

## PROGRESSION OF KNOWLEDGE AND SKILLS – CURRICULUM 2022

| SUBJECT: | MATHS |
|----------|-------|
| SOBJECT. | WATE  |

| SUBJECT AREA            | ASPECT        | EYFS       | YEAR 1   | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-------------------------|---------------|------------|--|--------|--------|--------|--------|--------|
|                         |               | AOL: Maths |  |        |        |        |        |        |
| NUMBER – PLACE<br>VALUE | NUMBERS TO 10 |            | Sort objects into groups by characteristics  The last number counted of a group is the total.  Begin to count objects that have been sorted into groups from one to 10.  Count objects that have been sorted into groups from one to 10.  One object can be represented by another.  Identify and represent numbers using concrete objects and pictorial representations.  Zero comes before one.  Find consecutive and non-consecutive missing numbers in sequences counting forwards.  One more is the number after.  Identify one more than a given number within 10. | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|                         |               |            | One less is the number before.   |        |        |        |        |        |
|                         |               |            | Identify one less than a given number within 10.   |        |        |        |        |        |

|          |          | 1 | 1                          | 1 | 1        | T        |  |
|----------|----------|---|----------------------------|---|----------|----------|--|
|          |          |   |                            |   |          |          |  |
|          |          |   | Match one object with      |   |          |          |  |
|          |          |   | another.                   |   |          |          |  |
|          |          |   | another.                   |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | Equal means the same       |   |          |          |  |
|          |          |   | in amount. Size or         |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | number. More than          |   |          |          |  |
|          |          |   | means greater in           |   |          |          |  |
|          |          |   | amount or size. Less       |   |          |          |  |
|          |          |   | than means smaller in      |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | amount or size. Most       |   |          |          |  |
|          |          |   | means the biggest          |   |          |          |  |
|          |          |   | number or amount of        |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | something. Least means     |   |          |          |  |
|          |          |   | the smallest number or     |   |          |          |  |
|          |          |   | amount of something.       |   |          |          |  |
|          |          |   | I                          |   |          |          |  |
|          |          |   | 6                          |   |          |          |  |
|          | Í        |   | Compare groups of          |   | 1        |          |  |
|          |          |   | objects using the          |   |          |          |  |
|          |          |   | language of equal to,      |   |          |          |  |
|          |          |   | more, more than,           |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | greater than, less, less   |   |          |          |  |
|          |          |   | than and fewer.            |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | The less than sign (<)     |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | shows that the value to    |   |          |          |  |
|          |          |   | the left of it is lower    |   |          |          |  |
|          |          |   | than value to the right    |   |          |          |  |
|          |          |   | of it. The greater than    |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | sign (>) shows that the    |   |          |          |  |
|          |          |   | value to the left of it is |   |          |          |  |
|          |          |   | higher than the value to   |   |          |          |  |
|          |          |   | the right of it.           |   |          |          |  |
|          |          |   | the right of it.           |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | Use <, > and = signs to    |   |          |          |  |
|          |          |   | compare numbers            |   |          |          |  |
|          |          |   | within 10.                 |   |          |          |  |
|          |          |   | within 10.                 |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | Compare numbers using      |   |          |          |  |
|          |          |   | the language 'greatest,    |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | largest, smallest, more    |   |          |          |  |
|          |          |   | than, less than, least,    |   |          |          |  |
|          |          |   | most' and 'equal to'       |   |          |          |  |
|          |          |   | · ·                        |   |          |          |  |
|          |          |   | luctification or device    |   |          |          |  |
|          |          |   | Justify the order of       |   |          |          |  |
|          |          |   | numbers using their        |   |          |          |  |
|          |          |   | counting, sorting and      |   |          |          |  |
|          |          |   | grouping knowledge.        |   |          |          |  |
|          |          |   | brouping knowicuse.        |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | Order three groups of      |   |          |          |  |
|          |          |   | objects and use the        |   |          |          |  |
| 1        |          |   | language 'greatest and     |   |          |          |  |
|          |          |   | ianguage greatest and      |   |          |          |  |
|          |          |   | smallest'                  |   |          |          |  |
|          |          |   |                            |   |          |          |  |
|          |          |   | Know that, when            |   |          |          |  |
|          |          |   | comparing numbers,         |   |          |          |  |
| <u> </u> | <u> </u> | L | companing numbers,         | 1 | <u> </u> | <u>L</u> |  |
|          |          |   |                            |   |          |          |  |

|               |                           |  |                          | 1 | , |
|---------------|---------------------------|--|--------------------------|---|---|
|               |                           | they should compare                          |                          |   |   |
|               |                           | the highest place value                      |                          |   |   |
|               |                           | column first (tens), then                    |                          |   |   |
|               |                           | move onto the ones if                        |                          |   |   |
|               |                           | the tens are equal.                          |                          |   |   |
|               |                           |  |                          |   |   |
|               |                           | Order number within 10                       |                          |   |   |
|               |                           | using the language                           |                          |   |   |
|               |                           | 'greatest, largest,                          |                          |   |   |
|               |                           | smallest, more that, less                    |                          |   |   |
|               |                           | than, least, most' and                       |                          |   |   |
|               |                           | 'equal to'.                                  |                          |   |   |
|               |                           |  |                          |   |   |
|               |                           | Justify the order of                         |                          |   |   |
|               |                           | numbers using their                          |                          |   |   |
|               |                           | place value knowledge.                       |                          |   |   |
|               |                           | place value knowledge.                       |                          |   |   |
|               |                           | Ordinal numbers give                         |                          |   |   |
|               |                           | the position on a list 1 <sup>st</sup> ,     |                          |   |   |
|               |                           | 2 <sup>nd</sup> , 3 <sup>rd</sup> and so on. |                          |   |   |
|               |                           | ر ک ماالا SO OII.                            |                          |   |   |
|               |                           | Use ordinal numbers to                       |                          |   |   |
|               |                           |  |                          |   |   |
|               |                           | compare position.                            |                          |   |   |
|               |                           |  |                          |   |   |
|               |                           | Use a number line to 10                      |                          |   |   |
|               |                           | to 'count to 10*' (*see                      |                          |   |   |
|               |                           | one more/one less,                           |                          |   |   |
|               |                           | greater than/less than,                      |                          |   |   |
|               |                           | order numbers                                |                          |   |   |
|               |                           | statements)                                  |                          |   |   |
| NUMBERS TO 20 | Find one more or one      | Find consecutive and                         | Consolidate finding      |   |   |
|               | less than numbers to 10   | non-consecutive missing                      | consecutive and non-     |   |   |
|               |                           | numbers in sequences,                        | consecutive missing      |   |   |
|               | Numbers to 10 can be      | counting forwards and                        | numbers in sequences,    |   |   |
|               | made in different ways,   | backwards, including                         | counting forwards and    |   |   |
|               | but the total is the same | numbers 11 to 20.                            | backwards, including     |   |   |
|               | each time.                |  | numbers 11 to 20.        |   |   |
|               |                           | Represent numbers 11                         |                          |   |   |
|               | Explore addition and      | to 20 in different ways.                     | 10 and 20 have just 10s  |   |   |
|               | subtraction with          |  | and no ones. 11 to 19    |   |   |
|               | numbers to 10, using      | Read and write numbers                       | have one ten and some    |   |   |
|               | concrete objects,         | to 20 in numerals and                        | ones.                    |   |   |
|               | pictorial representations | words.                                       |                          |   |   |
|               | and number lines.         |  | Consolidate partitioning |   |   |
|               |                           | 10 and 20 have just 10s                      | number 11 to 19 into a   |   |   |
|               | Numbers to 10 can be      | and no ones. 11 to 19                        | 10 and ones.             |   |   |
|               | made in different ways    | have one ten and some                        |                          |   |   |
|               | but the total is the same | ones.  |                          |   |   |
|               | each time.                |  |                          |   |   |
|               |                           | Partition number 11 to                       |                          |   |   |
|               | Explore the composition   | 19 into a 10 and ones.                       |                          |   |   |
|               | of numbers to 10 and      |  |                          |   |   |
|               | compare numbers.          | One more is one more                         |                          |   |   |
|               | compare numbers.          | one, not one more 10.                        |                          |   |   |
|               | There are different ways  | one, not one more to.                        |                          |   |   |
|               | of separating numbers     |  |                          |   |   |
|               | or scharating limitings   |  |                          |   |   |

| into two groups but the Identify one more and  |                          |
|--|--------------------------|
|  |                          |
| total is still the same. one less than a given   |                          |
| number within 20.  |                          |
| Recall number bonds to   |                          |
| five and explore Use vocabulary of   |                          |
| different ways that comparison such as   |                          |
| groups of 6-10 objects greater than, less than   |                          |
| can be represented. and equal to compare   |                          |
| groups of objects  |                          |
| Examples include, three including those greater and four together make than 10.  |                          |
| seven, and seven take  |                          |
| away four leaves three. The less than sign (<)   |                          |
| shows that the value to  |                          |
| the left of it is lower  |                          |
| than the value to the  |                          |
| right of it. The greater   |                          |
| than sign (>) shows that   |                          |
| the value to the left of it  |                          |
| is higher than the value   |                          |
| to the right of it.  |                          |
|  |                          |
| Use <,> and = signs to   |                          |
| compare numbers  |                          |
| within 20.   |                          |
|  |                          |
| Order up to three  |                          |
| groups of objects within   |                          |
| 20.  |                          |
|  |                          |
| Order up to three  |                          |
| abstract digits from 0 to 20.  |                          |
|  | Consolidate              |
| and a nattern that they with 0 or 1 or from any 50 haginning with zero 10 concrete and representing numbers  | representing numbers     |
|  | to 10,000, adding and    |
|  | subtracting 10, 100 and  |
|  | 1000 and discussing      |
|  | what happens to the      |
|  | place value columns.     |
| However a group of number. bigger than 10s and how subtracting 10, 100 and subtracting 10, 100 and   | •                        |
|  | Consolidate              |
| total is still the same. Know that one 10 is representing numbers ones. what happens to the what happens to the  | representing numbers     |
|  | on a place value grid to |
| Identify and represent   two digit number into   Three digit numbers are   | 100,000 and use a        |
|  | number line to find      |
|  | numbers between two      |
|  | points.                  |
| pictorial representation. and ones. and = signs to compare Consolidate reading and down to the nearest 10. down to the nearest 10.   |                          |
|  | Place a number and       |
|  | estimate where larger    |
|  | numbers will be.         |
| More than is a bigger number using numbers to at least 100 in value number that you valu | Consolidate reading      |
|  | Consolidate reading,     |
|  | writing and representing |
| round up. If the number round up. If the number  | numbers to 1,000,000.    |

