Theme	Half term	Objectives. Pupils should be taught to	Notes
NUMBER	Year 1	Number, place value and rounding	Problem Solving and
SENSE	Autumn	 <u>count to and across 100, forwards and backwards, beginning with 0 or</u> <u>1</u> 	<i>Reasoning 1</i> , pp 44–5, 1 'Missing numbers'
	1 st half	 <u>count, read and write numbers to 100 in numerals</u> 	
		 given a number, identify one more and one less 	
		 identify and represent numbers using objects and pictorial 	
		representations including the number line, and use the language of:	
		equal to, more than, less than (fewer), most, least	
		Measurement	
		 <u>compare</u>, describe and solve practical problems for: 	
		- lengths and heights [for example, long / short, longer / shorter, tall /	
		<u>short, double / half]</u> - mass or weight [for example, heavy / light, heavier than, lighter than]	Problem Solving and
		- capacity / volume [for example, full / empty, more than, less than, half,	Reasoning 1, pp 60–1,
		half full, quarter]	9 'If this equals 2'
		 recognise and use language relating to dates, including days of the 	
		week, weeks, months and years.	
		Number and place value	
		• given a number, identify one more and one less	
ADDITIVE REASONING		Addition and subtraction	
		 represent and use number bonds and related subtraction facts within 20 	
		 solve one-step problems that involve addition and subtraction, using 	Problem Solving and
		concrete objects and pictorial representations, and missing number	Reasoning 1, pp 70-1,
		problems such as such as 7 = \Box –9	14 'Sorting numbers'
		Measurement	
		 sequence events in chronological order using language 	Problem Solving and
		[for example, before and after, next, first, today, yesterday, tomorrow,	Reasoning 1, pp 50–1,
		morning, afternoon and evening]	4 'Domino dilemma'
		 recognise and use language relating to dates, including days of the week, weeks, months and years. 	
GEOMETRIC REASONING	Autumn		
	2 nd half	Geometry: properties of shapes • recognise and name common 2-D and 3-D shapes, including:	
		- 2-D shapes [for example, rectangles (including	
		squares), circles and triangles]	
		- 3-D shapes [for example, cuboids (including cubes),	
		pyramids and spheres]	
		Geometry: position and direction	Problem Solving and Reasoning 1, pp 48–9,
NUMBER		describe position, direction and movement.	3 'Shape school'
SENSE		Number and place value	
		 count to and across 100, forwards and backwards, 	
		beginning with 0 or 1, or from any given number	
		 count, read and write numbers to 100 in numerals given a number, identify one more and one less 	
		 given a number, identify one more and one less identify and represent numbers using objects and pictorial representations 	Problem Solving and
		including the number line, and use the	Reasoning 1, pp 64–5,
		language of: equal to, more than, less than (fewer), most, least	11 'Minibus mix-up'
		Measurement	
		 compare, describe and solve practical problems for: 	
		- lengths and heights [for example, long/short, longer/ shorter, tall/short,	
		double/half] - mass or weight [for example, heavy/light, heavier than, lighter than]	Problem Solving and
		- mass of weight for example, neavy/light, neavier than, lighter than - capacity/volume [for example, full/empty, more than,	Reasoning 1, pp 68–9,
		less than, half, half full, quarter]	13 'One more, one less bingo!'
		- time [for example, quicker, slower, earlier, later]	
		recognise and use language relating to dates, including days of the week,	
		recognise and use language relating to dates, including days of the week, weeks, months and years.	

ADDITIVE REASONING beginning with 0 or 1, or form any given number given a number, identify one more and one less Addition and subtraction represent and use number bonds and related subve one-step problems that involve addition and count to and across 100, forwards and backwards, beginning with 0 or 1, or form any given number count, read and write numbers using objects and problems addition and involve interval with numbers using objects and problems for any given number using objects and problems for addition and involve interval with subversition, and involve interval with subversition interval in constraint presentations including the numbers to 100 in numerals; count in multiples of the same of the ency of cipital addition. Dry raioulation the answer using completes backs, pictotal representations and roots. Multiplication and division sobve one-step problems involving multiplication and division, by raioulation the answer using completes addition targets and point of the taches. Multiplication and division of the subchs. sobve one-step problems involving and point numbers to 100 in numerals; count in multiples of mass and near the same of the numbers to 100 in numerals; count in multiples of thos and renses 100, forwards and backwards, begi	· · · · · · · · · · · · · · · · · · ·			
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MULTIPLICATIVE REASONING • count, read and write numbers to 100 in numerals; count in multiples of twos and tens Problem Solving an Reasoning 1, pp 58 8 'Hooray for array' Multiplication and division • 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 Problem Solving an Reasoning 1, pp 58 8 'Hooray for array' NUMBER SENSE Spring 2 nd half Measurement recognise and know the value of different denominations of coins and notes. Problem Solving an Reasoning 1, pp 52 5 'The story of 10' NUMBER SENSE Spring 2 nd half Measurement recognise and know the value of different denominations of coins and notes. Problem Solving an Reasoning 1, pp 52 5 'The story of 10' NUMBER SENSE Spring 2 nd half Measurement recognise and know the value of different denominations of coins and notes. Problem Solving an Reasoning 1, pp 52 5 'The story of 10' NUMBER SENSE Spring 2 nd half Number and place value • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Problem Solving an Reasoning 1, pp 56 7 'Measurement muddle'			notes.	
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REASONING It was and tens It was and tens It was and tens It was and tens Multiplication and division 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 Problem Solving and tens NUMBER Spring 2 nd Measurement recognise and know the value of different denominations of coins and notes. Problem Solving and tens NUMBER Spring 2 nd • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Problem Solving and Reasoning 1, pp 56 Measurement • measure and begin to record the following: Problem Solving and Reasoning 1, pp 56	MULTIPLICATIVE		 count, read and write numbers to 100 in numerals; count in multiples of 	-
NUMBER SENSESpring 2nd halfMultiplication and division • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacherProblem Solving and Reasoning 1, pp 52 5 'The story of 10'NUMBER SENSESpring 2nd halfMeasurement • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, leastProblem Solving and Reasoning 1, pp 562 5 'The story of 10'Muesurement • measure and begin to record the following:Problem Solving and Reasoning 1, pp 562 5 'The story of 10'			twos and tens	
NUMBER SENSESpring 2nd half• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacherProblem Solving and Reasoning 1, pp 52 5 'The story of 10'NUMBER SENSESpring 2nd half• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, leastProblem Solving and Reasoning 1, pp 56 7 'Measurement muddle'				ribbiay for array
NUMBER SENSESpring 2 nd halfMeasurement recognise and know the value of different denominations of coins and notes.Problem Solving and Reasoning 1, pp 52 5 'The story of 10' 5''' 5 'The story of 10'' 6''''''''''''''''''''''''''''''''''''				
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NUMBER Spring 2 nd Reasoning 1, p 52 SENSE Spring 2 nd • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Problem Solving and Reasoning 1, p 56 Measurement • measure and begin to record the following: • T'Measurement muddle'			and analys with the support of the teacher	
NUMBER SENSE Spring 2 nd half recognise and know the value of different denominations of coins and notes. Reasoning 1, pp 52 5 'The story of 10' NUMBER SENSE Spring 2 nd half • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Problem Solving and Reasoning 1, pp 56 7 'Measurement muddle'		Problem Solving	Measurement	oblem Solving and
NUMBER SENSE Spring 2 nd half Sumber and place value 5 'The story of 10' • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Problem Solving and Reasoning 1, pp 56 7 'Measurement muddle'		Reasoning 1, pp		easoning 1, pp 52–3,
NUMBER SENSE Spring 2 nd half • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Problem Solving and Reasoning 1, pp 56 7 'Measurement muddle'		5 'The story of 10		The story of 10'
SENSE half count, read and write numbers to 100 in numerals; count in multiples of twos and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Measurement measure and begin to record the following: muddle' muddle' 			Number and place value	
SENSE half count, read and write numbers to 100 in numerals; count in multiples of twos and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Measurement measure and begin to record the following: muddle' muddle' 		or 1,	bring 2nd • count to and across 100, forwards and backwards, beginning with 0 or 1,	
 count, read and write numbers to 100 in numerals; count in multiples of twos and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Measurement measure and begin to record the following: Problem Solving and Reasoning 1, pp 56 				
 given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Measurement measure and begin to record the following: muddle' 	JENGE		count, read and write numbers to 100 in numerals; count	
 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Measurement measure and begin to record the following: muddle' 				
pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Problem Solving and Reasoning 1, pp 56 Measurement 7 'Measurement muddle'				
use the language of: equal to, more than, less than (fewer), most, least Problem Solving an Reasoning 1, pp 56 Measurement 7 'Measurement muddle'				
(fewer), most, least Problem Solving and Reasoning 1, pp 56 Measurement 7 'Measurement measure and begin to record the following: muddle'				
Measurement 7 'Measurement measure and begin to record the following: muddle'		Problem Solving		oblem Solving and
measure and begin to record the following: muddle'		-	(Iewer), IIIost, Ieast	easoning 1, pp 56–7,
measure and begin to record the following: muddle'		7 'Measurement	Measurement	Measurement
		muddle'		uddle'
ionguio unu noignio			 lengths and heights 	
– mass/weight				
 capacity and volume 				
recognise and know the value of different denominations				
of coins and notes.				
Problem Solving an		Problem Solving		oblem Solving and
		, e		easoning 1, pp 54–5,
Number and place value 6 'Mr Penny's fruit		6 'Mr Penny's frui		
Count to and across 100, forwards and backwards, beginning with 0 or 1, shop'		or 1		-
or from any given number				
 given a number, identify one more and one less 			 given a number, identify one more and one less 	
Addition and automation			Addition and subtraction	
Addition and subtraction			Addition and subtraction	

