

Strands and content domains

To enable you to gather insight into the strengths and weaknesses in your pupils' mathematics skills, the tests have been mapped to specific national curriculum content domains, which we've shortened to summary strand names, as shown in the table below.

National curriculum mathematics test framework content domains	NTS Assessments: Mathematics strand names	Strand code letter	Applicable Key Stages
Early Learning Goals	Early Learning Goals	ELG	Y1 only
Number and place value	Number	N	KS1 / KS2
Addition, subtraction, multiplication and division (calculations)	Calculations	C	KS1 / KS2
Fractions, decimals and percentages (Fractions only at KS1)	Fractions, decimals and percentages	F	KS1 / KS2
Ratio and proportion	Ratio and proportion	R	KS2
Algebra	Algebra	A	KS2
Measurement	Measurement	M	KS1 / KS2
Geometry – properties of shapes	Geometry – properties of shapes	G	KS1 / KS2
Geometry – position and direction	Geometry – position and direction	P	KS1 / KS2
Statistics	Statistics	S	KS1 / KS2

Prior learning and content domain referencing

Each assessment contains questions that address prior learning as well as curriculum content from the year of the assessment; this is clearly presented for each strand in the content assessed column in the curriculum maps. All sub-strands in the content assessed column are preceded by their sub-strand code. These codes indicate year group, strand and sub-strand; for example, 5C3 equates to:

- Year – 5
- Strand – Calculations
- Sub-strand – 3

Some sub-strands are further split into a, b, etc., which also matches exactly with the sub-strand codes used in the national curriculum mathematics test frameworks.

Curriculum maps

Autumn

Note that some of the Year 1 Autumn test draws on content from the mathematics Early Learning Goals.

Year 1 Autumn	
Strand	Content assessed
Number (N)	Prior learning: ELG From Year 1 curriculum: 1N1a – count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number (<i>questions only cover numbers to 10</i>) 1N2b – given a number, identify one more and one less
Calculations (C)	Prior learning: n/a From Year 1 curriculum: 1C1 – represent and use number bonds and related subtraction facts within 20 (<i>questions only cover numbers to 10</i>) 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero (<i>questions only cover numbers to 10</i>) 1C2b – read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Fractions (F)	–
Measurement (M)	–
Geometry – properties of shapes (G)	Prior learning: ELG From Year 1 curriculum: 1G1a – recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles] 1G1b – recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]
Geometry – position and direction (P)	–
Statistics (S)	–

Year 2 Autumn	
Strand	Content assessed
Number (N)	Prior learning from Year 1 curriculum: 1N2b – given a number, identify one more and one less 1N4 – 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 and least From Year 2 curriculum: 2N1 – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward 2N2a – read and write numbers to at least 100 in numerals and in words 2N3 – recognise the place value of each digit in a two-digit number (tens and ones) 2N4 – identify, represent and estimate numbers using different representations, including the number line
Calculations (C)	Prior learning from Year 1 curriculum: 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 1C8 – 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 From Year 2 curriculum: 2C1 – recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 2C2b – add and subtract numbers using concrete objects and pictorial representations, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 2C3 – recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems 2C4 – 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
Fractions (F)	–
Measurement (M)	Prior learning from Year 1 curriculum: 1M4a – tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

	From Year 2 curriculum: n/a
Geometry – properties of shapes (G)	Prior learning: n/a From Year 2 curriculum: 2G2a – identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line 2G2b – identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
Geometry – position and direction (P)	–
Statistics (S)	–

Year 3 Autumn	
Strand	Content assessed
Number (N)	Prior learning from Year 1 curriculum: 1N1b – count in multiples of twos, fives and tens 1N2b – given a number, identify one more and one less From Year 3 curriculum: 3N1b – count from 0 in multiples of 4, 8, 50 and 100 3N2a – compare and order numbers up to 1,000 3N2b – find 10 or 100 more or less than a given number 3N3 – recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 3N4 – identify, represent and estimate numbers using different representations
Calculations (C)	Prior learning from Years 1 and 2 curricula: 1C1 – represent and use number bonds and related subtraction facts within 20 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 2C2b – add and subtract numbers using concrete objects and pictorial representations, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 2C4 – 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 2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 2C8 – solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts From Year 3 curriculum: 3C1 – add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C3 – estimate the answer to a calculation and use inverse operations to check answers

	3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Fractions, decimals and percentages (F)	Prior learning from Year 2 curriculum: 2F1a – recognise, find, name and write fractions $\frac{1}{3}$ (one-third), $\frac{1}{4}$ (one-quarter), $\frac{2}{4}$ (two-quarters) and $\frac{3}{4}$ (three-quarters) of a length, shape, set of objects or quantity From Year 3 curriculum: n/a
Measurement (M)	Prior learning from Years 1 and 2 curricula: 1M1 – compare, describe and solve practical problems for: - lengths and heights [e.g. long / short, longer / shorter, tall / short, double / half] - mass / weight [e.g. heavy / light, heavier than, lighter than] - capacity and volume [e.g. full / empty, more than, less than, half, half full, quarter] - time [e.g. quicker, slower, earlier, later] 1M3 – recognise and know the value of different denominations of coins and notes 1M4c – recognise and use language relating to dates, including days of the week, weeks, months and years 2M2 – 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 2M4a – 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 From Year 3 curriculum: n/a
Geometry – properties of shapes (G)	Prior learning from Years 1 and 2 curricula: 1G1b – recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres] 2G2b – identify and describe the properties of 3-D shapes including the number of edges, vertices and faces From Year 3 curriculum: n/a
Geometry – position and direction (P)	Prior learning from Year 2 curriculum: 2P1 – order and arrange combinations of mathematical objects in patterns and sequences From Year 3 curriculum: n/a

