Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Number: Numbers and place value	-I can display fast recognition of up to 3 objects, without having to count them individually ('subitising'). -I can recite numbers past 5. -I can say one number for each item in order: 1,2,3,4,5. -I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -I can show 'finger numbers' up to 5.	-I can count objects, actions and sounds. -I can subitise (recognise how many objects there are in a small group without counting). -I can subitise (recognise quantities without counting) up to 5 (ELG). - I can link the number symbol (numeral) with its cardinal number value. -I can understand the 'one more than/one less than' relationship between consecutive numbers.	-I can count to and past 100, forwards and backwards starting with any number -I can count and read numbers to 100 in numerals -I can count and write numbers to 100 in numerals -I can count in jumps of 2s, 5s and 10s -I can identify one more and one less, given a starting number -I can find and show numbers using objects and pictures including number lines and use the terminology: equal to, more than, less than, most least -I can read and write numbers from 1 to 20 in words	-I can count forwards and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number -I can find the place value of each digit of a number with tens and ones -I can find and show numbers using different equipment such as number lines and number squares -I can compare and order numbers from 0 to 100 using >, < and = -I can read and write numbers to 100 in numerals -I can read and write numbers to 100 in words -I can use place value and number facts to answer questions	-I can count on from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number -I can recognise the value of each digit of a number with hundreds, tens and ones -I can compare and order numbers to 1000 -I can find, show and estimate numbers using objects and pictures -I can read and write numbers to 1000 in numerals -I can read and write numbers to 1000 in words -I can solve number and word problems	-I can count in multiples of 6, 7, 9, 25 and 1000 -I can find 1000 more or 1000 less than a given number -I can count backwards through 0 to include negative numbers -I can recognise the place value of each digit on a 4 digit numbers (thousands, hundreds, tens and ones) -I can order and compare numbers beyond 1000 -I can identify, represent and estimate numbers using different representations including measures -I can round numbers to the nearest 10, 100 or 1000	-I can read, write and compare numbers until at least 1,000,000 and say the value of each digit -I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back -I can round numbers to the closest 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000 -I can solve number and practical problems that involve ordering and comparing numbers to 1,000,000, counting forwards and backwards in steps, negative numbers and rounding	-I can read, write, order and compare numbers to at least 10,000,000 and say the value of each digit -I can round any number to a required degree of accuracy -I can solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero -I can show an understanding of place value including decimals

	-I can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5. -I am experimenting with his/her own symbols and marks as well as numerals. -I can compare quantities using language such as; 'more than', 'fewer than'.	-I can count beyond ten. -I can compare numbers. -I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) -I have a deep understanding of number to 10, including the composition of each number (ELG). -I can verbally count beyond 20, recognising the pattern of the counting system (ELG).	-I can count in 2s, 5s and 10s to solve problems -I can partition and combine numbers using apparatus if I need it	-I can partition two digit numbers into different combinations of tens and ones using apparatus -I can use reasoning within addition -I can recall the multiples of 10 below and above any two digit number		-I can solve number and practical problems that involve large positive numbers		

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Number: Negative numbers	N/A	N/A	N/A	N/A	N/A	-I can count backwards through 0 to include negative numbers	-I can use negative numbers in context when looking at temperature or money; counting forwards or backwards through 0 -I can solve number and practical problems that involve ordering and comparing numbers to 1,000,000 counting forwards and backwards in steps, negative numbers and rounding	-I can use negative numbers in context when looking at temperature or money;counting in jumps forwards and backwards through 0 -I can solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Number: Roman Numerals	N/A	N/A	N/A	N/A	N/A	-I can read Roman numerals to 100 and know the number system has changed to include 0 and place value	-I can read Roman numerals to 1000 and recognise years written in these	N/A

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Calculations: Addition and subtraction	-I can solve real world mathematical problems with numbers up to 5.	-I can understand the 'one more than/one less than' relationship between consecutive numbers. -I can automatically recall number bonds for numbers 0-5 and some to 10. -I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG). -I have a deep understanding of numbers to 10, including the composition of	-I can read and understand number statements using +, - and = -I can write number statements using +, - and = -I can change calculations to give the same answers, for example 3 + 2 = 5 so 2 + 3 = 5 -I can show that addition is the opposite of subtraction, for example if 3 + 2 = 5, then 5 - 2 = 3 -I can remember most of the number bonds for 10 and link the connected facts -I can use number bonds up to 20 -I can use subtraction facts up to 20	-I can solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures -I can answer simple addition and subtraction questions in my head as well as by writing them down -I can recall all number bonds to 10, use these to work out bonds to 20, and link other related facts -I can use addition and subtraction facts to 20 quickly and workout similar facts to 100 -I can add and subtract a two digit number and a one digit number mentally and when using	-I can add and subtract numbers in my head, including a three digit number and ones -I can add numbers with up to three digits using formal column methods -I can add and subtract numbers using mental strategies including a three digit number and tens -I can subtract numbers with up to three digits using formal column methods -I can add and subtract numbers in my head, including a three digit number and hundreds -I can estimate the answer to a calculation and use this and	-I can add numbers with up to four digits using formal column methods -I can use estimating and inverse operations to check my answer -I can subtract numbers with up to four digits using formal column methods -I can solve two step addition and subtraction problems using different methods and explain why I used them	-I can add and subtract numbers with more than 4 digits using written methods -I can add and subtract two and three digit numbers using mental strategies -I can use rounding to check my answers to calculations and determine levels of accuracy -I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable	-I can mentally calculate using a mix of the four operations -I can solve problems with more than one step and operation and explain why I used them -I can solve addition and subtraction word and practical problems -I can use estimation to check answers to calculations and determine an appropriate degree of accuracy