			,
		 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =	Problem Solving and Reasoning 1, pp 72–3,
GEOMETRIC REASONING	Summer term 1 st half	 Geometry: properties of shapes recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] Geometry: position and direction describe position, direction and movement. 	15 'What comes next?'
NUMBER SENSE		 Number and place value count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words Measurement measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes	Problem Solving and Reasoning 1, pp 74–5, 16 'What's the problem?'
ADDITIVE REASONING		 Number and place value count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number given a number, identify one more and one less Addition and subtraction read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 	Problem Solving and Reasoning 1, pp 78–9, 18 'Three card trick'

		 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), 	
		including: – 2-D shapes [for example, rectangles (including	
		Geometry: properties of shapes recognise and name common 2-D and 3-D shapes, 	
		 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	
GEOMETRIC REASONING		 recognise, find and name a half as one of two equal parts of an object, shape or quantity 	
		clock face to show these times. Fractions	<i>Reasoning 1</i> , pp 76–7, 17 'Tell me about'
		 recognise and know the value of different denominations of coins and notes tell the time to the hour and half past the hour and draw the hands on a 	Problem Solving and
		Measurement	
		 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	12 'What did you do next?'
		 recognise, find and name a half as one of two equal parts of an object, shape or quantity 	quarters' Problem Solving and Reasoning 1, pp 66–7,
		Support of the teacher	<i>Problem Solving and Reasoning 1</i> , pp 62–3, 10 'Halves and
		 Multiplication and division solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the 	
MULTIPLICATIVE		 count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens 	
	term 2 nd half	Number and place value	
	Summer		
		concrete objects and pictorial representations, and missing number problems such as 7 =	
		 including zero solve one-step problems that involve addition and subtraction, using 	

	A +		1
	Autumn 1 st half		
	1 nan		
NUMBER		Number, place value and rounding	
SENSE		 <u>count in steps of 2 and 5 from 0 and in tens from any</u> 	
		number, forward and backward	
		 recognise the place value of each digit in a two-digit 	
		number (tens, ones)	
		identify, represent and estimate numbers using different representations, including the number line	
		 <u>compare and order numbers from 0 up to 100</u> 	
		read and write numbers to at least 100 in numerals	
		 use place value and number facts to solve problems 	
		Measurement	Problem Solving and
		 <u>compare and order lengths, mass, volume / capacity</u> 	Reasoning 2, pp54–5,
		<u>compare and sequence intervals of time</u>	6 'Put it in the right
			place!'
		Statistics	
		ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	
ADDITIVE		Number and place value	
REASONING		 count in tens from any number, forward and backward 	Problem Solving and
_		 recognise the place value of each digit in a two-digit 	<i>Reasoning 2</i> , pp 46–7, 2 'Many, many
		number (tens, ones)	methods' 2.2
		 use place value and number facts to solve problems 	
		Addition and subtraction	
		 solve problems with addition and subtraction: 	Problem Solving and
		 using concrete objects and pictorial representations, 	Reasoning 2, pp 52–3,
		including those involving numbers, quantities and measures	5 'Calculation families'
		 <u>applying their increasing knowledge of mental methods</u> <u>recall and use addition and subtraction facts to 20 fluently</u> 	
		 add and subtract numbers using concrete objects, pictorial 	
		representations, and mentally, including:	
		 <u>a two-digit number and ones</u> 	
		 <u>a two-digit number and tens</u> adding three one-digit numbers 	
		Measurement	
		 solve simple problems in a practical context involving addition and 	
		subtraction of money of the same unit, including giving change	
		• ask and answer questions about totalling and comparing categorical data	
	_		
	Autumn		
	2 nd half		
GEOMETRIC		Geometry: properties of shapes	
REASONING		• identify and describe the properties of 2-D shapes, including the number	Problem Solving and
		of sides and line symmetry in a vertical line	Reasoning 2, pp 44–5,
		 identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 	1 'Matchstick
		 identify 2-D shapes on the surface of 3-D shapes, [for 	challenge!'
		example, a circle on a cylinder and a triangle on a pyramid]	
		 compare and sort common 2-D and 3-D shapes and 	
		everyday objects	
		Geometry: position and direction	
		 order and arrange combinations of mathematical objects in patterns and 	
		sequences	
		Number and place value	
NUMBER		 count in steps of 2 and 5 from 0 and in tens from any 	

SENSE number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals • use place value and number facts to solve problems • compare and order lengths, mass, volume / capacity and record the results using >, < and = • compare and sequence intervals of time • compare and sequence intervals of time	2, pp76–7,
number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals use place value and number facts to solve problems Measurement compare and order lengths, mass, volume / capacity and record the results using >, < and = compare and sequence intervals of time Problem Sol	2, pp76–7,
 identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; <u>use <, ></u> <u>and = signs</u> read and write numbers to at least 100 in numerals use place value and number facts to solve problems Measurement compare and order lengths, mass, volume / capacity <u>and</u> <u>record the results using >, < and =</u> compare and sequence intervals of time 	2, pp76–7,
representations, including the number line compare and order numbers from 0 up to 100; <u>use <, ></u> <u>and = signs</u> read and write numbers to at least 100 in numerals use place value and number facts to solve problems Measurement compare and order lengths, mass, volume / capacity <u>and</u> <u>record the results using >, < and =</u> compare and sequence intervals of time Problem So	2, pp76–7,
 compare and order numbers from 0 up to 100; <u>use <, ></u> <u>and = signs</u> read and write numbers to at least 100 in numerals use place value and number facts to solve problems Measurement compare and order lengths, mass, volume / capacity <u>and</u> <u>record the results using >, < and =</u> compare and sequence intervals of time 	2, pp76–7,
and = signs • read and write numbers to at least 100 in numerals • use place value and number facts to solve problems Measurement • compare and order lengths, mass, volume / capacity and record the results using >, < and = • compare and sequence intervals of time Problem Solution	2, pp76–7,
read and write numbers to at least 100 in numerals use place value and number facts to solve problems Measurement compare and order lengths, mass, volume / capacity and record the results using >, < and = compare and sequence intervals of time Statistics Problem Security	2, pp76–7,
Measurement • compare and order lengths, mass, volume / capacity and record the results using >, < and = • compare and sequence intervals of time • compare and sequence intervals of time Problem Sequence Sequ	2, pp76–7,
compare and order lengths, mass, volume / capacity and <u>record the results using >, < and =</u> compare and sequence intervals of time Statistics Problem Se	2, pp76–7,
compare and order lengths, mass, volume / capacity and <u>record the results using >, < and =</u> compare and sequence intervals of time Statistics Problem Se	2, pp76–7,
record the results using >, < and = • compare and sequence intervals of time Statistics Problem Statistics	2, pp76–7,
compare and sequence intervals of time Statistics Problem Sequence intervals of time	2, pp76–7,
Statistics Problem St	2, pp76–7,
	2, pp76–7,
	2, pp76–7,
Readoning	
 ask and answer simple questions by counting the number of objects in 17 'The frui 	
each category and sorting the categories by quantity challenge'	
Number and place value	
 count in tens from any number, forward and backward 	
ADDITIVE • recognise the place value of each digit in a two-digit	
REASONING recognise the place value of each age in a two age	
 use place value and number facts to solve problems 	
Addition and subtraction	
 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 	
methods	
 recall and use addition and subtraction facts to 20 fluently, and derive and 	
use related facts up to 100	
add and subtract numbers using concrete objects, pictorial concentrations, and montally, including:	
representations, and mentally, including: – a two-digit number and ones	
- a two-digit number and tens	-
- adding three one-digit numbers	2, pp60–1,
Show that addition of two numbers can be done in any 9 'A different	nce of 5'
order (commutative) and subtraction of one number from	
another cannot	
<u>recognise and use the inverse relationship between</u>	
addition and subtraction and use this to check	
calculations and solve missing number problems	
Measurement	
recognise and use symbols for pounds (£) and pence (p); combine Problem Se	olving and
amounts to make a particular value Reasoning	2, pp70–1,
<u>find different combinations of coins to equal the same</u> 14 'Total pa	
amounts of money	
 solve simple problems in a practical context involving addition and subtraction of money of the same unit, 	
including giving change	
Statistics	
ask and answer questions about totalling and comparing	
categorical data	
Spring 1 st	
half	
Number and place value	
 count in steps of 2, 3 and 5 from 0 and in tens from any 	I