Statistics (S)	Prior learning from Year 2 curriculum: 2S1 – interpret and construct simple pictograms, tally charts, block diagrams and simple tables 2S2b – ask and answer questions about totalling and comparing categorical data From Year 3 curriculum: n/a
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Year 4 Autumn	
Strand	Content assessed
Number (N)	Prior learning from Years 2 and 3 curricula: 2N2a – read and write numbers to at least 100 in numerals and in words 2N2b – compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs 2N3 – recognise the place value of each digit in a two-digit number (tens and ones) 2N4 – identify, represent and estimate numbers using different representations, including the number line 3N3 – recognise the place value of each digit in a three-digit number (hundreds, tens, ones) From Year 4 curriculum: 4N1 – count in multiples of 6, 7, 9, 25 and 1,000 4N2a – order and compare numbers beyond 1,000 4N2b – find 1,000 more or less than a given number 4N3a – recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) 4N3b – 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 4N4b – round any number to the nearest 10, 100 or 1,000 4N6 – solve number and practical problems that involve 4N1–4N5 and with increasingly large positive numbers
Calculations (c)	Prior learning from Years 2 and 3 curricula: 2C2b – add and subtract numbers using concrete objects and pictorial representations, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C3 – estimate the answer to a calculation and use inverse operations to check answers 3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables From Year 4 curriculum: 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C3 – estimate and use inverse operations to check answers to a calculation 4C4 – solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

	4C6a – recall multiplication and division facts for multiplication tables up to 12×12 4C6b – 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 4C8 – 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
Fractions, decimals and percentages (F)	Prior learning from Year 3 curriculum: 3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] From Year 4 curriculum: n/a
Measurement (M)	Prior learning from Years 2 and 3 curricula: 2M9 – solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 3M2a – measure lengths (m / cm / mm) 3M9a – add and subtract amounts of money to give change, using both pounds (£) and pence (p) in practical contexts 3M9b – add and subtract lengths (m / cm / mm) From Year 4 curriculum: 4M7b – find the area of rectilinear shapes by counting squares (<i>questions include a shape that contains half squares</i>)
Geometry – properties of shapes (G)	Prior learning from Year 2 curriculum: 2G2b – identify and describe the properties of 3-D shapes including the number of edges, vertices and faces 2G3 – identify 2-D shapes on the surface of 3-D shapes [e.g. a circle on a cylinder and a triangle on a pyramid] From Year 4 curriculum: n/a
Geometry – position and direction (P)	–
Statistics (S)	Prior learning from Year 3 curriculum: 3S1 – interpret and present data using bar charts, pictograms and tables 3S2 – solve one-step and two-step questions [e.g. ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts, pictograms and tables From Year 4 curriculum: n/a

Year 5 Autumn	
Strand	Content assessed
Number (N)	Prior learning from Years 3 and 4 curricula: 3N2a – compare and order numbers up to 1,000; read and write numbers to 1,000 in numerals and in words 3N2b – find 10 or 100 more or less than a given number 3N3 – recognise the place value of each digit in a three-digit number (hundreds, tens, ones) From Year 5 curriculum: 5N1 – count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 5N2 – read, write, order and compare numbers to at least 1,000,000 5N3b – read Roman numerals to 1,000 (M) and recognise years written in Roman numerals 5N4 – round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
Calculations (C)	Prior learning from Years 3 and 4 curricula: 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C3 – estimate and use inverse operations to check answers to a calculation 4C6a – recall multiplication and division facts for multiplication tables up to 12×12 4C6b – 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 4C7 – multiply two-digit and three-digit numbers by a one-digit number using formal written layout 4C8 – 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 From Year 5 curriculum: 5C2 – add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

	5C4 – solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 5C5a – identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers 5C5d – recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) 5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 5C8a – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
Fractions, decimals and percentages (F)	Prior learning from Years 3 and 4 curricula: 3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 3F10 – solve problems that involve 3F1–3F4 4F2 – recognise and show, using diagrams, families of common equivalent fractions 4F4 – add and subtract fractions with the same denominator 4F9 – 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 From Years 5 and 6 curricula: 5F2a – recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements >1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] 5F2b – identify name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 5F3 – compare and order fractions whose denominators are all multiples of the same number 5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number
Measurement (M)	Prior learning from Year 4 curriculum: 4M7a – measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (<i>a question is included that extends this to the perimeter of an irregular polygon, to take into account the non-statutory DfE Ready to Progress criteria [4G–2]</i>) 4M9 – calculate different measures, including money in pounds and pence From Year 5 curriculum: n/a

Geometry – properties of shapes (G)	Prior learning from Years 3 and 4 curricula: 3G4b – 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 4G2a – compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes 4G4 – identify acute and obtuse angles and compare and order angles up to two right angles by size From Year 5 curriculum: n/a
Geometry – position and direction (P)	Prior learning from Year 4 curriculum: 4P3a – describe positions on a 2-D grid as co-ordinates in the first quadrant 4P3b – plot specified points and draw sides to complete a given polygon From Year 5 curriculum: n/a
Statistics (S)	Prior learning from Years 3 and 4 curricula: 3S1 – interpret and present data using bar charts, pictograms and tables 4S1 – interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 4S2 – solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs From Year 5 curriculum: n/a

