St Georges Church School

Our Learning in Maths

<u>**Maths Curriculum Intent:**</u>

As a school, we have set our curriculum intent with our children at the centre. Our school curriculum intent is underpinned by the Bath and Wells Multi Academy Trust curriculum intent.
As a school, we have set our curriculum intent with our children at the centre. Our school curriculum intent builds upon the Bath and Wells Multi Academy Trust curriculum intent.

It is tailored to meet the needs of St Georges Church School & Nursery, its context within a small parish on the outskirts of a seaside town, and its pupils, an increasing percentage of whom are drawn from families who experience high levels social deprivation.

It is rooted in the needs of our community, drawing on local culture and heritage. An example of this is recognising local culturally significant events and places, such as the local history of slavery, Carnival and the Victorian seaside town of Weston Super Mare.

We believe in learning for life and will provide all our children with the best start possible, creating a place of excellence where children can develop their full potential – academically, creatively, personally, physically, morally and spiritually. We have a first-class team of dedicated staff, delivering an innovative curriculum in a state-of-the-art building with exciting facilities.

We cater for children of all abilities by offering a stimulating, holistic and distinctive curriculum in an inspiring environment where learning is fun, so that all can achieve their God-given potential.

We value the role of working collaboratively with families in providing an education which supports children's mental health and wellbeing, as well as their academic achievement. Our home/school/child partnership is a vital part of our provision.
We support children in becoming active citizens, now and for the future, giving them the knowledge and encouragement they need to develop a high level of social and moral intelligence.

Our curriculum provides experience of and connections to the world beyond the school in both time and place through a comprehensive programme of external visits and visitors.

It delivers a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding through our Ready, Respectful, Safe values and the development of a contextually relevant curriculum. There are many opportunities for pupils to understand and develop our Christian values.

Our curriculum secures and deepens pupils' core skills, knowledge and understanding to at least an age appropriate level, and is adapted, designed and developed for pupils with additional learning needs or disabilities.

It provides both coverage of the National Curriculum and appropriate progression from EYFS to Y6, being flexible and responding to pupils' feedback, the evaluations of how well pupils learn and make progress, and in pupils' performance in external and internal assessments.

We work in partnership with the family of schools within the Bath and Wells Multi-Academy Trust.

Our Maths curriculum is based on the following principles:

The 2014 National Curriculum for Maths aims to ensure that all children:
● Become fluent in the fundamentals of Mathematics
● Are able to reason mathematically
● Can solve problems by applying their Mathematics

At St Georges Church School, we provide a mathematics curriculum that enables children to engage in a pragmatic and creative way, fostering an enjoyment and curiosity of number and mathematical concepts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We understand that fluency underpins reasoning and problem solving and our curriculum and whole school approach reflects this by building on arithmetic knowledge and fluent use of number facts. Lessons are broken down into small-connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts. Skills are embedded within Maths lessons and developed consistently over time and age-appropriate mathematical vocabulary is used throughout the school so that children will effectively communicate their understanding.

During a pupils' time at St Georges, we provide a maths curriculum that is ambitious, challenging, interesting to our children. We ensure that all learners develop:
● Fluency
● Reasoning
● Problem Solving

Implementation

At St Georges Church School, mathematics is taught daily. In our EYFS curriculum, mathematics is covered in the 'Mathematics' Areas of Learning. Lessons are planned to provide opportunities for pupils to develop fluency, reasoning and problem solving. Through careful analysis of the National Curriculum, we have translated the aims to ensure our curriculum is comprehensive and supportive. Our curriculum is structured upon the White Rose Scheme of Maths and their assessments are used for identification of the small steps needed in learning. We teach in a sequence that builds on prior learning and understanding while

allowing for the flexibility to address misconceptions and provide challenge. As some topics (such as shape) appear less frequently, we aim to make relevant links across topics to deepen mathematical knowledge and long-term memory.

Differentiation is achieved by emphasising fluency and knowledge, the manipulatives and representations used to reinforce understanding, cohesion and through individual support and intervention. Carefully designed variation within lesson activities builds fluency and understanding of underlying mathematical concepts. Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children progress. Teachers use careful questioning to draw out children's discussions and their reasoning. The class teacher then leads children through the small steps in learning in a fluid structure; independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Each lesson provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

Impact

Teachers use formative assessment to evaluate the learning during a lesson. They may ask questions to check understanding or scrutinise independent work in order to identify common misconceptions or share thinking. Such assessment allows teachers the flexibility to intervene in a lesson to remind, redirect or reteach pupils as required. Regular assessment of independent work allows teachers greater understanding of whether or not a concept has been grasped, and gives them the opportunity to feedback to pupils, to reinforce learning and to praise.

