1 Autumn 3	Autumn 1	Autumn 1

Place value: Use and compare

Year 1/2	Year 3/4	Year 5/6
• given a number, identify one more and one less (Y1) • recognise the place value of each digit in a two-digit number (tens, ones) (Y2) • compare and order numbers from 0 up to 100; use <, > and = signs (Y2)	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3) • compare and order numbers up to 1000 (Y3) • find 1000 more or less than a given number (Y4) • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) (Y4) • order and compare numbers beyond 1000 (Y4)	• (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit (Y5) • (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit (Y6)
Autumn 1 Autumn 3 Spring 1	Autumn 1	Autumn 1

Place value: Problems/Rounding

Year 1/2	Year 3/4	Year 5/6
• use place value and number facts to solve problems (Y2)	• solve number problems and practical problems involving these ideas (Y3) • round any number to the nearest 10, 100 or 1000 (Y4) • solve number and practical problems that involve all of the above and with increasingly large positive numbers (Y4)	• interpret negative numbers in context (Y5) • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 (Y5) • solve number problems and practical problems that involve all of the above (Y5) • round any whole number to a required degree of accuracy (Y6) • use negative numbers in context, and calculate intervals across zero (Y6) • solve number and practical problems that involve all of the above (Y6)
Autumn 1 Autumn 3	Autumn 1	Autumn 1

Year 1 RTP Place value

Ready to progress criteria	Block	Steps
1NPV-1 Count within 100, forwards and backwards, starting with any number.	Autumn 1	3 – Count on and back within 20
	Autumn 3	1 – Count beyond 20
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Autumn 1	7 – 1 more 8 – 1 less 9 – Number lines 10 – Estimate on number lines 11 – Less than, greater than, equal to 12 – Compare numbers 13 – Order numbers 15 – The number line

Ready to progress criteria	Block	Steps
2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Autumn 3	4 – Partition into tens and ones 5 – Use a place value chart 6 – Partition numbers to 100 7 – Number lines 8 – Estimate on number lines
2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10	Autumn 1	9 – Number lines 10 – Estimate on number lines
	Autumn 3	7 – Number lines 8 – Estimate on number lines

Year 3 RTP Place value

Ready to progress criteria	Block	Steps
3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10	Autumn 1	1 – Hundreds, tens and ones
	Autumn 2	18 – Efficient methods
	Autumn 3	3 – The 2, 5 and 10 times-tables
3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.	Autumn 1	1 – Hundreds, tens and ones 2 – Represent numbers to 1,000 3 – Partition numbers to 1,000 7 – Flexible partitioning
3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10	Autumn 1	8 – Find 1, 10, 100 or 1,000 more or less 9 – Number line to 1,000 11 – Estimate on a number line 12 – Compare numbers 13 – Order numbers
3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	Autumn 1	9 – Number line to 1,000 11 – Estimate on a number line
	Spring 4	1 – Measure mass in grams

Year 4 RTP Place value

Ready to progress criteria	Block	Steps
4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100	Autumn 1	4 - Thousands
4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	Autumn 1	5 – Represent numbers to 10,000 6 – Partition numbers to 10,000 7 – Flexible partitioning
4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	Autumn 1	8 – Find 1, 10, 100, 1,000 more or less 10 – Number lines to 10,000 11 – Estimate on a number line 12 – Compare numbers 13 – Order numbers 14 – Round to the nearest 10 15 – Round to the nearest 100 16 – Round to the nearest 1,000 17 – Round to the nearest 10,000
4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	Autumn 1	10 – Number lines to 10,000 11 – Estimate on a number line