Year 6 Autumn	
Strand	Content assessed
Number (N)	Prior learning from Years 3–5 curricula: 3N2b – find 10 or 100 more or less than a given number 3N3 – recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 4N1 – count in multiples of 6, 7, 9, 25 and 1,000 4N2a – order and compare numbers beyond 1,000 4N2b – find 1,000 more or less than a given number 5N2 – read, write, order and compare numbers to at least 1,000,000 5N4 – round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 From Year 6 curriculum: 6N2 – read, write, order and compare numbers up to 10,000,000 6N4 – round any whole number to a required degree of accuracy 6N5 – use negative numbers in context, and calculate intervals across zero
Calculations (c)	Prior learning from Years 3–5 curricula: 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 5C2 – add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) 5C5d – recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) 5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 5C7a – 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 5C7b – 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 5C8a – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes From Year 6 curriculum: 6C7a – multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 6C7b – 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 6C8 – solve problems involving addition, subtraction, multiplication and division 6C9 – use their knowledge of the order of operations to carry out calculations involving the four operations

Fractions, decimals and percentages (F)	Prior learning from Years 3–5 curricula: 3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 4F9 – 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 4F10a – 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 5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number 5F5 – multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 5F10 – solve problems involving numbers up to three decimal places From Year 6 curriculum: 6F2 – use common factors to simplify fractions; use common multiples to express fractions in the same denomination 6F3 – compare and order fractions, including fractions >1 6F4 – add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 6F5a – multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] 6F5b – divide proper fractions by whole numbers [e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$]
Ratio and proportion (R)	–
Algebra (A)	–
Measurement (M)	Prior learning from Years 4 and 5 curricula: 4M4a – read, write and convert time between analogue and digital 12-hour clocks 4M4b – read, write and convert time between analogue and digital 24-hour clocks 5M4 – solve problems involving converting between units of time From Year 6 curriculum: 6M5 – 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 of up to three decimal places 6M6 – convert between miles and kilometres
Geometry – properties of shapes (G)	Prior learning from Years 4 and 5 curricula: 4G2b – identify lines of symmetry in 2-D shapes presented in different orientations 4G2c – complete a simple symmetric figure with respect to a specific line of symmetry 5G4b – identify: angles at a point and one whole turn (total 360°)

	- angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) - other multiples of 90° From Year 6 curriculum: n/a
Geometry – position and direction (P)	Prior learning from Years 4 and 5 curricula: 4P3b – plot specified points and draw sides to complete a given polygon 5P2 – 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 From Year 6 curriculum: n/a
Statistics (S)	Prior learning from Years 3 and 5 curricula: 3S1 – interpret and present data using bar charts, pictograms and tables 5S1 – complete, read and interpret information in tables, including timetables From Year 6 curriculum: n/a

Year 1 Spring	
Strand	Content assessed
Number (N)	Prior learning: n/a From Year 1 curriculum: 1N1a – count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number 1N2b – given a number, identify one more and one less 1N2c – read and write numbers from 1 to 20 in numerals and words 1N4 – 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 and least
Calculations (C)	Prior learning: n/a From Year 1 curriculum: 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero 1C2b – read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Fractions (F)	–
Measurement (M)	Prior learning: n/a From Year 1 curriculum: 1M1 – compare, describe and solve practical problems for: - lengths and heights [e.g. long / short, longer / shorter, tall / short, double / half] - mass / weight [e.g. heavy / light, heavier than, lighter than] - capacity and volume [e.g. full / empty, more than, less than, half, half full, quarter] - time [e.g. quicker, slower, earlier, later] 1M2 – measure and begin to record the following: - lengths and heights - mass / weight - capacity and volume - time (hours, minutes, seconds)

Geometry – properties of shapes (G)	Prior learning: n/a From Year 1 curriculum: 1G1a – recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles] 1G1b – recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]
Geometry – position and direction (P)	–
Statistics (S)	–

Year 2 Spring	
Strand	Content assessed
Number (N)	Prior learning from Year 1 curriculum: 1N1a – count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number 1N2b – given a number, identify one more and one less From Year 2 curriculum: 2N2b – compare and order numbers from 0 up to 100; use <, > and = signs 2N3 – recognise the place value of each digit in a two-digit number (tens and ones)
Calculations (c)	Prior learning from Year 1 curriculum: 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ From Year 2 curriculum: 2C2b – add and subtract numbers using concrete objects and pictorial representations, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 2C9b – show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Fractions (F)	Prior learning from Year 1 curriculum: 1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity 1F1b – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity From Year 2 curriculum: n/a
Measurement (M)	Prior learning from Year 1 curriculum: 1M2 – measure and begin to record the following: • lengths and heights • mass / weight • capacity and volume • time (hours, minutes, seconds)

	From Year 2 curriculum: 2M1 – compare and order lengths, mass, volume / capacity and record the results using $>$, $<$ and $=$ 2M2 – choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature ($^{\circ}\text{C}$); capacity (litres / ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels 2M3a – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 2M9 – solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Geometry – properties of shapes (G)	Prior learning: n/a From Year 2 curriculum: 2G2b – identify and describe the properties of 3-D shapes including the number of edges, vertices and faces
Geometry – position and direction (P)	–
Statistics (S)	–

Year 3 Spring	
Strand	Content assessed
Number (N)	Prior learning from Years 1 and 2 curricula: 1N2b – given a number, identify one more and one less 1N2c – read and write numbers from 1 to 20 in numerals and words 1N4 – 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 and least 2N1 – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward 2N2b – compare and order numbers from 0 up to 100; use <, > and = signs 2N3 – recognise the place value of each digit in a two-digit number (tens and ones) From Year 3 curriculum: 3N2b – find 10 or 100 more or less than a given number
Calculations (c)	Prior learning from Years 1 and 2 curricula: 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 2C2b – add and subtract numbers using concrete objects and pictorial representations, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 2C7 – calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs 2C8 – solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts From Year 3 curriculum: 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

