Maths Skills Overview							
Aspects	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Number and Place Value	Count objects, actions and sounds	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Count in multiples of 6, 7, 9, 25 and 1000	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
	Subitise up to 5.	Count and read numbers to 100 in numerals	Recognise the place value of each digit in a two-digit number (tens, ones)	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Find 1000 more or less than a given number	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	Round any whole number to a required degree of accuracy
	Link the number symbol (numeral) with its cardinal value	Count and write numbers to 100 in numerals	Identify, represent and estimate numbers using different representations, including the number line	Compare and order numbers up to 1000	Count backwards through zero to include negative numbers	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	Use negative numbers in context, and calculate intervals across zero
	Verbally count beyond 10, recognising the pattern of the counting system.	Count in multiples of twos, fives and tens from 0	Compare and order numbers from 0 up to 100; use <, > and = signs	Identify, represent and estimate numbers using different representations	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	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
	Compare numbers.	Identify one more and one less of a given number	Read and write numbers to at least 100 in numerals	Read and write numbers up to 1000 in numerals	Order and compare numbers beyond 1000	Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding	Demonstrate an understanding of place value including decimals e.g. 28.13 = 28 + ? + 0.03
	Understand the 'one more than/one less than' relationship	Identify and represent numbers using objects and pictorial	Read and write numbers to at least 100 in words	Read and write numbers up to 1000 in words	Identify, represent and estimate numbers using different representations	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	

	between consecutive numbers.	representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least			including measures		
		Read and write numbers from 1 to 20 in numerals	Use place value and number facts to solve problems	Solve number problems and practical problems involving these ideas	Round any number to the nearest 10, 100 or 1000		
		Read and write numbers from 1 to 20 in words	Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones		Solve number and practical problems that involve all of the above and with increasingly large positive numbers		
		Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives	Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g. 29 + 17 = 15 + 4 + ?; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.		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		
		Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones	Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70				
Addition and Subtraction	Automatically recall the number bonds (including subtraction facts) up to 5 and some number bonds to 10. *Children will be taught to explore the composition of numbers to 10.*	Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Represent and use subtraction facts within 20	Add and subtract numbers mentally, including a three-digit number and ones	Add numbers with up to four digits using the formal method of columnar addition	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Perform mental calculations with mixed operations to carry out calculations involving the four operations
		Write mathematical	Solve problems with	Add numbers with up to	Estimate and use inverse	Add and subtract numbers	Solve multi-step

		statements involving addition (+), subtraction (-) and equals (=) signs	addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required	three digits using the formal method of columnar addition	operations to check answers to a calculation	mentally with increasingly large numbers	problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?
		Demonstrate an understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5)	Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)	Add and subtract numbers mentally, including a three-digit number and tens	Subtract numbers with up to four digits using the formal method of columnar subtraction	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Solve problems involving addition and subtraction
		Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if 3 + 2 = 5, then 5 – 2 = 3)	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Subtract numbers with up to three digits using the formal method of columnar subtraction	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

		Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4)	Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones	Add and subtract numbers mentally, including a three-digit number and hundreds			
		Represent and use number bonds within 20	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens	Estimate the answer to a calculation and use inverse operations to check answers			
		Represent and use subtraction facts within 20	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction			
		Add one-digit and two-digit numbers to 20, including zero	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers				
		Subtract one-digit and two-digit numbers to 20, including zero	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				

		Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems				
			Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9				
			Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100				
			Solve missing number problems using addition and subtraction				
Multiplication and Division	Explore and represent patterns, including double facts and how quantities can be distributed equally.	Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Recall multiplication and division facts for multiplication tables up to 12 × 12	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

		Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	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	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
			Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	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	Recognise and use factor pairs and commutativity in mental calculations	Establish whether a number up to 100 is prime and recall prime numbers up to 19	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
			Solve problems involving multiplication and division, using concrete materials and mental methods		Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	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

			Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that 2 × 7 = 14 and 2 × 8 = 16, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left		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 numbers mentally drawing upon known facts	Identify common factors, common multiples and prime numbers
			Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5			Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	Use his/her knowledge of the order of operations to carry out calculations involving the four operations
			Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet			Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
			Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10			Recognise and use square numbers and the notation for squared (2)	Solve problems involving addition, subtraction, multiplication and division

						Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
						Recognise and use cube numbers and the notation for cubed (3)	
						Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	
						Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	
Fractions	Explore how quantities can be distributed equally.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Recognise and show, using diagrams, families of common equivalent fractions	Compare and order fractions whose denominators are all multiples of the same number	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
		Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Compare and order fractions, including fractions > 1
				Recognise and use fractions as numbers: unit fractions and non-unit fractions with small	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to	Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Add and subtract fractions with different denominators and mixed numbers, using the

				denominators	divide quantities, including non-unit fractions where the answer is a whole number		concept of equivalent fractions
				Recognise and show, using diagrams, equivalent fractions with small denominators	Add and subtract fractions with the same denominator	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5	Divide proper fractions by whole numbers e.g. 1/3 ÷ 2 = 1/6
				Add fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7	Recognise and write decimal equivalents of any number of tenths or hundredths	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3 and e.g. 0.375 is equivalent to 3/8
				Subtract fractions with the same denominator within one whole e.g. 6/7 - 1/7 = 5/7	Recognise and write decimal equivalents to 1/4, 1/2, 3/4	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
				Compare and order unit fractions, and fractions with the same denominators	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	Read and write decimal numbers as fractions e.g. 0.71 = 71/100, 8.09 = 8 + 9/?	Multiply one-digit numbers with up to two decimal places by whole numbers
				Solve fraction problems	Round decimals with one decimal place to the nearest whole number	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Use written division methods in cases where the answer has up to two decimal places

					Compare numbers with the same number of decimal places up to two decimal places	Round decimals with two decimal places to the nearest whole number and to one decimal place	Solve problems which require answers to be rounded to specified degrees of accuracy
					Solve simple measure and money problems involving fractions and decimals to two decimal places	Read, write, order and compare numbers with up to three decimal places	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake.
						Solve problems involving number up to three decimal places	Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. 1/4 × 1/2 = 1/8
						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, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25	

Measurement	Compare length, weight and capacity.	Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Convert between different units of measure e.g. kilometre to metre; hour to minute	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
		Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Measure the perimeter of simple 2-D shapes	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
		Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Find the area of rectilinear shapes by counting squares	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	Convert between miles and kilometres
		Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later	Find different combinations of coins that equal the same amounts of money	Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Estimate, compare and calculate different measures, including money in pounds and pence	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes	Recognise that shapes with the same areas can have different perimeters and vice versa
		Measure and begin to record mass/weight	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Read, write and convert time between analogue and digital 12- and 24-hour clocks	Estimate volume e.g. using 1 cm^3 blocks to build cuboids (including cubes) and capacity e.g. using water	Recognise when it is possible to use formulae for area and volume of shapes

		Measure and begin to record capacity and volume	Compare and sequence intervals of time	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	Solve problems involving converting between units of time	Calculate the area of parallelograms and triangles
		Measure and begin to record time (hours, minutes, seconds)	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	Know the number of seconds in a minute and the number of days in each month, year and leap year		Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units e.g. mm^3 and km^3
		Recognise and know the value of different denominations of coins and notes	Remember the number of minutes in an hour and the number of hours in a day	Compare durations of events e.g. to calculate the time taken by particular events or tasks			
		Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	Read scales in divisions of ones, twos, fives and tens				
		Recognise and use language relating to dates, including days of the week, weeks, months and years	Read scales where not all numbers on the scale are given and estimate points in between				
		Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Read the time on a clock to the nearest 15 minutes				

		Measure and begin to record length/height					
Properties of Shape	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations	Draw 2-D shapes using given dimensions and angles
	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	Recognise angles as a property of shape or a description of a turn	Identify acute and obtuse angles and compare and order angles up to two right angles by size	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	Recognise, describe and build simple 3-D shapes, including making nets
			Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)	Identify right angles and idenitfy whether other angles are greater or less than a right angle	Identify lines of symmetry in 2-D shapes presented in different orientations	Draw given angles, and measure them in degrees (°)	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
			Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid	Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn	Complete a simple symmetric figure with respect to a specific line of symmetry	Identify angles at a point and one whole turn (total 360°)	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
			Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines		Identify angles at a point on a straight line and 1/2 a turn (total 180°)	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

			vertices and describe what is different about them				
						Identify other multiples of 90°	
						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	
Position and direction	Continue, copy and create repeating patterns.	Describe position, direction and movement, including whole, half, quarter and three-quarter turns	Order and arrange combinations of mathematical objects in patterns and sequences		Describe positions on a 2-D grid as coordinates in the first quadrant	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)
			Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		Describe movements between positions as translations of a given unit to the left/right and up/down		Draw and translate simple shapes on the coordinate plane, and reflect them in the axis
					Plot specified points and draw sides to complete a given polygon		
Statistics			Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Interpret and present data using bar charts, 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 a line graph	Interpret and construct pie charts and line graphs and use these to solve problems
			Ask and answer simple questions by counting the number of objects	Solve one-step and two-step questions e.g. 'How many more?' and 'How	Solve comparison, sum and difference problems using information presented in	Complete, read and interpret information in tables, including timetables	Calculate and interpret the mean as an average

			in each category and sorting the categories by quantity	many fewer?' using information presented in scaled bar charts and pictograms and tables	bar charts, pictograms, tables and other graphs		
			Ask and answer questions about totalling and comparing categorical data				
Ratio and Proportion							Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. find 7/9 of 108
							Solve problems involving the calculation of percentages e.g. of measures, and such as 15% of 360 and the use of percentages for comparison
							Solve problems involving similar shapes where the scale factor is known or can be found
							Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Algebra							Use simple formulae e.g. perimeter of a rectangle or area of a triangle
							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