|          | Use and understand       | Equal means the same        | Place value refers to the   | numbers on a number        | to the right of the place | to the right of the place |                           |
|----------|--------------------------|-----------------------------|-----------------------------|----------------------------|---------------------------|---------------------------|---------------------------|
|          | language related to      | in amount, size or          | amount a digit is worth     | line to 1000.              | value number that you     | value number that you     | Read, write and           |
|          | adding and subtracting,  | number. More than           | due to its position in a    |                            | are rounding is less than | are rounding is less than | represent numbers to      |
|          | including 'more than,    | means greater in            | number. For example,        | Rounding to the nearest    | five, round down. This    | five, round down. This    | ten million in different  |
|          | less than' and 'the same | amount or size. Less        | the digit 2 is worth 20 in  | 10 is adjusting the digits | means, when rounding      | means, when rounding      | ways.                     |
|          | as'                      | than means smaller in       | the number 25.              | in a number, either up     | to the nearest 10, look   | to the nearest 10, look   |                           |
|          |                          | amount or size. Most        |                             | or down, to the nearest    | at the ones digit.        | at the ones digit.        |                           |
|          |                          | means the biggest           | Recognise the place         | 10. Fortwo or more digit   |                           |                           | Multiplying or dividing   |
|          |                          | number or amount of         | value of each digit in a    | numbers, if the number     | Consolidate rounding      | Consolidate rounding      | by 10 twice has the       |
|          |                          | something. Least means      | two-digit number (ones      | to the right of the place  | any three digit number    | any three digit number    | same effect as            |
|          |                          | the smallest number or      | and tens).                  | value number that you      | to the nearest 10.        | to the nearest 10.        | multiplying or dividing   |
|          |                          | amount of something.        | ,                           | are rounding is equal to   |                           |                           | by 100 and multiplying    |
|          |                          |                             | Partition numbers in a      | greater than five, round   | Rounding to the nearest   | Rounding to the nearest   | or dividing by 10 three   |
|          |                          | Use the language of         | variety of ways, not just   | up. If the number to the   | 100 is adjusting the      | 100 is adjusting the      | times has the same        |
|          |                          | equal to, more than, less   | as 10s and ones. For        | right of the place value   | digits in a number either | digits in a number either | effect as multiplying or  |
|          |                          | than (fewer), most and      | example, 58 is made up      | number that you are        | up or down to the         | up or down to the         | dividing by 1,000.        |
|          |                          | least in various            | of five 10s and eight       | rounding is less than      | nearest hundred. For      | nearest hundred. For      | dividing by 1,000.        |
|          |                          | mathematical contexts.      | ones or four 10s and 18     | five, round down. This     | two or more digit         | two or more digit         | Use place value           |
|          |                          | mathematical contexts.      |                             |                            | •                         |                           |                           |
|          |                          | The less than the think     | ones, or two 10s and 38     | means, when rounding       | numbers, if the number    | numbers, if the number    | knowledge to identify     |
|          |                          | The less than sign (<)      | ones.                       | to the nearest 10, look    | to the right o the palce  | to the right of the place | integers 10, 100, 1,000   |
|          |                          | shows that the value to     | 5 1 1 10 1                  | at the ones digit.         | value number that you     | value number that you     | times the size, one-      |
|          |                          | the left of it is lower     | Explore how 10s and         |                            | are rounding is equal to  | are rounding is equal to  | tenth, one-hundredth,     |
|          |                          | than the value to the       | ones can be partitioned     | Round any three digit      | or greater than five,     | or greater than five,     | or one-thousandth the     |
|          |                          | right of it, The greater    | and recombined to           | number to the nearest      | round up. If the number   | round up. If the number   | size of other integers.   |
|          |                          | tan sign (>) shows that     | make a total.               | 10.                        | to the right of the place | to the right of the place |                           |
|          |                          | the value to the left of it |                             |                            | value that you are        | value number that you     |                           |
|          |                          | is higher than the value    | Use concrete, pictorial     | Rounding to the nearest    | rounding to is less than  | are rounding is less than | Explore the number line   |
|          |                          | to the right of it.         | and abstract                | hundred is adjusting the   | five, round down. This    | five, round down. This    | to 10,000,000.            |
|          |                          | _                           | representations             | digits in a number either  | means, when rounding      | means, when rounding      |                           |
|          |                          | Use <, > and = signs to     | correctly in a place value  | up or down to the          | to the nearest 100, look  | to the nearest 100, look  | Compare and order         |
|          |                          | compare numbers             | chart.                      | nearest hundred. For       | at the 10s digit.         | at the 10s digit.         | numbers, presented in     |
|          |                          | within 50.                  |                             | two or more digit          |                           |                           | different ways, up to ten |
|          |                          |                             | Identify and find the       | numbers, if the number     | Consolidate rounding      | Consolidate rounding      | million.                  |
|          |                          | Know that, when             | position of numbers on      | to the right of the pace   | any three digit number    | any three digit number    |                           |
|          |                          | comparing numbers,          | number lines.               | value number that you      | to the nearest 100.       | to the nearest 100.       |                           |
|          |                          | they should compare         |                             | are rounding is equal to   |                           |                           | Consolidate rounding      |
|          |                          | the highest place value     | Estimate the position of    | or greater than five,      | Round any four digit      | Round any four digit      | any four digit number to  |
|          |                          | column first (10s), then    | numbers on number           | round up. If the number    | number to the nearest     | number to the nearest     | the nearest 10, hundred   |
|          |                          | move onto the ones of       | lines and the value of a    | to the right of the place  | 10, hundred or            | 10, hundred or            | or thousand.              |
|          |                          | the tens are equal.         | given position on a         | value number that you      | thousand.                 | thousand.                 |                           |
|          |                          |                             | number line.                | are rounding to is less    |                           |                           |                           |
|          |                          | Order numbers within        |                             | than five, round down.     | Represent numbers on a    | Represent numbers on a    | Round any whole           |
|          |                          | 50 using the language       | The less than sign (<)      | This means, when           | place value girds to      | place value grid to       | number to 10,000,000.     |
|          |                          | 'largest, smallest, more    | shows that the value to     | rounding to the nearest    | 100,000 and use a         | 100,000 and use a         |                           |
|          |                          | than, less than, least,     | the left of it is lower     | 100, look at the tens      | number line to find       | number line to find       |                           |
|          |                          | most' and 'equal to',       | than the value to the       | digit.                     | numbers between two       | numbers between two       |                           |
|          |                          | and justify the order to    | right of t. The greater     |                            | points. Place a number    | points.                   |                           |
|          |                          | numbers using their         | than sign (>) shows that    | Round any three digit      | and estimate where        |                           |                           |
|          |                          | place value knowledge.      | the value to the left of it | number to the nearest      | larger numbers will be.   | Place a number and        |                           |
|          |                          |                             | is higher than the value    | hundred.                   |                           | estimate where larger     |                           |
|          |                          | Count in multiples of       | to the right of it.         |                            | Find numbers              | numbers will be.          |                           |
|          |                          | two from 20 to 50.          |                             | 1000 is made up of 10      | 10/100/1000/10000/10      |                           |                           |
|          |                          |                             | Compare a variety of        | hundreds. Explore 1000.    | 0000 more or less than a  | Find numbers              |                           |
|          |                          | Count in multiples of       | groups of objects using     |                            | given number.             | 10/100/1,000/10,000/1     |                           |
|          |                          | five from 20 to 50.         | the language 'equal to,     |                            |                           | 00,000 more or less       |                           |
|          |                          |                             | more than, greater than,    |                            |                           | than a given number.      |                           |
| <u> </u> | ı                        | 1                           | , 5 22 22 2 200,            | 1                          | •                         |                           | ı                         |

| Count to 100, beginning less, less than, fewer' Explore numbers Partition numbers to   |                  |
|--|------------------|
|  |                  |
|  | numbers to       |
| from any given number. 10,000. standard way 1,000,000 i  | in the           |
| Use the <, > and = signs (thousands, hundreds, standard w  | vay              |
| Group in 10s to identify to write number 1000 is made up of 10 tens and ones) as well as (thousands                          | s, hundreds,     |
| how may 10s and ones sentences. hundreds. Represent in more flexible ways, tens and or                                       | ones) as well as |
| are within numbers up numbers to 10,000 using for example 15,875= in more fle  | exible ways,     |
| to 100. Compare and order a range of concrete 14,875 +1,000 and 1,785 for example  | le 15,875 =      |
| numbers from zero up <b>materials</b> . +13,475 +2,400. 14,875 + 1,  | .,000 and        |
|  | 3,475 + 2,400.   |
| language to begin Partition numbers in a Explore number lines up   | , , , , ,        |
|  | umber lines up   |
| to 100. multiples of two. as thousands, hundreds, to 1,000,00  |                  |
| 10s and ones. For Compare and order  | 00.              |
| When comparing three Consolidate counting in example, number up to 100,000. Compare a  | and order        |
|  | up to 100,000.   |
|  | μρ το 100,000.   |
|  | , number to      |
|  | / number to      |
| be used. multiples of ten. Recognise the place understanding of 100,000 us   | 3                |
| value of each digit in a multiples of 10, 100, understand  |                  |
| Compare numbers and Count in multiples of four digit number 1000 and 10,000. multiples of four digit number 1000 and 10,000. |                  |
| amounts using <, > and three. (thousands, hundreds, 1000 and 1   | 10,000.          |
| = signs and language tens and ones) Read, write and  |                  |
| 'more than, less than' represent numbers to Read, write  | e and            |
| and 'equal to'. Estimate, work out and 1,000,000. represent r  | numbers to       |
| write numbers on a 1,000,000.  |                  |
| Order sets of objects number line to 10,000 The term to term rule  |                  |
| and numbers from allows you to find the The term to  | to term rule     |
| smallest to largest and Consolidate finding 10 next number in a allows you   | ı to find the    |
| largest to smallest, using and 100 more or less sequence of you know next numb   | per in a         |
| the language 'most, than a given number. the previous term or sequence i   | if you know      |
| bigger, biggest, larger, terms. the previou  | us term or       |
| largest, smaller, Find 1000 more or less terms.  |                  |
| smallest' and 'least'. than a given number. Complete number  |                  |
| sequences using Complete   | number           |
| Identify one more or Compare and order counting forwards and sequences   | susing           |
| less than a given numbers beyond 1000, backwards in powers of counting for   | orwards and      |
|  | s in powers of   |
| to 100.  |                  |
| Rounding to the nearest Focus on the higher  | , , -            |
| Identify one more or thousand is adjusting place value when  |                  |
| less than a given the digits in a number comparing numbers. Focus on the   | he highest       |
| number, using numbers either up or down to the place value   | -                |
| to 100. nearest thousand. For Use < , > and = signs and comparing  |                  |
| two or more digit language to compare  | ,                |
|  | nd = signs and   |
|  | to compare       |
|  | numbers up       |
| are rounding to is equal Round numbers to six to 1,000,00  | ·                |
| to or greater than five, digits including rounding   |                  |
|  | mbers to six     |
| to the right of the place and explain where digits, inclu  |                  |
|  | to the nearest   |
| are rounding is less than different than expected. 100,000, at   |                  |
| five, round down. This where roun  |                  |
| means, when rounding   | munig m          |
| nicans, when rounding  | I                |

|   |                     |  |  | to the nearest thousand, look at the hundreds digit.  Round any four digit number to the nearest 1000.  Round any number to the nearest 10, 100 or 1000.  There are two 25s in 50 and four 25s in 100.  Use number facts to count in 25s. |  | context is different than expected.   |   |
|---|---------------------|--|--|---|--|---|---|
|   | NEGATIVE<br>NUMBERS |  |  |   | The numbers below zero, negative numbers, have a '-' sign in front of them.  Count backwards through zero to include negative numbers.   | Explore negative numbers and their position on a number line.  Count back through zero and use negative numbers in context, such as temperature.  | Understand negative numbers through counting forwards and backwards through zero.  Find intervals across zero in relevant contexts. |
|   | ROMAN NUMERALS      |  |  |   | In Roman numerals, I=1, V=5, X=10, L=50 and C=100. All numbers between one and 100 can be written using a combination of these numerals. If a lower value numeral is placed after a higher value numeral, it indicates that they should be added together. For example, VI=6 (5+1). If a lower value is placed before a higher value numeral, it should be subtracted from the higher value. For example, IX=9 (10–1).  Explore Roman numerals up to 100 (I to C). | In Roman numerals, I=1, V=5, X=10, L=50, C=100, D=500 and M=1000. All numbers can be written using a combination of these. Years are sometimes written in Roman numerals. For example, 2020 is MMXX.  Read Roman numerals up to 1000 (M) and recognise years written in Roman numerals. |   |
| NUMBER –<br>ADDITION AND<br>SUBTRACTION | ADDITION            | Whole is all of<br>something. Parts or<br>groups are amounts<br>which, when added<br>together, makes up the<br>whole of something. | Demonstrate knowledge of all number bonds to 10.  Identify multiples of 10 bonds to 100, | Recall all the number<br>bonds to and within 10<br>in a variety of contexts,<br>and consolidate using<br>number bonds to 10 to  |  |   |   |

|  |   |   | recognising the link    | recall number bonds to  |  |  |
|--|---|---|-------------------------|-------------------------|--|--|
|  |   | Separate a whole                        | between single digit    | 100.                    |  |  |
|  |   | number of items into                    | bonds and 10s bonds.    |                         |  |  |
|  |   | two parts (groups).                     |                         | Consolidate adding two  |  |  |
|  |   | 2110 par to (Broups).                   | Consolidate adding      |                         |  |  |
|  |   |   | Consolidate adding      | digits and one digit,   |  |  |
|  |   | Count the items in two                  | numbers within 20 using | including crossing ten. |  |  |
|  |   | parts or groups to make                 | knowledge of number     |                         |  |  |
|  |   | a whole.                                | bonds.                  | Find complements to     |  |  |
|  |   |   |                         | 100.                    |  |  |
|  |   | Altogether is when                      | Consolidate using       | 100.                    |  |  |
|  |   |   |                         |                         |  |  |
|  |   | everything, every item                  | number bonds to 10 to   |                         |  |  |
|  |   | in a part or group, is                  | find number bonds to    |                         |  |  |
|  |   | added together.                         | 20.                     |                         |  |  |
|  |   | Separate a whole                        |                         |                         |  |  |
|  |   | number of items into                    | Find number bonds to    |                         |  |  |
|  |   |   |                         |                         |  |  |
|  | 1 | two parts (groups) and                  | 100 with tens and ones. |                         |  |  |
|  |   | count the items in two                  |                         |                         |  |  |
|  |   | parts to demonstrate                    | Add three one digit     |                         |  |  |
|  |   | hoe many there are                      | numbers, using          |                         |  |  |
|  |   | altogether.                             | commutativity to        |                         |  |  |
|  |   | anopenier.                              | increase efficiency.    |                         |  |  |
|  |   |   | increase emciency.      |                         |  |  |
|  |   | A number can be                         |                         |                         |  |  |
|  |   | partitioned into two or                 |                         |                         |  |  |
|  |   | more parts.                             |                         |                         |  |  |
|  |   | •                                       |                         |                         |  |  |
|  |   | Count the items in two                  |                         |                         |  |  |
|  |   |   |                         |                         |  |  |
|  |   | parts to find how many                  |                         |                         |  |  |
|  |   | there are altogether.                   |                         |                         |  |  |
|  |   |   |                         |                         |  |  |
|  |   | '+' represents add or                   |                         |                         |  |  |
|  |   | plus and '=' represents                 |                         |                         |  |  |
|  |   | 'is equal to' (equals).                 |                         |                         |  |  |
|  |   | is equal to (equals).                   |                         |                         |  |  |
|  |   |   |                         |                         |  |  |
|  |   | Create a number                         |                         |                         |  |  |
|  |   | sentence using + and =.                 |                         |                         |  |  |
|  |   | _                                       |                         |                         |  |  |
|  |   | Adding two numbers in                   |                         |                         |  |  |
|  |   | a different order gives                 |                         |                         |  |  |
|  |   |   |                         |                         |  |  |
|  |   | the same answer. Add                    |                         |                         |  |  |
|  |   | two numbers within 10                   |                         |                         |  |  |
|  |   | and recognise that                      |                         |                         |  |  |
|  |   | addition is                             |                         |                         |  |  |
|  |   | commutative.                            |                         |                         |  |  |
|  |   | SS.IIII GLUCIVE.                        |                         |                         |  |  |
|  |   | B 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |                         |                         |  |  |
|  |   | Break numbers into                      |                         |                         |  |  |
|  |   | different parts.                        |                         |                         |  |  |
|  |   |   |                         |                         |  |  |
|  |   | Break numbers into                      |                         |                         |  |  |
|  |   | different parts.                        |                         |                         |  |  |
|  |   | unicient parts.                         |                         |                         |  |  |
|  |   |   |                         |                         |  |  |
|  |   | Partition numbers into                  |                         |                         |  |  |
|  |   | parts systematically.                   |                         |                         |  |  |
|  |   | -                                       |                         |                         |  |  |
|  |   | Explore number bonds                    |                         |                         |  |  |
|  | 1 |   |                         |                         |  |  |
|  |   | to 10 through a variety                 |                         |                         |  |  |