NUMBER SENSE		number, forward and backward Multiplication and division	
SENSE		Multiplication and division	
		NUMBER AND AND DIVISION	
		 recognise odd and even numbers 	
		Statistics	
		 interpret and construct simple pictograms, tally charts, block diagrams and simple tables. 	
		 block diagrams and simple tables ask and answer simple questions by counting the number of objects in 	
		 ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. 	
		each category and solving the categories by quantity.	
	1	Number and place value	
		 count in steps of 2, 3 and 5 from 0 and in tens from any 	Problem Solving and
		number, forward and backward	Reasoning 2, pp 48–9,
MULTIPLICATIVE			'The story of 20'
REASONING	1	Multiplication and division	
		 recall and use multiplication and division facts for the 2, 5 and 10 	
		multiplication tables, including recognising odd and even numbers	
		 calculate mathematical statements for multiplication and 	
		division within the multiplication tables and write them using the	
		multiplication (x), division (÷) and equals (=) signs	
		• show that multiplication of two numbers can be done in	
		any order (commutative) and division of one number by	
		another cannot	
		 solve problems involving multiplication and division, using materials, arrays repeated addition mattel methods, and multiplication and division. 	
		<u>arrays, repeated addition, mental methods, and multiplication and division</u> facts, including problems in contexts	
		lacis, including problems in contexts	
		Measurement	
		 recognise and use symbols for pounds (£) and pence (p); combine 	
		amounts to make a particular value	
		 find different combinations of coins to equal the same 	
		amounts of money	
		tell and write the time to five minutes	
		know the number of minutes in an hour and the number	
	-	<u>of hours in a day</u> Number and place value	
		 count in steps of 2, 3 and 5 from 0 and in tens from any 	
		number, forward and backward	
		Multiplication and division	
		 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing add and area numbers 	
		<u>multiplication tables</u> , including recognising odd and even numbers	
		 <u>calculate mathematical statements for multiplication and</u> <u>division within the multiplication tables and write them using the</u> 	
		multiplication (x), division (÷) and equals (=) signs	
		 show that multiplication of two numbers can be done in 	Problem Solving and
		any order (commutative) and division of one number by	Reasoning 2, pp 66–7,
		another cannot	12 'The lunchbox
		 solve problems involving multiplication and division, using materials, 	trolley'
		arrays, repeated addition, mental methods, and multiplication and division	
		facts, including problems in contexts	
		Measurement	Problem Solving and
		 recognise and use symbols for pounds (£) and pence (p); combine 	Reasoning 2, pp58–9,
		amounts to make a particular value	8 'Wheely puzzle
		 find different combinations of coins to equal the same 	
		amounts of money	
		• tell and write the time to five minutes	
		know the number of minutes in an hour and the number	
		<u>of hours in a day</u>	
		Number and place value	
St	nring 7 ^m	Number and place value	
NUMBER	half	 count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward 	
SENSE		number, forward and backward	
		 recognise the place value of each digit in a two-digit 	
		 number (tens, ones) identify, represent and estimate numbers using different 	
		 Identity, represent and estimate numbers using different representations, including the number line 	

ADDITIVE Reasurement Problem Solving REASONING Number and place value number, forward and backward 0 compare and order outwoes of the place value number, forward and backward 0 count in tens from any number, forward and backward Problems 0 count in tens from any number, forward and backward Problems 0 count in tens from any number, forward and backward Problems 0 count in tens from any number, forward and backward problems 0 record the results using >, cand = compare and subtraction 0 count in tens from any number, forward and backward problems 0 record the results using >, cand = compare and sequence intervals of time 0 count in tens from any number, forward and backward precognise the place value 0 record the results using >, cand = compare and subtraction 0 record the results using >, cand = compare and place value 0 record the results using >, cand = compare and place value 0 record the results using >, cand = compare and sequence intervals of time 0 solve problems with addition and subtraction: count in t	50—1,
ADDITIVE • read and write numbers to at least 100 in numerals • use place value and number facts to solve problems Measurement • choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / a); temperature (*C); capacity (litres / m)) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Problem Solving Reasoning 2, ppi 4 * Double your restrict the results using >, < and = compare and order lengths, mass, volume / capacity and record the results using >, < and = compare and sequence intervals of time	50—1,
ADDITIVE • use place value and number facts to solve problems Problem Solving Reasoning 2, ppi 4 * Double your restance of the nearest appropriate unit, using rulers, scales, thermometers and measure length / height in any direction (m / cm); mass (kq / q); temperature (*C); capacity (litres / m) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Problem Solving Reasoning 2, ppi 4 * Double your restance of the results using >, < and = compare and order lengths, mass, volume / capacity and record the results using >, < and = compare and sequence intervals of time	50—1,
ADDITIVE Reasurement • choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kq / q); temperature (*C); capacity (litres / m)) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Problem Solving Reasoning 2, ppi 4 'Double your rol 'Double' your your your your your your your your	50—1,
ADDITIVE • choose and use appropriate standard units to estimate Problem Solving	50—1,
ADDITIVE Problem Solving REASONING Number and place value • compare and order lengths, mass, volume / capacity and record the results using >, < and = compare and order lengths, mass, volume / capacity and record the results using >, < and = compare and sequence intervals of time	50—1,
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ADDITIVE REASONING ADDITI	
ADDITIVE Compare and order lengths, mass, volume / capacity and record the results using >, < and = compare and sequence intervals of time	
ADDITIVE • compare and order lengths, mass, volume / capacity and record the results using >, < and = compare and sequence intervals of time	
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 use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: 	
 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: 	
representations, and mentally, including:	
– a two-digit number and ones	
– a two-digit number and tens	
 two two-digit numbers 	
 adding three one-digit numbers 	
 show that addition of two numbers can be done in any 	
order (commutative) and subtraction of one number from	
another cannot	
 recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve 	
missing number problems	
Measurement	
recognise and use symbols for pounds (£) and pence (p); combine Problem Solving	and
Problem Solving amounts to make a particular value	
find different combinations of coins to equal the same 10 'Coin totals'	- 1
amounts of money	
 solve simple problems in a practical context involving addition and subtraction of money of the same unit, 	
including giving change	
Statistics	
 ask and answer questions about totalling and comparing 	
categorical data.	
Geometry: properties of shape	
GEOMETRIC	
REASONING of sides and line symmetry in a vertical line Reasoning 2, ppl 11 'Polyhedron	04 — 5,
 Identity and describe the properties of 3-D shapes, Drimon describe the properties of 3-D shapes, 	
including the humber of edges, vertices and faces	
 identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] 	
 example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and 	
everyday objects	
Geometry: position and direction	
order and arrange combinations of mathematical objects	

		in patterns and sequences	
		 use mathematical vocabulary to describe position, 	
		direction and movement.	
	Summer	Number and place value	
NUMBER	1 st half	 count in steps of 2, 3 and 5 from 0 and in tens from any 	
SENSE		number, forward and backward	
		 recognise the place value of each digit in a two-digit 	
		number (tens, ones)	
		 identify, represent and estimate numbers using different 	
		representations, including the number line	
		 compare and order numbers from 0 up to 100; use <, > 	
		and = signs	
		 read and write numbers to at least 100 in numerals and in words 	
		 use place value and number facts to solve problems 	
		Massurament	
		Measurement choose and use appropriate standard units to estimate and measure	
		length / height in any direction (m / cm); mass (kg / g); temperature (°C);	
		capacity (litres / ml) to the nearest appropriate unit, using rulers, scales,	
		thermometers and measuring vessels	
		 compare and order lengths, mass, volume / capacity and 	
		record the results using >, < and =	
		 compare and sequence intervals of time 	
		Statistics	
		 interpret and construct simple pictograms, tally charts, 	
		block diagrams and simple tables	
		ask and answer simple questions by counting the	
		number of objects in each category and sorting the	
		categories by quantity	
		Number and place value	
		 count in tens from any number, forward and backward 	
ADDITIVE		 recognise the place value of each digit in a two-digit 	
REASONING		number (tens, ones)	
		 use place value and number facts to solve problems 	
			Problem Solving and
		Addition and subtraction	Reasoning 2, pp78–9,
		 solve problems with addition and subtraction: 	18 'Number square
		 using concrete objects and pictorial representations, 	investigation'
		including those involving numbers, quantities and	
		measures	
		 applying their increasing knowledge of mental methods and written 	Problem Solving and
		methods	Reasoning 2, pp68–9,
		• recall and use addition and subtraction facts to 20 fluently, and derive and	13 'Lunchtime fun'
		use related facts up to 100	
		 add and subtract numbers using concrete objects, 	
		pictorial representations, and mentally, including:	
		 a two-digit number and ones 	
		 a two-digit number and tens 	
		 two two-digit numbers adding three one digit numbers 	
		 adding three one-digit numbers show that addition of two numbers can be done in any 	
		 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from 	
		another cannot	
		 recognise and use the inverse relationship between 	
		addition and subtraction and use this to check	
		calculations and solve missing number problems	
		Statistics	
		 ask and answer questions about totalling and compare categorical data 	
		Number and place value	
		 count in steps of 2, 3 and 5 from 0 and in tens from any 	
			1

		I	,
MULTIPLICATIVE	Summer	number, forward and backward	
REASONING	2 nd half		
	2	Multiplication and division	
		 recall and use multiplication and division facts for the 2, 5 and 10 	
		multiplication tables, including recognising odd and even numbers	
		 calculate mathematical statements for multiplication and 	
		division within the multiplication tables and write them using the	
		multiplication (\underline{x}), division (\div) and equals (=) signs	
		 show that multiplication of two numbers can be done in 	
		any order (commutative) and division of one number by	
		another cannot	
		 solve problems involving multiplication and division, using 	
		materials, arrays, repeated addition, mental methods, and	
		multiplication and division facts, including problems in contexts	
		Fractions	
		• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length.	Broblem Solving and
		shape, set of objects or quantity	Problem Solving and
		• write simple fractions for example $\frac{1}{2}$ of 6 = 3 and	Reasoning 2, pp 72–3,
			15 'The fraction family'
		recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Measurement	
		 tell and write the time to five minutes, including quarter past (to the hour and draw the hands on a clock face to 	
		past / to the hour and draw the hands on a clock face to	
		show these times	
		know the number of minutes in an hour and the number of hours in a day	
OF OMETRIC		Geometry: properties of shape	
GEOMETRIC		• identify and describe the properties of 2-D shapes, including the number	
REASONING		of sides and line symmetry in a vertical line	
		 identify and describe the properties of 3-D shapes, 	
		including the number of edges, vertices and faces	
		 identify 2-D shapes on the surface of 3-D shapes, [for 	
		example, a circle on a cylinder and a triangle on a pyramid]	
		 compare and sort common 2-D and 3-D shapes and 	
		everyday objects	
		Geometry: position and direction	
		• order and arrange combinations of mathematical objects in patterns and	
		sequences	
		 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 guarter, half	
		and three-quarter turns (clockwise and anti-clockwise)	
		Fractions $\frac{1}{1}$	
		• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$	
		of a length, shape, set of objects or quantity write simple fractions for every $a^{1}/af \xi = 2$ and	
		write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	
		recognise the equivalence of 74 unu 72.	
	Year 3		

