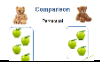
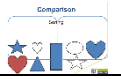
Year Group Progression Overview – Nursery

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Cardinality (Counting principles) Counting Subitising	• Verbal Counting- To know and say number names to 5. Can use actions to support eg claps, taps, jumps. • To understand numbers, have a quantity • To know that the last number reached when counting a small set of objects tells you how many there are in total • To identify the numerals in the environment	• To under the concept of subitising 1 • Understand the concept and amount of 1 • To count with number songs and identify the quantity • Recite numbers to 5	• Begin and describe a sequence of events, real or fictional using words such as 'first, 'then' • Object Counting – Use counting skills to count up to 5 things. "The last number I say is how many I've got." Eg "So we've got 5 bananas." • Subitise to 2 Understand the concept and amount of 2	• To link numerals to amounts • To know how to mark make and ascribe some concept of number to the marks • Understand the concept and amount of 3 • Say one number for each one item 1, 2, 3, 4, 5	• Subitise to 3 • Understand the concept and amount of 4 • Verbal Counting-To understand the concept that numbers are not linear. We can count from different numbers • Object counting - To count accurately up to 5 objects •	• Recite numbers past 5 • Solve real world mathematical problems with numbers up to 5 • Subitise up to 4 objects • Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5 • To use fingers to calculate/represent a character from a number song. • Understand the concept and amount of 5
Composition (Whole into parts and parts into a whole)	• Single object can be split into unequal parts e.g. A banana can be split into two unequal parts and put back together to make the whole banana. "So I can put the big part of the banana and the small part of the banana back together to make the whole."	• Composition- Inverse Children to show understanding that a group of objects can be called a whole-	• Composition- Inverse Children to understand all parts make a whole	• To understand the whole is bigger than the parts.	• Composition – Seeing parts. Children understand numbers to what they are seeing e.g. Fruit kebabs "I've got two pieces of banana and two strawberries; the whole is four."	• Composition – Seeing parts. Children start applying numbers to what they are seeing e.g. There are 2 cows in this field and 2 cows in this field, the whole number of cows is 4.
Comparison (Purpose of seeing which set has more) Sorting	• Perceptual Comparison – Children can compare two sets of objects which are the same object with varying quantity.? 	• Perceptual Comparison Children can Compare two sets of objects which are not the same Prove 	• Comparison- Children can compare when objects are matched using two lines to 	Comparison-Binary Children can sort objects into two or 3 set groups. 	**Comparison-Binary Sort** Sort into more complex arrangements 	**Comparison-Binary Sort**. Children to sort objects and create own rules e.g. purple animals and non-purple animals. 

		it, convince me.				
Pattern (Recognising repetition and regularity governed by a rule) Repeating pattern – it keeps repeating over and over, again and again.	• Recognise patterns– • Talk about, identify patterns in the environment: clothes, rugs, books etc - stripes, spots, zigzags, blobs	• Extend (step 1) • Children to extend and AB pattern by giving them the colours 	• Copy (AB pattern) (step 2) • Children to extend and AB pattern by identifyimg and selecting colours 	• Copy seen (step 2a)- • Show the pattern and then cover. Children begin to 'read' the pattern 	• Make (AB pattern) (step 3) Children to create their own pattern 	• Repair (AB pattern) (step 4) • Children to read and repair the pattern 
Space, shape and measure	• To know how to fit shapes into board puzzles • To begin to explore block play • To fill and empty containers • To match the shapes and resources to the continuous provision shelves	• Make comparisons between objects relating to size • To know how to use small world play to experiment with size, shape – differences and similarities • To understand the daily routine and what is happening next	• Discuss routes and locations, using words like 'in front of' and 'behind' • Make comparisons between objects relating to length • To understand the concept 'now' and 'next'	• Describe a familiar route • Combine shapes to make new ones – an arch, a bigger triangle etc • Make comparisons between objects relating to weight • To explore the properties of 2D shapes – curved/straight sides • To identify shapes in the environment	• Understand position through words alone – "The bag is under the table" • Make comparisons between objects relating to capacity • To make meaningful pictures and arrangements with shapes	• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc • Make comparisons between objects relating to size, length, weight and capacity • Talk about and explore 2D and 3D shapes (for example – circles, rectangles, triangles, and cuboids) using informal and mathematical language: • 'sides', corners', 'straight', 'flat',

Year Group Progression Overview – Reception – Advent

	Week 1 – 3 Block 1	Week 4 – 6 Block 2	Week 7 – 9 Block 3	Week 10 - 12 Block 4
Blocks	**Getting to Know You**	**Just Like Me!** **Number: Match, sort and compare amounts.** **Measure/Shape: Compare size, mass and capacity, explore patterns.**	**It's Me 1,2,3** **Number: Representing and comparing 1,2 and 3.** **Composition of number 1,2 and 3.** **Measure/Shape: Circle and triangle; positional language.**	**Consolidation/ Assessment**
White Rose Small Steps	Opportunity for the Reception Team to get to know the children and introduce them to the continuous provision and key routines in EYFS. There will be a focus on positional language e.g. where do things belong. Key times of the day will be explored with the children. Reception Team will carry out the DfE baseline as well as our own GSA baseline for maths during this time.	During this block of learning, children will be able know, understand and do the following: • Match - Find and match objects which are the same. • Sort: - Know that objects can be sorted based on attributes such as colour, size or shape. - Know how different sets are the same or different based on how they have been sorted. • Compare amounts: - know that sets we have sorted can be compared and ordered. - Understand that when comparing sets they can have the same, more or fewer items. • Compare size: - Know that objects can be compared by their size (use language like big, small, little, large and begin to introduce language such as tall, long and short). • Make simple patterns: - Copy, complete and continue a simple pattern (patterns with at least 3 full units of repeat).	During this block of learning, children will be able know, understand and do the following: • Represent 1,2 and 3: - Identify 1,2 and 3 in representations. - Know how to subitise or count to work out how many. - Know number names and match them to numerals and quantities. - Count up to three objects in different arrangements, knowing that the final number they say names the quantity of the set. - Mark-make to represent 1, 2 and 3. • Compare 1, 2 and 3: - Know that, when we count, each number is one more than the number before. - Know that, when we count back, each number is one less than the number before. • Composition of 1,2 and 3: - know that all numbers are made up of smaller numbers. - Know how 1, 2 and 3 are composed. • Circles and triangles: - Know that circles have one curved side and triangles have three straight sides. - Recognise shapes in different contexts and through different orientations.	Consolidation of key concepts this term. Revision of pattern work.
ELG Links		• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5.	