Year 5 RTP Place value

Ready to progress criteria	Block	Steps
5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01	Spring 2	1 – Decimals up to 2 decimal places
	Spring 5	1 – Equivalent fractions and decimals - tenths 2 – Equivalent fractions and decimals - hundredths
5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.	Spring 2	1 – Decimals up to 2 decimal places
5NPV-3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.	Spring 2	4 – Order and compare decimals (same number of decimal places) 5 – Order and compare any decimals with up to 3 decimal places 6 – Round to the nearest whole number 7 – Round to 1 decimal place
5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.	Spring 5	1 – Equivalent fractions and decimals - tenths
5NPV-5 Convert between units of measure, including using common decimals and fractions.	Summer 6	1 – Kilograms and kilometres 2 – Millimetres and millilitres 3 – Convert units of length 5 – Imperial measures 6 – Convert units of time

Year 6 RTP Place value

Ready to progress criteria	Block	Steps
6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).	Autumn 1	7 – Powers of 10
6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.	Autumn 1	3 – Numbers to 1,000,000 5 – Numbers to 10,000,000 6 – Read and write numbers to 10,000,000 8 – Partition numbers to 10,000,000
6NPV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.	Autumn 1	10 – Compare and order any integers 11 – Round within 100,000 12 – Round any integers
6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.	Autumn 1	9 – Number line to 10,000,000
	Spring 2	1 – Decimals up to 2 decimal places 2 – Decimals up to 3 decimal places 3 – Place value – integers and decimals
	Summer 6	1 – Kilograms and kilometres 2 – Millimetres and millilitres 3 – Convert units of length

Addition and subtraction

Addition & subtraction: Calculations

Year 1/2	Year 3/4	Year 5/6
• add and subtract one-digit and two-digit numbers to 20, including zero (Y1) • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ➢ a two-digit number and ones ➢ a two-digit number and tens ➢ two two-digit numbers ➢ adding three one-digit numbers (Y2) • show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot (Y2)	• add and subtract numbers mentally, including: ➢ a three-digit number and ones ➢ a three-digit number and tens ➢ a three-digit number and hundreds (Y3) • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction (Y3) • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate (Y4)	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) (Y5) • add and subtract numbers mentally with increasingly large numbers (Y5) • perform mental calculations, including with mixed operations and large numbers (Y6) • use their knowledge of the order of operations to carry out calculations involving the four operations (Y6)
Autumn 2 Spring 1	Autumn 2	Autumn 2

Addition & subtraction: Problems

Year 1/2	Year 3/4	Year 5/6
• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 (Y1) • solve problems with addition and subtraction: ➢ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➢ applying their increasing knowledge of mental and written methods (Y2)	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (Y3) • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (Y4)	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (Y5) • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (Y5) • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (Y6)
Autumn 2 Spring 1	Autumn 2	Autumn 2

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	Autumn 2	1 – Parts and wholes 2 – Systematic number bonds within 10 3 – Number bonds to 10
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	See under Multiplication & division	

Year 2 RTP Number facts

Ready to progress criteria	Block	Steps
2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	Autumn 2	1 – Parts and wholes 2 – Systematic number bonds within 10 3 – Number bonds to 10

Year 3 RTP Number facts

Ready to progress criteria	Block	Steps
3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	Autumn 2	2 – Add 1s, 10s, 100s, 1000s across a boundary 3 – Subtract 1s, 10s, 100s, 1000s across a boundary 6 – Add up to two 4-digit numbers (across a 10) 7 – Add up to two 4-digit numbers (across a 100) 10 – Subtract up to two 4-digit numbers (across a 10) 11 – Subtract up to two 4-digit numbers (across a 100)
3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	See under Multiplication & division	
3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	See under Multiplication & division	

Year 1 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Autumn 2	5 – Parts and wholes 2 – Systematic number bonds within 10 3 – Number bonds to 10
1AS-2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	Autumn 2	5 – Addition – add together 6 – Addition – add more 10 – Find a part 11 – Fact families – the eight facts 12 – Take away (how many left?) 15 – Subtraction – take away (How many left?)
	Spring 1	1 –Related facts 2 – Add and subtract 1s 3 – Add to the next 10 6 – Subtract to a 10 7 – Subtract from a 10 17 – Missing number problems

Note – Odd and even numbers are explored in Y1/2 Spring 2 – Multiplication and division.

