

# MATHEMATICS Progression

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'Let all you do be done with love' 1 Corinthians 16:14

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Counting	I can count reliably with numbers from 1 to 20,	I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  I can count in multiples of twos, fives and tens.	I can count in steps of 2, 3 and 5 from 0, and in tens from any number forward and backward.	I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	I can count in multiples of 6, 7, 9, 25 and 1000.  I can count backwards through zero to include negative numbers.	I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.  I can count forwards and backwards with positive and negative whole numbers, including through zero.	I can count forwards or backwards in steps of powers of 10 for any given number up to 10 000 000.
Place Value: Represent	I can read, write numbers to 20. I can recognise and describe patterns.	I can identify and represent numbers using objects and pictorial representations.  I can read and write numbers to 100 in numerals.  I can read and write numbers from 1 to 20 in numerals and words.	I can read and write numbers to at least 100 in numerals and in words.  I can identify, represent and estimate numbers using different representations, including the number line.	I can identify, represent and estimate numbers using different representations.  I can read and write numbers up to 1000 in numerals and in words.	I can identify, represent and estimate numbers using different representations.  I can 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.	I can read, write (order and compare) numbers to at least 1,000,000 and determine the value of each digit.  I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	I can read, write (order and compare) numbers up to 10 000 000 and determine the value of each digit.
Place Value: Use PV and Compare	I can place 1 – 20 in order and say which number is one more or one less than a given number. I can recognise, create and describe patterns.	I can identify one more and one less, given a number	I can recognise the place value of each digit in a two-digit number (tens, ones).  I can compare and order numbers from 0 up to 100; use <, > and = signs.	I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).  I can compare and order numbers beyond 1000.	I can find 1000 more or less than a given number.  I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones).  I can order and compare numbers beyond 1000.	I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.

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Place Value: Problems and Rounding			I can use place value and number facts to solve problems.	I can solve number problems and practical problems involving these ideas.	I can round any number to the nearest 10, 100 or 1000.  I can solve number and practical problems that involve all the above and with increasingly large positive numbers.	I can interpret negative numbers in context.  I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.  I can solve number problems and practical problems that involve all of the above.	I can round any whole number to a required degree of accuracy.  I can use negative numbers in context, and calculate intervals across zero.  I can solve number and practical problems that involve all of the above.
Addition & Subtraction: Recall, Represent, Use		I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  I can represent and use number bonds and related subtraction facts within 20.	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.  I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	I can estimate the answer to a calculation and use inverse operations to check answers.	I can estimate and use inverse operations to check answers to a calculation.	I can use rounding to check answers to calculations and determine in the context of a problem levels of accuracy.	I can decide the best checking method to use in the context.

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<b>Addition &amp; Subtraction: Calculations</b>		<p>I can add and subtract one-digit and two-digit numbers to 20, including zero.</p>	<p>I can 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.</p>	<p>I can add and subtract numbers mentally, including: a 3-digit number and ones a 3-digit number and tens a 3-digit number and hundreds.</p> <p>I can add and subtract numbers with up to three digits, using the formal column method.</p>	<p>I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p>	<p>I can add and subtract whole numbers with more than 4 digits, including using formal written column methods.</p> <p>I can add and subtract numbers mentally with increasingly large numbers.</p>	<p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can use their knowledge of the order of operations to carry out calculations involving the four operations.</p>
<b>Addition &amp; Subtraction: Solve Problems</b>	<p>I can using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>	<p>I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing numbers problems such as <math>7 = ? - 9</math>.</p>	<p>I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers quantities and measures applying my increasing knowledge of mental and written methods.</p>	<p>I can solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p>	<p>I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations/ methods to use &amp; why.</p> <p>I can solve problems involving all four operations and a combination of these, including understanding the meaning of the equals sign.</p>	<p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>

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Multiplication & Division: Recall, Represent, Use			<p>I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p>	<p>I can recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>I can 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.</p> <p>I can recognise and use factor pairs and commutativity in mental calculations.</p>	<p>I can identify multiples and factors and find all factor pairs of a number, and common factors of 2 numbers.</p> <p>I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>I can establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>I can recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</p>	<p>I can identify common factors, common multiples and prime numbers.</p> <p>I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Multiplication &amp; Division: Calculations</b></p>			<p>I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</p>	<p>I can write a calculate mathematical statements for multiplication and division using the multiplication tables that i know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p>	<p>I can multiply two-digit and three-digit numbers by a one-digit number using a formal layout.</p>	<p>I can multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>I can multiply and divide numbers mentally drawing upon known facts.</p> <p>I can divide numbers up to 4 digits by a one-digit number using formal written method of short division and interpret remainders appropriately for the context.</p> <p>I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p>	<p>I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplications.</p> <p>I can divide numbers up to 4 digits by a 2-digit whole number using formal written long division method and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for context.</p> <p>I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</p> <p>I can perform mental calculations, including with mixed operations and large numbers.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Multiplication &amp; Division: Solve Problems</b></p>	<p>I can solve problems, including doubling, halving and sharing.</p>	<p>I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of my teacher.</p>	<p>I can solve problems involving multiplications and division, using materials, arrays and repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>I can 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.</p>	<p>I can 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.</p>	<p>I can solve problems involving multiplication and division including using my knowledge of factors and multiples, squares and cubes.</p> <p>I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>I can solve problems involving addition, subtraction, multiplication and division.</p>