| 1           | T | ı   | ı  | ı   | ı | 1 |
|-------------|---|---|--|---|---|---|
|             |   | of representation, including fingers.   |  |   |   |   |
|             |   | Compare number bonds using the =, < and >   |  |   |   |   |
|             |   | symbols.  |  |   |   |   |
|             |   | Adding part together gives a total.   |  |   |   |   |
|             |   | Use + and = accurately<br>when solving simple<br>additions within 10.   |  |   |   |   |
|             |   | Know that they are<br>adding to what they<br>already have and should<br>not include their start<br>number when counting |  |   |   |   |
|             |   | on.  Add by counting on.  |  |   |   |   |
|             |   | Find all number bonds   |  |   |   |   |
|             |   | of numbers within 10.   |  |   |   |   |
|             |   | Count on from a given part to the whole to find the missing part.   |  |   |   |   |
|             |   | Consolidate exploring<br>number bonds to 10<br>through a variety of<br>representations,<br>including fingers.           |  |   |   |   |
|             |   | Use number bonds to 10 to find number bonds to  |  |   |   |   |
|             |   | 20. Add numbers within 20   |  |   |   |   |
|             |   | using knowledge of number bonds.  |  |   |   |   |
| SUBTRACTION |   | When nothing is taken away, the whole remains the same.   | Consolidate using the strategy or partitioning to make ten to support subtraction crossing 10. | Consolidate subtracting one digit from two digits, including crossing 10. |   |   |
|             |   | Use the language of subtraction in real life contexts.  | Subtraction Clossing 10.   | 10.   |   |   |
|             |   | The – symbol represents<br>taking away. When<br>nothing is taken away,<br>the whole remains the                         |  |   |   |   |
|             |   | same.   |  |   |   |   |

| <br>  | <br> | <br> |  |
|---|------|------|--|
| Complete subtraction number sentences using the – symbol.   |      |      |  |
| Break apart a number into two parts, using concreate and pictorial representations to support.  |      |      |  |
| Count backwards to subtract by 'putting the start number in our head and counting backwards'.   |      |      |  |
| Find the different by counting back, counting on or making both amounts to visually show how many more/less.                                |      |      |  |
| Know that when nothing is taken away, the start number remains the same, or when the whole group is taken away, there will be nothing left. |      |      |  |
| Recognise and use the subtraction symbol within 20, not crossing 10.  |      |      |  |
| Use the strategy of partitioning to make ten to support subtraction crossing 10.  |      |      |  |
| 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 are one digit numbers. One digit numbers are made up of one digit or one number. Two digit                 |      |      |  |
| numbers are made up of<br>two digits, such as 12 or<br>20.  |      |      |  |
| two digit numbers within 20, crossing 10.   |      |      |  |

|              | I                        | 6 1: 10:                   |                            | I                        |                         |                      |                            |
|--------------|--------------------------|----------------------------|----------------------------|--------------------------|-------------------------|----------------------|----------------------------|
| ADDITION AND | Adding means making a    | Complete addition and      | Identify, using +, - and = | Apply prior              | Add and subtract 1000s. | Add and subtract     | Add and subtract           |
| SUBTRACTION  | group larger and can be  | subtraction using a        | symbols, number facts      | understanding of adding  |                         | numbers using mental | integers with any          |
|              | represented by the +     | number line.               | within 20.                 | and subtracting ones     |                         | strategies with      | number of digits using     |
|              | symbol. Subtraction      |                            |                            | and 10s to adding and    |                         | increasingly large   | the formal column          |
|              | means making a group     | Addition (+) is putting    | Addition is the opposite   | subtracting multiples of |                         | numbers.             | method or mental           |
|              | smaller and can be       | two or more numbers or     | of subtraction.            | 100.                     |                         |                      | strategies, applying their |
|              | represented by the –     | objects together to give   |                            |                          |                         |                      | understanding of place     |
|              | symbol.                  | a larger number (the       | Discuss and share          | Consolidate recognising  |                         |                      | value.                     |
|              |                          | total). Subtraction (-) is | strategies, including      | the pattern of digits    |                         |                      |                            |
|              | Understand and use       | removing or taking away    | using the inverse to       | when adding and          |                         |                      |                            |
|              | language and concepts    | numbers of objects.        | check addition and         | subtracting one.         |                         |                      |                            |
|              | relating to addition and | What is left is the        | subtraction calculations.  |                          |                         |                      |                            |
|              | subtraction.             | different between the      |                            | Add and subtract three   |                         |                      |                            |
|              |                          | two numbers. The           | Use <, > and = sign to     | digit and one digit      |                         |                      |                            |
|              | Be aware of the symbols  | equals sign (=) shows      | compare number             | numbers, not crossing    |                         |                      |                            |
|              | related to addition and  | that things on both sides  | sentences.                 | 10.                      |                         |                      |                            |
|              | subtraction.             | of it have the same        |                            |                          |                         |                      |                            |
|              |                          | value.                     | Find missing values in     | Observe and explore      |                         |                      |                            |
|              |                          |                            | number sentences with      | what happens when a      |                         |                      |                            |
|              |                          | Read, write and            | familiar number within     | multiple of 10 is added  |                         |                      |                            |
|              |                          | interpret simple           | 20 using structure and     | or subtracted from a     |                         |                      |                            |
|              |                          | mathematical               | spotting patterns.         | three digit number.      |                         |                      |                            |
|              |                          | statements involving       | ,                          |                          |                         |                      |                            |
|              |                          | addition (+), subtraction  | Use related number         | Add and subtract 100s.   |                         |                      |                            |
|              |                          | (-) and equals (=) signs.  | facts of 10s and ones to   |                          |                         |                      |                            |
|              |                          | ( ) ==== = ( ) =====       | solve addition and         | Focus on the position of |                         |                      |                            |
|              |                          | Use concrete               | subtraction calculations   | numbers and place        |                         |                      |                            |
|              |                          | manipulatives and          |                            | value to add and         |                         |                      |                            |
|              |                          | drawn images to            | Recognise the pattern of   | subtract two digit and   |                         |                      |                            |
|              |                          | complete inequality and    | digits when add and        | three digit numbers.     |                         |                      |                            |
|              |                          | 'equal to' statements,     | subtract one.              | tirice digit ridilibers. |                         |                      |                            |
|              |                          | involving comparing a      | subtract one.              |                          |                         |                      |                            |
|              |                          | simple statement to an     | Explore, on a100 square,   |                          |                         |                      |                            |
|              |                          | integer.                   | where the 10s digit        |                          |                         |                      |                            |
|              |                          | integer.                   | changes when the ones      |                          |                         |                      |                            |
|              |                          | Compare two                | digit stays the same.      |                          |                         |                      |                            |
|              |                          | calculations, both         | digit stays the same.      |                          |                         |                      |                            |
|              |                          | addition and               | Add and subtract 10s       |                          |                         |                      |                            |
|              |                          |                            |                            |                          |                         |                      |                            |
|              |                          | subtraction, using the     | from a given number        |                          |                         |                      |                            |
|              |                          | symbols <, > and =.        | within 100.                |                          |                         |                      |                            |
|              |                          | Addition and               |                            |                          |                         |                      |                            |
|              |                          | subtraction are inverse    |                            |                          |                         |                      |                            |
|              |                          |                            |                            |                          |                         |                      |                            |
|              |                          | operations. Addition is    |                            |                          |                         |                      |                            |
|              |                          | commutative but            |                            |                          |                         |                      |                            |
|              |                          | subtraction is not.        |                            |                          |                         |                      |                            |
|              |                          | Produce addition and       |                            |                          |                         |                      |                            |
|              |                          | Explore addition and       |                            |                          |                         |                      |                            |
|              |                          | subtraction fact families  |                            |                          |                         |                      |                            |
|              |                          | for numbers within 20.     |                            |                          |                         |                      |                            |
|              |                          |                            |                            |                          |                         |                      |                            |
|              |                          | The less than sign (<)     |                            |                          |                         |                      |                            |
|              |                          | shows that the value to    |                            |                          |                         |                      |                            |
|              |                          | the left of it is lower    |                            |                          |                         |                      |                            |
|              |                          | than to the right of it.   |                            |                          |                         |                      |                            |
|              |                          | The greater than sign (>)  |                            |                          |                         |                      |                            |

| PROBLEMS (ADDITION AND SUBTRACTION)  ADDITION METHODS | shows that the value to the left of it is higher than the value to the right of it. The greater than sign (>) shows that the value to the left of it is higher than the value to the right of it.  Use <,> and = signs to compare numbers within 20.  Solve simple ageappropriate problems with addition and subtraction, using concrete objects, pictorial representations, and missing number problems. | Apply their increasing knowledge of mental and written methods to solve simple problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures.  10 ones is the same as one 10. Add two digits and one digit including crossing 10.  Add the ones first when using column method. Add two digit numbers not crossing 10, | Predict answers and develop number sense by looking for patterns between calculations.  Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.  Add three digit and two digit numbers, including crossing 10.  Adding a 10 can change the 10s and hundreds columns. Add multiples of 10 to a three digit number with an | Consolidate adding two three digit numbers with no exchange.  Add two four digit numbers with no exchange.  Consolidate adding two | Solve addition and subtraction multistep problems in different contexts.  Consolidate adding two four digit numbers with an exchange.  Consolidate adding two four digit numbers with more than one exchange. | Consolidation of solving addition and subtraction multistep problems in different contexts.  Solve addition and subtraction multistep problems in different contexts, deciding which operations and methods to use and explaining their choices.  Consolidate adding numbers with more than four digits, using place value to line the numbers up correctly for column addition. |
|---|---|---|--|--|---|--|
|   |   | using column method.<br>Add two digit numbers   | columns. Add multiples of 10 to a three digit  | exchange.  | more than one   |  |

|   | SUBTRACTION METHODS     |  | Add two digit numbers crossing 10, using partitioning and exchange.  | Subtract one digit from three digits, including crossing 10.  Subtract multiples of 10 from a three digit number, with an exchange.  Consolidate subtracting a two digit number from a two digit number, crossing 10.  Focus on the position of numbers and place value to subtract two digits from three digits using the column method.  Subtract three digits from three digits, including the use of column subtraction.  Subtract three digits from three digits including the use of column subtraction. | Consolidate subtracting three digits from three digits, including the use of column subtraction.  Subtract two four digit numbers with no exchange.  Consolidate subtracting three digits from three digits from three digits, including exchanging in more than one column.  Subtract two four digit numbers with one exchange.  Subtract two 4-digit numbers with more than one exchange.  Find the most efficient methods for subtractions by comparing column subtraction and mental methods. | Consolidate subtracting two four digit numbers with one exchange.  Consolidate subtracting two four digit numbers with more than one exchange.  Subtract numbers with more than four digits, including exchange using the formal column method.  | Consolidate subtracting numbers with more than four digits, including exchange using the formal column method.   |
|---|-------------------------|--|--|--|---|--|--|
|   | ESTIMATING AND CHECKING |  | 10 ones is the same as one 10.  Subtract one digit from two digits, including crossing ten.  Subtract a two digit number from a two digit number, without crossing ten.  Subtract a two digit number from a two digit number from a two digit number crossing ten. | Estimate means to quickly find, with some thought of the calculation, an approximate value close to the right answer.  Estimate the answer to a calculation and use inverse operations to check answers.  Inverse operations are opposites that reverse the effect of the other operation. Addition and subtraction are inverse operations.  Use inverse operations to check answers.  | Round to the nearest 10, 100 and 1000 to estimate answers.  Use inverse operations to check answers, working with increasingly large numbers.   | Round numbers to support estimating answers for calculations using the term approximate.  Adding two numbers in a different order gives the same answer - commutative. Addition is commutative, subtraction is not.  Use inverse operations to check addition and subtraction answers. | Adding two numbers in a different order gives the same answer - commutative. Addition is commutative, subtraction is not.  Consolidate using inverse operations to check addition and subtraction answers. |
| NUMBER –<br>MULITPLICATION<br>AND DIVSION | TIMES TABLES            | Revise counting in multiples of two, up to 50. | Mentally calculate mathematical statements for multiplication within the two times tables.   | Consolidate identifying multiples of 2, 5 and 10, showing fluency with the facts in the 2,5 and 10 times-tables.   | Ten times bigger' is the<br>same as 'multiply by 10'.<br>Mentally calculate<br>mathematical   | Consolidate mentally calculating mathematical statements for   |  |

| Revise counting in multiples of five, up to 50.  Count in multiples of 10. | Mentally calculate mathematical statements for multiplication within the five times table.  Mentally calculate mathematical statements for multiplication within the 10 times tables. | Consolidate mentally calculating mathematical statements for multiplication within the two times tables.  Consolidate mentally calculating mathematical statements for multiplication within the five times tables.  Explore problems involving multiplying by three using knowledge of counting in threes.  Mentally calculate mathematical statements for multiplication within the three times tables.  Mentally calculate mathematical statements for division within the three times tables.  Doubling and doubling again is the same as multiplying by four.  Mentally calculate mathematical statements for multiplication within the four times tables.  Halving and halving again is the same as dividing by four.  Mentally calculate | Explore problems involving multiplication within the 10 times tables.  Explore problems involving multiplying by three, using knowledge of counting in threes and consolidate mentally calculating mathematical statements for division within the three times tables.  Consolidate mentally calculating mathematical statements for multiplication within the three times tables.  Each multiple of six is double its equivalent multiple of three.  Mentally calculate mathematical statements for multiplication and division within the six times tables.  Each multiple of nine is one less than the equivalent multiple of 10.  Mentally calculate mathematical statements for multiplication and division within the nine times tables.  Explore the 11 times- | multiplication within the 10 times tables. |  |
|--|---|---|---|--|--|
|  |   | four times tables.  Halving and halving again is the same as  | mathematical<br>statements for<br>multiplication and<br>division within the nine  |  |  |
|  |   | Mentally calculate<br>mathematical<br>statements for division<br>within the four times<br>tables.   | Explore the 11 timestable.  Explore the 12 timestable.  |  |  |
|  |   | Each multiple of eight is double its equivalent multiple of four.   | Recall and use<br>multiplication and<br>division facts for all  |  |  |

