## The Priory Catholic Voluntary Academy - Mathematics Progression Ladders

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number -	I can begin to find	I can sort and count	I can partition and	I know the value of	I can count in 1,000s.	I can read, write and	I can read, write,
Place Value	1, 2, 3, 4, 5 (0.1)	objects to 10. (1.1)	represent numbers to	each digit in a 3-digit	(4.1)	partition numbers to	order and compare
	I can begin to	I can count forwards	100 in tens and ones.	number. (3.1)	I can represent numbers	1,000,000. (5.1)	numbers to ten
	subitise 1, 2, 3, 4	and backwards to 10.	(2.1)	I can read and write	to 10,000. (4.1)	I can place numbers to	million and
	and 5. (0.1)	I can find one more	I can write numbers	numbers to 1,000. (3.1)	I can partition numbers	1,000,000 on a number	determine the value
	I can begin to	and one less to 10.	to 100 in the	I can represent	to 10,000. (4.1)	line. (5.1)	of each digit up to
	represent 1, 2, 3,	(1.1)	expanded form. (2.1)	numbers to 1,000. (3.1)	I can place numbers to	I can use Roman	ten million. (6.1)
	4 and 5. (0.1)	I can compare and	I can compare and	I can partition numbers	10,000 on a number line.	numerals up to 1,000	I can round numbers
	I can begin to find	order numbers	order numbers to 100.	to 1,000. (3.1)	(4.1)	and read years in	any number to
	1 more of numbers	(using language	(2.1)	I can find 1, 10, 100	I can find 1, 10, 100 1,000	Roman numerals. (5.1)	nearest 10, 100,
	1-5. (0.1)	greater than, less	I can locate numbers	more or less. (3.1)	more or less. (4.1)	I can round any	1000, 10,000,
	I can begin to find	than and equal to).	on a number line and	I can place numbers to	I can compare and order	number up to	100,000, 1,000,000
	1 less of numbers	(1.1)	make jumps	1,000 on a number line.	numbers to 10,000. (4.1)	1,000,000 to the	and 10,000,000. (6.1)
	1-5. (0.1)	I understand ordinal	forwards/backwards.	(3.1)	I can read roman	nearest 10, 100 and	
	I can compare	numbers to 10. (1.1)	(2.1)	I can compare and	numerals up to 100. (4.1)	1,000, 10,000 and	
	amounts. (0.1)	I can place numbers	I can spell numbers to	order numbers to 1,000.	I can round to the	100,000. (5.1)	
	I can begin to	to 10 on a number	100. (2.1)	(3.1)	nearest 10, 100 and 1000.	I can find 1, 10, 100,	
	explore the	line. (1.1)	I can count in 2s, 5s,	I can count in 50s up to	(4.1)	1,000, 10,000 and	
	composition of	I can count within	10s. (2.1)	1,000. (3.1)		100,000 more/less.	
	numbers 1-5. (0.1)	20. (1.2)	I can count in 3s. (2.1)			(5.1)	
	I can find 1, 2, 3,	I understand 10, 11,				I can compare and	
	4, 5 (0.2)	12, 13, 14, 15, 16, 17,				order numbers to	
	I can subitise 1, 2,	18, 19 and 20. (1.2)				100,000. (5.1)	
	3, 4 and 5. (0.2)	I can find 1 more/1				I can count in powers	
	I can represent 1,	less than any number				of 10. (5.1)	
	2, 3, 4 and 5. (0.2)	within 20. (1.2)					
	I can find 1 more	I can use a number					
	of numbers 1-5.	line to 20, counting					
	(0.2)	forwards and					
	I can find 1 less of	backwards. (1.20					
	numbers 1-5. (0.2)	I can use a number					
	I can explore the	line to 20, to find all					
	composition of	the numbers					
	numbers 1-5. (0.2)	between 2 given					
	I can find 6, 7, 8.	numbers. (1.2)					
	(0.2)	I can estimate on a					
	I can represent 6,	number line to 20.					
	7, 8. (0.2)	(1.2)					

I can find 1 more	I can compare			
of 6, 7, 8. (0.2)	numbers to 20, using			
I can find 1 less	the greater			
than 6, 7, 8. (0.2)	than/less than			
I can explore the	symbols. (1.2)			
composition of 6,	I can order numbers			
7, 8. (0.2)	to 20. (1.2)			
I can make pairs	I can count from 20-			
to recognise	50. (1.2)			
odd/even of	I can count in tens			
numbers to 8.	to 50. (1.2)			
(0.2)	I can count by			
I can subitise	making groups of			
numbers to 8.	tens and ones. (1.2)			
(0.2)	I can partition into			
I can find 9 and	tens/ones. (1.2)			
10. (0.2)	I can use a number			
I can compare	line to 50. (1.2)			
numbers to 10.	I can estimate on a			
(0.2)	number line to 50.			
I can represent 9	(1.2)			
and 10. (0.2)	I can find 1 more/1			
I can conceptually	less on a number line			
subitise to 10.	to 50. (1.2)			
(0.2)	I can count from 50			
I can find 1	to 100. (1.3)			
more/1less of	I can count in tens			
numbers to 10.	to one hundred. (1.3)			
(0.2)	I can partition			
I can build	numbers up to 100			
numbers beyond	into tens and ones.			
10 (11-20). (0.3)	(1.3)			
I can continue	I can use a number			
patterns beyond	line up to 100. (1.3)			
10 (11-20). (0.3)	I can find one			
I can count	more/one less of			
verbally beyond	numbers up to 100.			
20. (0.3)	(1.3)			
I can count	I can compare			
beyond 20 noticing	numbers with the			
the counting				