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Year 2 RTP Addition & subtraction

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Ready to progress criteria	Block	Steps
2AS-1 Add and subtract across 10	Spring 1	5 – Add across a 10 6 – Subtract to a 10 7 – Subtract from a 10 8 – Subtract across a 10
2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	Autumn 2	13 – Find the difference
2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	Spring 1	4 – Add to a 10 5 – Add across a 10 6 – Subtract to a 10 7 – Subtract from a 10 8 – Subtract across a 10 9 – Add 10s 10 – Subtract 10s
2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Spring 1	11 – Add two 2-digit numbers (not across a 10) 12 – Add two 2-digit numbers (across a 10) 13 – Subtract two 2-digit numbers (not across a 10) 14 – Subtract two 2-digit numbers (across a 10) 15 – Mixed addition and subtraction
	Spring 3	6 – Four operations with lengths and heights
	Summer 1	7 – Calculate with money 9 – Find change

Year 3 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
3AS-1 Calculate complements to 100	Autumn 2	15 – Complements to 100 and 1,000
	Summer 3	8 – Find change
3AS-2 Add and subtract up to three-digit numbers using columnar methods.	Autumn 2	5 – Add up to two 4-digit numbers - no exchange 6 – Add up to two 4-digit numbers (across a 10) 7 – Add up to two 4-digit numbers (across a 100) 9 – Add numbers with a different number of digits 10 – Subtract up to two 4-digit numbers – no exchange 11 – Subtract up to two 4-digit numbers (across a 10) 12 – Subtract up to two 4-digit numbers (across a 100) 14 – Subtract numbers with a different number of digits
3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.	Autumn 2	17 – Inverse operations 18 – Efficient methods
	Summer 3	7 – Subtract money 8 – Find change

Year 6 RTP 4 operations

Ready to progress criteria	Block	Steps
6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).	Summer 1	1 – Add or multiply? 2 – Use ratio language 3 – Ratio and fractions
6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	Autumn 5	3 – Solve problems with multiplication 6 – Division using factors 9 – Solve problems with division 11 – Solve multi-step problems 14 – Reason from known facts
6AS/MD-3 Solve problems involving ratio relationships.	See under Ratio	
6AS/MD-4 Solve problems with 2 unknowns.	See under Algebra	

Multiplication and division

Multiplication & division: Recall/Use

Year 1/2	Year 3/4	Year 5/6
• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (Y2)	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (Y3) • recall multiplication and division facts for multiplication tables up to 12 × 12 (Y4) • 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 (Y4) • recognise and use factor pairs and commutativity in mental calculations (Y4)	• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers (Y5) • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers (Y5) • establish whether a number up to 100 is prime and recall prime numbers up to 19 (Y5) • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) (Y5) • identify common factors, common multiples and prime numbers (Y6) • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy (Y6)
Spring 2	Autumn 3 Spring 1	Autumn 3

Multiplication & division: Calculations

Year 1/2	Year 3/4	Year 5/6
• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs (Y2)	• 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 (Y3) • multiply two-digit and three-digit numbers by a one-digit number using formal written layout (Y4)	• 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 (Y5) • multiply and divide numbers mentally drawing upon known facts (Y5) • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (Y5) • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 (Y5)
Spring 2	Autumn 3 Spring 1	Autumn 5

Multiplication & division: Calculations (continued)

Year 1/2	Year 3/4	Year 5/6
		• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication (Y6) • 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 (Y6) • 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 (Y6) • perform mental calculations, including with mixed operations and large numbers (Y6)
		Autumn 5