	Autumn		
	1 st half	Number and place value	
NUMBER SENSE	1 nan	count from 0 in multiples of 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas	Problem Solving and Reasoning 3, pp 52–3, 5 'Number guess who'
ADDITIVE REASONING		 Addition and subtraction add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	Problem Solving and Reasoning 3, pp 44–5, 1 'A brick in the wall
		 Measurement measure. compare. add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml) add and subtract amounts of money to give change, using both £ and p in practical contexts Statistics 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. 	
MULTIPLICATIVE REASONING	Autumn 2 nd half	 Number and place value count from 0 in multiples of 4, 8, 50 and 100 Multiplication and division recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which <i>n</i> objects are connected to <i>m</i> objects. 	Problem Solving and Reasoning 3, pp 48–9, 3 'Threes and fives'
GEOMETRIC REASONING		 Geometry: properties of shapes draw 2-D shapes, and make 3-D shapes using modeling materials; 3-D shapes in different orientations and describe them Geometry: position and direction recognise that angles are 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 	Problem Solving and Reasoning 3, pp 70–1, 14 'Mystery shapes'
NUMBER SENSE		 Number and place value count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 	Problem Solving and

			T
		 recognise the place value of each digit in a three-digit number (hundreds tans ones) 	<i>Reasoning 3</i> , pp 50–1, 4 'Alien farm'
		number (hundreds, tens, ones) compare and order numbers up to 1000 	
		 identify, represent and estimate numbers using different 	
		representations	
		 read and write numbers up to 1000 in numerals and in words 	
		 solve number problems and practical problems involving 	
		these ideas	
		Measurement	
		 tell and write the time from an analogue clock, including 	
		using Roman numerals from I to XII and 12-hour and	
		24-hour clocks	
		 measure, compare, add and subtract: lengths (m / cm / 	
		mm); mass (kg / g); volume / capacity (l / ml)	
		Fractions	
		count up and down in tenths, recognise that tenths	
		arise from dividing an object into 10 equal parts and in	
		dividing one-digit numbers or quantities by 10	
	Spring	Addition and subtraction	
ADDITIVE	term 1 st	 add and subtract numbers mentally, including: 	Problem Solving and
REASONING	half	 a three-digit number and ones 	Reasoning 3, pp 54–5,
	nan	 a three-digit number and tens 	6 'Missing problems'
		 a three-digit number and hundreds 	
		 add and subtract numbers with up to three digits 	
		 estimate the answer to a calculation and use inverse operations to check answers 	
		 solve problems, including missing number problems, using number facts, 	
		place value, and more complex addition and subtraction	Droblem Solving and
		First service service for a service ser	Problem Solving and Reasoning 3, pp 66–7,
		Measurement	12 'Moneyboxes'
		 measure, compare, add and subtract: lengths (m / cm / 	12 Moneyboxes
		mm); mass (kg / g); volume / capacity (l / ml)	
		 add and subtract amounts of money to give change, 	
		using both £ and p in practical contexts	
		Statistics	
		 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.	
		Number and place value	
NUMBER SENSE		 identify, represent and estimate numbers using different representations 	
		representations	
		Fractions	
		 count up and down in tenths; recognise that tenths 	
		arise from dividing an object into 10 equal parts and in	
		dividing one-digit numbers or quantities by 10	
		recognise and use fractions as numbers: unit fractions	
		and non-unit fractions with small denominators	
		• add and subtract fractions with the same denominator within and whole for example $\frac{5}{2} + \frac{1}{2} - \frac{6}{2}$	
		within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{5}{7}$] • compare and order unit fractions and fractions with the	
		same denominator	
		 solve problems that involve all of the above. 	
	Spring	Number and place value	
		Number and place value	

MULTIPLICATIVE	term 2 nd	• count from 0 in multiples of 4, 8, 50 and 100	
REASONING	term 2 ^m half	 Count from 0 in multiples of 4, 8, 50 and 100 Multiplication and division recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects Fractions count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators solve problems that involve all of the above. 	Problem Solving and Reasoning 3, pp 58–9, 8 'Fabulous 28'
GEOMETRIC REASONING		 Geometry: properties of shapes draw 2-D shapes, and make 3-D shapes using modeling materials; recognise 3-D shapes in different orientations and describe them recognise that angles are 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 	Problem Solving and Reasoning 3, pp 72–3, 15 'Dotty squares' Problem Solving and Reasoning 3, pp 74–5, 16 'Cubed aliens'
NUMBER SENSE		 Number and place value count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas Measurement tell and write the time from an analogue clock, including using Roman numerals from 1 to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events, [for example, to calculate the time taken by particular events or tasks] Statistics interpret and present data using bar charts, pictograms and tables 	
	Summer	Addition and subtraction	

		 add and add (mark months) (10) (10) (10) 	1
ADDITIVE REASONING	term 1 st half	 add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, <u>using</u> formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Measurement measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml) add and subtract amounts of money to give change, using both £ and p in practical contexts record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events, [for example, to calculate the time taken by particular events or tasks] 	Problem Solving and Reasoning 3, pp 68–9, 13 'School trip' Problem Solving and Reasoning 3, pp 78–9, 18 'Chocolate swap!'
		 Statistics 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. 	
NUMBER SENSE		 Number and place value identify, represent and estimate numbers using different representations Fractions count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, ⁵/₇ + ¹/₇ = ⁶/₇] compare and order unit fractions and fractions with the same denominator. solve problems that involve all of the above. 	<i>Problem Solving and Reasoning 3</i> , pp 64–5, 11 'Fraction pictures'
MULTIPLICATIVE REASONING	Summer term 2 nd half	 Number and place value count from 0 in multiples of 4, 8, 50 and 100 Multiplication and division recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division; solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	Problem Solving and Reasoning 3, pp 60–1, 9 'Remainder, remainder'

 from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators solve problems that involve all of the above. Measurement know the number of seconds in a minute and the number of days in each month, year and leap year. 	
 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators solve problems that involve all of the above. Measurement know the number of seconds in a minute and the number of days in each 	
fractions and non-unit fractions with small denominators solve problems that involve all of the above. Measurement know the number of seconds in a minute and the number of days in each 	
 solve problems that involve all of the above. Measurement know the number of seconds in a minute and the number of days in each 	
 know the number of seconds in a minute and the number of days in each 	
month, year and leap year.	
Geometry: properties of shape	
recognise that angles are a property of shape or a description of a turn	
tentify 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	
 measure the perimeter of simple 2-D shapes. 	
Year 4 Autumn Number and place value Problem S	Solving and
Pagaginin	<i>g 4</i> , pp 44–5,
NUMBER term 1st Count in Multiples of 1000 Reasoning • find 1000 more or less than a given number 1 'Make 10	

SENSE	half	 recognise the place value of each digit in a four-digit 	Problem Solving and
OLNOL	IIdii	number (thousands, hundreds, tens, and ones)	Reasoning 4, pp 46–7,
		 order and compare numbers beyond 1000 	2 'A bit of magic!'
		 identify, represent and estimate numbers using different 	Problem Solving and
		representations	Reasoning 4, pp 48–9,
		 round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of 	3 'What's my number?'
		the above and with increasingly large positive numbers.	
		the above and with increasingly raige positive numbers.	
		Addition and subtraction	
		 add and subtraction add and subtract numbers with up to 4 digits using 	
		the formal written methods of columnar addition and	
		subtraction where appropriate	
ADDITIVE		 estimate and use inverse operations to check answers to a calculation 	
REASONING		 solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	
		Measurement	
		 estimate, compare and calculate different measures, 	
		including money in pounds and pence	
		D	
		Statistics interpret and present discrete and continuous data using	
		appropriate graphical methods, including bar charts and	
		time graphs	
		 solve comparison, sum and difference problems using 	
		information presented in bar charts, pictograms, tables	
		and other graphs	
	Autumn		
	term 2 nd		
	half		
		Number and place value	
MULTIPLICATIVE REASONING		 Number and place value count in multiples of 6, 7, 9, 25 and 1000 	
		Multiplication and divisions	
		recall multiplication and division facts for multiplication	
		tables up to 12×12	
		 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; 	
		dividing by 1; multiplying together three numbers	
		 recognise and use factor pairs and commutativity in 	Problem Solving and
		mental calculations	Reasoning 4, pp 54–5,
		 solve problems involving multiplying and adding, 	6 'Would you rather?'
		including using the distributive law to multiply two	
		digit numbers by one digit, integer scaling and harder	
		correspondence problems such as <i>n</i> objects are connected to <i>m</i> objects.	
GEOMETRIC		Geometry: properties of shape	Problem Solving and
REASONING		 compare and classify geometric shapes, including 	Reasoning 4, pp 56–7, 7 'Tricky tangrams'
_		guadrilaterals and triangles, based on their properties	7 'Tricky tangrams'
		and sizes	
		 identify acute and obtuse angles and compare and order 	
		angles up to two right angles by size	
		identify lines of symmetry in 2-D shapes presented in different orientations	
		different orientations.	
NUMBER		Number and place value	
SENSE		 count in multiples of 1000 find 1000 more or loss than a given number 	
		 find 1000 more or less than a given number count backwards through zero to include negative numbers 	Problem Solving and
			5