Number - Negative Numbers	I can use negative numbers in context, calculating across zero. (6.1)
Number – Addition and Subtraction	I can add and subtract integers. (6.1) I can use my knowledge of the order of operations to carry out calculations. (6.1)

	I can find and	I can find and make	I can subtract a 1-	I can identify		step problems in	
	make a double to	number bonds to 20.	digit number from a	complements to 100.		contexts, deciding	
	8. (0.2)	(1.2)	2-digit number. (2.1)	(3.1)		which operations and	
	I can find and	I can find doubles to	I can add two 2-digit	I can use the inverse		methods to use and	
	make doubles to	10. (1.2)	numbers, not crossing	operation. (3.1)		why. (5.1)	
	10. (0.2)	I can find the	10. (2.1)	I can estimate answers			
	I can add within	difference between	I can add two 2-digit	and check answers. (3,1)			
	10, (0,3)	two numbers within	numbers, crossing 10.				
	I can take away	20, (1.2)	(2.1)				
	within 10. (0.3)	I can find related	I can subtract a 2-				
		facts for numbers	digit number from a				
		within 20, (1.2)	2-digit number not				
		I can find a missing	crossing 10. (2.1)				
		numbers in a	I can subtract a 2-				
		calculation (1.2)	digit number from a				
			2-diait number not				
			crossing 10 (21)				
			T can add and				
			subtract three 1-diait				
			numbers (21)				
			T can compare number				
			sentences (21)				
Number -	T can explore	T can count in 2s 5s	T can recognise and	T know multiples of 2 5	T know the 6 times-table	T con identify	T can multiply 4
Multiplicatio	sharing and describe	and $10s$ (1.3)	make equal arouns by	and 10 $(3.1)$	and division facts and can	multiples factors	diaits by 2 diaits
n and	equal sharing as fair	T can recognise and	sharing and grouping	T can multiply by 3 and	multiply and divide by 6	common factors	(6 1)
Division	and unequal sharing	add equal arouns	(2 2)	divide by 3 (31)	(4 1)	prime numbers up to	T can use short
Division	as unfair (03)	(1 3)	T can add equal	T know and can use the	T know the 9 times-table	100 prime factors	division and long
	T can share	T can make arrays	aroung (2.2)	3 times table (31)	and division facts and can	square numbers and	division to divide 4-
	practically for a	(1 3)	T can use the	T can multiply by 4 and	multiply and divide by 9	cube numbers (51)	digit by 2-digit
	purpose (03)	T can make doubles	multiplication symbol	divide by $4$ (3.1)	(A 1)	T can multiply and	interpreting
	T will explore	$\pm 20$ (1.3)	(2 2)	T know and can use the	T know the 7 times-table	divide whole numbers	remainders as whole
	I will explore	T can make equal	(L,L)	1 times table (3.1)	and division facts and can	and desimple by 10	numbers on
	a cat by placing a	I can make equal	T can multiply and	T can multiply by 8 and	multiply and divide by 7	100 and 1 000 (5 1)	fractions (61)
	a set by placing a	and chaning (1.3)	divide by 2 5 and 10	divide by 8 (3.1)	$(A \ 1)$	T can multiply A digita	T can calva problema
	items in each enough	and sharing. (1.5)	(2 2)	T know and can use the	(+.1) T know the 11 times table	by 1 digit (5.2)	I can solve problems
	(0.2)		(C.C) Tracconics add and	1 know and can use the	and division facts (4.1)	Dy I-digit. (J.Z) Tean multiply 2 digit	and division (6.1)
	T con identify		aven numbers (2.2)	T nacconica multinlag of	T know the 12 times table	by 2 digita 2 digit by	T can apply pulsa of
	L curi identity		T can double and halve	10 (3.2)	and division fasta (11)	2 diaita A diaita hu	divicibility (4.1)
	whether a number is		L can double and halve	10. (3.2) T con use existing	T know the offert of	2-digits, 4-digits by	uivisidiiiiy. (0.1)
	oud or even by		numbers. (2.2)	L can use existing	I KNOW THE EFFECT OF	2-aigits. (5.2)	I can identity
	snaring into two			knowledge of times-	muitiplying by I and U and		common factors and
	groups. (U.3)			tables to explore	aiviaing by 1. (4.1)		