Year Group Progression Overview – Reception – Lent 1

	Week 1 – 3 Block 1	Week 4 – 6 Block 2
Blocks	**Light and Dark** **Number: Representing numbers to 5; One more and one less.** **Measure/Shape: Shapes with four sides; Time.**	**Alive in Five!** **Number: Introducing zero; Comparing numbers to 5; Composition of 4 and 5.** **Measure/Shape: Compare mass and capacity.**
White Rose Small Steps	During this block of learning, children will be able know, understand and do the following: • The Number Four: - Know how to count on or back from 4. - Know how to count or subitise sets of up to 4 objects. - Know how to match the number names to the numerals and quantities. - Use mark-making to represent numbers to 4. • The Number Five: - Know how to subitise up to 5 items. - Know how to count forwards and backwards using the counting principles. - Know how to represent up to 5 objects on a fives frame and understand that when the frame is full there are 5. - Link to children's birthdays as most will be turning 5. • One more, one less: - Know how to count, subitise and compare when exploring one more and one less. - Understand the link between one more, one less and counting forwards and backwards. • Shapes with 4 sides: - Know that squares and rectangles have 4 straight sides and 4 corners. - Recognise shapes in everyday items. • Night and Day: - Talk about night and day. - Know the order of key events in their day. - Know key language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow. Know how to measure time in simple ways e.g. 10 sleeps to go.	During this block of learning, children will be able know, understand and do the following: • Zero: - Know the number name 'zero' and understand that the numeral '0' is used to represent this. • Compare numbers to 5: - Continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity (with numbers up to 5). • Composition of 4 and 5: - Continue to understand that all numbers are made of smaller numbers. - Know the different compositions of 4 and 5. • Compare mass: - Link the idea of weight to their experiences of carrying heavy and light things. - Compare two item's weights, estimating which is heavier and using a balance scale to check. - Know and use the language to describe mass e.g. heavy, heavier than, heaviest, light, lighter than, lightest to compare items. • Compare capacity: - Know when something is full and empty; use this understanding to know when something is half full, nearly full or nearly empty.
ELG Links	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses	• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5. • Offer explanations for why things might happen, making use of recently introduced vocabulary

Year Group Progression Overview – Reception – Lent 2

	Week 7 – 9 Block 3	Week 10 – 12 Block 4
Blocks	**Growing 6, 7 and 8** **Number: 6, 7 and 8; Combing 2 amounts; Making pairs.** **Measure/Shape: Length and height; Time.**	**Building 9 and 10** **Number: Counting to 9 and 10; Comparing numbers to 10; Bonds to 10.** **Measure/Shape: 3D shapes; Spatial awareness; Patterns.**
White Rose Small Steps	During this block of learning, children will be able know, understand and do the following: • 6, 7 and 8: - Apply the counting principles when counting to 6, 7 and 8. - Know how to represent 6, 7 and 8 in different ways. - Know how to count out the required number of objects from a larger group of items. - Know how they can conceptually subitise to help them count, by seeing that numbers are made up of smaller numbers e.g. I know it is 7 because I see 4 and 3. • Making Pairs - Understand how their previous work on matching links to making pairs. - Know that a pair is 2. - Arrange small quantities into pairs and know that some quantities will have an odd one left over with no pair. • Combing 2 groups: - Know how to combine 2 groups to find how many altogether. - Use subitising and counting in ones to find how many altogether. • Length and height: - Know the language used to describe length (longer, shorter), height (taller, shorter) and width (wider, narrower). - Begin to make comparisons between the length and height of two objects through measuring e.g. the length of the table is 5 cubes, the length of the sand tray is 3 cubes long. • Time: - Continue to order and sequence important events in their day. Use language like now, before, later, soon, after, then and next. - Recognise that regular events happen on the same day each week and know how to use vocabulary such as 'yesterday, 'today' and 'tomorrow' to describe when these events happen. - Describe significant events in their lives and talk about events they are looking forward to.	During this block of learning, children will be able know, understand and do the following: • 9 and 10: - Apply the counting principles when counting to 9 and 10 (forwards and backwards). - Know how to represent 9 and 10 in different ways. - Know how they can conceptually subitise to help them count, by seeing that numbers are made up of smaller numbers e.g. I know it is 10 because I see 5 and 5. - Know that when a tens frame is full, there is 10. - Use finger, tens frames and bead strings to subitise 9 and 10. • Comparing numbers to 10: - Understand comparisons by lining items up with 1-1 correspondence to compare them directly or by counting each set and comparing their position in the counting order. - Understand that when making comparisons a set can have more items, fewer items or the same number of items than another set. - Compare 2 quantities, progressing onto 3 or more quantities when comparing. • Bonds to 10: - Understand number bonds to 10 using real objects in different contexts. • 3-D Shapes: - Know which shapes stack and which role, explaining why this is. - Know how to build using a variety of different shapes. - Know the names of key shapes. - Know the similarities and differences between these key shapes. • Pattern: - Copy, complete and continue patterns that use items more than once in each repeat (at least 3 units of repeat).
ELG Links	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses	• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • 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. • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Year Group Progression Overview – Reception – Pentecost 1

	Week 1 – 3 Block 1	Week 4 – 6 Block 2
Blocks	**To 20 and Beyond** **Number: Building numbers beyond 10; Counting patterns beyond 10.** **Measure/Shape: Spatial reasoning; Match, rotate, manipulate.**	**First Then Now** **Number: Adding more; Taking away.** **Measure/Shape: Spatial awareness; Compose and decompose.**
White Rose Small Steps	During this block of learning, children will be able know, understand and do the following: • Building numbers beyond 10: - Identify numbers beyond 10 using resources e.g. tens frames and rekenreks. - Know that larger numbers are composed of full 10s and part of the next 10. - Know that the numbers 1-9 repeat after every full 10; describe this process using tens frames e.g. one full 10 and 1, 2 full tens and 3. • Counting patterns beyond 10: - Know how to count on and back beyond 10. - Know how to place a sequence of numbers in order. - Know how to count on or back from different starting points and say what comes before or after. - Use their understanding of representations which show full 10s and parts of 10 to help them count and sequence. • Combing 2 groups: - Know how to combine 2 groups to find how many altogether. - Use subitising and counting in ones to find how many altogether. • Spatial awareness: - Complete a range of jigsaws and puzzles. - Know how to select and rotate shapes to fill a given space. - Understand and explain why they chose a particular shape and why a different piece would not fit. - Know how to match an arrangement of shapes, using positional language to describe where the shapes are in relation to one another. - Understand which shapes could be selected and used to complete picture boards and tangrams.	During this block of learning, children will be able know, understand and do the following: • Adding more: - Know that the quantity of a group can be changed by adding more, using representations to show this (use first, then, now structure). - Apply their understanding of counting to check how many there are altogether in a group. - Know how to represent number stories using a range of representations. • Taking away: - Know that the quantity of a group can be changed by taking items away, using representations to show this (use first, then, now structure). - Apply their understanding of counting to check how many items are in the group, and subitise to check how many are left when taking away the required amount. - Know how to represent number stories using a range of representations. • Spatial awareness - Know that shapes can be combined and separated to make new shapes. - Investigate how many different ways a given shape can be built using smaller shapes.
ELG Links	• Verbally count beyond 20, recognising the pattern of the counting system. • Subitise (recognise quantities without counting) up to 5. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Offer explanations for why things might happen, making use of recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • Offer explanations for why things might happen, making use of recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary.