r			1
		 recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers 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. 	Reasoning 4, pp 74–5, 16 'Double double'
	Spring term 1 st		
	half		
ADDITIVE REASONING		 Addition and subtraction add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction written generation. 	Problem Solving and Reasoning 4, pp 60–1, 9 'Finding the difference'
		 subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	<i>Problem Solving and Reasoning 4</i> , pp 64–5, 11 'Disco drinks'
		 Measurement estimate, compare and calculate different measures, including money in pounds and pence 	
		 Statistics interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 	
NUMBER SENSE		 Fractions (including decimals) count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten recognise and show, using diagrams, families of common equivalent fractions add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to 1/4, 1/2, 3/4 	
		 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 round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places 	
		Measurement convert between different units of measure [for example, kilometre to metre].	
	Spring term 2 nd half		
MULTIPLICATIVE REASONING		Number and place value count in multiples of 6, 7, 9, 25 and 1000 	
		Multiplication and division	

	 recall multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as n objects are connected to m objects
	Fractions (including decimals) Problem Solving and Reasoning 4, pp 76–7, 17 'Fraction strips' including non-unit fractions where the answer is a whole number 17 'Fraction strips'
	Measurement solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Problem Solving and Reasoning 4, pp 50–1, 4 'How much time?'
GEOMETRIC REASONING	 Geometry: properties of shapes compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Geometry: position and direction describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left / right and up / down plot specified points and draw sides to complete a given polygon.
NUMBER SENSE	 Number and place value count in multiples of 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers convert between different units of measure [for example, hour to minute] read, write and convert time between analogue and digital 12- and 24- hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
	 Statistics solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

			1
ADDITIVE REASONING	Summer term 1 st half	 Addition and subtraction add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Statistics interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Solve simple measure and money problems involving fractions and decimals to two decimal places 	Problem Solving and Reasoning 4, pp 66–7, 12 'Mystery numbers'
NUMBER SENSE		 Measurement estimate, compare and calculate different measures, including money in pounds and pence Fractions (including decimals) count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten recognise and show, using diagrams, families of common equivalent fractions add and subtract fractions with the same denominator 	
		 recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to ¹/4, ¹/2, ³/4. 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 round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places Measurement convert between different units of measure [for example, kilometre to metre). 	
MULTIPLICATIVE REASONING		 Number and place value count in multiples of 6, 7, 9, 25 and 1000 Multiplication and division recall multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, 	<i>Problem Solving and Reasoning 4</i> , pp 72–3, 15 'Terrific thirty-six'

GEOMETRIC REASONING	<text><section-header><text><section-header><section-header><section-header><section-header><section-header><list-item><list-item></list-item></list-item></section-header></section-header></section-header></section-header></section-header></text></section-header></text>	Problem Solving and Reasoning 4, pp 70–1, 14 'Symmetry squared' Problem Solving and Reasoning 4, pp 52–3, 5 'Moving and shaping'
NUMBER Autum SENSE term 1 half	road write, order and compare numbers to at least	Problem Solving and Reasoning 5, pp 68–9, 13 'How many chairs?'

		 solve number problems and practical problems that involve all of the above 	
		Multiplication and division	
		 <u>multiply and divide whole numbers and those involving</u> 	
		decimals by 10, 100 and 1000	
		Fractions (including decimals and percentages)	
		• read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]	
		 recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 	
		 round decimals with two decimal places to the nearest 	
		whole number and to one decimal place	
		read, write, order and compare numbers with up to three	
		decimal places	
		 solve problems involving number up to three decimal places 	
		Measurement	
		 convert between different units of metric measure (for 	
		example, kilometre and metre; centimetre and metre;	
		<u>centimetre and millimetre; gram and kilogram; litre and</u> millilitre)	
		 solve problems involving converting between units of 	
		time.	
		Addition and subtraction	
ADDITIVE REASONING		 add and subtraction add and subtract whole numbers with more than 4 digits, including using 	Problem Solving and Reasoning 5, pp 48–9,
REASONING		formal written methods (columnar addition and subtraction)	3 'Chicken nuggets'
		add and subtract numbers mentally with increasingly large numbers	o oliiololi haggoto
		 use rounding to check answers to calculations and 	
		determine, in the context of a problem, levels of accuracy	
		 solve addition and subtraction multi-step problems in 	
		contexts, deciding which operations and methods to use and why	
		Measurement	
		use all four operations to solve problems involving measure [for example,	
		length, mass, volume, money] using decimal notation including scaling	
		Statistics	
		 solve comparison, sum and difference problems using information presented in a line graph 	
		 <u>complete</u>, read and interpret information in tables including timetables. 	
	Autumn	Multiplication and division	
MULTIPLICATIVE	term 2 nd	 identify multiples and factors, including finding all factor 	
REASONING	half	pairs of a number, and common factors of two numbers	
	nan	 multiply numbers up to 4 digits by a one-digit number using a formal written method 	
		 using a formal written method multiply and divide numbers mentally drawing upon known facts 	
		 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	
		 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	Problem Solving and
		 solve problems involving multiplication and division 	Reasoning 5, pp 46–7,
		including using their knowledge of factors and multiples	2 'The maths factor'
		 solve problems involving addition, subtraction. 	
		multiplication and division and a combination of these.	
		including understanding the meaning of the equals sign	
		Measurement	
1		 use all four operations to solve problems involving 	

		measure [for example, length, mass, volume, money]	
		using decimal notation including scaling.	
		Geometry: properties of shapes	
		 identify 3-D shapes, including cubes and other cuboids. 	Problem Solving and
GEOMETRIC		from 2-D representations	Reasoning 5, pp 66–7,
REASONING		know angles are measured in degrees: estimate and	12 'Angles add up'
		compare acute, obtuse and reflex angles	
		 draw given angles, and measure them in degrees (°) 	
		• identify:	
		 angles at a point and one whole turn (total 360°) 	Problem Solving and
		<u>– angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)</u>	Reasoning 5, pp 76–7,
		 other multiples of 90° 	17 'Diagonally
		 use the properties of rectangles to deduce related facts 	speaking'
		and find missing lengths and angles	
		 distinguish between regular and irregular polygons based on reasoning 	
		about equal sides and angles.	
		Number and place value	
		 read, write, order and compare numbers to at least 	
		1 000 000 and determine the value of each digit	Problem Solving and
NUMBER SENSE		 count forwards or backwards in steps of powers of 10 for 	Reasoning 5, pp 44–5,
SENSE		any given number up to 1 000 000	1 'Stringy numbers'
		 interpret negative numbers in context, count forwards and headquards with peopletics and peopletics whole numbers including 	
		and backwards with positive and negative whole numbers including	
		through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000	
		and 100 000	
		 solve number problems and practical problems that involve all of the 	
		above	
		 read Roman numerals to 1000 (M) and recognise years 	
		written in Roman numerals	
		Multiplication and division	
		 multiply and divide whole numbers and those involving 	Problem Solving and
		decimals by 10, 100 and 1000	Reasoning 5, pp 50–1,
			4 'Tricky triangles'
		Fractions (including decimals and percentages)	
		• read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]	
		 recognise and use thousandths and relate them to 	
		tenths, hundredths and decimal equivalents	
		 round decimals with two decimal places to the nearest 	
		whole number and to one decimal place	
		 read, write, order and compare numbers with up to three desired places 	
		 decimal places solve problems involving number up to three decimal places 	
		• solve problems involving number up to timee decimal places	
		Measurement	
		 convert between different units of measure (e.g. kilometre and metre; metre and contimetre; contimeter 	
		kilometre and metre; metre and centimetre; centimeter	
		 and millimetre; kilogram and gram; litre and millilitre) solve problems involving converting between units of time. 	
		• Solve problems involving converting between units of time.	
	Spring		
	term 1 st		
		Addition and subtraction	
ADDITIVE	half	 add and subtract whole numbers with more than 4 digits, including using formel written methods (columner addition and 	
REASONING		including using formal written methods (columnar addition and	
		subtraction)	
		 add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and 	Problem Solving and
		use toutoito to check answers to calculations and	
			-
		 determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding 	<i>Reasoning 5</i> , pp 60–1, 9 'Dinosaurs'

		which operations and methods to use and why	
		 Fractions (including decimals and percentages) solve problems involving number up to three decimal places 	
		 solve problems involving number up to three decimal places 	
		 Measurement use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling measure and calculate the perimeter 	Problem Solving and Reasoning 5, pp 62–3, 10 'Ice-cream!'
		 Statistics solve comparison, sum and difference problems using information presented in a line graph 	
		 complete, read and interpret information in tables, including timetables. 	
NUMBER SENSE		 Multiplication and division multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	
		Fractions (including decimals and percentages) compare and order fractions whose denominators are all 	
		multiples of the same number	
		 recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, ²/₅ + ⁴/₅ = ⁶/₅ = 1¹/₅] read and write decimal numbers as fractions [for example, 0.71 = ⁷¹/₁₀₀] 	
		 recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 	
		 recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal 	
		 identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. 	
	Spring		
MULTIPLICATIVE	term	Multiplication and division	
REASONING	2 nd half	 identify multiples and factors, including finding all factor pairs know and use the vocabulary of prime numbers, prime 	
		 factors and composite (non-prime) numbers solve problems involving multiplication and division, 	
		including scaling by simple fractions and problems	
		involving simple rates	
		 establish whether a number up to 100 is prime and recall prime numbers up to 19 	
		 multiply numbers up to 4 digits by a one-digit number using a formal written method 	
		 multiply and divide numbers mentally drawing upon known facts 	
		 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 	
		 multiply and divide whole numbers and those involving 	
		 decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation 	
		for squared (²) and cubed (³)	
		 solve problems involving multiplication and division including using their knowledge of factors and multiples, 	
		 squares and cubes solve problems involving addition, subtraction, 	Problem Solving and
		multiplication and division and a combination of these,	<i>Reasoning 5</i> , pp 70–1, 14 'Equivalence'
		including understanding the meaning of the equals sign	
		Fractions (including decimals and percentages) solve problems which require knowing percentage and	
		decimal equivalents of $\frac{1}{2}$, $\frac{1}{2}$, $\frac{1}{2}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a	