		each number (ELG).	-I can add one digit and two digit numbers to 20 -I can subtract one digit and two digit numbers to 20 -I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures	objects, number lines and pictures - I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures -I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures -I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures -I can show that adding 2 numbers can be done in any order but subtraction cannot -I can show that subtraction is the opposite of addition and use this to check my work	inverse operations to check answers -I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction			

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Calculations: Multiplication and division		-I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG).	-I can answer multiplication questions using objects, pictures and other equipment -I can answer division questions using objects, pictures and other equipment	-I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers -I can answer multiplication and division problems within the tables using x, ÷ and = -I can show that multiplying 2 numbers can be done in any order but division cannot -I can answer questions involving multiplication and division mentally and with objects -I can answer questions involving multiplication and division using arrays and repeated addition -I can use multiplication facts for 2, 5 and 10 to make deductions	-I can recall and use multiplication and division facts for the 3, 4 and 8 times tables -I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers multiplied by one digit numbers -I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio	-I can recall times tables facts up to 12x12 -I can use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0;dividing by 1;and multiplying together 3 numbers -I can use factor pairs in mental calculations -I can multiply two and three digit numbers by a one digit number using a formal written method -I can solve problems involving multiplication and addition, including the distributive law such as 3x (12+14) = 3x12 + 3x14	-I can find multiples and factors of a number and can identify factors common to 2 different numbers -I can use vocabulary relating to prime numbers, prime factors and composite numbers -I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19 -I can multiply numbers with up to 4 digits by a one or two digit number using formal written methods -I can mentally multiply and divide numbers using the times tables -I can divide numbers with up to 4 digits by a one	-I can multiply numbers of up to 4 digits by a two-digit number using a formal written method -I can divide numbers of up to 4 digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate -I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate -I can mentally calculate using a mix of the four operations and

				outside known multiplication facts -I can solve multiplication and division word problems with more than one step -I can rewrite addition statements as simplified multiplication statements.			digit number using formal written methods and can explain remainders -I can multiply and divide whole and decimal numbers by 10, 100 and 1000 -I can identify and use square numbers and their notation -I can solve problems involving multiplication and division including using factors and multiples, squares and cubes -I can identify and use cube numbers and their notation	increasingly large numbers -I can identify common factors, multiples and prime numbers -I can use the order of importance of the four operations when answering questions -I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and explain why they were suitable -I can solve problems involving addition, subtraction, multiplication and division -I can use estimating to check answers and problem solving

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geometry: Position and direction	-I can understand position through words alone, e.g. "The bag is under the table," - with no pointing. -I can describe a familiar route. -I can discuss routes and locations, using words like 'in front of' and 'behind' -I can combine shapes to make new ones; an arch, a bigger triangle etc -I can talk about and identify the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc -I can extend and create ABAB patterns, e.g. stick, leaf, stick, leaf.	-I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. - I can Investigate composing and decomposing shapes and recognise a shape can have other shapes within it, just as numbers can. -I can continue, copy and create repeating patterns	-I can talk about whole, half, quarter and three quarter turns. I can then use this to explain movement, direction and position	-I can border mathematical objects in patterns and sequences -I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line	-N/A	-I can plot positions on a 2-D grid as positive number coordinates -I can describe movements between positions as translations of a given unit to the left/right and up/down -I can plot points I am given and draw sides to complete a given polygon	-I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know the shape has not changed	-I can describe positions in all four quadrants on a full coordinate graph -I can draw and translate simple shapes on the coordinate plane and reflect these in the axis