	explore, I can investigate and build doubles in a range of different contexts. (0.3)			calculations related to known facts. (3.2) I can multiply 2-digits by 1-digit. (3.2) I can divide 2-digits by 1-digit with no exchange, using flexible partitioning and with remainders. (3.2) I can multiply by scaling rather than using repeated addition. (3.2) I can use multiplication to calculate the number of possibilities. (3.2)	I can multiply 3 numbers. (4.1) I can identify and use factor pairs. (4.2) I can multiply and divide by 10 and 100. (4.2) I can identify and use related facts for multiplication and division. (4.2) I can use informal methods for multiplication. (4.2) I can use formal written methods for multiplying (2-digits by 1-digit, 3- digits by 1-digit and correspondence problems). (4.2) I can use formal written methods for dividing (2- digits by 1-digit, 3-digits by 1-digit and correspondence problems). (4.2)	I can solve problems using multiplication and division. (5.2) I can divide 4-digits by 1-digit using short division with/without remainders. (5.2)	common multiples. (6.1) I can identify prime numbers to 100. (6.1) I can identify square and cube numbers. (6.1)
Number – Fractions (including decimals and percentages )		I can recognise and find a half of an object or a shape. (1.3) I can recognise and find half of a quantity. (1.3) I can recognise and find a quarter of an object or a shape. (1.3) I can recognise and find quarter of a quantity. (1.3)	I can use the terms part and whole to describe everyday objects and pictures. (2.3) I can recognise equal and unequal parts. (2.3) I can recognise and find a half of a shape or quantity. (2.3) I can recognise and find a quarter of a shape or quantity. (2.3)	I understand the denominator of unit fractions. (3.2) I can compare and order unit and non-unit fractions. (3.2) I understand the numerators of non-unit fractions. (3.2) I understand the numerators of a whole. (3.2) I can determine how many equal parts a scale has been split into and	I understand a whole. (4.2) I can count in fractions (same denominator) beyond one. (4.2) I can partition mixed numbers in different ways. (4.2) I can label fractions on any given number line. (4.2) I can compare and order mixed numbers (same denominator). (4.2)	I can find equivalent fractions of unit and non-unit fractions. (5.1) I can convert mixed numbers to improper fractions and vice versa. (5.1) I can convert and order fractions less than one. (5.1) I can convert and order fractions greater than 1. (5.1)	I can simplify fractions using common factors and common multiples. (6.1) I can compare and order fractions. (6.1) I can add and subtract fractions with different denominators and mixed numbers and using the concept of equivalent fractions. (6.1)

	I can recognise the	then what fraction is	I can identify improper	I can add and	I can multiply
	equivalence of a half	shown. (3.2)	fractions. (4.2)	subtract fractions	fractions by
	and two quarters.	I can record and count	I can convert mixed	with the same	integers and
	(2.3)	in fractions on a number	numbers to improper	denominator. (5.1)	fractions. (6.1)
	I can recognise and	line. (3.2)	fractions and improper	I can add and	I can divide
	find a three-quarters	I can record equivalent	fractions to mixed	subtract mixed	fractions by
	of a shape or quantity.	fractions on a number	numbers. (4.2)	numbers. (5.1)	integers. (6.1)
	(2.3)	line and as a bar model.	I can use a number line to	I can add fractions	I can find fraction
	I can count in	(3.2)	find an equivalent	with a total greater	of an amount. (6.1)
	fractions up to a	I can add two or more	fraction. (4.2)	than 1. (5.1)	I can represent
	whole. (2.3)	fractions with the same	I can add and subtract	I can subtract mixed	numbers with up to 3
		denominator where the	two or more fractions	numbers that break	decimal places using
		total is less than or	with the same	the whole. (5.1)	counters and place
		equal to one and use	denominator. (4.2)	I can multiply a unit	value charts,
		this to solve problems.	I can add and subtract	fraction and a non-	identify the values
		(3.3)	fractions and mixed	unit fraction by an	of the digits in a
		I can subtract fractions	numbers (same	integer. (5.2)	decimal number and
		with the same	denominator). (4.2)	I can multiply a mixed	partition decimal
		denominator where the	I can identify tenths as a	number by an integer.	numbers in a range
		total is less than or	fraction and a decimal.	(5.2)	of ways. (6.2)
		equal to one and use	(4.2)	I can calculate a	I can round decimals
		this to solve problems.	I can identify tenths on a	fraction of a quantity	to the nearest
		(3.3)	place value chart and can	and an amount. (5.2)	integer, tenth,
		I can partition the	count	I can find the whole.	hundredth and
		whole into fractions	forwards/backwards in	(5.2)	thousandth. (6.2)
		with the same	tenths. (4.2)	I can use fractions as	I can add and
		denominator and use	I can count in tenths	operators. (5.2)	subtract decimals.
		this to solve problems.	(decimal) on a number	I understand the	(6.2)
		(3.3)	line. (4.2)	value of decimals up to	I can multiply and
		I can find unit fractions	I can divide a 1-digit	3 decimal places. (5.2)	divide decimals by
		of a set of objects and	number and a 2-digit	I can identify	10, 100 and 1000.
		use this to solve	number by 10 and 100.	equivalent fractions	(6.2)
		problems. (3.3)	(4.2)	and decimals (tenths,	I can multiply and
		I can find non-unit	I recognise and use	hundredths and	divide decimals by
		fractions of a set of	hundredths as decimals	thousandths). (5.2)	integers and in
		objects and use this to	and fractions. (4.2)	I can find equivalent	context. (6.2)
		solve problems. (3.3)	I understand hundredths	fractions and decimals	I can find more
		I can find a fraction of	represented on a place	using non-unit	complex fraction and
		an amount and use this	value chart. (4.2)	fractions. (5.2)	decimal equivalence.
		to reason with.		I can order and	(6.2)
		(3.3)		compare decimals	

