St Mary's Maths Skills, Knowledge and Progression Plan 2026-2027

Key Concepts		**Critical Knowledge**
		Reception
Autumn	**Number**	• Children can accurately count to 10. • Children can compose and compare numbers to 5. Vocabulary- Total, together, equals, add, more than, less than
	Numerical Pattern	• Children will create AB patterns and begin to create ABB patterns. • Children will know some properties of 2D shapes. • Children will be able to identify how a group of objects have been sorted. Vocabulary- Sort, compare, order, same, different, match, pair, size, pattern, colour, shape Big, bigger, small, smaller, tall, taller, short, shorter, long, longer, light, lighter, heavy, heavier, equal, more, more than, less, less than, capacity, full, half-full, empty, nearly full, nearly empty, pattern, repeating Circle, triangle, sides, corners, curved side, straight side, equal, 2D, face, shape Square, rectangles, sides, corners, straight, long, 2D, faces, equal, shape
Spring	**Number**	• Children can identify 1 more and 1 less than a given number. • Children will know number bonds to 5. • Children will recognise, compose and compare numbers within 10. Vocabulary-

		Total, together, equals, add, subtract, more than, less than, part-part whole, consecutive, subitise, arrangement, represent, same, double, pair, odd, even, half
	Numerical Pattern	• Children will use the language: big, small, tall, short, heavy, light, narrow, wide full and not full when making comparisons. • Children will be able to describe 3D shapes and their properties. • Children will explore length and height using non-standard measures. Vocabulary- Big, bigger, small, smaller, tall, taller, short, shorter, long, longer, light, lighter, heavy, heavier, equal, more, more than, less, less than, capacity, pattern, repeating Length, long, longer, short, shorter, longer than, shorter than, height, tall, short, taller, shorter, taller than, shorter than, difference, more, less, first, then, next, after that, finally, morning, afternoon, evening Shape, 2D, 3D, circle, square, rectangle, triangle, face, side, corner, edges, vertices, cube, cuboid, sphere, square-based pyramid, triangular-based pyramid
Summer	**Number**	• Children can accurately count objects within 20 using 1:1 correspondence. • Children can subitise up to 5. • Children can compare numbers within 10, using the language: more than, less than. • Children can identify the composition of numbers to 10. • Children will recall number bonds within 10. • Children can count forwards and backwards within 10. Vocabulary- Tens, ones, greater than, less than, more than First, then, now, altogether, left, difference, add, subtract, total
	Numerical Pattern	• Children will become more familiar with 3D shapes and know that they are made up of 2D faces. • Children will identify even and odd numbers to 10.

		• Children will equally share between two. Vocabulary- Shape, 2D, 3D, circle, square, rectangle, triangle, face, side, corner, edges, vertices, cube, cuboid, sphere, square-based pyramid, triangular-based pyramid. Share, equal, same, fair, unfair, even, odd, 1 more than, 1 less than

EYFS Progression – Mathematics	Birth to Three Years	Three to Four Years (Emerging)	Three to Four Years (Developing)	Reception (Developing)	Early Learning Goal
	Number Begin to combine objects e.g. stacking cups. Begin to take part in finger rhymes. Show an awareness when a group of objects has changed (up to 3). Begin to use the vocabulary of 'lots', 'more' and, 'the same'. Begin to show an interest in counting by pointing and saying numbers at random.	**Number** Recite numbers to 5. Counting with accuracy (up to 3 objects). Show an interest in numerals. Begin to represent finger numbers up to 3. Begin to make mathematical marks using their own symbols. Begin to understand the word 'more' in everyday contexts e.g. 'more water'. **Numerical Patterns** Begin to show an interest in 2D shapes.	**Number** Develop a fast recognition of subitising quantities to 3. Recite numbers to 10. Counting with accuracy, demonstrating 1:1 correspondence (up to 10). Know that the last number counted is the total number altogether. Recognise numerals to 5 and beyond. Link quantities to numerals (up to 10). Represent finger numbers up to 5.	**Number** Count objects, actions, and sounds. Know that the last number counted represents how many are in the set. Count a smaller number of objects from a larger group. Explore subitising quantities up to 5. Match numerals to 5 up to the number value. Begin to match numerals above 5 to the number value.	**Number** Demonstrate an understanding of numbers to 10, including the composition of each number. Explore and discuss how numbers are made up of smaller numbers (composition). Subitise quantities up to 5. Recall some double facts to 6. Automatically recall number bonds up to 5.