	3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 3C8 – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects
Fractions, decimals and percentages (F)	Prior learning from Years 1 and 2 curricula: 1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity 1F1b – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 2F1a – recognise, find, name and write fractions $\frac{1}{3}$ (one-third), $\frac{1}{4}$ (one-quarter), $\frac{2}{4}$ (two-quarters) and $\frac{3}{4}$ (three-quarters) of a length, shape, set of objects or quantity 2F1b – write simple fractions [for example, $\frac{1}{2}$ (one-half) of 6 = 3] 2F2 – recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ From Year 3 curriculum: 3F1c – recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 3F2 – recognise and show, using diagrams, equivalent fractions with small denominators 3F3 – compare and order unit fractions and fractions with the same denominators
Measurement (M)	Prior learning from Year 2 curriculum: 2M1 – compare and order lengths, mass, volume / capacity and record the results using $>$, $<$ and $=$ 2M3a – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value From Year 3 curriculum: 3M1c – compare volume / capacity (l / ml) 3M2a – measure lengths (m / cm / mm) 3M2b – measure mass (kg / g) 3M2c – measure volume / capacity (l / ml) 3M7 – measure the perimeter of simple 2-D shapes 3M9b – add and subtract lengths (m / cm / mm)
Geometry – properties of shapes (G)	Prior learning from Years 1 and 2 curricula: 1G1a – recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles]

	1G1b – recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres] 2G3 – identify 2-D shapes on the surface of 3-D shapes, [e.g. a circle on a cylinder and a triangle on a pyramid] From Year 3 curriculum: n/a
Geometry – position and direction (P)	Prior learning from Year 1 curriculum: 1P2 – describe position, directions and movement, including half, quarter and three-quarter turns From Year 3 curriculum: n/a
Statistics (S)	–

Year 4 Spring	
Strand	Content assessed
Number (N)	Prior learning from Year 3 curriculum: 3N1b – count from 0 in multiples of 4, 8, 50 and 100 3N2a – compare and order numbers up to 1,000 / read and write numbers to 1,000 in numerals and in words 3N2b – find 10 or 100 more or less than a given number From Year 4 curriculum: 4N1 – count in multiples of 6, 7, 9, 25 and 1,000 4N2b – find 1,000 more or less than a given number
Calculations (c)	Prior learning from Years 2 and 3 curricula: 2C2a – add and subtract numbers mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 2C4 – solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures 2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 3C8 – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects From Year 4 curriculum: 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C4 – solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 4C6a – recall multiplication and division facts for multiplication tables up to 12×12

	4C6b – 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 4C6c – recognise and use factor pairs and commutativity in mental calculations 4C8 – 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
Fractions, decimals and percentages (F)	Prior learning from Years 2 and 3 curricula: 2F1a – recognise, find, name and write fractions $\frac{1}{3}$ (one-third), $\frac{1}{4}$ (one-quarter), $\frac{2}{4}$ (two-quarters) and $\frac{3}{4}$ (three-quarters) of a length, shape, set of objects or quantity 2F2 – recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3F2 – recognise and show, using diagrams, equivalent fractions with small denominators 3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] From Year 4 curriculum: 4F2 – recognise and show, using diagrams, families of common equivalent fractions 4F4 – add and subtract fractions with the same denominator 4F6b – recognise and write decimal equivalents of any number of tenths or hundredths 4F8 – compare numbers with the same number of decimal places up to two decimal places 4F9 – 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
Measurement (M)	Prior learning from Years 2 and 3 curricula: 2M3a – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 3M1a – compare lengths (m / cm / mm) 3M4a – tell and write the time from an analogue clock; 12-hour clocks 3M9a – add and subtract amounts of money to give change, using both pounds (£) and pence (p) in practical contexts From Year 4 curriculum: 4M5 – convert between different units of measurement [e.g. kilometre to metre; hour to minute] 4M7a – measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

	4M7b – find the area of rectilinear shapes by counting squares
Geometry – properties of shapes (G)	Prior learning from Years 1–3 curricula: 1G1b – recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 2G3 – identify 2-D shapes on the surface of 3-D shapes [e.g. a circle on a cylinder and a triangle on a pyramid] 3G2 – identify horizontal, vertical lines and pairs of perpendicular and parallel lines 3G3a – draw 2-D shapes From Year 4 curriculum: n/a
Geometry – position and direction (P)	–
Statistics (S)	Prior learning from Year 2 curriculum: 2S2a – ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 2S2b – ask and answer questions about totalling and comparing categorical data From Year 4 curriculum: n/a

Year 5 Spring	
Strand	Content assessed
Number (N)	Prior learning from Years 3 and 4 curricula: 3N2b – find 10 or 100 more or less than a given number 3N3 – recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 4N1 – count in multiples of 6, 7, 9, 25 and 1,000 4N3b – 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 4N4b – round any number to the nearest 10, 100 or 1,000 From Year 5 curriculum: 5N3b – read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
Calculations (c)	Prior learning from Years 3 and 4 curricula: 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C3 – estimate the answer to a calculation and use inverse operations to check answers 3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3C8 – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C4 – solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 4C6a – recall multiplication and division facts for multiplication tables up to 12×12 4C6b – 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 4C7 – multiply two-digit and three-digit numbers by a one-digit number using formal written layout 4C8 – 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 From Year 5 curriculum: 5C2 – add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