|           |   |   |  | Mentally calculate mathematical statements for multiplication within the eight times tables.  Mentally calculate mathematical statements for division within the eight times tables.  Consolidate mentally calculating mathematical statements for multiplication within the two, four and eight times tables. | times tables up to 12 (12x12).  |   |  |
|-----------|---|---|--|--|---|---|--|
| MULTIPLIC | ATION  Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets.  Double quantities within 10 and explore how to share amounts evenly using concrete resources. | Explore equal groups and write statements, such as 'there are groups of'  Add equal groups to find a total, counting equal groups of two, five and 10, and explore this within 50.  In an array, a row is across and a column is down.  Make arrays.  Double is two groups of a number or amount. Doubling is adding the same number to itself.  Double small quantities, using concrete objects and pictorial representations. | Make equal groups and write statements, such as 'there are groups of'  Redistribute from unequal to equal groups.  Consolidate adding equal groups to find a total counting equal groups of two, five and 10, and explore this within 50.  In an array, a row is across and a column is down.  Consolidate making arrays.  Make equal groups. Add equal groups, connecting this to repeated addition.  Know and recognise the multiplication is repeated addition. Link repeated addition. Link repeated addition and multiplication together. | Recognise, add and make equal groups.  Consolidate linking repeated addition and multiplication together.  Consolidate using arrays to see that multiplication facts are commutative.  | Multiply by 100, exploring the links with multiplying by 10 and what is happening to the value of the digits.  Multiply by one and zero exploring the results.  Multiply together three numbers.  The 'Associative Law' is that, in addition and multiplication, it does not matter how the numbers are grouped.  Change the order of numbers in multiplication to group them more efficiently through an understanding of commutativity and the 'Associative Law'  A factor is a whole number that multiplies by another number to make a product, such as 3×5=15, factor × factor = product. Factor pairs are two numbers that multiply together to make a particular | Find multiples of whole numbers.  Factors are the whole numbers that you multiply together to get another whole number (factor × factor = product). Factors come in pairs.  Use arrays to show the relationship between multiplication and division.  Numbers have the same factors these are called common factors.  Find the common factors of two numbers, compare with arrays and display results in a Venn diagram.  Prime numbers have exactly two factors, one and itself. One is not a prime number because it does not have exactly two factors (it only has one factor).  Establish if a number up to 100 is prime and recall all prime numbers | Consolidate using arrays to show the relationship between multiplication and division.  Find the common factors of two numbers, using mental methods and knowledge of multiples and display results in Venn diagrams and tables.  Find common multiples of numbers.  Numbers that are not prime numbers are called composite numbers.  Find the prime factors of numbers.  Develop the understanding of square and cube numbers. |

|   | 1         |                        | 1                       | 11 11 10 10 10           |                         |                             | . 40/2 2 5 7 11               | 1                         |
|---|-----------|------------------------|-------------------------|--------------------------|-------------------------|-----------------------------|-------------------------------|---------------------------|
|   |           |                        |                         | Use the multiplication   |                         | number. For example,        | up to 19 (2, 3, 5, 7, 11,     |                           |
|   |           |                        |                         | symbol and work out      |                         | 2x4=8, so two and four      | 13, 17 & 19).                 |                           |
|   |           |                        |                         | the total from pictures. |                         | are a factor pair of eight. |                               |                           |
|   |           |                        |                         |                          |                         |                             | Square numbers have an        |                           |
|   |           |                        |                         | Interpret a              |                         | Demonstrate an              | odd number of factors         |                           |
|   |           |                        |                         | multiplication word      |                         | understanding of factor     | and are the result of         |                           |
|   |           |                        |                         | problem by drawing       |                         | pairs using concrete        | multiplying a whole           |                           |
|   |           |                        |                         |                          |                         | , ,                         | 1 / 0                         |                           |
|   |           |                        |                         | images to help solve it. |                         | resources.                  | number by itself. The         |                           |
|   |           |                        |                         |                          |                         |                             | notation for squared is 2.    |                           |
|   |           |                        |                         | An array is an           |                         | Use partitioning of two     |                               |                           |
|   |           |                        |                         | arrangement of objects,  |                         | digit numbers into 10s      | Establish if a number is a    |                           |
|   |           |                        |                         | numbers or pictures in   |                         | and ones, or into factor    | square number using           |                           |
|   |           |                        |                         | columns and rows.        |                         | pairs, in order to          | arrays.                       |                           |
|   |           |                        |                         | columns and rows.        |                         |                             | urrays.                       |                           |
|   |           |                        |                         |                          |                         | multiply one and two        |                               |                           |
|   |           |                        |                         | See, using arrays, that  |                         | digit numbers.              | A cube number is the          |                           |
|   |           |                        |                         | multiplication facts are |                         |                             | result of multiplying a       |                           |
|   |           |                        |                         | commutative              |                         |                             | whole number by itself        |                           |
|   |           |                        |                         |                          |                         |                             | three times. The              |                           |
|   |           |                        |                         | Double is two groups of  |                         |                             | notation for squared is 3.    |                           |
|   |           |                        |                         | a number or amount.      |                         |                             |                               |                           |
|   |           |                        |                         |                          |                         |                             | Facilities of a consideration |                           |
|   |           |                        |                         | Doubling is adding the   |                         |                             | Establish if a number is a    |                           |
|   |           |                        |                         | same number to itself.   |                         |                             | cube number.                  |                           |
|   |           |                        |                         |                          |                         |                             |                               |                           |
|   |           |                        |                         | Consolidate doubling     |                         |                             | Consolidate multiplying       |                           |
|   |           |                        |                         | small quantities, using  |                         |                             | by 100, exploring the         |                           |
|   |           |                        |                         | concrete objects and     |                         |                             | links with multiplying by     |                           |
|   |           |                        |                         |                          |                         |                             |                               |                           |
|   |           |                        |                         | pictorial                |                         |                             | 10 and what is                |                           |
|   |           |                        |                         | representations.         |                         |                             | happening to the value        |                           |
|   |           |                        |                         |                          |                         |                             | of the digits.                |                           |
|   |           |                        |                         | Consolidate making       |                         |                             | _                             |                           |
|   |           |                        |                         | groups of an equal       |                         |                             | Multiply by 1000,             |                           |
|   |           |                        |                         | amount from a given      |                         |                             | explaining the number         |                           |
|   |           |                        |                         |                          |                         |                             |                               |                           |
|   |           |                        |                         | total.                   |                         |                             | of places to the left on a    |                           |
|   |           |                        |                         |                          |                         |                             | place value grid. Digits      |                           |
|   |           |                        |                         |                          |                         |                             | move when multiplied          |                           |
|   |           |                        |                         |                          |                         |                             | by different multiples of     |                           |
|   |           |                        |                         |                          |                         |                             | 10.                           |                           |
|   |           |                        |                         |                          |                         |                             | 10.                           |                           |
|   |           |                        |                         |                          |                         |                             |                               |                           |
|   |           |                        |                         |                          |                         |                             | Use understanding of          |                           |
|   |           |                        |                         |                          |                         |                             | multiples of zero, 100        |                           |
|   |           |                        |                         |                          |                         |                             | and 1000 to answer            |                           |
| 1 |           |                        |                         |                          |                         |                             | related questions.            |                           |
|   | DIVISION  | Sharing something      | Make groups of an equal | Consolidate sharing      | Know and recognise the  | Divide by 10, with whole    | Consolidate dividing by       | Explore divisibility      |
| 1 | אוטוכואוט | evenly means that each | amount from a given     | concrete objects into    | division symbol.        | number answers,             | 10, with whole number         | strategies, for example,  |
| 1 |           | · ·                    |                         | •                        | uivision symbol.        |                             | · ·                           |                           |
| 1 |           | group has the same     | total.                  | equal groups, observe    |                         | exploring what is           | answers, exploring what       | by looking for patterns   |
| 1 |           | amount. Only even      |                         | that sometime the        | Consolidate dividing by | happening to the value      | is happening to the           | in times tables or using  |
|   |           | numbers can be shared  | Share concrete objects  | number of objects        | sharing objects into    | of the digits.              | value of the digits.          | knowledge of factors      |
|   |           | equally between two    | into equal groups,      | cannot be shared         | equal groups with       |                             |                               | and repeated division.    |
|   |           | sets.                  | observe that sometimes  | equally.                 | concrete objects and    | Divide by 100, with         | Consolidate dividing by       |                           |
|   |           | 33.5.                  | the numbers of objects  | equally.                 | pictorial               | whole number answers.       | 100, with whole number        | The dividend is the       |
|   |           |                        |                         |                          | •                       | whole number answers.       |                               |                           |
|   |           | Explore how to share   | cannot be shared        | Know and recognise the   | representations.        |                             | answers                       | number being divided.     |
|   |           | amounts evenly using   | equally.                | division symbol.         |                         | Demonstrate how both        |                               | The divisor is the        |
|   |           | concrete resources.    |                         |                          | Consolidate dividing by | the sharing and             | Divide by 10, 100 and         | number that the           |
|   |           |                        |                         | Divide by sharing        | making equal groups,    | grouping structures of      | 1000 explaining the           | dividend is being divided |
|   |           |                        |                         | objects into equal       | then count on to find   | division can be used to     | number of places to the       | by.                       |
|   |           |                        |                         |                          | their count off to find | division can be used to     | · ·                           | Dy.                       |
| 1 | 1         | 1                      | 1                       | groups with concrete     |                         | İ                           | right on a place value        |                           |
|   |           | L.                     |                         | 8                        |                         | l.                          |                               |                           |

|                           |  | objects then pictorial representations.  Know and recognise the division symbol. Divide by making equal groups, then count on to find the total number of groups.  Use grouping and sharing to be able to solve simple division problems.  Explore odd and even numbers and their structure using concrete manipulatives.  Division is the opposite of multiplication.  Use grouping or sharing to answer questions and use the five times table to support division by five.  Grouping and counting in 10s is more efficient than sharing into 10 equal groups.  Use grouping and | the total number of groups.  A remainder is the whole number left over after a division calculation when one number does not divide exactly into another.  Consolidate using grouping and sharing to be able to solve simple division problems. | divide a number by one or itself.  | grid. Digits move when dividing by different powers of 10.  | Use knowledge of factors to explain the relationship between dividend and divisor.  |
|---------------------------|--|--|---|--|---|---|
|                           |  | Use grouping and sharing, depending on the context of the problem, to divide by 10.  |   |  |   |   |
| MULTIPLICATION<br>METHODS |  |  | Multiply two digits by one digit using the formal method of column multiplication with no exchange.  Multiply two digits by one digit using the formal method of column multiplication with exchange.   | Use a variety of informal written methods to multiply a two digit and a one digit number, understanding when to use a mental method to multiply and when to represent thinking by showing working.  Consolidate multiplying two digits by one digit using the formal method of column multiplication with no exchange. | Consolidate applying knowledge of exchanging 10 ones for one 10 in addition in multiplication, including exchanging multiple groups of 10s in moving towards the formal short multiplication method.  Consolidate multiplying two digit and three digit numbers by any one digit number, using a formal written method. | Consolidate multiplying numbers with up to four digits by a one-digit numbers, using a formal written method.  Consolidate using the area model of multiplication.  Consolidate multiplying two digits by two digits using a formal written method.  Consolidate multiplying three digits by two digits |

|                  |  |   | Apply knowledge of exchanging 10 ones for one 10 in multiplication, including exchanging multiple groups of 10s in moving towards the | Multiply numbers with up to four digits by one digit numbers, using a formal written method.  Use the area model of | using a formal written method.  Multiply numbers with up to four digits by a two-digit number using                 |
|------------------|--|---|---|---|---|
|                  |  |   | formal short<br>multiplication method.  | multiplication.   | the formal written method of long   |
|                  |  |   | Multiply two digit and<br>three digit numbers by<br>any one digit number,<br>using a formal written                                   | Multiply two digits by<br>two digits using a formal<br>written method.<br>Multiply three digits by                  | multiplication.   |
|                  |  |   | method.   | two digits using a formal written method.   |   |
|                  |  |   |   | Multiply four digits by two digits using a formal written method.   |   |
| DIVISION METHODS |  | Divide two digit<br>numbers by a one digit<br>number by partitioning<br>into 10s and ones and | Consolidate dividing two digit numbers by a one digit number by partitioning into 10s and   | Consolidate dividing two digit numbers by a one digit number by sharing into equal groups where                     | Consolidate dividing up to four digit numbers by a one digit number.  |
|                  |  | sharing into equal<br>groups, using numbers<br>that do not involve                            | ones and sharing into equal groups.   | the 10s and ones are divisible by the divisor.  | Consolidate using place counters to partition and then group  |
|                  |  | exchange or remainders.  Divide two digit   | Divide numbers that involve exchanging between the 10s and  | Divide numbers that involve exchanging between the tens and   | numbers to develop<br>short division method<br>with remainders.   |
|                  |  | numbers by a digit<br>number by partitioning<br>into 10s and ones and                         | ones. The answers do not have remainders.   | consolidate using place   | Divide up to four digit<br>numbers by up to two   |
|                  |  | sharing into equal<br>groups, using numbers<br>that involve exchanging                        | Divide two digit<br>numbers by a one digit<br>number by sharing into  | counters to divide two<br>digit numbers by one<br>digit numbers involving   | digit numbers using the short division method.  |
|                  |  | between the 10s and ones. The answers do not have remainders.                                 | equal groups where the<br>10s and ones are<br>divisible by the divisor.   | remainders.  Consolidate using place  | Divide three digit<br>numbers by a two digit<br>number without  |
|                  |  | Divide 100 into two,<br>four, five and 10 equal<br>parts.                                     | Divide numbers that involve exchanging between the 10s and ones.  | counters to divide three<br>digit numbers by one<br>digit numbers with and<br>without remainders.                   | remainders, starting<br>with a more expanded<br>method (with multiples<br>shown), before<br>progressing to the more |
|                  |  | A remainder is the whole number left over after a division                                    | A remainder is the whole number left over   | Divide up to four digit numbers by a one digit number.  | formal long division method.  |
|                  |  | calculation when one number does not divide exactly into another.                             | after a division calculation when one number does not divide exactly into another.  | Use place counters to partition and then group numbers to develop   | Divide four digit<br>numbers by two digit<br>numbers using the long<br>division method.                             |
|                  |  | Explore division with remainders using concrete objects, pictorial representations            | Use place counters to divide two digit numbers by one digit   | short division method with remainders.  | Divide using long division method where answers have  |
|                  |  | and arrays.   | numbers involving remainders.   |   | remainders, checking  |