Year Group Progression Overview – Reception – Pentecost 2

	Week 7 – 9 Block 3	Week 10 – 12 Block 4
Blocks	**Find My Pattern** **Number: Doubling; Sharing and grouping; Even and odd.** **Measure/Shape: Spatial reasoning; Visualise and build.**	**On the Move** **Number: Deepening understanding; Patterns and relationships.** **Measure/Shape: Spatial awareness; Mapping.**
White Rose Small Steps	During this block of learning, children will be able know, understand and do the following: • Doubling: - Know that doubling means twice as many. - Know how to build doubles using real objects and mathematical equipment. - Recognise and sort doubles and non-doubles, explaining why. • Sharing and grouping: - Know that when we share equally we should have the same amount. - Know how to make and recognise equal groups. - Know that sometimes there are items left over when they share and group. • Even and odd: - Know that some items will share equally into 2 groups and others will not. - Know that some items can be grouped into pairs and some are left over. - Understand the odd and even structure using different representations. • Spatial awareness: - Understand that places and models can be replicated and experience looking at these from different positions. - Replicate simple constructions, models, real places and places in stories. - Know how to use positional language to describe where objects are in relation to other items.	During this block of learning, children will be able know, understand and do the following: • Deepening understanding: - Engage in extended problem solving and develop their critical thinking skills which are linked to familiar stories or problems that arise through play. - Discuss different possible starting points. - Review and discuss the strategies they have used. • Patterns and relationships: - Investigate relationships between numbers and shapes. - Continue to copy, complete and continue a wider range of simple patterns and symmetrical contractions. - Know some patterns used in different cultures. • Spatial awareness - Understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. - Opportunity to explore and use a range of maps and plans, answering questions about these. - Understand how to create their own maps to represent the models they build, familiar places and places from stories.
ELG Links	• Verbally count beyond 20, recognising the pattern of the counting system. • Subitise (recognise quantities without counting) up to 5. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Offer explanations for why things might happen, making use of recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • Offer explanations for why things might happen, making use of recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary.

Year Group Progression Overview – Year 1 – Advent

	Week 1 – 4 Block 1	Week 5 – 9 Block 2	Week 10 – 11 Block 3	Week 12 Block 4
Blocks	**Number: Place Value (within 10)**	**Number: Addition and Subtraction (within 10)**	**Number: Place Value (within 20)**	**Consolidation/ Assessment**
Small Steps White Rose	• Sort objects. • Count objects. • Represent objects. • Count, read and write forwards from any number 0 to 10. • Count, read and writing backwards from any number 0 to 10. • Count one more. • Count one less. • One to one correspondence to start to compare groups. • Compare groups using language such as equal, more/greater, less/fewer. • Introduce = , > and < symbols. • Compare numbers. • Order groups of objects. • Order numbers. • Ordinal numbers (1st, 2nd, 3rd ….). • The number line.	• Part whole model. • Addition symbol. • Fact families Addition facts. • Find number bonds for numbers within 10. • Systematic methods for number bonds within 10. • Number bonds to 10. • Compare number bonds. • Addition: Adding together. • Addition: Adding more. • Finding a part. • Subtraction: Taking away, how many left? Crossing out. • Subtraction: Taking away, how many left? Introducing the subtraction symbol. • Subtraction: Finding a part, breaking apart. • Fact families The 8 facts. • Subtraction: Counting back. • Subtraction: Finding the difference. • Comparing addition and subtraction statements a + b > c. • Comparing addition and subtraction statements a + b > c + d.	• Count forwards and backwards and write numbers to 20 in numerals and words. • Numbers from 11 to 20. • Tens and ones. • Count one more and one less. • Compare groups of objects. • Compare numbers. • Order groups of objects. • Order numbers.	
National Curriculum Links	• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	• Represent and use number bonds and related subtraction facts within 10. • Read, write and interpret mathematical statements involving addition (+), subtraction ((--) and equals (=) • Add and subtract one digit numbers to 10, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	

Year Group Progression Overview – Year 1 – Lent

	Week 1 Block 1	Week 2 – 4 Block 2	Week 5 – 7 Block 3	Week 8 – 9 Block 4	Week 10 – 11 Block 5	Week 12
Blocks	**Geometry: Shapes**	**Number: Addition and Subtraction (within 20)**	**Number: Place Value (within 50)**	**Measurement: Length and Height**	**Measurement: Weight and Volume**	**Consolidation/ Assessment Week**
	• Recognise and name 3D shapes. • Sort 3D shapes. • Recognise and name 2D shapes. • Sort 2D shapes. • Patterns with 3D and 2D shapes.	• Add by counting on. • Find and make number bonds. • Add by making 10. • Subtraction Not crossing 10. • Subtraction Crossing 10 (1). • Subtraction Crossing 10 (2). • Related Facts. • Compare Number Sentences.	• Numbers to 50. • Tens and ones. • Represent numbers to 50. • One more one less. • Compare objects within 50. • Compare numbers within 50. • Order numbers within 50. • Count in 2s. • Count in 5s.	• Compare lengths and heights. • Measure length (1). • Measure length (2).	• Introduce weight and mass. • Measure mass. • Compare mass. • Introduce capacity. • Measure capacity. • Compare capacity.	
National Curriculum Links	• Recognise and name common 2 D shapes, including: (e.g. rectangles (including squares), circles and triangles). • Recognise and name common 3 D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	• Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (--) and equals (=) signs. • Add and subtract one digit and two digit numbers to 20, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= □ 9.	• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Count in multiples of twos, fives and tens.	• Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).	• Measure and begin to record mass/weight, capacity and volume. • Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	