White Rose summative assessments support planning for previous gaps using a Cold to Gold approach taking the previous year assessment before a unit of work and the current year at the end of a unit of work. These allow teachers to evaluate how individuals, groups and the class as a whole are progressing compared to national expectations and whether they are on track in their assessments or need further intervention work. They also give an excellent opportunity to see what concepts may need to be given additional time, and to adjust planning accordingly. They give the Maths Leader and the Senior Leadership the opportunity to see where strengths and weaknesses lie, where additional support needs to be focused and what training requirements there are. The combination of all of these systems allows us to judge the impact of the maths curriculum in our school.

Progression

As outlined in our intent statement, we adopt the White Rose Maths scheme as a planning tool, but we adapt according to the need of our pupils at that time. This adaptation is based upon summative assessment gap information, ongoing formative teaching judgements and pupil feedback. We make the decisions to provide the bespoke learning approach which we prioritise.

Autumn Progression

Number and Place Value	Numbers to 5	→ One, two, three
		→ Four
		→ Five

Addition and Subtraction	Sorting	→ Sorting into groups

Number and Place Value	Comparing groups	→ Comparing quantities of identical objects
		Comparing quantities of non-identical objects

Addition and Subtraction	Change within 5	→ One more
		→ One less

Measurement	Time	→ My day

White Rose Maths

Spring Progression

Addition and Subtraction	Numbers to 5	→ Introducing zero
		→ Number bonds to 5

Number and Place Value	Numbers to 10	→ Counting to 6, 7 and 8
		→ Counting to 9 and 10
		→ Comparing groups up to 10

Addition and Subtraction	Addition to 10	→ Combining two groups to find the whole
		→ Number bonds to 10 – ten frame
		→ Number bonds to 10 – part-whole model

Geometry	Shape and space	→ Spatial awareness
		→ 3-D shapes
		→ 2-D shapes

White Rose Maths

Summer Progression

| Geometry | Exploring patterns | → Making simple patterns |
| | | → Exploring more complex patterns |

| Addition and Subtraction | Count on and back | → Adding by counting on |
| | | → Taking away by counting back |

| Number and Place Value | Numbers to 20 | → Counting to 20 |

Multiplication and Division	Numerical patterns	→ Doubling
		→ Halving and sharing
		→ Odds and evens

Measurement	Measure	→ Length, height and distance
		→ Weight
		→ Capacity

Primary Progression – Place Value

White Rose Maths

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Counting		• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens **Autumn 1** **Autumn 4** **Spring 2** **Summer 4**	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward **Autumn 1**	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number **Autumn 1** **Autumn 3**	• count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers **Autumn 1** **Autumn 4**	• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero **Autumn 1**	
Place Value: Represent		• identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words. **Autumn 1** **Autumn 4** **Spring 2** **Summer 4**	• read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line **Autumn 1**	• identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words **Autumn 1**	• identify, represent and estimate numbers using different representations • 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 **Autumn 1**	• read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Autumn 1**	• read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit **Autumn 1**

Primary Progression – Place Value

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Use PV and Compare	• given a number, identify one more and one less	• recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000	• find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000	• (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit	• (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit
	Autumn 1 Autumn 4 Spring 2 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Place Value: Problems & Rounding		• use place value and number facts to solve problems.	• solve number problems and practical problems involving these ideas	• round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers	• interpret negative numbers in context • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above	• round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above
		Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Primary Progression – Addition & Subtraction

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Recall, Represent, Use	• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20	• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	• estimate the answer to a calculation and use inverse operations to check answers	• estimate and use inverse operations to check answers to a calculation	• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	
	Autumn 2 Spring 1	Autumn 2 .	Autumn 2	Autumn 2	Autumn 2	

Primary Progression – Addition & Subtraction

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Calculations	• add and subtract one-digit and two-digit numbers to 20, including zero	• 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	• add and subtract numbers mentally, including: ➢ a three-digit number and ones ➢ a three-digit number and tens ➢ a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers	• perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations
	Autumn 2 Spring 1	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

Primary Progression – Addition & Subtraction

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Solve Problems	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9	• 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	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	Autumn 2 Spring 1	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Recall, Represent, Use		• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	• recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations	• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	• identify common factors, common multiples and prime numbers • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
		Autumn 4 Spring 1	Autumn 3	Autumn 4 Spring 1	Autumn 4	Autumn 2

Primary Progression – Multiplication & Division

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Calculations		• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	• 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	• multiply two-digit and three-digit numbers by a one-digit number using formal written layout	• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers
		Autumn 4 Spring 1	Autumn 3 Spring 1	Spring 1	Autumn 4 Spring 1 Summer 1	Autumn 2