[
	denominator of a multiple of 10 or 25	
	Measurement	
	• use all four operations to solve problems involving	
	measure [for example, length, mass, volume, money] using decimal notation including scaling	
	using accurat notation including seating	
	Geometry: properties of shapes	
	 identify 3-D shapes, including cubes and other cuboids, 	
GEOMETRIC	from 2-D representations	
REASONING	 know angles are measured in degrees: estimate and 	
	compare acute, obtuse and reflex angles	
	 draw given angles, and measure them in degrees (°) Identify: 	
	 angles at a point and one whole turn (total 360°) 	
	 angles at a point on a straight line and ½ a turn (total 180°) 	
	 other multiples of 90° 	
	 use the properties of rectangles to deduce related facts and find missing langths and angles 	
	 and find missing lengths and angles distinguish between regular and irregular polygons 	Problem Solving and
	based on reasoning about equal sides and angles	Reasoning 5, pp 52–3, 5 'It's all reflecting'
		5 it s air reneeting
	Geometry: position and direction	
	 identify, describe and represent the position of a shape following a reflection or translation, using the appropriate 	
	following a reflection or translation, using the appropriate language, and know that the shape has not changed.	
		Problem Solving and
		<i>Reasoning 5</i> , pp 56–7, 7 'Twenty-three'
	Number and place value	Problem Solving and
	• read, write, order and compare numbers to at least	Reasoning 5, pp 58–9,
NUMBER	1 000 000 and determine the value of each digit	8 'Tablet problems'
SENSE	 count forwards or backwards in steps of powers of 10 for any given pumber up to 1 000 000. 	Problem Solving and Reasoning 5, pp 64–5,
	 any given number up to 1 000 000 interpret negative numbers in context, count forwards 	11 'Place value guess
	and backwards with positive and negative whole numbers including	who'
	through zero	
	• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000	
	 and 100 000 solve number problems and practical problems that involve all of the 	
	above	
	Multiplication and division	
	 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	
	Fractions (including decimals and percentages)	
	compare and order fractions whose denominators are all	
	multiples of the same number	
	 recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 	
	as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{5}{5} = 1\frac{1}{5}$]	
	• read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]	
	 recognise and use thousandths and relate them to tenths, hundred the and desired against against 	
	 tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest 	
	whole number and to one decimal place	
	 read, write, order and compare numbers with up to three 	
	decimal places	
	 solve problems involving number up to three decimal 	
	places Measurement	
	 convert between different units of measure (e.g. 	
1	kilometre and metre; metre and centimetre; centimeter	

		 solve problems involving converting between units of time. 	
ADDITIVE REASONING	Summer term 1 st half	 Addition and subtraction add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 	
		 Fractions (including decimals and percentages) recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, ²/₅ + ⁴/₅ = ⁶/₅ = 1¹/₅] add and subtract fractions with the same denominator and denominators that are multiples of the same number solve problems involving number up to three decimal places 	Problem Solving and Reasoning 5, pp 72–3, 15 'Fraction pairs' Problem Solving and Reasoning 5, pp 72–3, 15 'Fraction pairs'
		 Measurement use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling solve problems involving converting between units of time Statistics solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables. 	Problem Solving and Reasoning 5, pp 78–9, 18 'Body proportions'
		 Multiplication and division multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	
NUMBER SENSE		 Fractions (including decimals and percentages) compare and order fractions whose denominators are all multiples of the same number recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, ²/₅ + ⁴/₅ = ⁶/₅ = 1¹/₅] read and write decimal numbers as fractions [for example, 0.71 = ⁷¹/₁₀₀] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal. 	
		 Measurement convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]. 	
		Multiplication and division identify multiples and factors, including finding all factor pairs, and 	

MULTPLICATVE REASONNOR Summer term 2 nd half Summer REASONNOR Summer term 2 nd half Summer Summer REASONNOR Summer term 2 nd half Summer Summer Summer Summer REASONNOR Summer term 2 nd half Summer				
BERNONICE Summer inclusion RESSONICE Summer inclusion Balf In all inclusion numbers up to 10 multiple and divide numbers to to 00 is prime and recall prime numbers up to 4 dipts by a one or two-datil numbers up to 4 dipts by a one-or two-datil numbers up to 4 dipts by a one-or two-datil numbers to two-datil numbers multiple and divide numbers mentably drawing upon known holds of divide numbers up to 4 dipts by a one-or two-datil numbers to two-datil numbers multiple and divide numbers mentably drawing the formal writen method of short division and numbers. Internet to two-datil numbers multiple and divide numbers and nose involving decimals by 1, 00 and 1000 mecogenes and ase square numbers and cube numbers, and the notation for a quared 1, 00 and 1000 mecogenes and ase square numbers and cube numbers, and the notation for a quared 1, 00 and 1000 mecogenes and ase square numbers and cube numbers, squares and two-datil numbers and numbers. Sector of the statistic of the statistic of the statistic of the statistic of the statistic scole problems involving addition and division involving single rates. Fractions (including decimals and percentages) • is dentify, name and write quivalent fractions of a given fraction, represented visually introduce of a given fraction, represented visually introduce of a given fraction or presented visually introduce and divisor and account partial and diagnams so view problems involving converting between metals. • is dentify, hances and the appropriate and instation fraction introduce and statistic and traction divide and advise and and and advised to the statistic of the advised multiple physics based on vascoring dadvised cadvise the perimeter of composite networks and c			common factors of two numbers	
REASONNE term 2 nd holf Information and comparison number and to be public and coall prime number augo a 10 dig by a one-artico-digit camber using a formal window maken dig by a one-artico-digit camber using a formal window maken dig by a one-artico-digit camber using a formal window maken dig by a one-artico-digit camber using a formal window maken dig by a one-artico-digit camber using a formal window maken dig be on and order method window maken and to be included a support of the correct of the correct of the support of the support of the support of the support recorrect of the support of the support of the support of the support of correct of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support recorrect of the support of the support of the support the recorrect of	MULTIPLICATIVE	Summer		
GEOMETRIC ending unitable sup of a digits by a care-org. too-digit number using a formal unitere method including long multiplication. Chros-digit. Londowskie. Londowskie using the formal written method of short division and interpret remainders appropriately for the context. • divide numbers up to 4 digits by a one-digit numbers, and the rotation written method of short division and interpret remainders appropriately for the context. • multiply and divide numbers and those involving decimals by 10, 100 and 1000 • recognize and use square numbers and those involving decimals by 10, 100 and 1000 • solve problems involving multiplication and division involving using their knowledge of factors and multiples. • solve problems involving multiplication and division involving using the involvedge of factors and multiples. • solve problems involving divident factors of a given fraction, represented vasably involving transmitters and there involving using the inset. Fractions (Including decimals and percentages) • identify, name and write quivilent factors of a given fraction, represented vasably involving transmitters by whole funding stripe rates. Measurement • identify a capterations to solve problems involving measure if the complete on matrixes, such as intores, coandia and calculates to solve problems involving measure if the complet and statistica such as intores, coandia and calculates to solve problems involving measure if the checks on relating so the decimal statistica in the decimal supports of a nuglica and inguitas and angles • distripute between regular and ingulates and angles • distripute between regular and i	REASONING			
GEOMETRIC GEOMETRIC Center Control of a digits by a construction of these, including and divelow numbers mutually drawing cook known facts. divelopmetric divelow numbers and material grawing cook known facts. divelopmetric divelow numbers and material grawing cook known facts. divelopmetric divelow numbers and material grawing cook known facts. divelopmetric divelow numbers and divelopmetric manifolds and program factority. mutility of and divelow whole numbers and cube mumbers, and the notation for sugurant divelopmetric material divelopmetric			 establish whether a number up to 100 is prime and recall 	
GEOMETRIC Indulting and clouds any written method (multing) upon known facts multiply and divide numbers methody dawing upon known facts divide numbers up to 4 digits a normalizer using the formal written method of short division and interport remainders appropriately for the controls multiply and divide numbers and factors involving decimals by 10, 100 and 1000 recognise and use square numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and ubuse numbers, and the notation for squared () and cubed () solve problems involving multiplication and division involving uping their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including updictation and division and accombination of these, including updictation and division and accombination of the squares in the state state and the top the state state and the state and the state and the state state and thest state state and the state state state and thest st		half		
GEOMETRIC Comparison of the stage of				
GEOMETRIC • multiply and divide numbers menhally dawing upon known facts divide numbers up to 4 digits to a one-dipit number using the formal within method of short division and interpret remainders appropriately for the contact 				
econery: - endpice of abort dission and interpret remainders appropriately for the context				
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Beometry properties of shapes example and where numbers and those involving decimals by 10, 100 and 1000 exceptions and use agains numbers and cuber numbers, and the notation for squared (?) and vuber (?) exite problems involving addition, subtraction, multiplication and division and division into cuber (?) exite problems involving addition, subtraction, multiplication and division and division, including additation, subtraction, multiplication and division and division, including additation, subtraction, and problems involving multiplication and division, including additation, subtractions, and problems involving multiplication and division, including scaling by simple rates. Fractions (including decimals and proteins) evolve problems involving multiplications and division, including scaling by simple rates. Fractions (including decimals and proteins) evolve problems which require knowing percentage and thurthered is unally including teenths and hurdred is multiply. There and with equivalent fractions of a given fraction, represented visually including teenths and hurdred is multiply. There are an weat a denominator of a multiple advisor, including scaling and simple rates. Excercise (including caling teenths and disparent for a superior by variable is and disparent for a superior by variables and disparent for a superior by variable is and disparent for a superior by materials and disparent for a superior by a superior by materials and disparent for a superior by a superior by materials and disparent for a superior by a superior by materials and disparent for a superior by a superior				
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 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres <u>calculate and compare the area of rectangles (including</u> <u>squares), and including using standard units, square centimetres (cm²)</u> <u>and square metres (m²) and estimate</u> <u>the area of irregular shapes</u> <u>Problem Solving and</u> <u>Reasoning 5, pp 74–5,</u> <u>estimate volume [for example, using 1 cm³ blocks</u> <u>to build cuboids (including cubes)] and capacity [for</u> <u>example, using water].</u> <u>Problem Solving and</u> <u>Reasoning 5, pp 54–5,</u> 			language, and know that the shape has not changed	
 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres <u>calculate and compare the area of rectangles (including</u> <u>squares), and including using standard units, square centimetres (cm²)</u> <u>and square metres (m²) and estimate</u> <u>the area of irregular shapes</u> <u>Problem Solving and</u> <u>Reasoning 5, pp 74–5,</u> <u>estimate volume [for example, using 1 cm³ blocks</u> <u>to build cuboids (including cubes)] and capacity [for</u> <u>example, using water].</u> <u>Problem Solving and</u> <u>Reasoning 5, pp 54–5,</u> 			Management	
rectilinear shapes in centimetres and metres 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 estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. Problem Solving and Reasoning 5, pp 54–5,				
 <u>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</u> <u>estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using 5, pp 54–5,</u> <u>example, using water].</u> 				
squares), and including using standard units, square centimetres (cm ²) Problem Solving and and square metres (m ²) and estimate Problem Solving and the area of irregular shapes Reasoning 5, pp 74–5, estimate volume [for example, using 1 cm ³ blocks 16 'The flood' to build cuboids (including cubes)] and capacity [for Problem Solving and example, using water]. Reasoning 5, pp 54–5,			•	
and square metres (m ²) and estimate Problem Solving and the area of irregular shapes Reasoning 5, pp 74–5, estimate volume [for example, using 1 cm ³ blocks 16 'The flood' to build cuboids (including cubes)] and capacity [for Problem Solving and example, using water]. Reasoning 5, pp 54–5,				
the area of irregular shapes Reasoning 5, pp 74–5, estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. Problem Solving and Reasoning 5, pp 54–5,				Problem Solving and
• estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. 16 'The flood' • Problem Solving and example, using water]. Problem Solving and Reasoning 5, pp 54–5,				ů.
to build cuboids (including cubes)] and capacity [for example, using water].Problem Solving and Reasoning 5, pp 54–5,				• • • • •
example, using water]. Reasoning 5, pp 54–5,				
				•
			<u> </u>	•
				e meenarmaanooo