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<p><b>Multiplication &amp; Division: Combined Operations</b></p>						<p>I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p>	<p>I can use their knowledge of the order of operations to carry out calculations involving the four operations.</p>
<p><b>Fractions: Recognise and Write</b></p>		<p>I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p>	<p>I can 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.</p> <p>I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p>	<p>I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p>	<p>I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}</math>]</p>	<p>I can explain how I know that given fractions are equivalent or not.</p> <p>I can explain whether I need to simplify a fraction or not in context.</p>
<p><b>Fractions: Compare</b></p>			<p>I can recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>	<p>I can recognise and show using diagrams, equivalent fractions with small denominators.</p> <p>I can compare and order unit fractions, and fractions with the same denominator.</p>	<p>I can recognise and show using diagrams, families of common equivalent fractions.</p>	<p>I can compare and order fractions whose denominators are all multiples of the same number.</p>	<p>I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>I can compare and order fractions, including fractions <math>&gt; 1</math></p>

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Fractions: Calculations			I can write simple fractions for example $\frac{1}{2}$ of 6 = 3.	I can add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ].	I can add and subtract fractions with the same denominator.	I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.  I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.  I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]  I can divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$ ]
Fractions: Solve Problems				I can solve problems that involve all of the above	I can solve problems involving all of the above.	I can solve problems involving all of the above.	I can solve problems involving all of the above.
Decimals: Recognise and Write					I can recognise and write decimal equivalents of any number of tenths or hundredths.  I can recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ .	I can read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$ ].  I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	I can identify the value of each digit in numbers given to three decimal places.
Decimals: Compare					I can round decimals with one decimal place to the nearest whole number.  I can compare numbers with the same number of decimal places up to two decimal places.	I can round decimals with two decimal places to the nearest whole number and to one decimal place.  I can read, write, order and compare numbers with up to three decimal places.	

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Decimals: Calculations & Problems					I can 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.	I can solve problems involving numbers up to three decimal places.	<p>I can multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> <p>I can multiply one-digit numbers with up to two decimal places by whole numbers.</p> <p>I can use written division methods in cases where the answer has up to two decimal places.</p> <p>I can solve problems which require answers to be rounded to specified degrees of accuracy.</p>
Fractions, Decimals and Percentages					I can solve simple measure and money problems involving fractions and decimals to two decimal places.	<p>I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>I can solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{12}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>I can associate a fraction with division and calculate decimal fraction equivalents [for example 0.375] for a simple fractions [for example <math>\frac{3}{8}</math>]</p> <p>I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>

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Ratio and Proportion							<p>I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.</p> <p>I can solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
Algebra		<p>I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></p>	<p>I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>I can recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems</p>	<p>I can solve missing number problems involving different operations on either side of the = sign e.g. <math>17 + 5 = ? \times 11</math></p>	<p>I know that missing numbers in an equation can be represented by a letter.</p>	<p>I can use simple formulae.</p> <p>I can generate and describe linear number sequences.</p> <p>I can express missing number problems algebraically.</p> <p>I can find pairs of numbers that satisfy an equation with two unknowns.</p> <p>I can enumerate possibilities of combinations of two variables.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Measurement: Using Measures</b></p>	<p>I can use everyday language to talk about size, weight, capacity, distance, and to compare quantities and objects and to solve problems. I recognise, create and describe patterns.</p>	<p>I can 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 full, half, full, quarter}. Time [for example quicker, slower, earlier, later]</p> <p>I can measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)</p>	<p>I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using ruler, scales, thermometers and measuring vessels.</p> <p>I can compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</p>	<p>I can measure, compare, add and subtract: Lengths (m/cm/mm); Mass (kg/g); Volume/capacity (l/ml).</p>	<p>I can convert between different units of measure {for example, kilometre to metre; hour to minute}.</p> <p>I can estimate, compare and calculate different measures.</p>	<p>I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millimetre).</p> <p>I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>I can use all four operations to solve problems involving measure [for example length, mass, volume, money] using decimal notation, including scaling.</p>	<p>I can solve problems involving the calculation and conversion of units of measure using decimal notation up to three decimal places where appropriate.</p> <p>I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places.</p> <p>I can convert between miles and kilometres.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Measurement: Money</b></p>	<p>I can use everyday language to talk about money and to compare quantities and objects and to solve problems.</p>	<p>I can recognise and know the value of different denominations of coins and notes.</p>	<p>I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a specific value.</p> <p>I can find different combinations of coins that equal the same amounts of money.</p> <p>I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including change.</p>	<p>I can add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p>I can estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>I can use all four operations to multi-step problems involving money.</p>	<p>I can use all four operations to solve more complex multi-step problems involving money.</p>

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## Measurement: Time

I can use everyday language to talk about time and to compare quantities to solve problems.

