Curriculum Area Progression Summary
Area of Learning: Maths – Shape, space and measure

Stage	Summary of key skills and knowledge to be acquired
4	- Begins to use the language of size. - Beginning to categorise objects according to properties such as shape or size. - Notice simple shapes and patterns in pictures. - Sorts a range of objects into sets by colour.
5	- Knows how to categorise objects by properties of shape and size. - Shows an interest in shape and space by playing with shapes or making arrangements with objects. - Uses positional language. - Can accurately categorise objects according to properties such as shape or size.
6	- Orders two or three items by length, height, weight or capacity - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. - Can describe their relative position such as 'behind' or 'next to'. - Group objects into sets of 2
7	- Pupils use everyday language to talk about size and can indicate the 'longer', 'shorter' or 'taller' one. - Begin to measure objects using non-standard units. - Respond to mathematical vocabulary such as straight, circle, larger to describe the shape and size of solids and can explore characteristics of everyday objects. - Groups objects into 5 and record them in a table. - Recognise, describe and create sequences and patterns.
8	- Begin to measure using standard units of measure and begin to record the length, mass and capacity - Name some common 2D and 3D shapes from a group of shapes or from pictures and describe some of their properties including number of edges, vertices and faces - Describe position, direction and movement including whole, half, quarter and three quarter turns - Groups objects into groups 5 and record them in a table of groups of 5 use tally markings
9	- Measure and use the appropriate standard units and equipment to estimate and measure mass, capacity and length - Name and describe properties of more advanced 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry - 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 anticlockwise) - Read relevant scales to nearest number units - interpret and construct simple pictograms, tally charts, block diagrams and simple tables and ask and answer simple questions by counting the number in each category
10	- Measure, compare, add and subtract lengths (m/cm/mm, mass (kg, g), volume/ capacity (l/ml) - Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

	● Identify right angles and whether other angles in shapes are greater or less than a right angle ● Identify horizontal, perpendicular and parallel lines in relation to other lines ● 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 anticlockwise) ● interpret and present data using bar charts, pictograms and tables and solve one-step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
11	● Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). ● Measure the perimeter of simple 2-D shapes. ● Recognise angles as a property of shape or a description of a turn. ● Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. ● Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. ● Interpret and present data using bar charts, pictograms and tables. ● Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
12	● Convert between different units of measure [for example, kilometre to metre; hour to minute]. ● Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. ● Find the area of rectilinear shapes by counting squares. ● Identify lines of symmetry in 2-D shapes presented in different orientations. ● Consistently Interpret and present data using bar charts, pictograms and tables.
13	● Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). ● 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. ● Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. ● Consistently describe positions on a 2-D grid as coordinates in the first quadrant. ● Complete, read and interpret information in tables, including timetables.
14	● Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. ● Draw 2-D shapes using given dimensions and angles. ● Recognise, describe and build simple 3-D shapes, including making nets.

	- Interpret and construct pie charts and line graphs and use these to solve problems. - Calculate and interpret the mean as an average.