		I can make a whole with	(same number of	I understand a
		tenths and with	decimal places). (5.2)	fraction as division.
		hundredths. (4.3)	I can order and	(6.2)
		I can flexibly partition	compare any decimal	I understand
		decimals. (4.3)	(with up to 3 decimal	percentage and can
		I can compare decimal	places). (5.2)	illustrate it in
		numbers with up to 2	I can round to the	different ways, (6,2)
		decimal places. (4.3)	nearest whole number	I can convert
		I can order decimal	and to 1 decimal place.	fractions to
		numbers with 2 decimal	(5.2)	percentages. (6.2)
		places. (4.3)	I understand	I can find equivalent
		I can round decimals with	percentages as a	fractions, decimals
		1 decimal place to the	number of parts per	and percentages,
		nearest whole number.	hundred. (5.2)	convert and order
		(4.3)	I can represent and	them. (6.2)
		I can recognise and write	convert fractions to	I can calculate the
		halves and guarters as	percentages. (5.2)	percentage of an
		decimals.	I can write a	amount. (6.2)
		(4.3)	percentage as a	I can calculate the
			decimal. (5.2)	missing value using
			I can find equivalent	percentages. (6.2)
			fractions, decimals	
			and percentages. (5.2)	
			I can use known facts	
			to add and subtract	
			decimals within 1. (5.3)	
			I can find	
			complements to 1 for	
			numbers with up to 3	
			decimal places. (5.3)	
			I can add and	
			subtract decimals	
			across 1. (5.3)	
			I can add and	
			subtract decimals	
			with the same number	
			of decimal places and	
			use this to solve	
			problems. (5.3)	
			I can add and	
			subtract decimals	

Measureme nt- Length	I can explore the length of objects	I can compare length and height of	I can measure in cm and m. (2.2)	I can measure in m, cm and mm. (3.2)	I can find the area by counting squares. (4.1)	with different amounts of decimal places. (5.3) I can use efficient strategies to add and subtract decimals. (5.3) I can look for patterns and use and find simple rules to extend decimal sequences. (5.3) I can multiply and divide by 10, 100 and 1000. (5.3) I can multiply and divide decimals to work out missing values. (5.3) I can measure and calculate the	I can calculate the area of shapes and
(including perimeter), area and Height	using the vocabulary long/not long and short/not short. (0.2) I can compare the length of objects using the vocabulary longer than and shorter than. (0.2) I can explore the height of objects using the vocabulary short/tall. (0.2) I can compare the height of objects using the vocabulary tallest, shortest, taller and shorter. (0.2)	objects using shorter than, longer than and taller than. (1.2) I can measure the length and height of objects using non- standard units. (1.2) I can measure length in cm. (1.2)	I can compare and order lengths and heights in cm and m. (2.2) I can use the four operations with lengths and heights. (2.2)	I can find equivalent lengths in m and cm. (3.2) I can compare and order lengths in cm, m and mm. (3.2) I can add and subtract with length. (3.2) I can find the perimeter of a shape on a square grid. (3.2) I can measure and calculate the perimeter of 2D shapes. (3.2)	I can compare the area of shapes. (4.1) I can measure in m/KM and find equivalent lengths. (4.2) I can identify the perimeter of shapes on a grid by counting squares. (4.2) I can calculate the perimeter of rectangles using 2 given lengths. (4.2) I can calculate the perimeter of rectilinear shapes and find missing lengths. (4.2) I can calculate the perimeter of regular and irregular polygons. (4.2)	perimeter of rectangles. (5.2) I can calculate the perimeter of rectilinear shapes. (5.2) I can calculate the perimeter of polygons. (5.2) I can calculate the area of a rectangle and compound shape. (5.2) I can estimate the areas of non- rectilinear shapes. (5.2)	identify shapes with the same area. (6.2) I can use different methods to find the perimeters and areas of rectangles and rectilinear shapes and compare their efficiency. (6.2) I can find the area of a triangle by counting squares. (6.2) I can find the area of any triangle or parallelogram. (6.2)