I can sequence events in chronological order using language [for example before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

I can recognise and use language relating to dates, including days of the week, weeks, months and years.

I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

I can compare and sequence intervals of time.

I can 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.

I know the number of minutes in an hour and the number of hours in a day.

I can tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12 hour and 24 hour clocks.

I can 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, am/pm, morning, afternoon, noon and midnight.

I know the number of seconds in a minute and the number of days in each month, year and leap year.

I can compare durations of events [for example to calculate the time taken by particular events or tasks]

I can read, write and convert time between analogue and digital 12 and 24 hour clocks.

I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

I can solve problems involving converting between units of time.

I can use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger units, and vice versa.

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<p><b>Measurement: Perimeter, Area, Volume</b></p>				<p>I can measure the perimeter of simple 2-D shapes.</p>	<p>I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>I can find the area of rectilinear shapes by counting squares.</p>	<p>I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>I can calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</p> <p>I can estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example using water]</p>	<p>I can recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>I can recognise when it is possible to use formulae for area and volume of shapes.</p> <p>I can calculate the area of parallelograms and triangles.</p> <p>I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>) and extending to other units [for example mm<sup>3</sup> and km<sup>3</sup>]</p>
<p><b>Geometry: 2-D Shapes</b></p>	<p>I can explore the characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>I can recognise, create and describe patterns.</p>	<p>I can recognise and name common 2-D shapes [for example rectangles (including squares), circles and triangle.]</p>	<p>I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>I can identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid)</p> <p>I can compare and sort common 2-D shapes and everyday objects.</p>	<p>I can draw 2-D shapes</p>	<p>I can compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes.</p> <p>I can identify lines of symmetry in 2-D shapes presented in different orientations.</p>	<p>I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>I can use the properties of rectangles to deduce related facts and find missing lengths and angles.</p>	<p>I can draw 2-D shapes using given dimensions and angles.</p> <p>I can compare and classify geometric shapes based on their properties and sizes.</p> <p>I can illustrate and name parts of a circle, including radius, diameter and circumference and know that the diameter is twice the radius.</p>

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<p><b>Geometry: 3-D Shapes</b></p>	<p>I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>I can recognise, create and describe patterns.</p>	<p>I can recognise and name common 3-D shapes [for example cuboids (including cubes) pyramids and spheres].</p>	<p>I can recognise and name common 3-D shapes [for example cuboids (including cubes) pyramids and spheres].</p> <p>I can compare and sort common 3-D shapes and everyday objects.</p>	<p>I can make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p>	<p>I can make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p>	<p>I can identify 3-D shapes including cubes and other cuboids from 2-D representations.</p>	<p>I can recognise, describe and build simple 3-D shapes including making nets.</p>
<p><b>Geometry: Angles and Lines</b></p>				<p>I can recognise angles as a property of shape or a description of a turn.</p> <p>I can 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.</p> <p>I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>I can identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>I can identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>I can complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>I know that angles are measured in degrees.</p> <p>I can estimate and compare acute, obtuse and reflex angles.</p> <p>I can draw given angles and measure them in degrees.</p> <p>I can identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180° and other multiples of 90°)</p>	<p>I find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>I can recognise angles where they meet at a point, are on a straight line or are vertically opposite and find missing angles.</p>

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<b>Geometry: Position &amp; Direction</b>	<p>I can use everyday language to talk about position.</p>	<p>I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>I can order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation a turn and in terms of right angles for quarter, half and three-quarters turns (clockwise and anti-clockwise)</p>	<p>I can describe positions on a 2-D grid as coordinates in the first quadrant.</p>	<p>I can describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>I can describe movements between positions as translations of a given units to the left/right and up/down.</p> <p>I can plot specified points and draw sides to complete a given polygon.</p>	<p>I can 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.</p>	<p>I can describe positions on the full coordinate grid (all four quadrants).</p> <p>I can draw and translate simple shapes on the coordinate plane and reflect them in the axes.</p>
<b>Statistics: Present and Interpret</b>			<p>I can interpret and construct simple pictograms, tally chart, block diagrams and simple tables.</p>	<p>I can interpret and present data using bar charts, pictograms and tables.</p>	<p>I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>	<p>I can complete, read and interpret information in tables, including timetables.</p>	<p>I can interpret and construct pie charts and line graphs and use these to solve problems.</p>
<b>Statistics: Solve Problems</b>			<p>I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>	<p>I can 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.</p>	<p>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>I can solve comparison, sum and difference problems using information presented in a line graph.</p>	<p>I can calculate and interpret the mean as an average.</p>