Multiplication & division: Problems

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Year 1/2	Year 3/4	Year 5/6
• 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 (Y1) • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts (Y2)	• 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 (Y3) • 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 (Y4)	• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes (Y5) • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates (Y5) • solve problems involving addition, subtraction, multiplication and division (Y6)
Spring 2	Spring 1	Autumn 3 Autumn 5

Multiplication & division: Combined

Year 1/2	Year 3/4	Year 5/6
		• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (Y5) • use their knowledge of the order of operations to carry out calculations involving the four operations (Y6)
		Autumn 3 Autumn 5

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	See under Addition & subtraction	
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Summer 2	1 – Count in 2s, 5s and 10s 14 – Odd and even numbers
	Summer 1	2 – Count money - pence 3 – Count money – pounds (notes and coins)

Year 3 RTP Number facts

Ready to progress criteria	Block	Steps
3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	See under Addition & subtraction	
3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	Autumn 3	2 – Sharing and grouping 3 – The 2, 5 and 10 times-tables 4 – The 4 times-table 5 – The 8 times-table 6 – The 2, 4 and 8 times-tables
3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	Spring 1	10 – Related calculations – multiplication and division

Year 4 RTP Number facts

Ready to progress criteria	Block	Steps
4NF-1 Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number.	Autumn 3	All 15 steps in this block relate to this criterion
	Spring 1	1 – Factor pairs
4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.	Autumn 3	All 15 steps in this block relate to this criterion
	Spring 1	11 – Divide by a 1-digit number – flexible partitioning 12 – Divide up to a 3-digit number by a 1-digit number – no exchange 13 – Divide up to a 3-digit number by a 1-digit number – with exchange 14 – Divide up to a 3-digit number by a 1-digit number – with remainders
4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).	Autumn 2	1 – Add and subtract 1s, 10s, 100s and 1,000s
	Spring 1	10 - Related calculations – multiplication and division

Year 5 RTP Number facts

Ready to progress criteria	Block	Steps
5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	Autumn 3	1 – Multiples 2 – Common multiples 3 – Factors 4 – Common factors 7 – Square and cube numbers
	Spring 2	7 – Fraction of an amount 8 – Fraction of an amounts - find the whole
5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	Autumn 3	8 – Multiply by 10, 100 and 1,000 9 – Divide by 10, 100 and 1,000
	Spring 4	1 – Use known facts to add and subtract decimals within 1 2 – Complements to 1 3 – Add and subtract decimals across 1

Year 2 RTP Multiplication & division

Ready to progress criteria	Block	Steps
2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	Spring 2	3 – Recognise equal groups 4 – Make equal groups 5 – Add equal groups 7 – Multiplication sentences
	Spring 4	4 – Draw pictograms 5 – Interpret pictograms
	Summer 4	2 – Measure in grams 4 – Four operations with mass 8 – Four operations with volume and capacity
2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	Spring 2	9 – Make equal groups – grouping 12 – Divide by 2 16 – Divide by 10 18 – Divide by 5

Year 3 RTP Multiplication & division

Ready to progress criteria	Block	Steps
3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	Autumn 3	All 15 steps in this block relate to this criterion
	Spring 1	3 – Reasoning about multiplication 6 - Scaling

Year 4 RTP Multiplication & division

Ready to progress criteria	Block	Steps
4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.	Spring 1	2 – Multiply and divide by 10 and 100
4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	Autumn 3	All 15 steps in this block relate to this criterion
4MD-3 Understand and apply the distributive property of multiplication.	Autumn 3	8 – The 6 times-table 11 – The 7 times-table 12 – The 11 times-table 13 – The 12 times-table
	Spring 1	5 – Efficient multiplication

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Year 5 RTP Multiplication & division