|                 |  | British R. B.  |                           |   |
|-----------------|--|--|---------------------------|---|
|                 |  | Divide two digit   | Use also security as      | that the remainder is smaller than the divisor. |
|                 |  | numbers by a one digit   | Use place counters to     | smaller than the divisor.                       |
|                 |  | number by partitioning   | divide three digit        | Divide form dieta                               |
|                 |  | into 10s and ones and  | numbers by one digit      | Divide four digit numbers using long            |
|                 |  | sharing into equal   | numbers with and          |   |
|                 |  | groups, using numbers  | without remainders.       | division method where                           |
|                 |  | that involve exchanging  |                           | answers have                                    |
|                 |  | between the 10s and  |                           | remainders, interpreting                        |
|                 |  | ones and give answers  |                           | the remainder as                                |
|                 |  | with remainders.   |                           | appropriate or not                              |
|                 |  |  |                           | applicable depending on context.                |
| PROBLEMS        |  | Multiplication is the  | Solve multiply and        | Solve multiplication                            |
|                 |  | opposite of division.  | divide by 6 problems      | problems in different                           |
| (MULTIPLICATION |  | opposite of division.  | using knowledge of        | contexts.                                       |
| AND DIVISION)   |  | Consolidate using  | equal groups, with        | contexts.                                       |
| ,               |  | grouping or sharing to   | concrete and pictorial    | Solve division problems                         |
|                 |  | answer questions and   | supporting methods.       | in different contexts.                          |
|                 |  | use the five times table   | Supporting methods.       | different contexts.                             |
|                 |  | to support division by   | Solve multiply and        | In mixed operation                              |
|                 |  | five.  | divide by 9 problems.     | calculations, calculations                      |
|                 |  | live.  | divide by 5 problems.     | are not carried out from                        |
|                 |  | Grouping and counting  | Multiplication and        | left to right. No                               |
|                 |  | in 10s is more efficient   | division are inverse      | operation sign means                            |
|                 |  | than sharing into 10   | operations.               | multiply. 4(2+1) means                          |
|                 |  | equal groups.  | operations.               | 4x(2+1).  |
|                 |  | equal groups.  | Solve multiply and        | TA(2 · 1).                                      |
|                 |  | Consolidate using  | divide by seven           | Complete mixed                                  |
|                 |  | grouping and sharing,  | problems, exploring       | operation calculations.                         |
|                 |  | depending on the   | commutativity.            | operation calculations.                         |
|                 |  | context of the problem   | commutativity.            | Select the appropriate                          |
|                 |  | to divide by 10.   | Apply multiplication      | mental strategy over                            |
|                 |  | to divide by 10.   | facts, including the      | computational methods                           |
|                 |  | Compare multiplication   | seven times table, to     | to improve efficiency.                          |
|                 |  | and division facts using   | solve problems.           | to improve emelency.                            |
|                 |  | inequality symbols.  | solve problems.           | Determine, by using                             |
|                 |  | inequality symbols.  | A remainder is the        | known facts from one                            |
|                 |  | One number in the  | whole number left over    | calculation and an                              |
|                 |  | calculation, 10 times  | after a division          | understanding of                                |
|                 |  | bigger, will result in the   | calculation when one      | commutativity and                               |
|                 |  | answer being 10 times  | number does not divide    | inverse operations, the                         |
|                 |  | bigger.  | exactly into another.     | answer of similar                               |
|                 |  | DIBBET.  | exactly into unother.     | calculation without                             |
|                 |  | Solve multiplication   | Consolidate solving       | starting afresh.                                |
|                 |  | problems using known   | division problems linking | starting arresn.                                |
|                 |  | multiplication facts.  | division with repeated    | Use mental strategies                           |
|                 |  | manupileación facts.   | subtraction. Include      | and estimation to check                         |
|                 |  | Solve simple scaling   | problems with a           | answers to calculations.                        |
|                 |  | problems using the   | remainder.                | answers to calculations.                        |
|                 |  | vocabulary 'times as   | remainuer.                |   |
|                 |  | many'.   | Scaling involves          |   |
|                 |  | many.  | multiplying or dividing   |   |
|                 |  | List systematically, then  | measures or integers to   |   |
|                 |  | calculate without listing,   | increase or decrease a    |   |
|                 |  | The second secon | measurement or            |   |
|                 |  | the possible   |                           |   |
|                 |  | combinations resulting   | quantity.                 | 1   |

|           |              |                           | 1  | 1                          |                           |                                       | T                      |
|-----------|--------------|---------------------------|--|----------------------------|---------------------------|---------------------------------------|------------------------|
|           |              |                           |  | from two groups of         |                           |                                       |                        |
|           |              |                           |  | objects.                   | Solve increasingly        |                                       |                        |
|           |              |                           |  |                            | challenging integer       |                                       |                        |
|           |              |                           |  |                            | scaling and               |                                       |                        |
|           |              |                           |  |                            |                           |                                       |                        |
|           |              |                           |  |                            | correspondence            |                                       |                        |
|           |              |                           |  |                            | problems, in which n      |                                       |                        |
|           |              |                           |  |                            | objects are connected to  |                                       |                        |
|           |              |                           |  |                            | m objects.                |                                       |                        |
| NUMBER -  | RECOGNISING, | Make a half.              | A whole is one object or   | A whole is one object or   | The numerator of a        | The numerator of a                    | Use number lines to    |
| -         | ,            |                           | one quantity. A fraction   | one quantity. A fraction   | fraction is the top       | fraction is the top                   | count backwards and    |
| FRACTIONS | FIDNING AND  | Make a whole.             | is part of an object,  | is part of an object,      | number, and shows how     | number, and shows how                 | forwards in fractions  |
|           | MAKING       | Make a Wilder             | shape or quantity that   | shape or quantity that     | many parts of a whole     | many parts of a whole                 | and to find equivalent |
|           | FRACTIONS    | A half is one of two      | has been split into equal  | has been split into equal  |                           |                                       | fractions.             |
|           | PRACTIONS    |                           | · ·  | · · · · · ·                | there are. Unit fractions | there are. Unit fractions             | Hactions.              |
|           |              | equal parts of a whole    | parts or groups.   | parts or groups.           | have a numerator of       | have a numerator of                   |                        |
|           |              | object or shape.          |  |                            | one. Non-unit fractions   | one. Non-unit fractions               |                        |
|           |              |                           | Recognise equal and  | Consolidate recognition    | have a numerator          | have a numerator                      |                        |
|           |              | Recognise, find and       | unequal parts of real life   | of equal and unequal       | greater than one. The     | greater than one. The                 |                        |
|           |              | name a half as one of     | objects and pictorial  | parts of real life objects | denominator of a          | denominator of a                      |                        |
|           |              | two equal parts of an     | representations of a   | and pictorial              | fraction is the bottom    | fraction is the bottom                |                        |
|           |              | object or shape.          | variety of shapes and  | representations of a       | number, and shows into    | number, and shows into                |                        |
|           |              | object of shape.          | The state of the s | variety of shapes and      |                           | · · · · · · · · · · · · · · · · · · · |                        |
|           |              | A 1 16:                   | quantities   |                            | how many equal parts      | how many equal parts                  |                        |
|           |              | A half is one of two      |  | quantities.                | the item or number is     | the item or number is                 |                        |
|           |              | equal parts of a          | Halving is splitting a   |                            | divided.                  | divided.                              |                        |
|           |              | quantity.                 | whole into two equal   | Halving is splitting a     |                           |                                       |                        |
|           |              |                           | parts. The numerator of  | whole into two equal       | Consolidate recognition   | Consolidate exploring                 |                        |
|           |              | A quarter is one of four  | a fraction is the top  | parts. The numerator of    | of unit and non-unit      | fractions of shapes,                  |                        |
|           |              | equal parts of a whole    | number and shows how   | a fraction is the top      | fractions and fractions   | quantities and fractions              |                        |
|           |              | object or shape.          | many parts of a whole  | number, and shows how      | with denominators         | of a number line.                     |                        |
|           |              | object of shape.          |  | 1                          |                           | of a fluffiber fille.                 |                        |
|           |              |                           | there are. The   | many parts of a whole      | other than two, three     |                                       |                        |
|           |              | Recognise, find and       | denominator of a   | there are. The             | and four.                 |                                       |                        |
|           |              | name a quarter as one     | fraction is the bottom   | denominator of a           |                           |                                       |                        |
|           |              | of four equal parts of an | number and shows into  | fraction is the bottom     | The numerator of a        |                                       |                        |
|           |              | object or shape.          | how many equal parts   | number, and shows into     | fraction is the top       |                                       |                        |
|           |              |                           | the item or number is  | how many equal parts       | number, and shows how     |                                       |                        |
|           |              | A quarter is one of four  | divided.   | the item or number is      | many parts of a whole     |                                       |                        |
|           |              | equal parts of a          |  | divided.                   | there are. Unit fractions |                                       |                        |
|           |              | quantity.                 | Explore halves in  | divided.                   | have a numerator of       |                                       |                        |
|           |              | quantity.                 |  | Consolidate contenios      |                           |                                       |                        |
|           |              |                           | different contexts and   | Consolidate exploring      | one. Non-unit fractions   |                                       |                        |
|           |              | Recognise, find and       | use the ½ notation   | halves in different        | have a numerator          | 1                                     |                        |
|           |              | name a quarter as one     | alongside half or halves.  | contexts, and use the ½    | greater than one. The     |                                       |                        |
|           |              | of four equal parts of a  |  | notation alongside half    | denominator of a          | 1                                     |                        |
|           |              | quantity.                 | Halving is the same as   | or halves.                 | fraction is the bottom    |                                       |                        |
|           |              |                           | dividing by two. Find  |                            | number, and shows into    | 1                                     |                        |
|           |              |                           | half of a set of objects or  | Halving is the same as     | how many equal parts      | 1                                     |                        |
|           |              |                           | quantity.  | dividing by 2.             | the item or number is     |                                       |                        |
|           |              |                           | quantity.  | 3.71dilig 57 2.            | divided.                  | 1                                     |                        |
|           |              |                           | One guestes is equal to  | Consolidate finding 1-15   | divided.                  |                                       |                        |
|           |              |                           | One quarter is equal to  | Consolidate finding half   |                           | 1                                     |                        |
|           |              |                           | one part out of four   | of a set of objects or     | Explore fractions of      | 1                                     |                        |
|           |              |                           | equal parts. Recognised  | quantity.                  | shapes, quantities and a  | 1                                     |                        |
|           |              |                           | a quarter, explore   |                            | number line.              |                                       |                        |
|           |              |                           | splitting wholes in  | One quarter is equal to    |                           | 1                                     |                        |
|           |              |                           | guarters and see that a  | one part out of four       | A tenth is one divided by | 1                                     |                        |
|           |              |                           | quarter is half of a half.   | equal parts.               | 10 (1/10). A tenth is one |                                       |                        |
|           |              |                           | quarter is rian or a rian.   | equal parts.               | , ,                       |                                       |                        |
|           |              |                           | Find avenue 5.1  | Consolidate III            | of 10 equal parts of an   | 1                                     |                        |
|           |              |                           | Find quarters of shapes.   | Consolidate recognition    | object, shape or          | 1                                     |                        |
|           |              |                           | Objects and quantities.  | of a quarter, explore      | quantity and is written   |                                       |                        |

splitting wholes into as 1/10. Tenths are One third is equal to one guarters and see that a calculated by dividing an quarter is half of a half. part out of three equal object into ten equal parts. Recognise a third, parts or dividing a explore splitting wholes Consolidate finding quantity by 10. For into thirds. example, one tenth of quarters of shapes, objects and quantities. 50 is 50÷10=5. The Find thirds of shapes number system extends objects and quantities. One third is equal to one to the right of the part out of three equal decimal point into the The numerator if a parts. tenths column. fraction is the top number and shows how Consolidate recognition Consolidate counting up many parts of a whole of a third, explore and down in tenths. there are. Unit fractions splitting wholes into recognising that tenths have a numerator of 1. thirds. arise from dividing an The denominator of a object into 10 equal fraction is the bottom Consolidate finding parts and in dividing one number and shows into thirds of shapes, objects digit numbers or how many equal parts and quantities. quantities by 10. the item or number is divided. The numerator of a fraction is the top Recognise a unit fraction number, and shows how as one equal part of a many parts of a whole whole. there are. Unit fractions have a numerator of The numerator and the one. The denominator denominator are the of a fraction is the same when the fraction bottom number, and is equivalent to one shows into how many whole. Non-unit equal parts the item or fractions have a number is divided. numerator greater than 1. Consolidate recognition of a unit fraction as one Recognise 2/3 and 3/4 as equal part of a whole. non-unit fractions. See fractions where the The numerator and the whole is shaded and denominator are the how these fractions are same when the fraction written. is equivalent to one whole. Non-unit A fraction is part of an fractions have a object, shape or numerator greater than quantity that has been one. split into equal parts or groups. The top number Consolidate the of a fraction shows the recognition of 3/3 and 3/4 number of parts we are as non-unit fractions. dealing with and the See fractions where the bottom number shows whole is shaded and the number of equal how these fractions are parts into which written. something has been split. A quarter )1/4) is