Year Group Progression Overview – Year 1 – Pentecost

	Week 1 – 3 Block 1	Week 4 – 5 Block 2	Week 6 Block 3	Week 7 – 8 Block 4	Week 9 Block 5	Week 10 – 11 Block 6	Week 12
Blocks	**Number: Multiplication and Division**	**Number: Fractions**	**Geometry: Position and Direction of Shape**	**Number: Place Value (within 100)**	**Measurement: Money**	**Measurement: Time**	**Consolidation/ Assessment**
Small Steps White Rose	• Count in 10s. • Make equal groups. • Add equal groups. • Make arrays. • Make doubles. • Make equal groups grouping. • Make equal groups sharing.	• Halving shapes or objects. • Halving a quantity. • Find a quarter of a shape or object. • Find a quarter of a quantity.	• Describe turns. • Describe Position (1). • Describe Position (2).	• Counting to 100. • Partitioning numbers. • Comparing numbers (1). • Comparing numbers (2). • Ordering numbers. • One more, one less.	• Recognising coins. • Recognising notes. • Counting in coins.	• Before and after. • Dates. • Time to the hour. • Time to the half hour. • Writing time. • Comparing time.	
National Curriculum Links	• Count in multiples of twos, fives and tens. • Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an objects shape or quantity. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) • Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	• Describe position, direction and movement, including whole, half, quarter and three quarter turns	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.	• Recognise and know the value of different denominations of coins and notes.	• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. • Measure and begin to record time (hours, minutes, seconds).	

Year Group Progression Overview – Year 2 – Advent

	Week 1 – 3 Block 1	Week 4 – 8 Block 2	Week 9 – 10 Block 3	Week 11 – 12 Block 4
Blocks	**Number: Place Value**	**Number: Addition and Subtraction**	**Measurement: Money**	**Number: Multiplication and Division** **Consolidation/ Assessment**
Small Steps White Rose	• Count forwards and backwards within 20. • Tens and ones within 20. • Counting forwards and backwards within 50. • Tens and ones within 50. • Compare numbers within 50. • Count objects to 100 and read and write numbers in numerals and words. • Represent numbers to 100. • Tens and ones with a part whole model. • Tens and ones using addition. • Use a place value chart. • Compare objects. • Compare numbers. • Order objects and numbers. • Count in 2s, 5s and 10s – complete as 3 separate steps if necessary. • Count in 3s.	• Fact families Addition and subtraction bonds to 20. • Check calculations. • Compare number sentences. • Related facts. • Bonds to 100 (tens). • Add and subtract 1s. • 10 more and 10 less. • Add and subtract 10s. • Add by making 10. • Add a 2 digit and 1 digit number crossing ten. • Subtract – crossing 10. • Subtract a 1 digit number from a 2 digit number crossing 10. • Add two 2 digit numbers not crossing ten add ones and add tens. • Add two 2 digit numbers crossing ten add ones and add tens. • Subtract a 2 digit number from a 2 digit number not crossing ten. • Subtract a 2 digit number from a 2 digit number crossing ten subtract ones and tens. • Find and make number bonds. • Bonds to 100 (tens and ones). • Add three 1 digit numbers.	• Recognising coins and notes. • Count money pence. • Count money pounds (notes and coins). • Count money notes and coins. • Select money. • Make the same amount. • Compare money. • Find the total. • Find the difference. • Find change. • Two step problems.	Use this time to consolidate the following steps from previous learning, ready for Spring Term: • Make equal groups. • Add equal groups. • Make arrays. You may also wish to spend extra time on Block 3, or consolidate learning from Blocks 1 or 2. Additional time can also be used for assessments.
National Curriculum Links	• Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. • Compare and order numbers from 0 up to • 100; use <, > and = signs. • Use place value and number facts to solve problems. • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. • Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Consolidation of curriculum objectives from the Autumn Term.

Year Group Progression Overview – Year 2 – Lent

	Week 1 – 4 Block 1	Week 5 – 6 Block 2	Week 7 – 9 Block 3	Week 10 – 12 Block 4
Blocks	**Number: Multiplication and Division**	**Number: Fractions**	**Geometry: Properties of Shapes**	**Statistics**
Small Steps White Rose	• Recognise equal groups. • Make equal groups. • Add equal groups. • Multiplication sentences using the x symbol. • Multiplication sentences from pictures. • Use arrays. • Make doubles. • 2 times table. • 5 times table. • 10 times table. • Make equal groups – sharing (Year 1). • Make equal groups – sharing. • Make equal groups – grouping (Year 1). • Make equal groups – grouping. • Divide by 2. • Odd and even numbers. • Divide by 5. • Divide by 10.	• Make equal parts. • Recognise half. • Find half. • Recognise quarter. • Find a quarter. • Recognise a third. • Find a third. • Unit fractions. • Non unit fractions. • Equivalence of ½ and $^{2}/_{4}$. • Find three quarters. • Count in fractions.	• Recognise 2D and 3D shapes. • Count sides on 2D shapes. • Count vertices on 2D shapes. • Draw 2D shapes. • Lines of symmetry. • Sort 2D shapes. • Make patterns with 2D shapes. • Count faces on 3D shapes. • Count edges on 3D shapes. • Count vertices on 3D shapes. • Sort 3D shapes. • Make patterns with 3D shapes.	• Make tally charts. • Draw pictograms (1 1). • Interpret pictograms (1 1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10). • Block diagrams.
National Curriculum Links	• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division ÷) and equals (=) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	• Recognise, find, name and write fractions 1/3, 1/4, 2/4and 3/4of a length, shape, set of objects or quantity. • Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	• Identify and describe the properties of 2 D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3 D shapes, including the number of edges, vertices and faces. • Identify 2 D shapes on the surface of 3 D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. • Compare and sort common 2 D and 3 D shapes and everyday objects.	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparing categorical data.