	Year 6		
	Autumn term 1 st		
	term 1 half		
NUMBER SENSE		Number and place value read, write, order and compare numbers up to 10 000 000 and determine 	
JENJE		the value of each digit	
		 round any whole number to a required degree of accuracy solve number and practical problems that involve all of the above 	
		Fractions (including decimals and percentages)	
		 identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 	
L		acountar places and manaply and amade numbers by 10, 100 and 1000	L]

			1
		giving answers up to three decimal places	
		Measurement	
		 use, read, write and convert between standard units. 	
		converting measurements of length, mass and time from	
		a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	
		convert between miles and kilometres	
ADDITIVE		Addition, subtraction, multiplication and division	
REASONING		 perform mental calculations, including with mixed 	
		operations and large numbers	
		 use their knowledge of the order of operations to carry out calculations involving the four operations 	
		 solve addition and subtraction multi-step problems in 	Problem Solving and Reasoning 6, pp 72–3,
		contexts, deciding which operations and methods to use	15 'Monsters'
		and why	
		 solve problems involving addition, subtraction 	
		 use estimation to check answers to calculations and determine, in the context of a problem, an appropriate 	
		degree of accuracy	
		Fractions (including decimals and percentages)	
		 solve problems which require answers to be rounded to 	
		specified degrees of accuracy	Problem Solving and
		Algebra	Reasoning 6, pp 44–5,
		• use simple formulae	1 'Missing numbers'
		generate and describe linear number sequences	
		 express missing number problems algebraically 	
		 find pairs of numbers that satisfy an equation with two under summer 	Problem Solving and
		<u>unknowns</u> <u>enumerate possibilities of combinations of two variables</u>	Reasoning 6, pp 50–1,
		Chamerate possibilities of combinations of two variables	4 'Baffling banquets'
		Measurement	
		 solve problems involving the calculation and conversion 	
		of units of measure, using decimal notation to three	
		 <u>decimal places where appropriate</u> use, read, write and convert between standard units, 	
		converting measurements of length, mass and time from	
		a smaller unit of measure to a larger unit, and vice versa,	
		using decimal notation to three decimal places	
		Statistics interpret and construct pie charts and line graphs and 	
		use these to solve problems.	
	Autumn	Addition, subtraction, multiplication and division	
MULTIPLICATIVE	term 2 nd	 multiply multi-digit numbers up to 4 digits by a two-digit 	
REASONING	half	whole number using the formal written method of long	
		multiplication	
		 <u>divide numbers up to 4 digits by a two-digit whole number using the</u> <u>formal written method of long division, and interpret remainders as whole</u> 	
		number remainders, fractions, or by rounding, as appropriate for the	
		context	
		• divide numbers up to 4 digits by a two-digit number using the formal	
		written method of short division where appropriate, interpreting	
		remainders according to the context	
		 perform mental calculations, including with mixed operations and large numbers 	
		 identify common factors, common multiples and prime 	
		numbers	
		• use their knowledge of the order of operations to carry out calculations	
		involving the four operations	
		 solve problems involving addition, subtraction, <u>multiplication and division</u> use estimation to check answers to calculations and 	
		determine, in the context of a problem, an appropriate	

degree of accuracy	
Ratio and proportion	
measures, and such as 15% of 360] and the use of percentages for	
comparison	
Algebra	
use simple formulae	
	Decklass Och in a sud
	Problem Solving and
• enumerate possibilities of combinations of two variables.	<i>Reasoning 6</i> , pp 60–1, 9 'Pascal's triangle'
Measurement	
appropriate	
 use, read, write and convert between standard units, 	
converting measurements of length, mass and time from	
a smaller unit of measure to a larger unit, and vice versa,	
using decimal notation to three decimal places	
Statistics	
 interpret and construct pie charts and line graphs and 	
calculate and interpret the mean as an average.	
Geometry: properties of shapes	
 compare and classify geometric shapes based on their 	
properties and sizes and find unknown angles in any	
triangles, quadrilaterals, and regular polygons	
 illustrate and name parts of circles, including radius, 	
diameter and circumference and know that the diameter is twice the	
radius	
recognize angles where they meet at a point, are an a straight line, or are	
• recognise angles where they meet at a point, are on a straight line, or are	
 recognise angles where they meet at a point, are on a straight line, of are vertically opposite, and find missing angles 	
vertically opposite, and find missing angles	
vertically opposite, and find missing angles Algebra	
vertically opposite, and find missing angles Algebra use simple formulae	
vertically opposite, and find missing angles Algebra use simple formulae express missing number problems algebraically	
vertically opposite, and find missing angles Algebra use simple formulae express missing number problems algebraically find pairs of numbers that satisfy an equation with two	
vertically opposite, and find missing angles Algebra use simple formulae express missing number problems algebraically	
vertically opposite, and find missing angles Algebra use simple formulae express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns	
vertically opposite, and find missing angles Algebra use simple formulae express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns	
vertically opposite, and find missing angles Algebra use simple formulae express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables	Problem Solving and
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa	Reasoning 6, pp 64–5,
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles	Reasoning 6, pp 64–5, 11 'Chickens'
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles recognise when it is possible to use the formulae for area and volume of	Reasoning 6, pp 64–5, 11 'Chickens' Problem Solving and
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles	Reasoning 6, pp 64–5, 11 'Chickens' Problem Solving and Reasoning 6, pp 78–9,
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles recognise when it is possible to use the formulae for area and volume of	Reasoning 6, pp 64–5, 11 'Chickens' Problem Solving and Reasoning 6, pp 78–9, 18 'Chunky chocolate
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles recognise when it is possible to use the formulae for area and volume of shapes Number and place value	Reasoning 6, pp 64–5, 11 'Chickens' Problem Solving and Reasoning 6, pp 78–9,
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles recognise when it is possible to use the formulae for area and volume of shapes Number and place value • read, write, order and compare numbers up to 10 000 000 and determine	Reasoning 6, pp 64–5, 11 'Chickens' Problem Solving and Reasoning 6, pp 78–9, 18 'Chunky chocolate
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles recognise when it is possible to use the formulae for area and volume of shapes Number and place value • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	Reasoning 6, pp 64–5, 11 'Chickens' Problem Solving and Reasoning 6, pp 78–9, 18 'Chunky chocolate
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles recognise when it is possible to use the formulae for area and volume of shapes Number and place value • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy	Reasoning 6, pp 64–5, 11 'Chickens' Problem Solving and Reasoning 6, pp 78–9, 18 'Chunky chocolate cubes'
vertically opposite, and find missing angles Algebra • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles recognise when it is possible to use the formulae for area and volume of shapes Number and place value • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	Reasoning 6, pp 64–5, 11 'Chickens' Problem Solving and Reasoning 6, pp 78–9, 18 'Chunky chocolate
	comparison Algebra • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables. Measurement • solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places Statistics • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average. Geometry: properties of shapes • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polyagons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the