|              |  | 1                          |                              |                          | I                        |                           |
|--------------|--|----------------------------|------------------------------|--------------------------|--------------------------|---------------------------|
|              |  | one of four equal parts    | A fraction is part of an     |                          |                          |                           |
|              |  | of a whole object, shape   | object, shape or             |                          |                          |                           |
|              |  | or quantity. A half (1/2)  | quantity that has been       |                          |                          |                           |
|              |  | is one of two equal        | split into equal parts or    |                          |                          |                           |
|              |  | parts. Two-quarters        | groups. The top number       |                          |                          |                           |
|              |  | (2/4) is two of four       | of a fraction shows the      |                          |                          |                           |
|              |  | equal parts. A third (1/3) | number of parts that we      |                          |                          |                           |
|              |  | is one of three equal      | are dealing with, and        |                          |                          |                           |
|              |  |                            | the bottom number            |                          |                          |                           |
|              |  | <mark>parts.</mark>        |                              |                          |                          |                           |
|              |  |                            | shows the number of          |                          |                          |                           |
|              |  | Recognise, find ,name      | equal parts into which       |                          |                          |                           |
|              |  | and write the fractions    | something has been           |                          |                          |                           |
|              |  | ¼, 1/2, 2/4, ¾, and 1/3    | split. A quarter (¼) is      |                          |                          |                           |
|              |  | of a length, shape set of  | one of four equal parts      |                          |                          |                           |
|              |  | objects or quantity.       | of a whole object, shape     |                          |                          |                           |
|              |  |                            | or quantity. A half (1/2) is |                          |                          |                           |
|              |  |                            | one of two equal parts.      |                          |                          |                           |
|              |  |                            | Two quarters (2/4) is two    | 1                        |                          |                           |
|              |  |                            | of four equal parts. A       | 1                        |                          |                           |
|              |  |                            | third (1/3) is one of three  | 1                        |                          |                           |
|              |  |                            |                              |                          |                          |                           |
|              |  |                            | equal parts.                 | 1                        |                          |                           |
|              |  |                            |                              |                          |                          |                           |
|              |  |                            | Consolidate recognising,     |                          |                          |                           |
|              |  |                            | finding, naming and          |                          |                          |                           |
|              |  |                            | writing the fractions ¼,     |                          |                          |                           |
|              |  |                            | ½, ²/₄, ¾ and ⅓ of a         |                          |                          |                           |
|              |  |                            | length, shape, set of        |                          |                          |                           |
|              |  |                            | objects or quantity.         |                          |                          |                           |
|              |  |                            |                              |                          |                          |                           |
|              |  |                            | The numerator of a           |                          |                          |                           |
|              |  |                            | fraction is the top          |                          |                          |                           |
|              |  |                            | number, and shows how        |                          |                          |                           |
|              |  |                            | many parts of a whole        |                          |                          |                           |
|              |  |                            |                              |                          |                          |                           |
|              |  |                            | there are. Unit fractions    |                          |                          |                           |
|              |  |                            | have a numerator of          |                          |                          |                           |
|              |  |                            | one. Non-unit fractions      |                          |                          |                           |
|              |  |                            | have a numerator             |                          |                          |                           |
|              |  |                            | greater than one. The        |                          |                          |                           |
|              |  |                            | denominator of a             | 1                        |                          |                           |
|              |  |                            | fraction is the bottom       | 1                        |                          |                           |
|              |  |                            | number, and shows into       | 1                        |                          |                           |
|              |  |                            | how many equal parts         | 1                        |                          |                           |
|              |  |                            | the item or number is        |                          |                          |                           |
|              |  |                            | divided.                     | 1                        |                          |                           |
|              |  |                            | uiviucu.                     | 1                        |                          |                           |
|              |  |                            | December unit and rev        | 1                        |                          |                           |
|              |  |                            | Recognise unit and non-      | 1                        |                          |                           |
|              |  |                            | unit fractions and           |                          |                          |                           |
|              |  |                            | fractions with               |                          |                          |                           |
|              |  |                            | denominators other           |                          |                          |                           |
|              |  |                            | than two, three and          |                          |                          |                           |
|              |  |                            | four.                        |                          |                          |                           |
| EQUIVALENCE  |  | Explore the equivalence    | Explore the equivalence      | Equivalence means of     | A family of equivalent   | Consolidate the           |
| LQUIVALLINCL |  | of two quarters and one    | of two quarters and one      | equal (the same) value.  | fractions is a group of  | identification, naming    |
|              |  | half of the same whole     | half of the same whole,      | Equivalent fractions are | fractions that all have  | and writing of            |
|              |  |                            | · ·                          |                          |                          | _                         |
|              |  | and demonstrate that       | and demonstrate that         | fractions that have the  | the same value but are   | equivalent fractions of a |
|              |  | they are the same.         | they are the same.           | same value. For          | written differently. For | given fraction,           |
|              |  |                            |                              |                          |                          |                           |

Equivalence means of equal (the same) value. Equivalent fractions are fractions that have the same value. For example, ½ and ¼, ⅓ and <sup>2</sup>/<sub>6</sub> or <sup>3</sup>/<sub>4</sub> and <sup>9</sup>/<sub>12</sub>. The numerator of a fraction is the top number, and shows how many parts of the whole there are. The denominator of a fraction is the bottom number, and shows into how many equal parts the item or number is divided.

Recognise and show, using diagrams, equivalent fractions with small denominators.

Recognise how a number line divided into different amounts can represent equivalent fractions.

Use proportional reasoning to link pictorial images with abstract methods to find equivalent fractions.

Find patterns and missing numerators and denominators when exploring equivalent fractions.

Dividing something into more equal parts makes each part smaller.

Compare unit fractions or fractions with the same denominator.

Order unit fractions or fractions with the same denominator.

example, ½ and ¼, ½ and ½, 6 or ¾ and 9/12. The numerator of a fraction is the top number, and shows how many parts of the whole there are. The denominator of a fraction is the bottom number, and shows into how many equal parts the item or number is divided.

Recognise and show, using diagrams, equivalent fractions with small denominators.

Recognise how a number line divided into different amounts can represent equivalent fractions.

A family of equivalent fractions is a group of fractions that all have the same value but are written differently. For example, 1/2, 2/4, 4/8 and 3/6 are a family, and 3/4, 6/8 and 9/12 are a family.

Recognise and show, using diagrams, families of common equivalent fractions.

Find equivalent fractions using the method of multiplying the numerators and denominators by the same number.

Demonstrate that the number of equal parts that make a whole is dependent on the number of equal parts altogether.

The numerator of a fraction is the top

example, 1/2, 2/4, 4/8 and 3/6 are a family, and 3/4, 6/8 and 9/12 are a family.

Recognise and show, using diagrams, families of common equivalent fractions.

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

Consolidate demonstrating that the number of equal parts that make a whole is dependent on the number of equal parts altogether.

A proper fraction has a numerator less than the denominator. An improper fraction has a numerator equal to or greater than the denominator. A mixed number is the combination a whole number (integer) and a proper fraction.

Convert improper fractions to mixed numbers.

A proper fraction has a numerator less than the denominator. An improper fraction has a numerator equal to or greater than the denominator. A mixed number is the combination a whole number (integer) and a proper fraction.

Convert mixed numbers to improper fractions

represented visually, including tenths and hundredths.

Simplify fractions through an understanding of the highest common factor.

Consolidate converting improper fractions to mixed numbers.

Consolidate converting mixed numbers to improper fractions using concrete and pictorial methods.

Compare and order fractions with the same denominator or denominators that are multiples of the same number and find the difference between fractions using a number line

If the denominators are the same, the larger the numerator, the larger the fraction.

Compare and order fractions where denominators are not multiples of the same number.

Find the lowest common multiple of the denominators in order to find equivalent fractions with the same denominators, then compare the numerators to find the larger or smaller fraction.

If the numerators are the same, the larger the denominator, the smaller the fraction.

| COUNTING AND CALCULATING WITH FRACTIONS |  | Find three quarters of a quantity.  Count up in halves, thirds and quarters from | Solve problems involving Y3 fractions skills, such as adding and subtracting fractions with the same   | many parts of a whole there are. The denominator of a fraction is the bottom number, and shows into how many equal parts the item or number is divided. Unit fractions have a numerator of one. Non-unit fractions have a numerator greater than one.  Compare and order unit fractions with the same denominators.  A proper fraction has a numerator less than the denominator. An improper fraction has a numerator equal to or | pictorial methods.  When the denominator or numerator of two or more fractions is the same, it is called a common denominator or common numerator.  Compare and order fractions less than one, where the denominators are multiples of the same number.  Find common denominators and common numerators.  Compare and order fractions greater than one, including improper fractions and mixed numbers.  Count up and down in a given fraction and find missing fractions in a sequence. | Compare and order fractions by finding a common numerator, then compare the denominators to find the larger or smaller fraction.  Solve problems that involve adding and subtracting fractions and mixed numbers.   |
|---|--|--|--|--|--|---|
|   |  | any number up to 10.  Solve simple problems involving fractions.                 | denominator within one whole.  Recognise, find and write fractions of a discrete set of objects, using unit fractions with small denominators.  Recognise, find and write fractions of a discrete set of objects, using unit and non-unit fractions with small denominators. | greater than the denominator. A mixed number is the combination a whole number (integer) and a proper fraction.  Count in fractions greater than one on a number line, and link to improper fractions and mixed numbers.  Consolidate recognising, finding and writing fractions of a discrete set of objects, using unit and non-unit fractions with small denominators.  Find non-unit fractions of a quantity.                  | Consolidate finding non-<br>unit fractions of a<br>quantity.  Solve problems<br>involving Y5 fractions<br>skills.  | Solve problems that combine the four operations and fractions using understanding of the order of operations.  The denominator is the number of parts that the amount is being divided into, and the numerator is the amount of those parts that we need to know about.  Calculate fractions of an amount.  Find the whole amount from the known value of a fraction. |