Year Group Progression Overview – Year 2 – Pentecost

	Week 1 – 2 Block 1	Week 3 – 4 Block 2	Week 5 – 6 Block 3	Week 7 - 9	Week 10 – 12
Blocks	**Measurement: Length and Height**	**Geometry: Position of Shape**	**Measurement: Time**	**Measurement: Mass and Capacity**	**Consolidation/ Assessment Week**
Small Steps White Rose	• Compare lengths and heights. • Measure lengths (1). • Measure lengths (2). • Measure length (cm). • Measure length (m). • Compare lengths. • Order lengths. • Four operations with lengths.	• Describing movement. • Describing turns. • Describing movement and turns. • Making patterns with shapes. Two weeks suggested but just use a week if needed.	• Telling time to the hour. • Telling time to the half hour. • O'clock and half past. • Quarter past and quarter to. • Telling time to 5 minutes. • Writing time. • Minutes in an hour, hours in a day. • Find durations of time. • Compare durations of time.	• Introduce weight and mass. • Measure mass. • Compare mass. • Measure mass in grams. • Measure mass in kilograms. • Introduce capacity and volume. • Measure capacity. • Compare capacity. • Millilitres. • Litres. • Temperature.	Time allocated for throughout the term for revision/SATs prep/assessments and consolidation of key knowledge ready for transition to KS2.
National Curriculum Links	• 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. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	• 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). • Order and arrange combinations of mathematical objects in patterns and sequences.	• 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 minutes in an hour and the number of hours in a day. • Compare and sequence intervals of time.	• 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. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	

Year Group Progression Overview – Year 3 – Advent

	Week 1 – 3 Block 1	Week 4 – 8 Block 2	Week 9 – 12 Block 3
Blocks	**Number: Place Value**	**Number: Addition and Subtraction**	**Number: Multiplication and Division**
Small Steps White Rose	• Represent numbers to 100. • Tens and ones using addition. • Hundreds. • Represent numbers to 1,000. • 100s, 10s and 1s (1). • 100s, 10s and 1s (2). • Number line to 1,000. • Find 1, 10, 100 more or less than a given number. • Compare objects to 1,000. • Compare numbers to 1,000. • Order numbers. • Count in 50s.	• Add and subtract multiples of 100. • Add and subtract 1s. • Add and subtract 3 digit numbers and ones not crossing 10. • Add and subtract 2 digit numbers and 1 digit numbers crossing 10. • Add 3 digit and 1 digit numbers crossing 10. • Subtract 1-digit from 2 digits. • Subtract a 1 digit number from a 3 digit number crossing 10. • Add and subtract 3 digit numbers and tens not crossing 100. • Add a 3 digit number and tens crossing 100. • Add and subtract 100s. • Spot the pattern making it explicit. • Add two 2 digit numbers – crossing 10 – add ones and tens. • Add and subtract a 2 digit and 3 digit number not crossing 10 or 100. • Add a 2 digit and 3 digit number crossing 10 or 100. • Subtract 2 digit number from a 3 digit number cross the 10 or 100. • Add two 3 digit numbers not crossing 10 or 100. • Add two 3 digit numbers crossing 10 or 100. • Subtract a 3 digit number from a 3 digit number no exchange. • Subtract a 3 digit number from a 3 digit number exchange. • Exchange answers to calculations. • Check answers.	• Multiplication equal groups. • Multiplication using the symbol. • Using arrays. • The 2 times table. • The 5 times table. • Make equal groups – sharing. • Make equal groups – grouping. • Dividing by 2. • Diving by 5. • Diving by 10. • Multiplying by 3. • Dividing by 3. • The 3 times table. • Multiplying by 4. • Dividing by 4. • The 4 times table. • Multiplying by 8. • Dividing by 8. • The 8 times table. Please consider carefully whether highlighted objectives need that much lesson time or need to be consolidated for the whole class. Use extra time for addition and subtraction block if necessary.
National Curriculum Links	• Identify, represent and estimate numbers using different representations. • Find 10 or 100 more or less than a given number. • Recognise the place value of each digit in a three digit number (hundreds, tens, ones). • Compare and order numbers up to 1000. • Read and write numbers up to 1000 in numerals and in words. • Solve number problems and practical problems involving these ideas. • Count from 0 in multiples of 4, 8, 50 and 100.	• Add and subtract numbers mentally, including: a three digit number and ones; a three digit number and tens, a three digit number and hundreds. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	• Count from 0 in multiples of 4, 8, 50 and 100. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Year Group Progression Overview – Year 3 – Lent

	Week 1 – 3 Block 1	Week 4 – 5 Block 2	Week 6 – 7 Block 3	Week 8 – 10 Block 4	Week 11 – 12
Blocks	**Number: Multiplication and Division**	**Measurement: Money**	**Statistics**	**Measurement: Length and Perimeter**	**Number: Fractions**
Small Steps White Rose	• Consolidate 2s, 4s and 8 times tables. • Comparing statements. • Related calculations. • Multiply 2 digits by 1 digit (1). • Multiply 2 digits by 1 digit (2). • Divide 2 digits by 1 digit (1). • Divide 2 digits by 1 digit (2). • Divide 2 digits by 1 digit (3). • Scaling. • How many ways?	• Count money (pence). • Count money (pounds). • Pounds and pence. • Converting pounds and pence. • Adding money. • Subtracting money. • Giving change.	• Make tally charts. • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10). • Pictograms. • Bar charts. • Tables.	• Measure length. • Equivalent lengths m & cm. • Equivalent lengths mm & cm. • Compare lengths. • Add lengths. • Subtraction lengths. • Measure perimeter. • Calculate perimeter.	Time allocated to recap Year 2 fractions knowledge. This may be cohort dependent. Some small steps combined for coverage purposes. Please move onto summer knowledge for fractions if all consolidation is not necessary. • Find and recognise a half. • Find and recognise a quarter. • Find and recognise a third. • Unit fractions. • Non-unit fractions. • Equivalence of ½ and 2/4 • Count in fractions. • Making the whole. • Tenths. • Count in tenths. • Tenths as decimals.
National Curriculum Links	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.	• Add and subtract amounts of money to give change, using both £ and p in practical contexts.	• Interpret and present data using bar charts, pictograms and tables. • Solve one step and two step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2D shapes.	• 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 use fractions as numbers: unit fractions and non unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators. • Solve problems that involve all of the above.

Year Group Progression Overview – Year 3 – Pentecost

	Week 1 – 3 Block 1	Week 4 – 6 Block 2	Week 7 – 8 Block 3	Week 9 - 11	Week 12
Blocks	**Number: Fractions**	**Measurement: Time**	**Geometry: Property of Shapes**	**Measurement: Mass and Capacity**	**Consolidation/ Assessment Week**
Small Steps White Rose	• Fractions on a number line. • Fractions of a set of objects (1). • Fractions of a set of objects (2). • Fractions of a set of objects (3). • Equivalent fractions (1) • Equivalent fractions (2). • Equivalent fractions (3). • Compare fractions. • Order fractions. • Add fractions. • Subtract fractions.	• O'clock and half past. • Quarter past and quarter to. • Months and years. • Hours in a day. • Telling the time to 5 minutes. • Telling the time to the minute. • AM and PM. • 24 hour clock. • Finding the duration. • Comparing the duration. • Start and end times. • Measuring time in seconds.	• Turns and angles. • Right angles in shapes. • Compare angles. • Draw accurately. • Horizontal and vertical. • Parallel and perpendicular. • Recognise and describe 2D shapes. • Recognise and describe 3D shapes. • Make 3D shapes.	• Compare mass. • Measure mass (1). • Measure mass (2). • Compare mass. • Add and subtract mass. • Measure capacity (1). • Measure capacity (2). • Compare capacity. • Add and subtract capacity. • Temperature.	
National Curriculum Links	• Recognise and show, using diagrams, equivalent fractions with small denominators. • Compare and order unit fractions, and fractions with the same denominators. • Add and subtract fractions with the same denominator within one whole [for example, ⅖ + ⅕ = ⅗] • Solve problems that involve all of the above..	• Tell and write the time from an analogue clock, including using • Roman numerals from I to XII and 12 hour and 24 hour clocks. • 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. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events [for example to calculate the time taken by particular events or tasks].	• Recognise angles as a property of shape or a description of a turn. • 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. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Draw 2 D shapes and make 3 D shapes using modelling materials. • Recognise 3 D shapes in different orientations and describe them.	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	