	Count in everyday contexts, sometimes skipping numbers. **Numerical Patterns** Explore objects by putting them inside one another. Climb and squeeze into different spaces. Build with a range of resources. Complete insert puzzles. Show an interest in size and weight, using gesture and language for 'bigger', 'smaller', 'higher', 'lower', 'taller' and, 'heavy'. Show an interest in patterns and arrangements.	Begin to name basic 2D shapes e.g. circle, square, rectangle and triangle. Begin to show an interest in 3D shapes. Begin to find out which 3D shapes can be stacked (properties). Begin to follow instructions following positional language e.g. 'Can you put the dog on the bus?'. Begin to make comparisons when exploring weight, length, size, and capacity. Begin to continue a 2-part repeating pattern. Use basic vocabulary to talk about times of the day.	Represent mathematical marks and numerals. Begin to use the language 'more than' and 'less than' when talking about quantities of objects. **Numerical Patterns** Name basic 2D shapes e.g. circle, square, rectangle, triangle, and hexagon. Begin to talk about the properties of 2D shapes using the language 'flat', 'round', 'straight', 'corners' and, 'sides'. Begin to make comparisons between 2D and 3D shapes. Select shapes for a purpose based on their properties. Begin to use positional language in play opportunities. Describe what they see on their route using position	Count beyond 10. Become more familiar with 2-digit numbers and begin to identify patterns within them, e.g. 12 is 2 more than 10. Compare numbers, noticing when a number is more or less than another number. Notice when a group has more objects based on the quantity rather than the objects' size. Say 1 more than/ 1 less than to a given number. **Numerical Patterns** Identify and describe the properties of 2-D shapes using the language 'sides', 'corners', 'straight', 'curved' and 'equal'. Know that 3D shapes have 2D faces.	Recall some number bonds to 10. **Numerical Patterns** Count beyond 20. Compare groups of objects up to 10, noticing when a group is greater than, less than or the same as the other quantity. Explore and identify odd and even numbers to 10. Demonstrate how quantities can be shared equally.

			language, e.g. "I saw a cat next to a tree". Describe observations linked to weight, length, size, and capacity using simple phrases. Create and explain own repeating patterns. Notice and correct errors in repeating patterns. Begin to describe a sequence of events, e.g. first, then, after, and before.	Begin to use the language of 'edges' and 'vertices' when describing properties of 3D shapes. Identify and discuss 3D shapes within the outdoor environment. Make comparisons linked to weight, length, size, and capacity.	

Key Concepts	Critical Knowledge					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Number and place value	Count, read and write numbers up to 100 in numerals. Order numbers up to 100. Identify 1 more or 1 less than a given number. Identify and represent numbers using objects and pictorial representations	Count in steps of 2, 3, 5 and 10 from 0 and in tens from any number, forwards and backwards. Recognise the place value of each digit in a two digit number and partition in different ways. Identify, represent and estimate numbers to	Read and write numbers up to 1000 in numerals and words. Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given three digit number.	Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four digit number. Order and compare numbers beyond 1000.	Read, write, order and compare numbers to at least 1,000,000 including numbers with up to two decimal places and determine the value of each digit. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including	Read, write, order and compare numbers up to 10 000 000, and decimals with up to three decimal places, and determine the value of each digit, partitioning them in different ways. Round any number including decimals to a required degree of accuracy.

	including the number line. Use the language of equal to, more than, less than, fewer, most and least. Identify the number of ones and tens in a two digit number. Identify odd and even numbers.	100 using different representations including the number line. Compare and order numbers from 0 up to 100 using <, > and = signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems.	Recognise the place value of each digit in a three digit number and partition in different ways. Compare and order numbers up to 1000 using <, > and =. Count from 0 in multiples of 50 and 100. Use place value knowledge to solve number and practical problems.	Round any number to the nearest 10, 100 or 1000. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. 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.	through zero. Multiply and divide whole numbers and decimals by 10, 100 and 1000. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 and round numbers with up to two decimal places. Use rounding to check answers to calculations. Read, write, order and compare numbers with up to three decimal places. Solve number problems and practical problems that involve all of the above.	Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above . Multiply numbers by 10, 100 and 1000 giving answers up to 3dp.
Key Vocabulary introduced	compare, count on, digit, fewest, greater than, greatest, less than, most, one(s), order, partition, represent, ten(s), ordinal numbers (first, second, third, etc)	exchange, interval, least, multiple, value	ascending, descending, hundred(s), part, whole	place holder, Roman, numeral, round, thousands	hundred, thousand(s), integer, negative number, millions, power of 10, ten thousand	ten million
Addition and subtraction	Add and subtract one digit numbers up to 50 including zero. Read, write and interpret mathematical statements including	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete	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 whole numbers with up to 4 digits using an appropriate written or mental method. Add and subtract whole numbers and decimals	Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including	Solve addition and subtraction multi step problems, including problems which involve decimals, in contexts, deciding which operations and methods to use and why.

	addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts to 20. Solve one step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems.	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. Show that the addition of two numbers can be done in any order but subtraction cannot. Recognise and use the inverse operation and use this to check calculations and solve missing number problems. Solve problem with addition and subtraction using concrete objects, pictorial representations, mental and written strategies.	Add and subtract number with up to three digits using an appropriate method. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value facts and more complex addition and subtraction.	using an appropriate written method. Estimate and use inverse operations to check answers to a calculation and solve problems. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.	using an appropriate method. Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.	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.
Key Vocabulary introduced	addition, add together, subtraction/ subtract, difference, double, efficient, equal to, fact family, greater, group, inverse, less, minus, near double, number bond, plus, symbol, systematic, total	calculation, exchange, method, multiple, one(s), operation, partition, related facts, ten(s), value, increase, decrease, sum	column, addition, column, subtraction, digit, estimate, exchange, hundred(s), inverse, crossing the 10, crossing the 100	efficient, inverse, round, thousand(s)	accurate, approximate, constant difference, strategy	order of operations
Multiplication and division	Count in multiples of 2s, 5s and 10s. Double numbers up to 20.	Recall and use multiplication facts for the 2, 5 and 10 times tables.	Recall and use multiplication and division facts for the 3, 4, 6 and 8 times tables.	Recall and use multiplication and division facts for multiplication tables up to 12 x 12.	Multiply and divide numbers mentally drawing upon known facts.	Multiply multi-digit number up to 4 digits by a 2 digit number using an appropriate written method.

	Halve even numbers up to 20. Solve one step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with support if needed.	Calculate mathematical statements for multiplication and write them using the x, ÷ and = signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and time table facts. Show that the multiplication of two numbers can be done in any order but division cannot.	Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.	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. Multiply two digit and three digit numbers by a one digit number using an appropriate method. 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.	Multiply and divide whole numbers by 10, 100 and 1000. Multiply numbers up to 4 digits by a one or two digit number using a an appropriate written method. Divide numbers up to 4 digits by a one digit number using an appropriate method of and interpret remainders appropriately for the context. Solve problems involving multiplication and division. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. Recognise and use square numbers and cube numbers and their notations. Identify multiples and factors, including finding all factor pairs of a number, and common factors of	Divide numbers up to 4 digits by a 1 and 2 digit whole number using the an appropriate written method, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations.

					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.	
Key Vocabulary introduced	array, divide, repeated, addition	divide, even, half, lots of, multiply, odd, twice, times times-table,	commutative, inverse, multiple, product, remainder, scaling	factor, factor pair, inverse, triple, efficient	common multiple, common factor, cube number, prime number, square number	composite number, order of operations, powers of
Fractions (including decimals, percentages, ratio, proportion and algebra)	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.	Recognise, find, name and write fractions 1/2, 2/4, 1/3, 1/4 and 3/4 of length, shape, set of objects or quantity. Write simple fractions, i.e. ½ of 6 = 3. Recognise the equivalence of ½ and 2/4.	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions	Recognise and show, using diagrams, families of common equivalent fractions. 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. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1⁄4, 1⁄2 and 3⁄4.	Compare and order fractions whose denominators are multiples of the same number. 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. Calculate and solve problems which involve finding fractions of numbers and quantities,	Add and subtract fractions with different Denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers. Generate and describe linear number sequences (with fractions). Identify and find equivalent fractions for any given fraction, including mixed number. Use common factors to

			with small denominators. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Count up and down in tenths. Solve problems that involve all of the above.		including simple scaling problems. 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. 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 1⁄2, 1⁄4, 3/4, 1/5, 2/5, 3/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Read and write decimal numbers as fractions.	simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 including converting between mixed numbers and improper fractions. 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. Associate a fraction with division and calculate decimal fraction equivalents. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Solve problems involving the calculation of percentages and the use of percentages for comparison. Solve problems involving unequal sharing and grouping

						using knowledge of fractions and multiples. 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.
Key Vocab introduced	equal parts, half, quarter, whole	numerator, denominator, equivalent, unit fraction, non-unit fraction, third, two-quarters, three-quarters	scale, compare, convert	decimal equivalent, decimal place, decimal point, hundredths, improper, fractions, mixed, numbers, proper fractions, round, tenths	common denominator, fractional part, percentage, thousandth	simplify, simplest form, recurring
Measures	Recognise and know the value of different denominations of coins and notes. Compare, describe and solve practical problems for heights using the terms longer, shorter, taller, smaller. Tell the time to the hour and half hour and draw hands on a clock to show them.	Find different combinations of coins that equal the same amounts of money. Use addition and subtraction skills to calculation change. Tell and write the time to 5 minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	Add and subtract amounts of money to give change, using both £ and p in practical contexts. Tell and write the time from an analogue clock, including 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Know the number of seconds in a minute and	Solve simple measure and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12- and 24-hour clocks.	Solve problems involving converting between units of time. Calculate time durations including interpreting timetables. Convert between different units of metric measure. Estimate volume. Measure and calculate the perimeter of	Calculate, estimate and compare volume of cubes and cuboids using standard units. 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