	5C5d – recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) 5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 5C7a – 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 5C7b – 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 5C8a – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 5C8b – solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Fractions, decimals and percentages (F)	Prior learning from Years 3 and 4 curricula: 3F2 – recognise and show, using diagrams, equivalent fractions with small denominators 3F3 – compare and order unit fractions and fractions with the same denominators 3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 4F2 – recognise and show, using diagrams, families of common equivalent fractions 4F4 – add and subtract fractions with the same denominator 4F6b – recognise and write decimal equivalents of any number of tenths or hundredths 4F7 – round decimals with one decimal place to the nearest whole number 4F9 – 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 4F10a – 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 From Year 5 curriculum: 5F2a – recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements >1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] 5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number 5F5 – multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 5F6b – recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

	5F7 – round decimals with two decimal places to the nearest whole number and to one decimal place 5F11 – recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’; write percentages as a fraction with denominator hundred, and as a decimal 5F12 – solve problems that require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
Measurement (M)	Prior learning from Years 3 and 4 curricula: 3M9a – add and subtract amounts of money to give change, using both pounds (£) and pence (p) in practical contexts 4M1 – compare different measures, including money in pounds and pence From Year 5 curriculum: 5M4 – solve problems involving converting between units of time 5M7a – measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres 5M7b – calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
Geometry – properties of shapes (G)	Prior learning from Year 3 curriculum: 3G2 – identify horizontal, vertical lines and pairs of perpendicular and parallel lines 3G3b – make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them From Year 5 curriculum: n/a
Geometry – position and direction (P)	–
Statistics (S)	Prior learning from Years 3 and 4 curricula: 3S1 – interpret and present data using bar charts, pictograms and tables 4S2 – solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs From Year 5 curriculum: 5S1 – complete, read and interpret information in tables, including timetables 5S2 – solve comparison, sum and difference problems using information presented in a line graph

Year 6 Spring	
Strand	Content assessed
Number (N)	Prior learning from Years 3–5 curricula: 3N3 – recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 4N2a – order and compare numbers beyond 1,000 4N4b – round any number to the nearest 10, 100 or 1,000 5N1 – count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 5N5 – interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero From Year 6 curriculum: n/a
Calculations (c)	Prior learning from Years 3–5 curricula: 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C4 – solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 4C6a – recall multiplication and division facts for multiplication tables up to 12×12 4C7 – multiply two-digit and three-digit numbers by a one-digit number using formal written layout 4C8 – 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 5C5a – identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers 5C5b – know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers 5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 5C7b – 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

	From Year 6 curriculum: 6C7a – multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 6C7b – 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 6C8 – solve problems involving addition, subtraction, multiplication and division 6C9 – use their knowledge of the order of operations to carry out calculations involving the four operations
Fractions, decimals and percentages (F)	Prior learning from Years 3–5 curricula: 3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3F1c – recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 3F10 – solve problems that involve 3F1–3F4 4F4 – add and subtract fractions with the same denominator 5F2a – recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements >1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] 5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number 5F7 – round decimals with two decimal places to the nearest whole number and to one decimal place 5F10 – solve problems involving numbers up to three decimal places From Year 6 curriculum: 6F3 – compare and order fractions, including fractions >1 6F4 – add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 6F5a – multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] 6F5b – divide proper fractions by whole numbers [e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$] 6F9b – multiply one-digit numbers with up to two decimal places by whole numbers 6F9c – use written division methods in cases where the answer has up to two decimal places
Ratio and proportion (R)	Prior learning: n/a From Year 6 curriculum:

	6R1 – solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts 6R2 – solve problems involving the calculation of percentages [e.g. of measures such as 15% of 360] and the use of percentages for comparison
Algebra (A)	Prior learning: n/a From Year 6 curriculum: 6A1 – express missing number problems algebraically 6A2 – use simple formulae 6A3 – generate and describe linear number sequences 6A4 – find pairs of numbers that satisfy an equation with two unknowns
Measurement (M)	Prior learning from Years 4 and 5 curricula: 4M4a – read, write and convert time between analogue and digital 12-hour clocks 4M7a – measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 5M7b – 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 From Year 6 curriculum: 6M7b – calculate the area of parallelograms and triangles 6M8a – calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units [e.g. mm^3 and km^3] 6M9 – solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
Geometry – properties of shapes (G)	Prior learning from Year 5 curriculum: 5G4b – identify: - angles at a point and one whole turn (total 360°) - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) - other multiples of 90° From Year 6 curriculum: n/a
Geometry – position and direction (P)	–
Statistics (S)	Prior learning from Year 4 curriculum: 4S2 – solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs From Year 6 curriculum: 6S1 – interpret and construct pie charts and line graphs and use these to solve problems

Year 1 Summer	
Strand	Content assessed
Number (N)	Prior learning: n/a From Year 1 curriculum: 1N1a – count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number (<i>questions only cover numbers to 10</i>) 1N2b – given a number, identify one more and one less 1N2c – read and write numbers from 1 to 20 in numerals and words 1N4 – 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 and least
Calculations (C)	Prior learning: n/a From Year 1 curriculum: 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero (<i>questions only cover numbers to 10</i>) 1C2b – read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 1C8 – 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
Fractions (F)	Prior learning: n/a From Year 1 curriculum: 1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity 1F1b – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Measurement (M)	Prior learning: n/a From Year 1 curriculum: 1M1 – compare, describe and solve practical problems for: lengths and heights [e.g. long / short, longer / shorter, tall / short, double / half]