| 1                             | 1 |  |  | Ι   |   |   |
|-------------------------------|---|--|--|---|---|---|
|                               |   |  |  | Solve problems  |   |   |
|                               |   |  |  | involving increasingly  |   |   |
|                               |   |  |  | challenging fractions to  |   |   |
|                               |   |  |  | calculate quantities, and   |   |   |
|                               |   |  |  | fractions to divide   |   |   |
|                               |   |  |  | quantities, including   |   |   |
|                               |   |  |  | non-unit fractions  |   |   |
|                               |   |  |  | where the answer is a   |   |   |
|                               |   |  |  | whole number.   |   |   |
| ADDITION WITH                 |   |  | When adding fractions  | When adding fractions,  | Add fractions where one   | Consolidate adding two  |
| _                             |   |  | with the same  | only the numerators are   | denominator is a  | fractions where one or  |
| FRACTIONS                     |   |  | denominator, only the  | added. The  | multiple of the other.  | both are mixed numbers  |
|                               |   |  | numerator is added. The  | denominators stay the   | multiple of the other.  | or improper fractions.  |
|                               |   |  |  |   | A.I.I   | or improper fractions.  |
|                               |   |  | denominators stay the  | same.   | Add more than 2   |   |
|                               |   |  | same.  |   | fractions where two   | Add mixed numbers and   |
|                               |   |  |  | Consolidate adding  | denominators are a  | fractions with any  |
|                               |   |  | Add two or more  | fractions with the same   | multiple of the other.  | denominators,   |
|                               |   |  | fractions with the same  | denominator within one  |   | simplifying answers and   |
|                               |   |  | denominator, where the   | whole $(\frac{5}{7} + \frac{1}{7} = \frac{6}{7})$ .   | Use pictorial methods to  | converting between  |
|                               |   |  | total is less than one,  |   | explore adding two or   | improper fractions and  |
|                               |   |  | using practical  | When adding fractions,  | more proper fractions   | whole numbers when  |
|                               |   |  | equipment and pictorial  | only the numerators are   | where the total is  | calculating.  |
|                               |   |  | representations  | added. The  | greater than one.   | _   |
|                               |   |  | •  | denominators stay the   |   |   |
|                               |   |  |  | same.   | Add two fractions where   |   |
|                               |   |  |  | sume.   | one or both are mixed   |   |
|                               |   |  |  | Add 2 or more fractions.  | numbers or improper   |   |
|                               |   |  |  | Add 2 of filore fractions.  |   |   |
|                               |   |  |  |   |   |   |
|                               |   |  | AA/le a se see le terre aties a  | NA/lease as lease at its a  | fractions.  | Canadidata subtraction  |
| SUBTRACTION                   |   |  | When subtracting   | When subtracting  | Subtract fractions where  | Consolidate subtracting   |
|                               |   |  | fractions with the same  | fractions, only the   | Subtract fractions where one denominator is a   | proper fractions from   |
| SUBTRACTION<br>WITH FRACTIONS |   |  | fractions with the same denominator, only the  | fractions, only the numerators are  | Subtract fractions where  | _   |
|                               |   |  | fractions with the same denominator, only the numerators are   | fractions, only the<br>numerators are<br>subtracted. The  | Subtract fractions where one denominator is a multiple of the other.  | proper fractions from mixed numbers.  |
|                               |   |  | fractions with the same denominator, only the  | fractions, only the<br>numerators are<br>subtracted. The<br>denominators stay the   | Subtract fractions where one denominator is a multiple of the other. Subtract proper  | proper fractions from mixed numbers.  Use different strategies  |
|                               |   |  | fractions with the same<br>denominator, only the<br>numerators are<br>subtracted.  | fractions, only the<br>numerators are<br>subtracted. The  | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed  | proper fractions from mixed numbers.  Use different strategies to subtract mixed  |
|                               |   |  | fractions with the same denominator, only the numerators are   | fractions, only the<br>numerators are<br>subtracted. The<br>denominators stay the   | Subtract fractions where one denominator is a multiple of the other. Subtract proper  | proper fractions from mixed numbers.  Use different strategies  |
|                               |   |  | fractions with the same<br>denominator, only the<br>numerators are<br>subtracted.  | fractions, only the<br>numerators are<br>subtracted. The<br>denominators stay the   | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed  | proper fractions from mixed numbers.  Use different strategies to subtract mixed  |
|                               |   |  | fractions with the same<br>denominator, only the<br>numerators are<br>subtracted.  | fractions, only the<br>numerators are<br>subtracted. The<br>denominators stay the<br>same.  | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed  | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less   | fractions, only the<br>numerators are<br>subtracted. The<br>denominators stay the<br>same.<br>Consolidate subtracting   | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.   | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for   |
|                               |   |  | fractions with the same<br>denominator, only the<br>numerators are<br>subtracted.<br>Subtract fractions with<br>the same denominator   | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same   | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions   | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one  | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need   | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical                         | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole $(5\sqrt{7} - 1/7) = 4\sqrt{7}$ .  | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the   | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the  |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole $(\frac{5}{7}, -\frac{1}{7}) = \frac{4}{7}$ .  When subtracting  | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need   | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole $(\frac{5}{7} - \frac{1}{7} = \frac{4}{7})$ .  When subtracting fractions, only the  | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the  |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole $(\frac{5}{7} - \frac{1}{7} = \frac{4}{7})$ .  When subtracting fractions, only the numerators are   | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies                                | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole $(\sqrt[5]{7} - \sqrt{7} = \sqrt[4]{7})$ .  When subtracting fractions, only the numerators are subtracted. The  | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed          | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole $(\frac{5}{7} - \frac{1}{7} = \frac{4}{7})$ .  When subtracting fractions, only the numerators are subtracted. The denominators stay the                           | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies                                | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
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|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole $(\frac{5}{7} - \frac{1}{7} = \frac{4}{7})$ .  When subtracting fractions, only the numerators are subtracted. The denominators stay the same.                     | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed          | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
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|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole $(\frac{5}{7} - \frac{1}{7} = \frac{4}{7})$ .  When subtracting fractions, only the numerators are subtracted. The denominators stay the same.                     | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed          | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole (5/7 - 1/7 = 4/7).  When subtracting fractions, only the numerators are subtracted. The denominators stay the same.  Subtract 2 or more fractions.                 | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed          | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole (5/7 - 1/7 = 4/7).  When subtracting fractions, only the numerators are subtracted. The denominators stay the same.  Subtract 2 or more fractions.                 | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed          | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole (5/7 - 1/7 = 4/7).  When subtracting fractions, only the numerators are subtracted. The denominators stay the same.  Subtract 2 or more fractions.                 | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed          | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
|                               |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole (5/7 - 1/7 = 4/7).  When subtracting fractions, only the numerators are subtracted. The denominators stay the same.  Subtract 2 or more fractions.                 | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed          | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an   |
| THE FOUR                      |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole (5/7 - 1/7 = 4/7).  When subtracting fractions, only the numerators are subtracted. The denominators stay the same.  Subtract 2 or more fractions.                 | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed numbers. | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an improper fraction.  |
| THE FOUR OPERATIONS WITH      |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole (5/7 - 1/7 = 4/7).  When subtracting fractions, only the numerators are subtracted. The denominators stay the same.  Subtract 2 or more fractions.                 | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed numbers. | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an improper fraction.  |
| THE FOUR                      |   |  | fractions with the same denominator, only the numerators are subtracted.  Subtract fractions with the same denominator where the total is less than one, using practical equipment and pictorial | fractions, only the numerators are subtracted. The denominators stay the same.  Consolidate subtracting fractions with the same denominator within one whole (5/7 - 1/7 = 4/7).  When subtracting fractions, only the numerators are subtracted. The denominators stay the same.  Subtract 2 or more fractions.                 | Subtract fractions where one denominator is a multiple of the other.  Subtract proper fractions from mixed numbers.  Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.  Use different strategies to subtract two mixed numbers. | proper fractions from mixed numbers.  Use different strategies to subtract mixed numbers, including exchanging wholes for fractions and subtracting the wholes and fractions separately and converting the mixed number to an improper fraction.  Add and subtract fractions within 1 where |

|               |            |                             |   |   |                            | I                        | T                       | 10: 1 6:1                 |
|---------------|------------|-----------------------------|---|---|----------------------------|--------------------------|-------------------------|---------------------------|
|               |            |                             |   |   |                            |                          | M/h                     | multiples of the same     |
|               |            |                             |   |   |                            |                          | When multiplying        | number.                   |
|               |            |                             |   |   |                            |                          | fractions, the          |                           |
|               |            |                             |   |   |                            |                          | denominator remains     | Add and subtract          |
|               |            |                             |   |   |                            |                          | the same, whilst the    | fractions where the       |
|               |            |                             |   |   |                            |                          | numerator is multiplied | denominators are not      |
|               |            |                             |   |   |                            |                          | by the integer.         | multiples of the same     |
|               |            |                             |   |   |                            |                          |                         | number, finding           |
|               |            |                             |   |   |                            |                          | Multiply unit fractions | equivalent fractions to   |
|               |            |                             |   |   |                            |                          | by whole numbers,       | find a common             |
|               |            |                             |   |   |                            |                          | supported by materials  | denominator.              |
|               |            |                             |   |   |                            |                          | and diagrams.           |                           |
|               |            |                             |   |   |                            |                          |                         | Multiply fractions and    |
|               |            |                             |   |   |                            |                          | Multiply non-unit       | mixed numbers by          |
|               |            |                             |   |   |                            |                          | fractions by whole      | integers.                 |
|               |            |                             |   |   |                            |                          | numbers, supported by   |                           |
|               |            |                             |   |   |                            |                          | materials and diagrams. | Multiply simple pairs of  |
|               |            |                             |   |   |                            |                          |                         | proper fractions, writing |
|               |            |                             |   |   |                            |                          | Multiply mixed numbers  | the answer in its         |
|               |            |                             |   |   |                            |                          | by whole numbers.       | simplest form.            |
|               |            |                             |   |   |                            |                          | .,                      |                           |
|               |            |                             |   |   |                            |                          | The order of a          | Divide fractions where    |
|               |            |                             |   |   |                            |                          | multiplication can      | the numerator is a        |
|               |            |                             |   |   |                            |                          | change when using       | multiple of the integer   |
|               |            |                             |   |   |                            |                          | integers or fractions   | dividing by.              |
|               |            |                             |   |   |                            |                          | without changing the    | dividing by.              |
|               |            |                             |   |   |                            |                          | product.                | Divide fractions where    |
|               |            |                             |   |   |                            |                          | product.                | the numerator is not a    |
|               |            |                             |   |   |                            |                          | Improve calculation     | multiple of the integer   |
|               |            |                             |   |   |                            |                          | efficiency by changing  | dividing by.              |
|               |            |                             |   |   |                            |                          | the order of fractions  | dividing by.              |
|               |            |                             |   |   |                            |                          | and whole numbers       |                           |
|               |            |                             |   |   |                            |                          |                         |                           |
|               |            | 16                          | 1   | 1   | Danasaina sailliseatasa    | Consolidate enlateration | when multiplying them.  |                           |
| MEASUREMENT – | LENGTH AND | Items can be measured       | Length is a measure of                    | Length is a measure of                    | Recognise millimetres      | Consolidate subtracting  |                         |                           |
| MEASURING AND | HEIGHT     | to show how long, tall or   | how long something is                     | how long something is                     | and build on their         | lengths by taking away   |                         |                           |
| CALCULATING   |            | heavy they are.             | from end to end. Height                   | from end to end. Height                   | understanding of           | and finding the          |                         |                           |
| CALCOLATING   |            |                             | is a measure of how                       | is a measure of how                       | centimetres and metres     | difference.              |                         |                           |
|               |            | Use language in their       | high something is from                    | high something is from                    | using different            |                          |                         |                           |
|               |            | play, including heavy,      | head to foot or top to                    | head to foot or top to                    | measuring equipment        |                          |                         |                           |
|               |            | light, heavier, lighter,    | base.                                     | base.                                     | including rulers, tape     |                          |                         |                           |
|               |            | long, short, longer,        | Community I                               | Canadidata assum:                         | measures, metre sticks     |                          |                         |                           |
|               |            | shorter, tall, taller, full | Compare, describe and                     | Consolidate comparing,                    | and trundle wheels.        |                          |                         |                           |
|               |            | and empty.                  | solve practical problems                  | describing and solving                    | Compatible to              |                          |                         |                           |
|               |            |                             | for lengths and heights                   | practical problems for                    | Consolidate measuring      |                          |                         |                           |
|               |            | Items can be measured       | (long or short; longer                    | lengths and heights                       | larger objects using       |                          |                         |                           |
|               |            | using non standard units    | and shorter; tall or short                | (long or short; longer or                 | metres.                    |                          |                         |                           |
|               |            | to show how long or tall    | and double or half)                       | shorter; tall or short and                | 6 111                      |                          |                         |                           |
|               |            | they are.                   |   | double or half).                          | Consolidate comparing      |                          |                         |                           |
|               |            |                             | Length is a measure of                    |   | lengths in the same unit   |                          |                         |                           |
|               |            | Compare and order the       | how long something is                     | Length is a measure of                    | of objects using           |                          |                         |                           |
|               |            | length and height of two    | from end to end. Height                   | how long something is                     | comparison language,       |                          |                         |                           |
|               |            | to three objects and use    | is a measure of how                       | from end to end. Height                   | such as longer than,       |                          |                         |                           |
|               |            | and understand the          | high something is from                    | is a measure of how                       | shorter than, taller than, |                          |                         |                           |
|               |            | language tall, taller,      | head to foot or top to                    | high something is from                    | longest, shortest and      | 1                        |                         |                           |
| 1             |            |                             | l   | l   | and the second second      |                          |                         |                           |
|               |            | tallest, long, longer,      | base. Measure and begin to record lengths | head to foot or top to base. Non-standard | tallest and symbols.       |                          |                         |                           |

| -             | languat about theuter     | and baights!              | units used wouth to of     | Cubtract langth - bu    |                       |                          | 1                         |
|---------------|---------------------------|---------------------------|----------------------------|-------------------------|-----------------------|--------------------------|---------------------------|
| 1             | longest, short, shorter,  | and heights, using        | units used must be of      | Subtract lengths by     |                       |                          |                           |
|               | shortest.                 | pictorial                 | equal length.              | taking away and finding |                       |                          |                           |
|               |                           | representations,          |                            | the difference.         |                       |                          |                           |
|               |                           | numbers or words.         | Consolidate measuring      |                         |                       |                          |                           |
|               |                           |                           | and recording lengths      |                         |                       |                          |                           |
|               |                           | Measure and begin to      | and heights, using         |                         |                       |                          |                           |
|               |                           | record lengths and        | pictorial                  |                         |                       |                          |                           |
|               |                           | heights, using a ruler.   | representations,           |                         |                       |                          |                           |
|               |                           |                           | numbers or words.          |                         |                       |                          |                           |
|               |                           |                           |                            |                         |                       |                          |                           |
|               |                           |                           | Consolidate measuring      |                         |                       |                          |                           |
|               |                           |                           | and recording lengths      |                         |                       |                          |                           |
|               |                           |                           | and heights, suing a       |                         |                       |                          |                           |
|               |                           |                           | ruler.                     |                         |                       |                          |                           |
|               |                           |                           | ruler.                     |                         |                       |                          |                           |
|               |                           |                           | Managura from novo         |                         |                       |                          |                           |
| 1             |                           |                           | Measure from zero          |                         |                       |                          |                           |
|               |                           |                           | rather than the end of     |                         |                       |                          |                           |
| 1             |                           |                           | the ruler or tape          |                         |                       |                          |                           |
|               |                           |                           | measure. Measure both      |                         |                       |                          |                           |
| 1             |                           |                           | length and height to the   |                         |                       |                          |                           |
| 1             |                           |                           | nearest cm with a ruler    |                         |                       |                          |                           |
|               |                           |                           | and tape measure.          |                         |                       |                          |                           |
|               |                           |                           |                            |                         |                       |                          |                           |
|               |                           |                           | Measure larger objects     |                         |                       |                          |                           |
|               |                           |                           | using metres.              |                         |                       |                          |                           |
|               |                           |                           |                            |                         |                       |                          |                           |
|               |                           |                           | Compare lengths in the     |                         |                       |                          |                           |
|               |                           |                           | same unit of objects       |                         |                       |                          |                           |
|               |                           |                           | using comparison           |                         |                       |                          |                           |
|               |                           |                           | language (such as longer   |                         |                       |                          |                           |
|               |                           |                           | than, shorter than, taller |                         |                       |                          |                           |
|               |                           |                           |                            |                         |                       |                          |                           |
|               |                           |                           | than, longest, shortest    |                         |                       |                          |                           |
|               |                           |                           | and tallest) and           |                         |                       |                          |                           |
|               |                           |                           | symbols.                   |                         |                       |                          |                           |
|               |                           |                           |                            |                         |                       |                          |                           |
|               |                           |                           | Order given lengths, as    |                         |                       |                          |                           |
|               |                           |                           | well as ordering objects   |                         |                       |                          |                           |
|               |                           |                           | by measuring each          |                         |                       |                          |                           |
|               |                           |                           | length using the           |                         |                       |                          |                           |
| 1             |                           |                           | language 'shorter,         |                         |                       |                          |                           |
|               |                           |                           | shortest, longer and       |                         |                       |                          |                           |
|               |                           |                           | longest' to describe the   |                         |                       |                          |                           |
|               |                           |                           | order.                     |                         |                       |                          |                           |
| PROBLEMS      | Items can be measured     | Solve simple problems     | Solve one-step and two-    | Solve problems          | Solve simple problems | Use timetables to        | Solve problems            |
|               | to show how long, tall or | that involve all Y1       | step problems relating     | involving time.         | with money, involving | retrieve information and | involving the calculation |
| (MEASUREMENT) | heavy they are. Capacity  | elements of               | to length.                 | 5 -                     | all four operations.  | solve problems, convert  | and conversion of units   |
|               | shows how much a          | measurement, using        |                            | Compare mixed           |                       | between different units  | of measure, using         |
|               | container holds.          | concrete objects,         | Solve problems             | measurements using the  |                       | of time where necessary  | decimal notation up to    |
| 1             | 15.16                     | pictorial representations | involving mass.            | inequality symbols.     |                       | and create timetables.   | three decimal places      |
|               | Compare quantities and    | and number lines.         | mvorving mass.             | megaanty symbols.       |                       | and create timetables.   | where appropriate.        |
|               |                           | and number mies.          | Solve problems             | Add and subtract mass   |                       |                          | where appropriate.        |
|               | objects to solve          |                           | Solve problems             |                         |                       |                          | Minite and use formers    |
|               | problems.                 |                           | involving volume.          | using a range of mental |                       |                          | Write and use formulae    |
|               |                           |                           |                            | and written methods.    |                       |                          | when calculating area     |
| 1             |                           |                           |                            |                         |                       |                          | and perimeter of          |
|               |                           |                           |                            | Add and subtract        |                       |                          | rectilinear shapes.       |
|               |                           |                           |                            | volumes and capacities, |                       |                          |                           |
|               |                           |                           |                            |                         |                       |                          |                           |