Measureme	I can compare the	I can compare the	I can measure mass in	I can use scales to		I know that volume	I can find volume by
nt – mass/	size of objects using	mass of objects on	g and KG. (2.2)	measure mass in g and		refers to the amount	counting cubes.
weight and	the vocabulary big,	balance scales using	I can use the four	KG. (3.2)		of three-dimensional	I can follow a
volume	little, large and	heavier than and	operations with mass.	I can find equivalent		space an object takes	formula to calculate
	small. (0.1)	lighter than. (1.2)	(2.2)	mass in g/KG. (3.2)		up and can measure	the volume of a
	I can compare mass	I can measure the	I can compare volume	I can add and subtract		volume using cubes.	cuboid. (6.2)
	using the vocabulary	mass of objects	and capacity. (2.2)	with mass. (3.2)		(5.3)	
	heavy and light. (0.1)	using non-standard	I can measure in ml	I can measure and		I can compare the	
	I can compare	units. (1.2)	and L. (2.2)	compare capacity and		volume of different	
	capacity using the	I can compare the	I can use the four	volume in ml/L. (3.2)		shapes using cubes.	
	vocabulary 'this	mass of objects	operations with	I can find equivalent		(5.3)	
	holds the most' and	using non-standard	volume and capacity.	capacities and volumes		I can estimate the	
	'this holds the least'.	units. (1.2)	(2.2)	(litres and millilitres).		volume of	
	(0.1)	I can use 'empty',		(3.2)		shapes/objects using	
	I can compare the	'nearly empty', 'full'		I can add and subtract		cubes. (5.3)	
	mass of objects	and 'nearly full' to		with volume and		I know that the	
	using different	, describe volume.		capacity. (3.2)		capacity of a jug is	
	balance scales. (0.2)	(1.2)				how much liquid the	
	I can measure	I can compare the				jug can hold and can	
	different objects to	volume in containers				estimate capacity in	
	find which ones	with different				ml/l. (5.3)	
	balance. (0.2)	capacities. (1.2)					
	I can explore	I can measure and					
	capacity using	compare the					
	vocabulary including	capacity of					
	tall', 'thin', 'narrow',	containers using non-					
	'wide' and 'shallow' to	standard units of					
	describe containers.	measure. (1.2)					
	(0.2)						
	I can compare and						
	order capacity from						
	smallest to the						
	greatest. (0.2)						
Measureme	I can explore the	I can use the terms	I can read and write	I can read and write	I understand the		I can use, read,
<b>nt</b> - time	difference between	before/after to	the time to the hour	Roman Numerals to 12	relationships between a		write and convert
	day and night. (0.1)	describe, sort and	and half hour. (2.3)	on a clock face. (3.3)	year, a month, a week,		between standard
	I can talk about time	order events. (1.3)	I can read and write	I can read and write the	and a day and can convert		units, converting
	using the vocabulary	I can name and	the times quarter past	time to 5-minute	between them. $(4.3)$		measurements of
	tomorrow, next	sequence the days	and quarter to the	intervals. (3.3)	I know how a year can be		time from a smaller
	week, weekend and	of the week. (1.3)	hour. (2.3)	I can read and write the	represented on a		unit of measure to a
	the names of the			time to 1-minute. (3.3)	calendar, recognise that		

days of the week.	I can name and	I can tell the time	I can read the time on a	there are approximately	larger unit, and vice
(0.2)	sequence the months	past and to the hour.	digital clock and match	4 weeks in a month and	versa. (6.3)
I can order and	of the year. (1.3)	(2.3)	it to the analogue clock.	can use these facts to	
sequence time using	I understand hours,	I can tell the time to	(3.3)	solve problems. (4.3)	
real life scenarios.	minutes and seconds	5-minute intervals.	I can use am and pm on	I know the number of	
(0.2)	including which is	(2.3)	an analogue and digital	seconds in a minute and	
	shorter/longer. (1.3)	I know that there are	clock. (3.3)	minutes in an hour, can	
	I can tell the time to	60 minutes in 1 hour	I know the number of	convert between them	
	the hour. (1.3)	and can use this to	days in a week, and days	and solve problems using	
	I can tell the time to	compare durations of	and months in a year	these facts. (4.3)	
	the half hour. (1.3)	time written in	and ca use this to solve	I can convert between	
		different ways. (2.3)	problems. (3.3)	analogue and 12-hour	
		I know that there are	I know that there are 7	digital times and use this	
		24 hours in 1 day and	days in 1 week and 24	to solve problems. (4.3)	
		can use this to solve	hours in 1 day and can	I can convert to and from	
		problems. (2.3)	use this to solve	the 24-hour clock and use	
			problems. (3.3)	this to solve problems.	
			I can find durations of	(4.3)	
			time between given		
			start and end times in		
			hours and minutes and		
			use this to solve		
			problems. (3.3)		
			I can use a given		
			duration to count		
			forward to find an end		
			time, or count back to		
			find a start time on an		
			analogue and digital		
			clock and use this to		
			solve problems. (3.3)		
			I can measure time in		
			minutes and seconds		
			and convert between		
			minutes and seconds to		
			solve problems. (3.3)		
			I can match activities		
			to units of time and can		
			compare and order units		
			of time. (3.3)		