	• mass / weight [e.g. heavy / light, heavier than, lighter than] • capacity and volume [e.g. full / empty, more than, less than, half, half full, quarter] • time [e.g. quicker, slower, earlier, later]
Geometry – properties of shapes (G)	Prior learning: n/a From Year 1 curriculum: 1G1a – recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles] 1G1b – recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]
Geometry – position and direction (P)	Prior learning: n/a From Year 1 curriculum: 1P2 – describe position, directions and movement, including half, quarter and three-quarter turns
Statistics (S)	–

Year 2 Summer	
Strand	Content assessed
Number (N)	Prior learning from Year 1 curriculum: 1N1a – count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number 1N2b – given a number, identify one more and one less 1N4 – 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 and least From Year 2 curriculum: 2N1 – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward 2N2b – compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs 2N3 – recognise the place value of each digit in a two-digit number (tens and ones) 2N4 – identify, represent and estimate numbers using different representations, including the number line
Calculations (C)	Prior learning from Year 1 curriculum: 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ From Year 2 curriculum: 2C2b – add and subtract numbers using concrete objects and pictorial representations, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 2C4 – 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 2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Fractions (F)	Prior learning from Year 1 curriculum: 1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity 1F1b – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity From Year 2 curriculum:

	2F1a – recognise, find, name and write fractions $\frac{1}{3}$ (one-third), $\frac{1}{4}$ (one-quarter), $\frac{2}{4}$ (two-quarters) and $\frac{3}{4}$ (three-quarters) of a length, shape, set of objects or quantity
Measurement (M)	Prior learning from Year 1 curriculum: 1M1 – compare, describe and solve practical problems for: • lengths and heights [e.g. long / short, longer / shorter, tall / short, double / half] • mass / weight [e.g. heavy / light, heavier than, lighter than] • capacity and volume [e.g. full / empty, more than, less than, half, half full, quarter] • time [e.g. quicker, slower, earlier, later] 1M4c – recognise and use language relating to dates, including days of the week, weeks, months and years From Year 2 curriculum: 2M2 – choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature ($^{\circ}\text{C}$); capacity (litres / ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels 2M4a – 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 2M4c – know the number of minutes in an hour and the number of hours in a day 2M9 – solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Geometry – properties of shapes (G)	Prior learning: n/a From Year 2 curriculum: 2G2b – identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
Geometry – position and direction (P)	Prior learning from Year 1 curriculum: 1P2 – describe position, directions and movement, including half, quarter and three-quarter turns From Year 2 curriculum: 2P2 – 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)
Statistics (S)	Prior learning: n/a From Year 2 curriculum: 2S1 – interpret and construct simple pictograms, tally charts, block diagrams and simple tables 2S2b – ask and answer questions about totalling and comparing categorical data

Year 3 Summer	
Strand	Content assessed
Number (N)	Prior learning from Years 1 and 2 curricula: 1N2b – given a number, identify one more and one less 2N1 – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward 2N2a – read and write numbers to at least 100 in numerals and in words 2N2b – compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs 2N4 – identify, represent and estimate numbers using different representations, including the number line From Year 3 curriculum: 3N2a – compare and order numbers up to 1,000 3N2b – find 10 or 100 more or less than a given number
Calculations (C)	Prior learning from Years 1 and 2 curricula: 1C1 – represent and use number bonds and related subtraction facts within 20 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero 1C2b – read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 2C2b – add and subtract numbers using concrete objects and pictorial representations, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers From Year 3 curriculum: 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 3C8 – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

Fractions, decimals and percentages (F)	Prior learning from Years 1 and 2 curricula: 1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity 1F1b – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 2F1a – recognise, find, name and write fractions $\frac{1}{3}$ (one-third), $\frac{1}{4}$ (one-quarter), $\frac{2}{4}$ (two-quarters) and $\frac{3}{4}$ (three-quarters) of a length, shape, set of objects or quantity 2F2 – recognise the equivalence of $\frac{2}{4}$ (two-quarters) and $\frac{1}{2}$ (one-half) From Year 3 curriculum: 3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3F1c – recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 3F2 – recognise and show, using diagrams, equivalent fractions with small denominators 3F3 – compare and order unit fractions and fractions with the same denominators 3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
Measurement (M)	Prior learning from Years 1 and 2 curricula: 1M4b – recognise and use language relating to dates, including days of the week, weeks, months and years 1M4c – recognise and use language relating to dates, including days of the week, weeks, months and years 2M3b – find different combinations of coins that equal the same amounts of money From Year 3 curriculum: 3M2a – measure lengths (m / cm / mm) 3M4a – tell and write the time from an analogue clock; 12-hour clocks 3M4b – tell and write the time from an analogue clock; 24-hour clocks 3M4f – compare durations of events [e.g. to calculate the time taken by particular events or tasks] 3M7 – measure the perimeter of simple 2-D shapes 3M9c – add and subtract mass (kg / g) 3M9d – add and subtract volume / capacity (l / ml)
Geometry – properties of shapes (G)	Prior learning from Year 2 curriculum: 2G2b – identify and describe the properties of 3-D shapes including the number of edges, vertices and faces From Year 3 curriculum: 3G4b – 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

Geometry – position and direction (P)	Prior learning from Year 2 curriculum: 2P2 – 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) From Year 3 curriculum: n/a
Statistics (S)	Prior learning: n/a From Year 3 curriculum: 3S1 – interpret and present data using bar charts, pictograms and tables 3S2 – solve one-step and two-step questions [e.g. ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts, pictograms and tables