Ready to progress criteria	Block	Steps
5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.	Autumn 3	8 – Multiply by 10, 100 and 1,000 9 – Divide by 10, 100 and 1,000
	Spring 4	10 – Multiply by 10, 100 and 1,000 11 – Divide by 10, 100 and 1,000 14 – Multiply and divide decimals in contexts
5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.	Autumn 3	1 – Multiples 2 – Common multiples 3 – Factors 4 – Common factors 7 – Square and cube numbers
5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	Autumn 5	1 – Multiply a 2-digit number by a 2-digit number
5MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.	Autumn 5	4 – Short division 5 – Divide a 4-digit number by a 1-digit number

Year 6 RTP 4 operations

Ready to progress criteria	Block	Steps
6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).	Summer 1	1 – Add or multiply? 2 – Use ratio language 3 – Ratio and fractions
6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	Autumn 5	3 – Solve problems with multiplication 6 – Division using factors 9 – Solve problems with division 11 – Solve multi-step problems 14 – Reason from known facts
6AS/MD-3 Solve problems involving ratio relationships.	See under Ratio	
6AS/MD-4 Solve problems with 2 unknowns.	See under Algebra	

Fractions, decimals, percentages

Fractions: Recognise and write

Year 1/2	Year 3/4	Year 5/6
• recognise, find and name a half as one of two equal parts of an object, shape or quantity (Y1) • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (Y1) • 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 (Y2)	• 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 (Y3) • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators (Y3) • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (Y3) • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten (Y4)	• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths (Y5) • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] (Y5)
Summer 2	Spring 3 Spring 5 Summer 2	Autumn 4 Spring 5

Fractions: Compare

Year 1/2	Year 3/4	Year 5/6
• Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (Y2)	• recognise and show, using diagrams, equivalent fractions with small denominators (Y3) • compare and order unit fractions, and fractions with the same denominators (Y3) • recognise and show, using diagrams, families of common equivalent fractions (Y4)	• compare and order fractions whose denominators are all multiples of the same number (Y5) • use common factors to simplify fractions; use common multiples to express fractions in the same denomination (Y6) • compare and order fractions, including fractions > 1 (Y6)
Summer 2	Spring 3	Autumn 4 Spring 5

Fractions: Calculations

Year 1/2	Year 3/4	Year 5/6
• write simple fractions for example, $\frac{1}{2}$ of 6 = 3 (Y2)	• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] (Y3) • add and subtract fractions with the same denominator (Y4)	• add and subtract fractions with the same denominator and denominators that are multiples of the same number (Y5) • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5) • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (Y6) • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] (Y6) • divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$] (Y6)
Summer 2	Spring 5	Autumn 4 Spring 1

Fractions: Solve problems

Year 1/2	Year 3/4	Year 5/6
	• solve problems that involve all of the above (Y3) • 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 (Y4)	
	Spring 5	

Decimals: Recognise, write, compare

Year 1/2	Year 3/4	Year 5/6
	• recognise and write decimal equivalents of any number of tenths or hundredths (Y4) • recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ (Y4) • round decimals with one decimal place to the nearest whole number (Y4) • compare numbers with the same number of decimal places up to two decimal places (Y4)	• read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] (Y5) • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (Y5) • round decimals with two decimal places to the nearest whole number and to one decimal place (Y5) • read, write, order and compare numbers with up to three decimal places (Y5) • identify the value of each digit in numbers given to three decimal places (Y6)
	Summer 2	Spring 2 Spring 4 Spring 5

Fractions, decimals and percentages

Year 1/2	Year 3/4	Year 5/6
	• solve simple measure and money problems involving fractions and decimals to two decimal places (Y4)	• 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 (Y5) • 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 (Y5) • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] (Y6) • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts (Y6)
	Summer 2	Spring 1 Spring 5

Year 3 RTP Fractions

Ready to progress criteria	Block	Steps
3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	Spring 3	1 – Understand the denominators 2 – Compare and order unit fractions 3 – Understand numerators 4 – Understand the whole 6 – Compare and order non-unit fractions
3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).	Spring 5	6 – Unit fractions of a set of objects
3F-3 Reason about the location of any fraction within 1 in the linear number system.	Spring 3	5 – Fractions on a number line 7 – Equivalent fractions
3F-4 Add and subtract fractions with the same denominator, within 1	Spring 5	1 – Add fractions 3 – Subtract fractions