				I			
				I can solve problems			
				with time. (3.3)			
Measureme		I recognise all coins.	I can count money in	I can find the total	I can write money using		
<b>nt</b> - money		(1.3)	pounds and pence	amount of a set notes	decimals. (4.3)		
		I recognise all notes.	(coins and notes). (2.2)	and coins in pounds and	I convert between pounds		
		(1.3)	I can choose notes	pence, compare amounts	and pence, using decimal		
		I can count in coins	and coins to make	in pounds and pence and	notation. (4.3)		
		to find total	given amounts. (2.2)	use this to solve	I can compare amounts of		
		amounts. (1.3)	I can make the same	problems. (3.3)	money written in		
		I can count in coins	amount in different	I can covert pounds and	different formats. (4.3)		
		to compare sets of	ways (including £1).	pence and use this to	I can estimate with		
		amounts. (1.3)	(2.2)	solve problems. (3.3)	money and calculate with		
			I can compare	I can add 2 or more	money. (4.3)		
			different amounts of	amounts of money	I can solve problems with		
			money. (2,2)	(crossing 100p) and use	money, using all 4		
			I can calculate with	this to solve problems.	operations. (4.3)		
			money (using addition	(3.3)			
			and subtraction). (2.2)	I can subtract money			
			I can find change	include examples where			
			from f.1 counting on	I need to use my			
			(2 2)	knowledge of converting			
			T can solve two-step	money to exchange f1			
			word problems	for 100p and use this to			
			involving money (2.2)	solve problems (3.3)			
			money. (L.L)	T can find the change			
				using subtraction and			
				use this to solve			
				probleme (3.3)			
Goomotry -	T can identify and	T can name and cont	T can nacconida nama	T nacconica anglac ac	Tundanctand analas as	Tundenstand and can	T can measure and
Beometry -	reme singles	2D abarras (11)	I curi recognise, nume	describing the size of a	tunne (full helf and	understand and can	alognify analog og
of Change	nume circles,	JU Shupes. (1.1)	and sort 20 and 30	turn (queston holf	Turns (Turn, hai) and	there are 260° in a	classify angles as
of Shape	and masterials (01)	2D abarras (11)	T con count sides and	three eventer and	quarter turns as	full turn 190° in half a	obtuse, acute,
	and rectangles. (0.1)	ZU shapes. (1.1)	I can count sides and	innee-quarter and	instructed, including	tum 00° in a sucretor	reflex, and right
	1 can compare	1 can make patterns	vertices on 20 snapes.	whole turns) in both	clockwise and	turn, 90 in a quarter	angie. (0.3)
	circles and triangles.	with 2D and 3D	(2.1) Tour days 20 shares	clockwise and	anticiockwise). (4.3)	turn (or right angle)	I can calculate
	(U.I) T	shapes. (1.1)	I can araw 20 snapes	anticlockwise directions.	I can identity and	and 2/0 in a three-	missing angles in a
	1 can recognise		with a straight edge.	(3.3)	classify angles, using the	quarter turn. (5.3)	right angle, on a
	circles and triangles		(2.1)	1 can use "right angle"	terms acute, obtuse and	L can identity,	straight line, around
	in the environment.		I can find vertical	to describe a quarter	right angle. (4.3)	classity, and draw	a point. (6.3)
	(0.1)		lines of symmetry in	turn, use the symbol for	L can compare and order	angles using obtuse,	L Know that
			2D shapes. (2.1)	a right angle and I can	angles. (4.3)	acute and reflex. (5.3)	vertically opposite
				recognise right angles in			angles are equal and