Year 4 Summer	
Strand	Content assessed
Number (N)	Prior learning from Years 2 and 3 curricula: 2N1 – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward 2N3 – recognise the place value of each digit in a two-digit number (tens and ones) 3N1b – count from 0 in multiples of 4, 8, 50 and 100 3N2b – find 10 or 100 more or less than a given number 3N4 – identify, represent and estimate numbers using different representations From Year 4 curriculum: 4N2b – find 1,000 more or less than a given number 4N4a – identify, represent and estimate numbers using different representations
Calculations (c)	Prior learning from Years 2 and 3 curricula: 2C2b – add and subtract numbers using concrete objects and pictorial representations, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods From Year 4 curriculum: 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C3 – estimate and use inverse operations to check answers to a calculation 4C4 – solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 4C6a – recall multiplication and division facts for multiplication tables up to 12×12

	4C6b – 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 4C7 – multiply two-digit and three-digit numbers by a one-digit number using formal written layout 4C8 – 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
Fractions, decimals and percentages (F)	Prior learning from Years 2 and 3 curricula: 2F1a – recognise, find, name and write fractions $\frac{1}{3}$ (one-third), $\frac{1}{4}$ (one-quarter), $\frac{2}{4}$ (two-quarters) and $\frac{3}{4}$ (three-quarters) of a length, shape, set of objects or quantity 3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3F2 – recognise and show, using diagrams, equivalent fractions with small denominators 3F3 – compare and order unit fractions and fractions with the same denominators 3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 3F10 – solve problems that involve 3F1–3F4 From Year 4 curriculum: 4F4 – add and subtract fractions with the same denominator 4F6b – recognise and write decimal equivalents of any number of tenths or hundredths 4F7 – round decimals with one decimal place to the nearest whole number 4F8 – compare numbers with the same number of decimal places up to two decimal places 4F9 – 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 4F10b – solve simple measure and money problems involving fractions and decimals to two decimal places
Measurement (M)	Prior learning from Years 2 and 3 curricula: 2M3a – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 3M2c – measure volume / capacity (l / ml) 3M4c – tell and write the time from an analogue clock, including using Roman numerals from I to XII 3M4d – 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 3M4f – compare durations of events [e.g. to calculate the time taken by particular

	events or tasks] 3M9d – add and subtract volume / capacity (l / ml) From Year 4 curriculum: 4M5 – convert between different units of measurement [e.g. kilometre to metre; hour to minute] 4M7a – measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (<i>a question is included that extends this to the perimeter of an irregular polygon, to take into account the non-statutory DfE Ready to Progress criteria [4G–2]</i>) 4M7b – find the area of rectilinear shapes by counting squares (<i>questions include a shape that contains half squares</i>) 4M9 – calculate different measures, including money in pounds and pence
Geometry – properties of shapes (G)	Prior learning from Year 2 curriculum: 2G2b – identify and describe the properties of 3-D shapes including the number of edges, vertices and faces From Year 4 curriculum: 4G2a – compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes 4G2c – complete a simple symmetric figure with respect to a specific line of symmetry 4G4 – identify acute and obtuse angles and compare and order angles up to two right angles by size
Geometry – position and direction (P)	Prior learning: n/a From Year 4 curriculum: 4P3a – describe positions on a 2-D grid as co-ordinates in the first quadrant 4P3b – plot specified points and draw sides to complete a given polygon
Statistics (S)	Prior learning: n/a From Year 4 curriculum: 4S1 – interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 4S2 – solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Year 5 Summer	
Strand	Content assessed
Number (N)	Prior learning from Years 3 and 4 curricula: 3N2a – compare and order numbers up to 1,000; read and write numbers to 1,000 in numerals and in words 3N2b – find 10 or 100 more or less than a given number 3N4 – identify, represent and estimate numbers using different representations 4N2a – order and compare numbers beyond 1,000 From Year 5 curriculum: 5N1 – count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 5N3a – determine the value of each digit in numbers up to 1,000,000 5N3b – read Roman numerals to 1,000 (M) and recognise years written in Roman numerals 5N4 – round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 5N5 – interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Calculations (C)	Prior learning from Years 3 and 4 curricula: 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C4 – solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 4C6b – 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 4C6c – recognise and use factor pairs and commutativity in mental calculations 4C7 – multiply two-digit and three-digit numbers by a one-digit number using formal written layout From Year 5 curriculum: 5C2 – add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) 5C4 – solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

	5C5d – recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) 5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 5C7a – 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 5C7b – 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 5C8a – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 5C8b – solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Fractions, decimals and percentages (F)	Prior learning from Years 3 and 4 curricula: 3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 4F2 – recognise and show, using diagrams, families of common equivalent fractions 4F4 – add and subtract fractions with the same denominator 4F6a – recognise and write decimal equivalents to $\frac{1}{4}$ (one-quarter), $\frac{1}{2}$ (one-half) and $\frac{3}{4}$ (three-quarters) 4F6b – recognise and write decimal equivalents of any number of tenths or hundredths 4F7 – round decimals with one decimal place to the nearest whole number 4F8 – compare numbers with the same number of decimal places up to two decimal places From Year 5 curriculum: 5F2a – recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements >1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] 5F2b – identify name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 5F3 – compare and order fractions whose denominators are all multiples of the same number 5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number 5F5 – multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 5F7 – round decimals with two decimal places to the nearest whole number and to one decimal place 5F10 – solve problems involving numbers up to three decimal places 5F11 – recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'; write percentages as a fraction with denominator hundred, and as a decimal