Year Group Progression Overview – Year 4 – Advent

	Week 1 – 4 Block 1	Week 5 – 7 Block 2	Week 8 – 9 Block 3	Week 10 – 12 Block 4
Blocks	**Number: Place Value**	**Number: Addition and Subtraction**	**Measurement: Length and Perimeter**	**Number: Multiplication and Division**
Small Steps White Rose	• Represent numbers to 1000. • Number line to 1000. • Round to the nearest 10. • Round to the nearest 100. • Count in 1,000s. • 1,000s, 100s, 10s and 1s. • Partitioning. • Number line to 10,000. • Find 1, 10 or 100 more or less. • 1,000 more or less. • Compare numbers. • Order numbers. • Round to the nearest 1,000. • Count in 25s. • Roman numerals to 100. • Negative numbers.	• Add and subtract 1s, 10s, 100s and 1000s. • Add two 3 digit numbers – no crossing. • Add two 4 digit numbers no exchange. • Add two 3 digit numbers – with crossing • Add two 4 digit numbers one • exchange. • Add two 4 digit numbers more than one exchange. • Subtract two 3 digit numbers – no exchange. • Subtract two 4 digit numbers no exchange. • Subtract two 3 digit numbers with exchanges. • Subtract two 4 digit numbers one exchange. • Subtract two 4 digit numbers more than one exchange. • Efficient subtraction. • Estimate answers. • Checking strategies.	• Equivalent length – cm and m. • Equivalent lengths – cm and mm. • Kilometres. • Add lengths. • Subtract lengths. • Measure perimeter. • Perimeter on a grid. • Perimeter of a rectangle. • Perimeter of rectilinear shapes.	• Multiply by 10. • Multiply by 100. • Divide by 10. • Divide by 100. • Multiply by 1 and 0. • Divide by 1. • Multiply and divide by 6. • 6 times table and division facts. • Multiply and divide by 9. • 9 times table and division facts. • Multiply and divide by 7. • 7 times table and division facts.
National Curriculum Links	• Count in multiples of 6, 7, 9. 25 and 1000. • Find 1000 more or less than a given number. • Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). • Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1000. • Solve number and practical problems that involve all of the above and with increasingly large positive numbers. • Count backwards through zero to include negative numbers.	• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.	• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Convert between different units of measure [for example, kilometre to metre].	• Recall and use multiplication and division facts for multiplication tables up to 12 × 12. • Count in multiples of 6, 7, 9. 25 and 1000. • 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. • 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 .Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Year Group Progression Overview – Year 4 – Lent

	Week 1 – 3 Block 1	Week 4 Block 2	Week 5 – 8 Block 3	Week 9 – 11 Block 4	Week 12
Blocks	**Number: Multiplication and Division**	**Measurement: Area**	**Number: Fractions**	**Number: Decimals**	**Consolidation/ Assessment Week**
Small Steps White Rose	• 11 and 12 times table. • Multiply 3 numbers. • Factor pairs. • Efficient multiplication. • Written methods. • Multiply 2 digits by 1 digit. • Multiply 3 digits by 1 digit. • Divide 2 digits by 1 digit (1). • Divide 2 digits by 1 digit (2). • Correspondence problems.	• What is area? • Counting squares • Making shapes. • Comparing area.	• Unit and non-unit fractions. • What is a fraction? • Tenths. • Count in tenths. • Equivalent fractions (1) • Equivalent fractions (2). • Fractions greater than 1. • Count in fractions. • Add fractions. • Add 2 or more fractions. • Subtract fractions. • Subtract 2 fractions. • Subtract from whole amounts. • Fractions of a set of objects. • Calculate fractions of a quantity. • Problem solving calculate quantities.	• Recognise tenths and hundredths. • Tenths as decimals. • Tenths on a place value grid. • Tenths on a number line. • Divide 1 digit by 10. • Divide 2 digits by 10. • Hundredths. • Hundredths as decimals. • Hundredths on a place value grid. • Divide 1 or 2 digits by 100.	
National Curriculum Links	• Recall and use multiplication and division facts for multiplication tables up to 12 × 12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Recognise and use factor pairs and commutativity in mental calculations. • Multiply two digit and three digit numbers by a one digit number using formal written layout. • 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.	• Find the area of rectilinear shapes by counting squares.	• Recognise and show, using diagrams, families of common equivalent fractions. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non unit fractions where the answer is a whole number. • Add and subtract fractions with the same denominator.	• Recognise and write decimal equivalents of any number of tenths or hundredths. • Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Solve simple measure and money problems involving fractions and decimals to two decimal places. • Convert between different units of measure [for example, kilometre to metre].	