		above
		Fractions (including decimals and percentages)
		identify the value of each digit in numbers given to three
		decimal places and multiply and divide numbers by 10, 100 and 1000
		given answers up to three decimal places
		Measurement
		 use, read, write and convert between standard units,
		converting measurements of length, mass and time from
		a smaller unit of measure to a larger unit, and vice versa,
		using decimal notation to three decimal places.
		Number and place value use negative numbers in context, and calculate intervals
	Spring	across zero
ADDITIVE REASONING	term 1 st	
REASONING	half	Addition, subtraction, multiplication and division
		 perform mental calculations, including with mixed
		operations and large numbers
		 use their knowledge of the order of operations to carry out calculations involving the four operations
		 involving the four operations solve addition and subtraction multi-step problems in contexts, deciding
		which operations and methods to use and why
		• solve problems involving addition, subtraction
		 use estimation to check answers to calculations and
		determine, in the context of a problem, an appropriate
		degree of accuracy
		Fractions (including decimals and percentages)
		 solve problems which require answers to be rounded to
		specified degrees of accuracy
		Algebra ● use simple formulae
		generate and describe linear number sequences
		 express missing number problems algebraically
		 find pairs of numbers that satisfy an equation with two
		unknowns
		 enumerate possibilities of combinations of two variables
		Measurement
		 solve problems involving the calculation and conversion
		of units of measure, using decimal notation to three
		decimal places where appropriate
		 use, read, write and convert between standard units, converting measurements of length, mass and time from
		a smaller unit of measure to a larger unit, and vice versa,
		using decimal notation to three decimal places
		Statistics
		interpret and construct pie charts and line graphs and
		use these to solve problems
		Fractions (including decimals and percentages)
		 use common factors to simplify fractions; use common
		multiples to express fractions in the same denomination
NUMBER		 <u>compare and order fractions, including fractions >1</u> associate a fraction with division and calculate decimal
SENSE		 <u>associate a fraction with division and calculate decimal</u> <u>fraction equivalents [for example, 0.375] for a simple fraction [for</u>
		$\frac{112}{2}$ example. $\frac{3}{8}$
		 recall and use equivalences between simple fractions,
		decimals and percentages, including in different contexts
		identify the value of each digit in numbers given to three
		decimal places and multiply and divide numbers by 10, 100 and 1000
		giving answers up to three decimal places

		 Algebra use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns Measurement solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places Statistics interpret and construct pie charts and line graphs and 	
MULTIPLICATIVE REASONING	Spring term 2 nd half	 use these to solve problems. Addition, subtraction, multiplication and division multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 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 divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 	
		 Fractions (including decimals and percentages) multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places Ratio and proportion solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts solve problems involving unequal sharing and grouping using knowledge of fractions and multiples 	
		 Algebra use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns 	Problem Solving and Reasoning 6, pp 58–9,

	 anumenta passibilitias of combinations of two variables 	9 (Croatest product)
	 enumerate possibilities of combinations of two variables 	8 'Greatest product'
	Measurement	
	 solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where 	
	appropriate	
	 use, read, write and convert between standard units, 	
	converting measurements of length, mass and time from	
	a smaller unit of measure to a larger unit, and vice versa,	
	using decimal notation to three decimal places	
	 convert between miles and kilometres 	
	Statistics	
	 interpret and construct pie charts and line graphs and use these to solve problems 	
	use these to solve problems calculate and interpret the mean as an average.	
	Competitive properties of shapes	
	 Geometry: properties of shapes draw 2-D shapes using given dimensions and angles 	
GEOMETRIC		
REASONING	 recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their 	
	properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
	 illustrate and name parts of circles, including radius, 	
	 Invisitate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the 	
	radius	
	Geometry: position and direction	
	 describe positions on the full coordinate grid (all four 	
	guadrants)	
	 draw and translate simple shapes on the coordinate plane, and reflect 	
	them in the axes	
	Algebra	
	use simple formulae	
	 express missing number problems algebraically 	
	 find pairs of numbers that satisfy an equation with two 	
	unknowns	
	 enumerate possibilities of combinations of two variables 	
	Measurement	
	calculate the area of parallelograms and triangles	
	 recognise when it is possible to use the formulae for area and volume of r r 	
	shapes	
	 <u>calculate, estimate and compare volume of cubes and</u> and addition including subject to a structure (an³) and addition 	
	cuboids using standard units, including cubic centimeters (cm ³) and cubic	
	metres (m ³) and extending to other units, [for example, mm ³ and km ³]	
	Ratio and proportion	
	 Solve problems involving similar shapes where the scale 	
	factor is known or can be found.	
	Geometry: properties of shapes	
	 draw 2-D shapes using given dimensions and angles 	
	 recognise, describe and build simple 3-D shapes, including making nets 	
	 compare and classify geometric shapes based on their 	
	properties and sizes and find unknown angles in any	
	triangles, quadrilaterals, and regular polygons	
	 illustrate and name parts of circles, including radius, 	
	diameter and circumference and know that the diameter is twice the	
	radius	
	Geometry: position and direction	
	 describe positions on the full coordinate grid (all four 	
	<u>quadrants)</u>	
	draw and translate simple shapes on the coordinate plane, and reflect	
	them in the axes	
	Algebra	
	use simple formulae overses missing number problems algebraically	
1	 express missing number problems algebraically 	

		 find pairs of numbers that satisfy an equation with two unknowns
		 enumerate possibilities of combinations of two variables
		Measurement
		 calculate the area of parallelograms and triangles
		 recognise when it is possible to use the formulae for area and volume of
		shapes
		 <u>calculate, estimate and compare volume of cubes and</u> cuboids using standard units, including cubic centimeters (cm³) and cubic
		metres (m ³) and extending to other units. [for example, mm ³ and km ³]
		Ratio and proportion
		 Solve problems involving similar shapes where the scale
		factor is known or can be found.
		Number and place value
		• read, write, order and compare numbers up to 10 000 000 and determine
		the value of each digit
		 round any whole number to a required degree of accuracy
NUMBER		 use negative numbers in context, and calculate intervals
SENSE		across zero
		 solve number problems and practical problems that involve all of the above
		Fractions (including decimals and percentages)
		 use common factors to simplify fractions; use common
		multiples to express fractions in the same denomination
		 compare and order fractions, including fractions >1 identify the value of each digit in numbers given to three
		decimal places and multiply and divide numbers by 10,
		100 and 1000 giving answers up to three decimal places
		Measurement
		• 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 up to three decimal
		 places convert between miles and kilometres.
		Addition, subtraction, multiplication and division
		 perform mental calculations, including with mixed operations and large numbers
		 numbers use their knowledge of the order of operations to carry out calculations
		involving the four operations
	Summer	 solve addition and subtraction multi-step problems in contexts, deciding which ensure and mathematical to use and when
	term 1 st	 which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division
REASONING	half	 use estimation to check answers to calculations and determine, in the
	Hall	context of a problem, an appropriate degree of accuracy
		Fractions (including decimal and percentages)
		 add and subtract fractions with different denominators and mixed
		 <u>numbers</u>, using the concept of equivalent fractions solve problems which require answers to be rounded to specified degrees
		of accuracy
		Algebra
		● use simple formulae
		generate and describe linear number sequences
		 express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns
		 find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables
		Mossurement
		Measurement solve problems involving the calculation and conversion of units of
		measure, using decimal notation to three decimal places where

· · · · · · · · · · · · · · · · · · ·			
NUMBER SENSE		 appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places Statistics interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average Fractions (including decimals and percentages) use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction, decimals and percentages, including in different contexts identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Migebra use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns 	Problem Solving and Reasoning 6, pp 66–7, 12 'Perfect, abundant and deficient numbers' Problem Solving and
		 Measurement solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places 	Reasoning 6, pp 68–9, 13 'Number knowledge'
		 Statistics interpret and construct pie charts and line graphs and use these to solve problems. 	
			Problem Solving and Reasoning 6, pp 76–7, 17 'Pies or lines?'
		 Addition, subtraction, multiplication and division multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication 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 	
MULTIPLICATIVE REASONING	Summer term 2 nd half	 divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 	Problem Solving and Reasoning 6, pp 54–5, 6 'Divisibility' Problem Solving and Reasoning 6, pp 70–1, 14 'Trickier triangles'
		 Fractions (including decimals and percentages) multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¹/₄ x ¹/₂ = ¹/₈] 	

GEOMETRIC REASONING	 divide proper fractions by whole numbers [for example,	Problem Solving and Reasoning 6, pp 52–3, 5 'Cube nets'
	 describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes Algebra use simple formulae 	•
	 Measurement recognise that shapes with the same areas can have different perimeters and vice versa calculate the area of parallelograms and triangles recognise when it is necessary to use the formulae for area and volume of shapes calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimeters (cm³) and cubic metres (m³) and extending to other units, [for example, mm³ and km³] Ratio and proportion solve problems involving similar shapes where the scale factor is known 	Problem Solving and Reasoning 6, pp 56–7, 7 'Formulae'

	or can be found.	