



**Rothersthorpe Primary School** **Number: Ratio and Proportion - Progression Document**

Key of Text Colours

EYFS Development Matters (DM) Objectives & NC Objectives

Key concepts that create solid foundations in EYFS to build upon for the NC Objectives

NC Objective appears elsewhere within the same topic progression document

NC Objective also appears in another topic progression document

Reception 40-60+ mths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p><u>Stages of understanding repeated patterns cont.</u></p> <ul style="list-style-type: none"> <li>- make own AB pattern</li> <li>- spot errors in an AB pattern</li> <li>- can identify the unit of repeat e.g. this is a red-blue pattern</li> <li>- continue, copy, make own ABC pattern</li> <li>- continue a pattern that has ended mid-unit of repeat</li> <li>- can do the above with a range of patterns e.g. ABB, ABBC, AABB</li> <li>- can begin to symbolise unit structure of a pattern the letter R for the red dinosaur.</li> </ul> <p><b>ELG: They recognise, create and describe patterns.</b></p>	<p><b>Ratio and Proportion objectives only appear in Year 6. However, it is vital that these objectives build upon children’s prior learning in other mathematical concepts, in particular: fractions, decimals and percentages. Therefore, this document should be used in conjunction with the other progression documents in order to see where this learning is progressing from.</b></p>					<p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p>
						<p>Solve problems involving the calculation of percentages [for example, 10% of measures, and such as 15% of 360] and the use of percentages for comparison.</p>
						<p>Solve problems involving similar shapes where the scale factor is known or can be found.</p>
						<p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>