Year Group Progression Overview – Year 4 – Pentecost

	Week 1 – 2 Block 1	Week 3 – 4 Block 2	Week 5 – 6 Block 3	Week 7 Block 4	Week 8 – 10	Week 9 - 11	Week 12
Blocks	**Number: Decimals**	**Measurement: Money**	**Measurement: Time**	**Statistics**	**Geometry: Property of Shapes**	**Geometry: Position and Direction of Shapes**	**Consolidation/ Assessment Week**
Small Steps White Rose	• Bonds to 10 and 100. • Make a whole. • Write decimals. • Compare decimals. • Order decimals. • Round decimals. • Halves and quarters.	• Pounds and pence. • Ordering amounts of money. • Using rounding to estimate money. • Converting pounds and pence. • Add money. • Subtract money. • Find change. • Four operations.	• Telling the time to 5 minutes. • Telling the time to the minute. • Using am and pm. • 24-hour clock. • Hours, minutes and seconds. • Years, months, weeks and days. • Analogue to digital 12 hour. • Analogue to digital 24 hour.	• Interpret charts. • Comparison, sum and difference. • Introducing line graphs. • Line graphs.	• Turns and angles. • Right angles in shapes. • Compare angles. • Identify angles. • Compare and order angles. • Recognise and describe 2-D shapes. • Triangles. • Quadrilaterals. • Horizontal and vertical. • Lines of symmetry. • Complete a symmetric figure.	• Describe position. • Draw on a grid. • Move on a grid. • Describe a movement on a grid.	
National Curriculum Links	• Compare numbers with the same number of decimal places up to two decimal places. • Round decimals with one decimal place to the nearest whole number. • Recognise and write decimal equivalents to ¼, ½ and ¾. • Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	• Estimate, compare and calculate different measures, including money in pounds and pence. • Solve simple measure and money problems involving fractions and decimals to two decimal places.	• Read, write and convert time between analogue and digital 12 and 24 hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	• Identify acute and obtuse angles and compare and order angles up to two right angles by size. • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify lines of symmetry in 2 D shapes presented in different orientations. • Complete a simple symmetric figure with respect to a specific line of symmetry.	• Describe positions on a 2 D grid as coordinates in the first quadrant. • Plot specified points and draw sides to complete a given polygon. • Describe movements between positions as translations of a given unit to the left/ right and up/ down.	

Year Group Progression Overview – Year 5 – Advent

	Week 1 – 3 Block 1	Week 4 – 5 Block 2	Week 6 – 7 Block 3	Week 8 – 10 Block 4	Week 11 – 12 Block 5
Blocks	**Number: Place Value**	**Number: Addition and Subtraction**	**Statistics**	**Number: Multiplication and Division**	**Measurement: Perimeter and Area**
Small Steps White Rose	• 1000s, 100s, 10s and 1s. • Number to 10,000. • Rounding to the nearest 10. • Rounding to the nearest 100. • Roman numerals to 1,000. • Round to the nearest 10, 100 and 1000. • Number to 100,000. • Compare and order numbers to 100,000. • Round numbers within 100,000. • Numbers to a million. • Counting in 10s, 100s, 1,000s, 10,000s and 100,000s. • Compare and order numbers to a million. • Round numbers to a million. • Negative numbers..	• Add two 4-digit number - one exchange. • Add two 4-digit number - more than one exchange. • Add whole numbers with more than 4 digits(column method). • Subtract two 4-digit number - one exchange. • subtract two 4-digit number - more than one exchange. • Subtract whole numbers with more than 4 digits (column method). • Round to estimate and approximate. • Inverse operations (addition and subtraction). • Multi step addition and subtraction problems.	• Interpret charts. • Comparison, sum and difference. • Introduce line graphs. • Read and interpret line graphs. • Draw line graphs. • Use line graphs to solve problems. • Read and interpret tables. • Two way tables. • Timetables.	• Multiples. • Factors. • Common factors. • Prime numbers. • Square numbers. • Cube numbers. • Multiply by 10. • Multiply by 100. • Multiplying by 10, 100 and 1000. • Divide by 10. • Divide by 100. • Dividing by 10, 100 and 1000. • Multiples of 10, 100 and 1000.	• Measure perimeter. • Perimeter on a grid. • Perimeter of rectangles. • Perimeter of rectilinear shapes. • Calculate perimeter. • Counting squares. • Area of rectangles. • Area of compound shapes. • Area of irregular shapes.
National Curriculum Links	• Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. • Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	• Add and subtract numbers mentally with increasingly large numbers. • Add and subtract whole numbers with more than 4 digits, • including using formal written methods (columnar addition and subtraction). • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.	• Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables including timetables.	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. • Know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Multiply and divide numbers mentally, drawing upon known facts. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}). • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.

Year Group Progression Overview – Year 5 – Lent

	Week 1 – 3 Block 1	Week 4 – 9 Block 2	Week 10 – 11 Block 3	Week 12
Blocks	**Number: Multiplication and Division**	**Number: Fractions**	**Number: Decimals and Percentages**	**Consolidation/ Assessment Week**
Small Steps White Rose	• Multiply 2 and 3 digits by 1 digit. • Multiply 4 digits by 1 digit. • Multiply 2 digits by 2 digits. • Multiply 3 digits by 2 digits. • Multiply 4 digits by 2 digits. • Divide 2 and 3 digits by 1 digit. • Divide 4 digits by 1 digit. • Divide with remainders.	• Equivalent fractions. • Improper fractions to mixed numbers. • Mixed numbers to improper fractions. • Number sequences. • Compare and order fractions less than 1. • Compare and order fractions greater than 1. • Add and subtract fractions. • Add fractions within 1. • Add 3 or more fractions. • Add fractions. • Add mixed numbers. • Subtract fractions. • Subtract mixed numbers. • Subtract breaking the whole. • Subtract 2 mixed numbers. • Multiply unit fractions by an integer. • Multiply non unit fractions by an integer. • Multiply mixed numbers by integers. • Fraction of an amount. • Using fractions as operators.	• Decimals up to 2 d.p. • Decimals as fractions (1). • Decimals as fractions (2). • Understand thousandths. • Thousands as decimals. • Rounding decimals. • Order and compare decimals. • Understand percentages. • Percentages as fractions and decimals. • Equivalent F.D.P.	Assessment and consolidation of all blocks.
National Curriculum Links	• Multiply and divide numbers mentally drawing upon known facts. • Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. • 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. • Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.	• Compare and order fractions whose denominators are multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example ⅖ + ⅘ = ⅚ = 1⅕]. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Read and write decimal numbers as fractions [for example 0.71= $^{71}/_{100}$ • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.	• Read, write, order and compare numbers with up to three decimal places. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving number up to three decimal places. • 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 ½, ¼, ⅕, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25.	

