Respect, Resilience, Aspiration

OWE Maths Progression document 2025-2026

Themes running through Maths:	Number	Calculations	Statistics	Shape, space and measures

Acorns (EYFS)	In EYFS we use **Birth to 5 Matters** to support teaching, following the statutory guidance from the DfE EYFS framework (see below) this includes: **Range 4**- Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting: Beginning to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group. Is beginning to notice numerals (number symbols) and is beginning to count on their fingers. Range 5- Compares two small groups of up to five objects. Points or touches each item, saying one number for each item, using the stable order of 1,2,3,4,5. Using some number names and number language within play, and may show fascination with large numbers. Beginning to recognise numerals 0 to 10 Cardinality. Subitises one, two and three objects (without counting). Counting up to five items, recognising that the last number said represents the total counted so far (cardinal principle). Linking numerals with amounts up to 5 and maybe beyond. Exploring using a range of their own marks and signs to which they ascribe mathematical meanings. Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Begins to recognise that each counting number is one more than the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.				
	Number	**Calculations**			
	Place Value	**Calculations**	**Fractions**	**Decimals**	**Ratio and algebra**
Beech (Year 1)	Place Value within 20 Place value within 50 Place value within 100	+ and – within 10 + and – within 20 Count in 2s 5s 10s	Half and quarter		
Elm (Year 2)	Place value within 100	+ and – across a 10 Using arrays	thirds Non unit quarters		
Maple (Year 3)	Place value within 1000	+ and - 2 digit numbers (column) x3 x4 x8 x and ÷ 2digit by 1 digit	Unit fractions order and compare Fractions of objects		
Willow (Year 4)	Place value within 10,000	+ and – 4 digit x3 x6 x9 x7 x 3 digits	Mixed number Improper fractions Equivalent fraction groups	÷10 and 1/100 Compare and order 1/100	
Willow (Year 5)	Place value within 1,000,000 Negative numbers- compare and order, find differences	+ and – more than 4 digits Factors primes and squares x and ÷ 10, 100 and 1000 x 4 digit by 2 digit ÷ 4 digit by 1 digit	1/1000 as fractions and decimals Convert improper and mixed number + and – fractions same denominator Find equivalent fractions Multiply fractions and integers	+ and – decimals with same amount of dp + and – decimalss with diff amounts of dp	
Oak (Year 6)	Place value within 10, 000, 000	Cube numbers Long division Multi step problems Order of operations	Equivalents and simplify + and - fractions + and – mixed number X and ÷ fractions by integers Equivalent FDP Percentages of amounts	+ and - decimals Round decimals x and ÷ decimal by integers	Ratio- scale factors, proportion, scaling recipes. Algebra- expressions, formulae, missing values

Acorns (EYFS)	In EYFS we use **Birth to 5 Matters** to support teaching, following the statutory guidance from the DfE EYFS framework (see below) this includes: **Range 4** Choosing puzzle pieces and tries to fit them in. Recognising that two objects have the same shape. Making simple constructions. Joining in and anticipating repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines. Exploring differences in size, length, weight and capacity. Beginning to understand some talk about immediate past and future. Beginning to anticipate times of the day such as mealtimes or home time. **Range 5** Choosing items based on their shape which are appropriate for the child's purpose. Responding to both informal language and common shape names. Showing awareness of shape similarities and differences between objects. Enjoying partitioning and combining shapes to make new shapes with 2D and 3D shapes. Attempting to create arches and enclosures when building, using trial and improvement to select blocks In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. Recalling a sequence of events in everyday life and stories.			
	Shape, space and measures			
	Geometry	**Measures**	**Time**	**Position and Direction**
Beech (Year 1)	Recognise and sort 2D and 3D	Measure by object Measure in cms Compare mass, volume, capacity Recognise coins and notes, count in coins	Days of week Months of year Time to 1 hour and half hour	Turns and positions
Elm (Year 2)	Sides, vertices and symmetry 2D Faces, edges, vertices 3D	Count money Make and compare amounts Measure in cm and m Compare and order length and heights Measure in g and Kg Measure in ml and L Compare volume Compare and order temperatures	Quarter past and quarter to Tell time past and to the hour Minutes in hour and hours in day	Language of position Describe turns and movements
Maple (Year 3)	Right angles Compare angles Parallel and perpendicular Describe 2D shapes	Measure in mm Mm, cm and m- equivalence Compare and add lengths Measure mass in g and Kg Measure capacity and volume in ml and L Convert pounds and pence, find change	Roman numerals to 12 Read time to 5 and 1 minute Read digital clocks Days, months, years Start and end times Minutes and hours, seconds and minutes	
Willow (Year 4)	Identify, compare and order angles Triangles and quadrilaterals Lines of symmetry	Area- count squares and make shapes Perimeter of rectangle, rectilinear and polygons Convert and compare money. Write money with decimals	Covert between analogue and digital times Convert to and from 24 hour digital clock.	Plot co-ordinates shapes on grids translations
Willow (Year 5)	Angles on a point, straight line Measure angles accurately Regular and irregular polygons	Perimeter of rectangle, rectilinear and polygons Area of rectangles and compound shapes Convert units- Km, mm, units of times, units of lengths Find and compare volume	Interpret timetables finding differences	Translations with co-ordinates Reflections- horizontal and vertical lines
Oak (Year 6)	Angles in triangles and quadrilaterals Circles 3D nets	Convert metric and imperial Area of triangle and parallelograms Volumes of cuboids		Using quadrants Reflection and translations- 4 quadrants

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	Statistics
Beech (Year 1)	
Elm (Year 2)	Tally charts Block graphs Pictograms (2, 5, 10)
Maple (Year 3)	pictograms Bar charts 2-way tables
Willow (Year 4)	Comparison, sum and difference Line graphs
Willow (Year 5)	Line graphs 2 way tables timetables
Oak (Year 6)	Dual bar charts Pie charts and percentages Find the mean

***Although we use Birth to 5 Matters to support our teaching in EYFS, these are the DfE statutory ELG we are working towards in maths:**

	EYFS Statutory ELG for maths (EYFS Framework)
Statutory ELG: Number	Children at the expected level of development will: - 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.
Statutory ELG: Numerical	Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - 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.
Statutory ELG: Mathematics	In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.