Measurement (M)	Prior learning from Years 3 and 4 curricula: 3M4f – compare durations of events [e.g. to calculate the time taken by particular events or tasks] 3M7 – measure the perimeter of simple 2-D shapes 3M9d – add and subtract volume / capacity (l / ml) 4M7a – measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (<i>a question is included that extends this to the perimeter of an irregular polygon, to take into account the non-statutory DfE Ready to Progress criteria [4G–2]</i>) 4M9 – calculate different measures, including money in pounds and pence From Year 5 curriculum: 5M5 – convert between different units of metric measure [e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] 5M6 – understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints 5M8 – estimate volume [e.g. using 1 cm³ blocks to build cuboids (including cubes)] and capacity [e.g. using water] 5M9d – use all four operations to solve problems involving measure [e.g. volume] using decimal notation, including scaling
Geometry – properties of shapes (G)	Prior learning from Years 3 and 4 curricula: 3G4a – recognise that angles are a property of shape or a description of a turn 4G2b – identify lines of symmetry in 2-D shapes presented in different orientations 4G4 – identify acute and obtuse angles and compare and order angles up to two right angles by size From Year 5 curriculum: 5G3b – identify 3-D shapes including cubes and other cuboids, from 2-D representations 5G4b – identify: • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) • other multiples of 90°
Geometry – position and direction (P)	Prior learning from Year 4 curriculum: 4P3a – describe positions on a 2-D grid as co-ordinates in the first quadrant From Year 5 curriculum: 5P2 – 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

Statistics (S)	Prior learning from Year 4 curriculum: 4S1 – interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs From Year 5 curriculum: 5S2 – solve comparison, sum and difference problems using information presented in a line graph
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Year 6 Summer	
Strand	Content assessed
Number (N)	Prior learning from Years 3–5 curricula: 3N1b – count from 0 in multiples of 4, 8, 50 and 100 3N2b – find 10 or 100 more or less than a given number 4N2a – order and compare numbers beyond 1,000 4N2b – find 1,000 more or less than a given number 5N1 – count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 5N5 – interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero From Year 6 curriculum: 6N3 – determine the value of each digit in numbers up to 10,000,000 6N5 – use negative numbers in context, and calculate intervals across zero
Calculations (C)	Prior learning from Years 3–5 curricula: 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3C8 – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C3 – estimate and use inverse operations to check answers to a calculation 4C7 – multiply two-digit and three-digit numbers by a one-digit number using formal written layout 4C8 – 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 5C5a – identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers 5C5c – establish whether a number up to 100 is prime and recall prime numbers up to 19 5C5d – recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) 5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 5C7a – 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

	5C7b – 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 5C8a – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes From Year 6 curriculum: 6C3 – use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 6C4 – solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 6C7a – multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 6C7b – 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 6C8 – solve problems involving addition, subtraction, multiplication and division 6C9 – use their knowledge of the order of operations to carry out calculations involving the four operations
Fractions, decimals and percentages (F)	Prior learning from Years 4 and 5 curricula: 4F4 – add and subtract fractions with the same denominator 4F6b – recognise and write decimal equivalents of any number of tenths or hundredths 5F2b – identify name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number 5F6a – read and write decimal numbers as fractions [e.g. $0.71 = \frac{71}{100}$] 5F7 – round decimals with two decimal places to the nearest whole number and to one decimal place 5F8 – read, write, order and compare numbers with up to three decimal places 5F10 – solve problems involving numbers up to three decimal places 5F12 – solve problems that require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 From Year 6 curriculum: 6F2 – use common factors to simplify fractions; use common multiples to express fractions in the same denomination 6F4 – add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 6F5a – multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] 6F5b – divide proper fractions by whole numbers [e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$] 6F6 – associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction [e.g. $\frac{3}{8}$]

	6F9a – identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places 6F9b – multiply one-digit numbers with up to two decimal places by whole numbers
Ratio and proportion (R)	Prior learning: n/a From Year 6 curriculum: 6R1 – solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts 6R2 – solve problems involving the calculation of percentages [e.g. of measures such as 15% of 360] and the use of percentages for comparison 6R3 – solve problems involving similar shapes where the scale factor is known or can be found 6R4 – solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Algebra (A)	Prior learning: n/a From Year 6 curriculum: 6A1 – express missing number problems algebraically 6A2 – use simple formulae 6A4 – find pairs of numbers that satisfy an equation with two unknowns
Measurement (M)	Prior learning from Years 4 and 5 curricula: 4M4b – read, write and convert time between analogue and digital 24-hour clocks 5M6 – understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints 5M7b – calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes From Year 6 curriculum: 6M6 – convert between miles and kilometres 6M7b – calculate the area of parallelograms and triangles 6M7c – recognise when it is possible to use the formulae for the area of shapes 6M8a – calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units [e.g. mm³ and km³] 6M9 – solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
Geometry – properties of shapes (G)	Prior learning from Years 4 and 5 curricula: 4G2b – identify lines of symmetry in 2-D shapes presented in different orientations

	5G2a – use the properties of rectangles to deduce related facts and find missing lengths and angles From Year 6 curriculum: 6G3b – recognise and build simple 3-D shapes, including making nets
Geometry – position and direction (P)	Prior learning from Years 4 and 5 curricula: 4P3b – plot specified points and draw sides to complete a given polygon 5P2 – 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 From Year 6 curriculum: 6P3 – describe positions on the full co-ordinate grid (all four quadrants)
Statistics (S)	Prior learning from Years 3 and 4 curricula: 3S1 – interpret and present data using bar charts, pictograms and tables 4S1 – interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs From Year 6 curriculum: 6S1 – interpret and construct pie charts and line graphs and use these to solve problems 6S3 – calculate and interpret the mean as an average