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Fractions, Decimals and Percentages: Fractions	-I can compare quantities using language 'more than', 'fewer than'. -I can solve real world mathematical problems e.g. Are there enough chairs around the table? Do we have enough plates/cups/biscuits, etc?	-I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG). -I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG). (WHOLE - PART - PART)	-I can find and name half of an object, shape or amount -I can find and name a quarter as one of four equal parts of an object, shape or amount	-I can find, name and write fractions of a length, shape, set of objects or amount ⅓, ¼, 2/4, and ¾ -I can write simple fractions facts such as ½ of 6 = 3 and 2/4 = ½	-I can count up and down in tenths and know that tenths are made up from dividing an object into ten equal parts and in dividing one digit numbers or quantities by 10 -I can write and find fractions of a set of data and can recognise fractions with small denominators -I can find and use fractions of numbers such as ¼ of 8 =2 and ¾ of 8 = 6 -I can identify and show equivalent fractions -I can add fractions with the same denominator within one whole -I can compare and order fractions with the same denominator	-I can recognise and show using diagrams, families of common equivalent fractions -I can count up and down in hundredths and know that dividing an object 100 creates hundredths and by 10 creates tenths -I can solve problems involving fractions to calculate quantities and fractions to divide quantities -I can add and subtract fractions with the same denominator -I can find and write decimal equivalents to ¼, ½ and ¾ - I can divide one and two digit numbers by 10 and 100 and can explain the effect	-I can compare and order fractions whose denominators are all multiples of the same number -I can find and name equivalent fractions of a given fraction including tenths and hundredths -I can write equivalent fractions of a given fraction including tenths and hundredths -I can identify mixed numbers and improper fractions and convert from one to another such as ⅘ + ⅘ =6/5 = 1 ⅕ -I can add and subtract fractions whose denominators are all multiples of the same number -I can multiply fractions by whole numbers using	-I can use common factors and multiples to simplify fractions and express fractions in the same denomination -I can compare and order fractions including those greater than 1 -I can add and subtract fractions with different denominators and mixed numbers -I can multiply simple pairs of proper fractions, writing the answer in the simplest form such as ¼ x1/2 = ⅛ -I can divide proper fractions by whole numbers such as ⅓ divided by 2 = ⅙ -I can link a fraction with division and work out decimal

					-I can solve fraction problems -I can write 1/10 as 0.1 and 3/10 as 0.3	this has on place value -I can round decimals using tenths to the nearest whole number -I can compare numbers with the same number of decimal places up to two decimal places -I can solve simple money and measure problems involving fractions and decimals to two decimal places	objects and pictures -I can read and write decimal numbers as fractions such as 0.71 = 71/100 -I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents -I can round numbers with two decimal places -I can read, write, order and compare numbers with up to three decimal places	fractions such as knowing that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3 , and 0.378 is ⅜ as a simple fraction -I can explain the place value of any digit in a number with up to 3 decimal places and multiply or divide these by 10, 100 or 1000 -I can multiply numbers less than 10 with up to two decimal places by whole numbers -I can use written division methods for numbers with up to two decimal -I can solve problems which require answers to be rounded to specified degrees of accuracy

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Measurement: Time	-I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...		- I can measure time in hours, seconds or minutes and write these measurements down. -I can solve problems about time. I can tell if something is quicker or slower. I can tell if something happened earlier or later. - I can tell when things happened by using the following terms: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening. -I can talk about using the days of the week, weeks, months and years.	-I can put different events in order and compare them. -I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock. -I can tell how many minutes are in an hour and how many hours are in a day.	-I can tell the time on a clock face. I can do this if it uses the Roman numerals I to XII and I can use 12 hour and 24 hour clocks. -I can write the time on a clock face. I can do this if I use the Roman numerals I to XII and I can use 12 hour and 24 hour clocks. -I can estimate and read the time to the closest minute. I can record time in seconds, minutes and hours. I can use the terms: o'clock, AM, PM, morning, afternoon, noon and midnight. -I can tell the number of seconds in a minute and how many days there are in a month, year and leap year. -I can compare how much time in taken by different events.	-I can estimate, compare and calculate different measures including money in pounds and pence -I can read, write and compare time between analogue and digital 12 hour and 24 hour clocks. -I can solve problems where I need to convert units of time such as hours to minutes, minutes to seconds, years to months or weeks to days. -I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes	-I can solve problems where I need to convert between units of time.	-I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to -I can use, read, write and convert between standard units. I can convert between measurement of length, mass, and time from a smaller unit to a larger unit and vice versa. I can do this using decimal notation up to three decimal places