	Compare, describe and solve practical problems for time using the terms quicker, slower, earlier, later. Measure and record time in hours, minutes and seconds. Use language relating to dates, including days of the week, months and years. Sequence events in chronological order. Measure and begin to record length and height using standard and non-standard units. Use language related to capacity and volume, i.e. full, empty. Compare and begin to record capacity and volume using non-standard units. Use language related to weight and mass, i.e. heavy, light. Compare and begin to record weight using non-standard units.	Know the number to minutes in an hour and the number of hours in a day. Choose and use the appropriate standard unit to estimate and measure capacity (litres/ml). Compare and order volume/ capacity/ length/ mass and record results using <, > and =. Choose and use the appropriate standard unit to estimate and measure length/height (m/cm) and mass (kg/g). Estimate and measure temperature.	the number of days in each month, year and leap year. Record and compare time in terms of seconds, minutes and hours and compare durations of events. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes.	Solve problems Involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Convert between different units of measure [i.e. km to m, kg to g etc.] Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. Find the area of rectilinear shapes by counting squares, and begin to understand the formula for the area of a rectangle.	composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units. Estimate the area of irregular shapes.	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 3dp. Convert between miles and kilometers. 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.
Key Vocabulary introduced	Money:	Money: change, cost, worth Length and height:	Money: Convert Length and height:	Money: Decimal	Length and height: imperial, inches, metric, volume	Length and height: Formula

	amount, coin, note, money, pence (p), pound (£), unitise, value Length and height: centimetres, ruler Mass, capacity and temperature: capacity, container, non-standard, volume Time: half past, hour, month, o'clock, second, watch, week	Metres Mass, capacity and temperature: celsius, circular scales, degrees, grams, kilograms, litres, millilitres, temperature, thermometer Time: five-minute intervals midnight, noon, quarter past, quarter to	convert, millimetres, perimeter Mass, capacity and temperature: Convert Time: analogue clock, 12-hour clock, 24-hour clock, digital clock duration, leap year, am, pm, Roman numerals	Length and height: area, kilometres, rectilinear, width	Mass, capacity and temperature: cubic, centimetres, imperial metric, pints, pounds	Mass, capacity and temperature: formula, gallon, ounces, tonnes
Geometry – properties of shape	Recognise and name common 2D shapes in different orientations and sizes. Recognise and name common 3D shapes in different orientations and sizes.	Identify and describe and properties of 2D shapes, including the number to sides and line symmetry in a vertical line. Compare and sort common 2D shapes and everyday objects. Order and arrange combinations of objects in patterns and sequences. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes.	Draw, identify and classify 2-D shapes based on their properties, including horizontal and vertical lines. Recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles and 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. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure respective to a specific line of symmetry.	Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees.	Solve problems involving similar shapes where the scale factor is known or can be found. Measure, compare and classify geometric shapes based on their properties, angles and sizes and 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. Draw 2D shapes using given dimensions and angles. Illustrate and name parts of circles, including radius,

		Compare and sort common 3D shapes and everyday objects.			Identify angles at a point.	diameter and circumference and know that the diameter is twice the radius.
Key Vocab introduced	properties	edge, line of symmetry, symmetrical, vertex, vertices	acute, obtuse, angle, vertical horizontal, parallel, perpendicular, polygon, right angle	equilateral, regular, irregular, isosceles, parallelogram, quadrilateral, rhombus, scalene, trapezium	adjacent, degrees, reflex angle	base, circumference, diameter, dimensions, interior angles, intersect, net, opposite, angles, radius
Geometry – position and direction	Use positional language such as right, left, above and below. Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line. Distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn.	Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements Between positions as translations of a given unit to the left/ right and up/ down.	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.
Key Vocabulary Introduced	far, full turn, half turn, left, near, quarter turn, right, three-quarter turn, direction	anti-clockwise, between, clockwise		coordinates, grid, reflection, translation	quadrant	x y-axis-axis
Statistics		Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	Interpret and present data using bar charts, pictograms and tables. 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.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables.	Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.

Key Vocabulary introduced		block diagram, key, pictogram, table, tally chart, collect, record	axis, bar chart, cell, horizontal axis, label, scale, two-way table, title, vertical axis	data, estimate, line graph	timetable, variable	average, dual bar chart, mean, pie chart