Year Group Progression Overview – Year 5 – Pentecost

	Week 1 – 3 Block 1	Week 4 – 6 Block 2	Week 7 – 8 Block 3	Week 9 – 10 Block 4	Week 11 – 12 Block 5
Blocks	**Number: Decimals**	**Geometry: Properties of Shape**	**Geometry: Position and Direction of Shapes**	**Measurement: Converting Units**	**Measurement: Volume**
Small Steps White Rose	• Adding decimals within 1. • Subtracting decimals within 1. • Complements to 1. • Adding decimals crossing the whole. • Adding decimals with the same number of decimal places. • Subtracting decimals with the same number of decimal places. • Adding decimals with a different number of decimal places. • Subtracting decimals with a different number of decimal places. • Adding and subtracting whole and decimals. • Decimal sequences. • Multiplying decimals by 10, 100 and 1000. • Dividing decimals by 10, 100 and 1,000.	• Identify angles. • Compare and order angles. • Measuring angles in degrees. • Measuring with a protractor (1). • Measuring with a protractor (2). • Drawing lines and angles accurately. • Calculating angles on a straight line. • Calculating angles around a point. • Triangles. • Quadrilaterals. • Calculating lengths and angles in shapes. • Regular and irregular polygons. • Reasoning about 3D shapes.	• Describe position. • Draw on a grid. • Position in the first quadrant. • Translation. • Translation with coordinates • Lines of symmetry. • Reflection. • Reflection with coordinates.	• Kilograms and kilometres. • Milligrams and millilitres. • Metric units. • Imperial units. • Converting units of time. • Timetables.	• What is volume? • Compare volume. • Estimate volume. • Estimate capacity.
National Curriculum Links	• Solve problems involving number up to three decimal places. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling..	• Identify 3D shapes, including cubes and other cuboids, from 2D representations. • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees. • Identify: angles at a point and one whole turn (total 360 °°), angles at a point on a straight line and ½ a turn (total 180 °°) other multiples of 90	• 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.	• Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]. • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Solve problems involving converting between units of time. Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	• Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]. • Use all four operations to solve problems involving measure.

Year Group Progression Overview – Year 6 – Advent

	Week 1 – 2 Block 1	Week 3 – 6 Block 2	Week 7 – 10 Block 3	Week 11 Block 4	Week 12
Blocks	**Number: Place Value**	**Number: Four Operations (Addition, Subtraction, Multiplication and Division)**	**Number: Fractions**	**Geometry: Position and Direction**	**Consolidation/ Assessment Week**
Small Steps White Rose	• Numbers to 10,000. • Numbers to 100,000. • Numbers to 1 million. • Numbers to ten million. • Compare an order any number. • Round to the nearest 10, 100 or 1000. • Round any number. • Negative numbers.	• Add and subtract numbers with more than 4 digits. • Inverse operations. • Multi step problems – addition and subtraction. • Add and subtract whole numbers. • Short multiplication. • Long multiplication – Y5 small steps. • Multiply up to 4 digit by 2 digit number. • Short division. • Division using factors. • Long division (1). • Long division (2). • Long division (3). • Long division (4). • Common factors. • Common multiples. • Primes. • Squares and cubes. • Order of operations. • Mental calculations and estimation. • Reasoning from known facts.	• Equivalent fractions. • Simplify fractions. • Fractions on a number line. • Compare & order (denominator). • Compare & order (numerator). • Add & subtract fractions (1). • Add & subtract fractions (2). • Adding fractions. • Subtracting fractions. • Mixed addition and subtraction. • Multiply fractions by integers. • Multiply fractions by fractions. • Divide fractions by integers (1). • Divide fractions by integers (2). • Fraction of an amount. • Finding the whole.	• Coordinates in the first quadrant. • Coordinates in four quadrants. • Translations. • Reflections.	Assessment and consolidation of all blocks.
National Curriculum Links	• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. • Round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero. • Solve number and practical problems that involve all of the above.	• Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. • Multiply multi digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a 2 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. • Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to the context. • Perform mental calculations, including with mixed operations and large numbers. • Identify common factors, common multiples and prime numbers. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Solve problems involving addition, subtraction, multiplication and division. • Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.	• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions >1. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4 × 1/2 = 1/8). • Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6).	• Describe positions on the full coordinate grid (all four quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	

Year Group Progression Overview – Year 6 – Lent

	Week 1 – 2 Block 1	Week 3 – 4 Block 2	Week 5 – 6 Block 3	Week 7 Block 4	Week 8 – 9 Block 5	Week 10 -11 Block 6	Week 12 Block 7
Blocks	**Number: Decimals**	**Number: Percentages**	**Number: Algebra**	**Measurement: Converting Units**	**Measurement: Perimeter, Area and Volume**	**Geometry: Properties of Shapes**	**Number: Ratio and Proportion**
Small Steps White Rose	• Three decimal places. • Multiply by 10, 100 and 1,000. • Divide by 10, 100 and 1,000. • Multiply decimals by integers. • Divide decimals by integers. • Division to solve problems. • Decimals as fractions. • Fractions to decimals (1). • Fractions to decimals (2).	• Fractions to percentages. • Equivalent FDP. • Percentage of an amount (1). • Percentage of an amount (2). • Percentages missing values. • Order FDP.	• Find a rule one step. • Find a rule two step. • Use an algebraic rule. • Substitution. • Formulae. • Solve simple one step equations. • Solve two step equations. • Find pairs of values. • Enumerate possibilities.	• Metric measures. • Convert metric measures. • Calculate with metric measures. • Miles and kilometres. • Imperial measures.	• Shapes same area. • Area and perimeter. • Area of a triangle (1). • Area of a triangle (2). • Area of a triangle (3). • Area of a parallelogram. • Volume counting cubes. • Volume of a cuboid.	• Measure with protractor. • Introduce angles. • Calculate angles. • Vertically opposite angles. • Angles in a triangle. • Angles in a triangle special cases. • Angles in a triangle missing angles. • Angles in special quadrilaterals. • Angles in regular polygons. • Draw shapes accurately. • Nets of 3D shapes.	• Use ratio language. • Ratio and fractions. • Introducing the ratio symbol. • Calculating ratio. • Using scale factors. • Calculating scale factors. • Ratio and proportion problems.
National Curriculum Links	• Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. • Multiply one digit numbers with up to 2 decimal places by whole numbers. • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy.	• Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. • Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.	• Use simple formulae. • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of combinations of two variables.	• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • Use, read, write and convert between standard units, converting 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 3 d.p. • Convert between miles and kilometres.	• Recognise that shapes with the same areas can have different perimeters and vice versa. • Recognise when it is possible to use formulae for area and volume of shapes. • Calculate the area of • parallelograms and triangles. • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3).	• Draw 2 D shapes using given dimensions and angles. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • 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.

Year Group Progression Overview – Year 6 – Pentecost

	Week 1 – 2 Block 1	Post SATs
Blocks	**Statistics**	**Revision/Transition units**
Small Steps White Rose	• Read and interpret line graphs. • Draw line graphs. • Use line graphs to solve problems. • Circles. • Read and interpret pie charts. • Pie charts with percentages. • Draw pie charts. • The mean.	Time to revise KS2 content Problem Solving/Investigations to deepen previous learning Transition to secondary school maths units – focus on consolidating four operations, fractions and measurement.
National Curriculum	• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate the mean as an average..	