Year 4 RTP Fractions

Ready to progress criteria	Block	Steps
4F-1 Reason about the location of mixed numbers in the linear number system.	Spring 3	7 – Equivalent fractions 8 – Count beyond 1 10 – Compare and order mixed numbers
4F-2 Convert mixed numbers to improper fractions and vice versa.	Spring 3	11 – Understand improper fractions 12 – Convert mixed numbers to improper fractions 13 – Convert improper fractions to mixed numbers
4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	Spring 3	1 – Add fractions 2 – Add fractions and mixed numbers 3 – Subtractfractions 4 – Subtract from whole amounts 5 – Subtract from mixed numbers

Year 5 RTP Fractions

Ready to progress criteria	Block	Steps
5F-1 Find non-unit fractions of quantities.	Spring 1	7 – Fraction of an amount 8 – Fraction of an amount - find the whole
5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	Autumn 4	1 – Recognise equivalent fractions 2 – Equivalent fractions and simplifying
5F-3 Recall decimal fraction equivalents for $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{5}$ and $\frac{1}{10}$ and for multiples of these proper fractions.	Spring 5	1 – Equivalent fractions and decimals - tenths 2 – Equivalent fractions and decimals - hundredths

Year 6 RTP Fractions

White Rose MATHS

Ready to progress criteria	Block	Steps
6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions.	Autumn 4	2 – Equivalent fractions and simplifying 3 – Equivalent fractions on a number line
6F-2 Express fractions in a common denomination and use this to compare fractions that are similar in value.	Autumn 4	6 – Compare fractions (denominator)
6F-3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.	Autumn 4	6 – Compare fractions (denominator) 7 – Compare fractions (numerator)

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Ratio and proportion, algebra

Ratio and proportion

Year 1/2	Year 3/4	Year 5/6
		• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts (Y6) • solve problems involving the calculation/use of percentages for comparison (Y6) • solve problems involving similar shapes where the scale factor is known or can be found (Y6) • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples (Y6)
		Summer 1

Algebra

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M▲THS

Year 1/2	Year 3/4	Year 5/6
• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ (Y1) • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (Y2)	• solve problems, including missing number problems (Y3)	• use simple formulae (Y6) • generate and describe linear number sequences (Y6) • express missing number problems algebraically (Y6) • find pairs of numbers that satisfy an equation with two unknowns (Y6) • enumerate possibilities of combinations of two variables (Y6)
Autumn 2 Spring 1	Autumn 2 Spring 1	Summer 2

Note – although formal algebraic notation is not introduced until Y5/6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3

Year 6 RTP 4 operations

Ready to progress criteria	Block	Steps
6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).	See under Addition and subtraction, multiplication and division	
6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	See under Addition and subtraction, multiplication and division	
6AS/MD-3 Solve problems involving ratio relationships.	Summer 1	3– Ratio and fractions 4 – Use scale fractions 5 – Similar shapes 6 – Ratio problems 7 – Proportion problems
6AS/MD-4 Solve problems with 2 unknowns.	Summer 2	7 – Find pairs of values 8 – Solve problems with two unknowns

Measurement

Using measures

Year 1/2	Year 3/4	Year 5/6
• compare, describe and solve practical problems for: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time • measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds) (Y1) • 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 (Y2) • compare and order lengths, mass, volume/capacity and record the results using >, < and = (Y2)	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (Y3) • Convert between different units of measure [for example, kilometre to metre; hour to minute] (Y4) • estimate, compare and calculate different measures (Y4)	• convert between different units of metric measure (Y5) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints (Y5) • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling (Y5) • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate (Y6) • 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 d.p. (Y6) • convert between miles and kilometres (Y6)
Spring 3 Summer 3 Summer 4	Spring 2 Spring 4	Summer 6