Primary Progression – Multiplication & Division

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Solve Problems	• 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 Summer 1	• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Autumn 4 Spring 1	• 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 Spring 1	• 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 Spring 1	• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Autumn 4 Spring 1	• solve problems involving addition, subtraction, multiplication and division Autumn 2
Multiplication & Division: Combined Operations					• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Spring 1	• use their knowledge of the order of operations to carry out calculations involving the four operations Autumn 2

Primary Progression – Fractions, Decimals, Percentages

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Recognise and Write	• recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Summer 2	• 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 Spring 4	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Spring 5	• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Spring 3	• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] Spring 2	
Fractions: Compare		• Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Spring 4	• recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators Summer 1	• recognise and show, using diagrams, families of common equivalent fractions Spring 3	• compare and order fractions whose denominators are all multiples of the same number Spring 2	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 Autumn 3

Primary Progression – Fractions, Decimals, Percentages

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Calculations		• write simple fractions for example, $\frac{1}{2}$ of 6 = 3	• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	• add and subtract fractions with the same denominator	• add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
		Spring 4	Summer 1	Spring 3	Spring 3	Autumn 3
Fractions: Solve Problems			• solve problems that involve all of the above	• 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		
			Spring 5 Summer 1	Spring 3		

Primary Progression – Fractions, Decimals, Percentages

White Rose Maths

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

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Calculations & Problems				• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	• solve problems involving number up to three decimal places	• multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy
				Spring 4	Summer 1	Spring 1

Primary Progression – Fractions, Decimals, Percentages

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions, Decimals and Percentages				• solve simple measure and money problems involving fractions and decimals to two decimal places	• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
				Spring 3 Spring 4 Summer 1	Spring 3	Spring 1 Spring 2

White Rose Maths

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

Note – although algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3

Primary Progression – Measurement

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement Using Measures	• compare, describe and solve practical problems for: ➤ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ➤ mass/weight [for example, heavy/light, heavier than, lighter than] ➤ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ➤ time [for example, quicker, slower, earlier, later] • measure and begin to record the following: ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time (hours, minutes, seconds)	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and =	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	• Convert between different units of measure [for example, kilometre to metre; hour to minute] • estimate, compare and calculate different measures	• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres
	Spring 3 Spring 4 Summer 6	Spring 5 Summer 4	Spring 4 Summer 4	Autumn 3 Spring 2 Summer 3	Summer 1 Summer 4 Summer 5	Spring 4

Primary Progression – Measurement

White Rose Maths

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

Primary Progression – Measurement

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Time	• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	• compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day	• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]	• read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	• solve problems involving converting between units of time	• 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
	Summer 6	Summer 3	Summer 2	Summer 3	Summer 4	Year 5 Summer 4

Primary Progression – Measurement

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement Perimeter, Area, Volume			• measure the perimeter of simple 2-D shapes	• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares	• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]	• recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]
			Spring 4	Autumn 3 Spring 2	Autumn 5 Summer 5	Spring 5

Primary Progression – Geometry

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: 2-D Shapes	• recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D shapes and everyday objects	• draw 2-D shapes	• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2-D shapes presented in different orientations	• distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • use the properties of rectangles to deduce related facts and find missing lengths and angles	• draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
	Autumn 3	Spring 3	Summer 3	Summer 5	Summer 2	Summer 1
Geometry: 3-D Shapes	• recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	• recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • compare and sort common 3-D shapes and everyday objects	• make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		• identify 3-D shapes, including cubes and other cuboids, from 2-D representations	• recognise, describe and build simple 3-D shapes, including making nets
	Autumn 3	Spring 3	Summer 3		Summer 2	Summer 1

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Angles & Lines			• recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines	• identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry	• 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°	• find unknown angles in any triangles, quadrilaterals, and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
			Summer 3	Summer 5	Summer 2	Summer 1

Primary Progression – Geometry

White Rose Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Position & Direction	• describe position, direction and movement, including whole, half, quarter and three-quarter turns	• order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		• describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon	• identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	• describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes
	Summer 3	Spring 3 Summer 1		Summer 6	Summer 3	Autumn 4

Primary Progression – Statistics

White Rose Maths

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics: Present and Interpret			• interpret and construct simple pictograms, tally charts, block diagrams and simple tables Spring 2	• interpret and present data using bar charts, pictograms and tables Spring 3	• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Summer 4	• complete, read and interpret information in tables, including timetables Autumn 3	• interpret and construct pie charts and line graphs and use these to solve problems Summer 3
Statistics: Solve Problems			• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data Spring 2	• 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 Spring 3	• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Summer 4	• solve comparison, sum and difference problems using information presented in a line graph Autumn 3	• calculate and interpret the mean as an average Summer 3