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Measurement: Money			-I can tell how much different coins and notes are worth	-I can use the £ sign and p sign. I can use notes and coins to make a particular amount. -I can find different ways for coins to add up to an amount -I can add and subtract money and give change.	-I can add and subtract money giving change, using pounds and pence. I can do this using real coins and notes. -	-I can estimate, compare and calculate different measures including money in pounds and pence -I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes	-I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling	-I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Measurement: Mass	-I can make comparisons between objects relating to size, length, weight and capacity.	-I can compare length, weight and capacity	-I can solve problems for mass and weights by telling which objects are heavier or lighter -I can measure weight or mass and write these measurements down -I can read scales in divisions of ones, twos, fives and tens	-I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales. -I can compare amounts using these signs: >,< or = - I can read scales in divisions of ones, twos, fives and tens. -I can read scales where not all numbers on the scale are given and work out points in between.	-I can measure, compare, add and subtract: lengths (mm, cm/m), mass (g/kg), volume and capacity (ml/l)	-I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes -I can estimate, compare and calculate different measures including money in pounds and pence	-I can convert between different forms of metric measurement e.g. kilometres and metre, centimetre and metre, centimetre and millimetre, gram and kilogram, litre and millilitre -I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints -I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling	-I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to -I can use, read, write and convert between standard units. I can convert between measurement of length, mass, and time from a smaller unit to a larger unit and vice versa. I can do this using decimal notation up to three decimal places

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Measurement: Capacity and Volume	-I can make comparisons between objects relating to size, length, weight and capacity.	-I can compare length, weight and capacity	-I can solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another -I can measure capacity or volume and write these measurements down	-I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales. -I can compare amounts using these signs: >,< or = - I can read scales in divisions of ones, twos, fives and tens. -I can read scales where not all numbers on the scale are given and work out points in between	-I can measure, compare, add and subtract: lengths (cm/m), mass (g/kg), volume and capacity (ml/l)	-I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes -I can estimate, compare and calculate different measures including money in pounds and pence	-I can convert between different forms of metric measurement e.g. kilometres and metre, centimetre and metre, centimetre and millimetre, gram and kilogram, litre and millilitre -I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints -I can estimate volume by using 1cm cubed blocks to build cuboids (including cubes) and capacity by using water and different containers -I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling	-I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to -I can calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres and cubic metres. I can extend this to other units e.g. cubic millimetres and cubic kilometres

Curriculum Progression								
Focus	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Measurement: Length and height	-I can make comparisons between objects relating to size, length, weight and capacity.	-I can compare length, weight and capacity	-I can solve problems for length and height by telling which objects are longer or shorter / taller or shorter	-I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales. -I can compare amounts using these signs: >,< or =. .	-I can measure, compare, add and subtract: lengths (cm/m), mass (g/kg), volume and capacity (ml/l)	-I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes -I can estimate, compare and calculate different measures including money in pounds and pence	-I can convert between different forms of metric measurement e.g. kilometres and metre, centimetre and metre, centimetre and millimetre, gram and kilogram, litre and millilitre -I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints -I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling	-I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to -I can use, read, write and convert between standard units. I can convert between measurement of length, mass, and time from a smaller unit to a larger unit and vice versa. I can do this using decimal notation up to three decimal places -I can convert between miles and kilometres

Curriculum Progression							
Focus	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Measurement: Area and perimeter	N/A	N/A	N/A	-I can measure the perimeter of simple 2-D shapes	-I can measure and calculate the area of a rectilinear figure (including squares) in centimetres and metres -I can find the area of rectilinear shapes by counting squares	-I can measure and calculate the perimeter of composite and rectilinear shapes in centimetres and metres -I can calculate and compare the area of rectangles (including squares), and including standard units, square centimetres, square metres, and estimate the area of irregular shapes	-I can recognise that shapes with the same area can have different perimeters and vice versa -I can recognise when it is possible to use formulae to find the areas or volumes of shapes -I can calculate the areas of parallelograms and triangles

Curriculum Progression							
Focus	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Statistics:	N/A	N/A	-I can read and draw simple pictograms, tally charts, block diagrams and simple tables. -I can ask and answer simple questions by counting the number of objects	-I can interpret and present data using bar charts, pictograms and tables. -I can solve one-step and two-step questions e.g. “How many more?” and “How	-I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time charts.	-I can solve comparison, sum and difference problems using information presented in a line graph. -I can complete, read and interpret information in	-I can interpret and construct pie charts and line graphs. I can use these to solve problems. -I can calculate and interpret the mean as an average.

			in each category and sorting the categories by quantity. -I can ask and answer questions about totalling and comparing grouped data.	many fewer?" using information presented in scaled bar charts, pictograms and tables.	-I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	tables, including timetables.	

Curriculum Progression	
Focus	**Year 6**
Ratio and Proportion:	-I can solve problems that involve the relative sizes of two things where the missing number can be found by multiplying or dividing whole numbers -I can solve problems involving the calculation of percentages. I can also use percentages for comparisons. - I can solve problems involving shapes where the scale factor is known or can be found -I can solve problems involving unequal sharing or grouping. I can use my knowledge of fractions and multiples to do this.
Algebra:	-I can use simple formulae -I can create and describe linear number sequences -I can record missing number problems algebraically -I can find pairs of numbers which complete an equation with two unknowns