Money

White Rose MATHS

Year 1/2	Year 3/4	Year 5/6
• recognise and know the value of different denominations of coins and notes (Y1) • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value (Y2) • find different combinations of coins that equal the same amounts of money (Y2) • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (Y2)	• add and subtract amounts of money to give change, using both £ and p in practical contexts (Y3) • estimate, compare and calculate different measures, including money in pounds and pence (Y4)	• use all four operations to solve problems involving measure [for example, money] (Y5)
Summer 1	Summer 3	Autumn 2 Autumn 5

Time

Year 1/2	Year 3/4	Year 5/6
• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] (Y1) • recognise and use language relating to dates, including days of the week, weeks, months and years (Y1) • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (Y1) • compare and sequence intervals of time (Y2) • 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 (Y2) • know the number of minutes in an hour and the number of hours in a day (Y2)	• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (Y3) • 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 (Y3) • know the number of seconds in a minute and the number of days in each month, year and leap year (Y3) • compare durations of events [for example to calculate the time taken by particular events or tasks] (Y3) • read, write and convert time between analogue and digital 12- and 24-hour clocks (Y4) • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (Y4)	• solve problems involving converting between units of time (Y5) • use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa (Y6)
Summer 3	Autumn 1 Summer 1	Summer 6

Perimeter, area, volume

Year 1/2	Year 3/4	Year 5/6
	• measure the perimeter of simple 2-D shapes (Y3) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (Y4) • find the area of rectilinear shapes by counting squares (Y4)	• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (Y5) • 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 (Y5) • estimate volume [for example, using blocks to build cuboids] and capacity [for example, using water] (Y5)
	Autumn 4 Spring 2	Spring 3

Perimeter, area, volume (continued)

Year 1/2	Year 3/4	Year 5/6
		• recognise that shapes with the same areas can have different perimeters and vice versa (Y6) • recognise when it is possible to use formulae for area and volume of shapes (Y6) • calculate the area of parallelograms and triangles (Y6) • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (Y6)
		Spring 3

Geometry

2-D shapes

Year 1/2	Year 3/4	Year 5/6
• recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] (Y1) • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line (Y2) • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] (Y2) • compare and sort common 2-D shapes and everyday objects (Y2)	• draw 2-D shapes (Y3) • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (Y4) • identify lines of symmetry in 2-D shapes presented in different orientations (Y4)	• distinguish between regular and irregular polygons based on reasoning about equal sides and angles. (Y5) • use the properties of rectangles to deduce related facts and find missing lengths and angles (Y5) • draw 2-D shapes using given dimensions and angles (Y6) • compare and classify geometric shapes based on their properties and sizes (Y6) • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius (Y6)
Autumn 4	Summer 4	Summer 3

3-D shapes

Year 1/2	Year 3/4	Year 5/6
• recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] (Y1) • recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] (Y2) • compare and sort common 3-D shapes and everyday objects (Y2)	• make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them (Y3)	• identify 3-D shapes, including cubes and other cuboids, from 2-D representations (Y5) • recognise, describe and build simple 3-D shapes, including making nets (Y6)
Autumn 4	Summer 4	Summer 3

Angles and lines

Year 1/2	Year 3/4	Year 5/6
	• recognise angles as a property of shape or a description of a turn (Y3) • 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 (Y3) • identify horizontal and vertical lines and pairs of perpendicular and parallel lines (Y3) • identify acute and obtuse angles and compare and order angles up to two right angles by size (Y4) • identify lines of symmetry in 2-D shapes presented in different orientations (Y4) • complete a simple symmetric figure with respect to a specific line of symmetry (Y4)	• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees • identify: ➢ angles at a point and one whole turn (total 360°) ➢ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) ➢ other multiples of 90° (Y5) • find unknown angles in any triangles, quadrilaterals, and regular polygons (Y6) • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles (Y6)
	Summer 4	Summer 3