I can combine	I can use lines of	a range of contexts.	I can describe the	I can estimate the	can use this to work
shapes with 4 sides.	symmetry to complete	(3.3)	properties of different	size of an angle. (5.3)	out missing angles.
(0.1)	shapes. (2.1)	I can compare angles	types of triangles,	I can use a protractor	(6.3)
I can find 4-sided	I can count faces,	that are greater than	including angles and use	to measure angles up	I can calculate
shapes in the	vertices and edges on	and smaller than a right	this to solve problems.	to 180°. (5.3)	angles in a triangle
environment. (0.1)	3D shapes. (2.1)	angle using the	(4.3)	I can draw lines and	and use this to solve
I can recognise and	I can make patterns	vocabulary acute and	I can describe the	angles accurately to	problems. (6.3)
name 3D shapes	with 2D and 3D	obtuse. (3.3)	properties of different	construct shapes.	I can work out
(cubes, cuboids,	shapes. (2.1)	I can measure and draw	types of quadrilaterals	(5.3)	missing angles in
cylinders, pyramids,		straight lines accurately	and use this to solve	I can calculate angles	different types of
cones and spheres).		in centimetres and	problems. (4.3)	around a point and use	triangles. (6.3)
(0.2)		millimetres. (3.3)	I can describe the	this to solve problems.	I can calculate the
I can find 2D shapes		I recognise and can	properties of regular and	(5.3)	angles in any
within 3D shapes.		draw horizontal and	irregular polygons and use	I can calculate angles	quadrilateral and
(0.2)		vertical lines in a range	this to solve problems.	on a straight line and	exploring the
I can use 3D shapes		of contexts. (3.3)	(4.3)	use this to solve	relationship between
for tasks (e.g.		I can find and identify	I can identify lines of	problems. (5.3)	angles in a rhombus
rolling/stacking).		parallel and	symmetry in any	I can use different	and parallelogram.
(0.2)		perpendicular lines in a	orientation within any 2-D	strategies for	(6.3)
I can find 3D shapes		range of practical	shape. (4.3)	calculating missing	I can find unknown
in the environment.		contexts. (3.3)	I can sort shapes by the	lengths and angles in	angles for any
(0.2)		I can recognise and	number of lines of	shapes. (5.3)	polygon. (6.3)
I can identify more		describe the properties	symmetry and know that	I am confident at	I can use the words
complex patterns.		of 2D shapes (including	the number of lines of	identifying regular	"radius", "diameter"
(0.2)		types of angles, lines,	symmetry in a regular	and irregular polygons,	and "circumference"
I can copy and		symmetry, sides,	polygon is the same as	can calculate the	to describe a circle
continue patterns.		vertices, and lengths of	the number of sides. (4.3)	perimeter of regular	and use this to solve
(0.2)		sides). (3.3)	I can complete a	shapes when given the	problems. (6.3)
I can find different		I can use my knowledge	symmetric figure with	length of one side and	I can produce an
types of patterns in		of the properties of	respect to a specific line	can find the length of	accurate drawing of
the environment.		shapes to accurately	of symmetry. (4.3)	each side of a regular	a shape with known
(0.2)		create and draw 2-D		polygon when given	angles. (6.3)
I can select 3D		shapes. (3.3)		the perimeter. (5.3)	I can identify and
shapes for a		I can recognise and		I can identify and	describe the nets of
purpose. (0.2)		describe the properties		describe the	3D shapes. (6.3)
I can explore how		of 3D shapes,		properties of 3D	
shapes will appear		identifying the number		shapes using faces,	
when they are		ot faces, edges,		edges, and vertices,	
rotated. (0.3)		vertices, and curved		identify 3D shapes on	
I can manipulate		surfaces. (3.3)		isometric paper and	
shapes (moving,				identify which 3-D	

	turning, rotating and			I can make 3-D shapes		shapes were used to	
	flipping) to fit into			from a range of		make a compound	
	spaces provided.			construction materials		shape. (5.3)	
	(0.3)			and use these to answer			
	I can fit shapes			questions. (3.3)			
	together to compose						
	new shapes. (0.3)						
	I can explore						
	decomposing shapes.						
	(0.3)						
	I can copy 2D shape						
	pictures. (0.3)						
	I can find 2D shapes						
	within 3D shapes.						
	(0.3)						
Geometry -	I can describe the	I can describe turns	I can use the language		I can describe the	I can read and plot	I can read and plot
Position and	position of objects	using full, half,	of position left and		positions of points on a	coordinates on a grid	the coordinates of
Direction	using the vocabulary	quarter, and three-	right. (2.3)		grid using coordinates,	and use this to solve	given points on the
	in, on, under, over,	quarters. (1.3)	I can describe		know the x-axis is	problems. (5.3)	first quadrant and
	beside, between, in	I can describe	movement using up,		horizontal and the y-axis	I can translate shapes	use this to solve
	front of, around,	position using the	down, left, right,		is vertical and the point	up/down or left/right	problems. (6.3)
	through and behind.	terms left and right.	forwards, and		where the axes meet has	and in a combination	I can read and plot
	(0.1)	(1.3)	backwards. (2.3)		the coordinates (0, 0).	of both directions.	points in four
	I can visualise from	I can describe	I can describe turns		(4.3)	(5.3)	quadrants and use
	different positions.	position using the	using quarter, half,		I can plot coordinates	I can translate points	this to solve
	(0.3)	terms forwards and	three-quarter, full		onto a grid, knowing the	and shapes with	problems. (6.3)
	I can describe	backwards. (1.3)	turns clockwise and		x-value comes first. (4.3)	coordinates,	I can translate
	scenes using position	I can describe	anti-clockwise. (2.3)		I can draw 2-D shapes	understanding how	shapes in both
	language. (0.3)	position using the	I can describe		onto a coordinate grid.	coordinates change	directions (up/down
		terms above and	movements and turns		I can translate points and	when points are	and left/right),
		below. (1.3)	to move an		shapes on a coordinate	translated. (5.3)	describe
		I can use ordinal	object/person from		grid. (4.3)	I can identify any line	translations and
		numbers to describe	one place to another.		I can describe the	of symmetry in a 2D	explore the effects
		the position of	(2.3)		translation that has taken	shape, with/without a	of translations on
		something. (1.3)	I can continue and		place when I am given a	grid. (5.3)	coordinates. (6.3)
			make shape patterns		pair of points or shapes.	I can reflect a shape	I can reflect shapes
			with turns. (2.3)		(4.3)	in a horizontal or	into the 4 quadrants
						vertical line and on a	and identify
						coordinates grid. (5.3)	coordinates. (6.3)

Geometry -					I can convert between	I can convert and
Converting					Kg/g and KM/m and	calculate with metric
Units					use this to solve	measures. (6.1)
					problems. (5.3)	I can convert
					I can convert between	between miles and
					L/ml and M/mm and	kilometres. (6.1)
					use this to solve	I can convert and
					problems. (5.3)	use imperial
					I can convert between	measures. (6.1)
					units of length	
					(including mm/cm/m)	
					and use this to solve	
					problems. (5.3)	
					I can covert between	
					metric and imperial	
					units and use this to	
					solve problems. (5.3)	
					I can convert between	
					units of time and use	
					this to solve problems.	
					(5.3)	
					I can use timetables	
					to solve problems that	
					involve calculations	
					with time. (5.3)	
Statistics		I can make a tally	I can interpret and	I can interpret data in	I can draw, read and	I can draw, read and
		chart to represent	draw pictograms	charts (including tables,	interpret a line graph.	interpret more
		data. (2.3)	representing data in a	pictograms and bar	(5.2)	complex line graphs
		I can make a table to	horizontal or vertical	charts). (4.3)	I can read and	(more than one line).
		represent data. (2.3)	form and using a half, a	I can solve comparison,	interpret tables and	(6.2)
		I can draw a block	quarter, or three-	sum and difference	timetables. (5.2)	I can draw, read and
		diagram to represent	quarters of a symbol.	problems using discrete	I can read and	interpret dual bar
		data and use it to	(3.3)	data. (4.3)	interpret two-way	charts. (6.2)
		answer simple	I can use information	1 can interpret a line	tables. (5.2)	L can read and
		questions. (2.3)	trom tally charts,	graph, including giving an		interpret pie charts,
		L can draw a	pictograms, and tables	estimate. (4.3)		including with
		vertical/horizontal 1-1	to construct and	L can draw my own line		percentages. (6.2)
		pictograms using	INTERPRET DAR CHARTS.	graph to represent		1 can araw a pie
		symbols to represent	(3.3) Taan adlaat wurdete	continuous data, using my		cnart. (6.2)
		data. (2.3)	L can collect my data	knowledge of scales to		
			using a tally chart and	accurately draw line		

		T can interpret	use the data to	araphe and ensuring that	T can calculate and
		r cun interpret	use me data to	T lebel the even	interpret the mean
		verifical/horizontal 1-1	construct pictograms	I label the axes	interpret the mean
		pictograms to answer	and bar charts. (3.3)	correctly. (4.3)	as an average. (6.2)
		simple questions. (2.3)	1 can interpret		
		I can draw vertical	information from simple		
		and horizontal	two-way tables. (3.3)		
		pictograms where the			
		symbols represent 2s,			
		5s and 10s. (2.3)			
		I can interpret			
		vertical and horizontal			
		nictograms where the			
		symbols represent 2s			
		Eg and 10g to anguran			
		simple questions (2.2)			
Datis and		simple questions. (2.3)			The second second to the second se
Ratio and					L can describe the
Proportion					relationship between
					two numbers as
					additive or
					multiplicative. (6.2)
					I can use language
					associated with
					ratio. (6.2)
					I can use the ratio
					symbol. (6.2)
					I understand and
					use the relationship
					between ratio and
					fractions (62)
					Tunderstand what a
					coole drawing is and
					scale arawing is and
					can araw squares,
					rectangles and more
					complex rectilinear
					shapes to scale. (6.2)
					I can use scale
					factors to enlarge
					shapes or to
					describe
					enlargements. (6.2)

				I understand how to
				multiply or divide to
				solve ratio and
				proportion problems,
				including recipes.
				(6.2)
Algebra	I can match pictures			I can use 1-step and
_	and objects. (0.1)			2-step function
	I can identify a set.			machines to solve
	(0.1)			problems. (6.2)
	I can sort objects to			I can form algebraic
	a type and explore			expressions using
	sorting techniques.			letters to represent
	(0.1)			numbers. (6.2)
	I can create sorting			I can find values of
	rules. (0.1)			expressions by
				substituting
				numbers in place of
				the letters. (6.2)
				I can use a formula
				to solve problems.
				(6.2)
				I can form equations
				from diagrams and
				word descriptions
				and solve 1-step and
				2-step equations.
				(6.2)
				I can identify pairs
				of values to solve
				equations. (6.2)
				I can solve problems
				with two unknowns.
				(6.2)
	I can identify units			
	of repeating			
	patterns. (0.3)			
	I can create and			
	describe my own			
	pattern rules. (0.3)			

I can replicate and			
build scenes and			
constructions. (0.3)			
I can give and follow			
instructions to build			
new models and			
scenarios. (0.3)			
I can explore how an			
aerial view can be			
depicted or drawn on			
a map. (0.3)			
I can draw out			
information from a			
map by using models			
as representations.			
(0.3)			
I can make simple			
maps of familiar			
places. (0.3)			
I can make my own			
map or plan from			
story situations.			
(0.3)			

Also see Maths PITA statements for EYFS progression.