Position and direction

Year 1/2	Year 3/4	Year 5/6
• describe position, direction and movement, including whole, half, quarter and three-quarter turns (Y1) • order and arrange combinations of mathematical objects in patterns and sequences (Y2) • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) (Y2)	• describe positions on a 2-D grid as coordinates in the first quadrant (Y4) • describe movements between positions as translations of a given unit to the left/right and up/down (Y4) • plot specified points and draw sides to complete a given polygon (Y4)	• 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 (Y5) • describe positions on the full coordinate grid (all four quadrants) (Y6) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes (Y6)
Autumn 4 Summer 4	Summer 5	Summer 4

Year 1 RTP Geometry

Ready to progress criteria	Block	Steps
1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Autumn 4	1 – Recognise and name 2-D and 3-D shapes 9 – Sort 2-D and 3-D shapes 10 – Patterns with 2-D and 3-D shapes
1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Autumn 3	1 – Recognise and name 2-D and 3-D shapes 9 – Sort 2-D and 3-D shapes 10 – Patterns with 2-D and 3-D shapes

Year 2 RTP Geometry

Ready to progress criteria	Block	Steps
2G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Autumn 4	1 – Recognise and name 2-D and 3-D shapes 2 – Count sides on 2-D shapes 3 – Count vertices on 2-D shapes 6 – Count faces on 3-D shapes 7 – Count edges on 3-D shapes 8 – Count vertices on 3-D shapes 9 – Sort 2-D and 3-D shapes

Year 3 RTP Geometry

Ready to progress criteria	Block	Steps
3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.	Summer 4	1 – Turns and angles 2 – Identify angles 4 – Types of lines 7 – Polygons
3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	Summer 4	4 – Types of lines 8 – Draw polygons

Year 4 RTP Geometry

Ready to progress criteria	Block	Steps
4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	Summer 5	1 – Describe position using coordinates 2 – Plot coordinates 3 – Draw 2-D shapes on a grid 4 – Translate on a grid 5 – Describe translations on a grid
4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.	Spring 2	6 – Perimeter on a grid 7 – Calculate perimeter 8 – Perimeter of rectilinear shapes 9 – Calculate the perimeter of rectilinear shapes 10 – Perimeter of polygons
	Summer 4	7 - Polygons
4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	Summer 4	9 – Symmetry

Year 5 RTP Geometry

Ready to progress criteria	Block	Steps
5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	Summer 3	1 – Understand and use degrees 2 – Classify angles 3 – Measure angles 13 – Draw shapes
5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.	Spring 3	2 – Area of rectangles

Year 6 RTP Geometry

Ready to progress criteria	Block	Steps
6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	Spring 3	2 – Area of rectangles 5 – Area of triangles 6 – Area of parallelograms
	Summer 3	4 – Calculate angles around a point 5 – Calculate angles on a straight line 6 – Vertically opposite angles 7 – Angles in a triangle 8 – Angles in a triangle - special cases 9 – Angles in quadrilaterals 10 – Regular polygons 11 – Irregular polygons 12 – Circles 13 – Draw shapes

Statistics

Present and interpret data

Year 1/2	Year 3/4	Year 5/6
• interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Y2)	• interpret and present data using bar charts, pictograms and tables (Y3) • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (Y4)	• complete, read and interpret information in tables, including timetables (Y5) • interpret and construct pie charts and line graphs and use these to solve problems (Y6)
Spring 4	Summer 6	Summer 5

Solve statistical problems

Year 1/2	Year 3/4	Year 5/6
• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (Y2) • ask and answer questions about totalling and comparing categorical data (Y2)	• 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 (Y3) • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs (Y4)	• solve comparison, sum and difference problems using information presented in a line graph (Y5) • calculate and interpret the mean as an average (Y6)
Spring 4	Summer 6	Summer 5