|            |                          |                                |  | using a range of mental                              |     |                            |  |
|------------|--------------------------|--------------------------------|--|--|-----|----------------------------|--|
|            |                          |                                |  | and written methods                                  |     |                            |  |
|            |                          |                                |  | depending on the                                     |     |                            |  |
|            |                          |                                |  | context.   |     |                            |  |
| VOLUME AND | The capacity of an       | Compare the volume in          | Consolidate comparing                        | Capacity and volume                                  |     | Volume is the amount of    | Volume is the amount of                          |
| CAPACITY   | object is how much it    | a container by                 | the volume in a                              | can be measured in                                   |     | solid space that           | solid space that                                 |
| CAPACITY   | can hold.                | describing whether it is       | container by describing                      | litres (I) or millilitres                            |     | something takes up,        | something takes up,                              |
|            |                          | full, nearly full, empty or    | whether it is full, nearly                   | (ml). There are 1000 ml                              |     | while capacity is the      | while capacity is the                            |
|            | Compare and order the    | nearly empty.                  | full, empty or nearly                        | in 1 l.  |     | amount that a container    | amount that a container                          |
|            | capacity of two to three |                                | empty.                                       |  |     | can hold.                  | can hold.  |
|            | items in sand and water  | Capacity is how much a         |  | Recognise the difference                             |     |                            |  |
|            | play and use and         | container can hold.            | Capacity is how much a                       | between measuring in                                 |     | Investigate how volume     | Consolidate, through                             |
|            | understand the           | Volume is the space that       | container can hold.                          | millilitres and litres and when it is more efficient |     | is different from          | further investigation,                           |
|            | language full and empty. | water takes up in a container. | Volume is the space that water takes up in a | to use litres to measure                             |     | capacity.                  | how volume is different from capacity.           |
|            |                          | container.                     | container.                                   | liquid rather than                                   |     | Compare and order          | from capacity.                                   |
|            |                          | Measure and begin to           | container.                                   | millilitres.   |     | different solids that are  | Count cubic units (1                             |
|            |                          | record capacities and          | Consolidate measuring                        | minici es.   |     | made of cubes.             | cm³) to find the volume                          |
|            |                          | volumes, using pictorial       | and recording capacities                     | Capacity is how much a                               |     | Estimate volume and        | of 3-D shapes, then use                          |
|            |                          | representations,               | and volumes, using                           | container can hold.                                  |     | capacity of different      | cubes to build models                            |
|            |                          | numbers or words.              | pictorial                                    | Volume is the space that                             |     | solids and objects.        | and describe their                               |
|            |                          |                                | representations,                             | water takes up in a                                  |     |                            | volume.  |
|            |                          | Compare capacity using         | numbers or words.                            | container.   |     | Containers can be          |  |
|            |                          | non-standard units of          |  |  |     | different shapes but still | The volume of cubes                              |
|            |                          | measure including the          | Capacity is how much a                       | Consolidate comparing                                |     | hold the same capacity.    | and cuboids can be                               |
|            |                          | vocabulary of more, less       | container can hold.                          | the volume of  |     | The word capacity,         | calculated by                                    |
|            |                          | and equal to, and the          | Volume is the space that                     | containers, using <, >                               |     | rather than volume, is     | multiplying the length,                          |
|            |                          | symbols <, > and =             | water takes up in a                          | and =, including the use                             |     | often used when            | width and height. This is                        |
|            |                          |                                | container.                                   | of the language quarter,<br>half and three quarters  |     | referring to liquid        | the same as calculating the area of the base and |
|            |                          |                                | Compare the volume of                        | full.  |     | Estimate capacity using    | multiplying it by the                            |
|            |                          |                                | containers using < , >                       | ruii.  |     | practical equipment.       | height. Standard units of                        |
|            |                          |                                | and =, including the use                     | The capacity is the                                  |     | processor or quipersons    | volume are cubic                                 |
|            |                          |                                | of language: quarter,                        | amount of liquid a                                   |     |                            | centimetres or                                   |
|            |                          |                                | half and three quarters                      | container can hold and                               |     |                            | centimetres cubed (cm³)                          |
|            |                          |                                | full.  | the volume is how much                               |     |                            | and cubic metres or                              |
|            |                          |                                |  | liquid is in the container.                          |     |                            | metres cubed (m³).                               |
|            |                          |                                | Measure and estimate                         |  |     |                            |  |
|            |                          |                                | the volume of                                | Explore capacity in litres                           |     |                            | Demonstrate the link                             |
|            |                          |                                | containers using                             | or millilitres.                                      |     |                            | between counting cubes                           |
|            |                          |                                | millimetres (ml).                            | Explore capacity in litres                           |     |                            | and the formula<br>(*I*×*w*×*h*) for             |
|            |                          |                                | Capacity and volume                          | and millilitres. Record                              |     |                            | calculating the volume                           |
|            |                          |                                | can be measured in                           | measurements as 'L'                                  |     |                            | of cuboids.                                      |
|            |                          |                                | litres (I) or millimetres                    | and 'ml'. For example,                               |     |                            | or capolas.                                      |
|            |                          |                                | (ml). There are 1000ml                       | '5L' and '500ml'.                                    |     |                            |  |
|            |                          |                                | in 1l.                                       |  |     |                            |  |
|            |                          |                                |  | Compare actual                                       |     |                            |  |
|            |                          |                                | Recognise the difference                     | numerical measures of                                |     |                            |  |
|            |                          |                                | between measuring in                         | capacity, including                                  |     |                            |  |
|            |                          |                                | millimetres and litres                       | mixed measurements,                                  |     |                            |  |
|            |                          |                                | and when it is more                          | using the inequality                                 |     |                            |  |
|            |                          |                                | efficient to use litres to                   | symbols.   |     |                            |  |
|            |                          |                                | measure liquid rather                        |  |     |                            |  |
|            |                          |                                | than millimetres.                            |  | l . | l .                        |  |

|     |    |                          | · - · · · · · · · · · · · · · · · · · ·  |   |   |                           | 1 | Г |
|-----|----|--------------------------|--|---|---|---------------------------|---|---|
| TIM | ΛE | Events can be            | Events can be                            | The hour hand is the                        | Consolidate reading and                   | Consolidate telling the   |   |   |
|     |    | sequenced using          | sequenced using these                    | shorter hand on a clock                     | writing times, o'clock                    | time to the nearest five  |   |   |
|     |    | everyday words, such as  | words: before, after,                    | and the minute hand is                      | and half past, from                       | minutes on an analogue    |   |   |
|     |    | first, then, next,       | now, next, first,                        | the longer hand. On an                      | analogue clocks.                          | clock, using past and to. |   |   |
|     |    | morning and afternoon.   | morning, afternoon and                   | analogue clock, the                         |   |                           |   |   |
|     |    | 0-4                      | evening.                                 | minute hand points to                       | The hour hand moves                       | In Roman numerals, I=1,   |   |   |
|     |    | Order and sequence       | 6 3                                      | 12 when it is an o'clock                    | along with the minute                     | II=2, III=3, IV=4, V=5,   |   |   |
|     |    | familiar events, such as | Describe, sort and order                 | time.                                       | hand. Therefore, when                     | VI=6, VII=7, VIII=8 IX=9, |   |   |
|     |    | everyday routines.       | events using sequencing                  | 6 11 1 1 11 11                              | the time is quarter past                  | X=10, XI=11 and XII=12.   |   |   |
|     |    | Th                       | language, such as                        | Consolidate telling the                     | the hour, the hour hand                   | Caraclidate talling the   |   |   |
|     |    | There are seven days in  | before, after, next, first,              | time to the hour using                      | will be just past the                     | Consolidate telling the   |   |   |
|     |    | the week. School days    | today, yesterday,                        | an analogue clock.                          | hour, and when the                        | time to the nearest       |   |   |
|     |    | are Monday to Friday.    | tomorrow, morning,                       | A   | time is quarter to, the                   | minutes on an analogue    |   |   |
|     |    | Saturday and Sunday      | afternoon and evening.                   | At half past the hour,                      | hour hand will be just                    | clock using past and to.  |   |   |
|     |    | are the weekend.         | There are seven days in                  | the minute hand has<br>travelled half way   | before the hour.                          | Read Roman numerals       |   |   |
|     |    | Know the order of the    | •  | ·   | Consolidate reading and                   | up to 12 (I to XII).      |   |   |
|     |    | days of the week.        | a week: Monday,                          | around the clock and is                     | Consolidate reading and drawing the times | Consolidate the use of    |   |   |
|     |    | uays of the week.        | Tuesday, Wednesday,<br>Thursday, Friday, | pointing at the six. While the hour hand is | 'quarter to' and 'quarter                 | the language morning,     |   |   |
|     |    | Use simple timers to     | Saturday, Friday,                        | half way between the                        | past'.                                    | afternoon, am and pm      |   |   |
|     |    | measure periods of       | There are twelve                         | hours.                                      | past.                                     | to describe the time of   |   |   |
|     |    | time.                    | months: January,                         | nours.                                      | There are 365 days in a                   | day.                      |   |   |
|     |    | ume.                     | February, March, April,                  | Consolidate telling the                     | year and 366 in a leap                    | uay.                      |   |   |
|     |    |                          | May, June, July, August,                 | time, to the half hour                      | year, which occurs every                  | Consolidate comparing     |   |   |
|     |    |                          | September, October,                      | using an analogue clock,                    | fourth year. The twelve                   | analogue and digital      |   |   |
|     |    |                          | November and                             | understanding the                           | months of the year are                    | clocks.                   |   |   |
|     |    |                          | December. The past                       | language 'half past'                        | January (31 days),                        | ciocks.                   |   |   |
|     |    |                          | refers to events that                    | language han past                           | February (28 or 29                        |                           |   |   |
|     |    |                          | have already happened,                   | Read and write times                        | days), March (31 days),                   |                           |   |   |
|     |    |                          | the present refers to                    | using o'clock and half                      | April (30 days), May (31                  |                           |   |   |
|     |    |                          | events that are                          | past, from analogue                         | days), June (30 days),                    |                           |   |   |
|     |    |                          | happening now and the                    | clocks.                                     | July (31 days), August                    |                           |   |   |
|     |    |                          | future refers to events                  |   | (31 days), September                      |                           |   |   |
|     |    |                          | that haven't happened                    | The hour hand moves                         | (30 days), October (31                    |                           |   |   |
|     |    |                          | yet.                                     | along with the minute                       | days), November (30                       |                           |   |   |
|     |    |                          | ,  | hand. Therefore, when                       | days) and December (31                    |                           |   |   |
|     |    |                          | Recognise and use                        | the time is quarter past                    | days).                                    |                           |   |   |
|     |    |                          | language relating to                     | the hour, the hour hand                     | • •                                       |                           |   |   |
|     |    |                          | dates, including days of                 | will be just past the hour                  | Investigate the concept                   |                           |   |   |
|     |    |                          | the week, weeks,                         | hand and when the time                      | of years and months.                      |                           |   |   |
|     |    |                          | months and years and                     | is quarter to, the hour                     | *   |                           |   |   |
|     |    |                          | talk about events using                  | hand will be just before                    | There are 24 hours in a                   |                           |   |   |
|     |    |                          | today, yesterday and                     | the hour.                                   | day.                                      |                           |   |   |
|     |    |                          | tomorrow.                                |   |   |                           |   |   |
|     |    |                          |  | Read and draw the                           | Explore language                          |                           |   |   |
|     |    |                          | The hour hand is the                     | times 'quarter to' and                      | around day and the                        |                           |   |   |
|     |    |                          | shorter hand on a clock,                 | 'quarter past'.                             | difference between day-                   |                           |   |   |
|     |    |                          | and the minute hand is                   |   | time and day.                             |                           |   |   |
|     |    |                          | the longer. On an                        | An analogue clock face                      |   |                           |   |   |
|     |    |                          | analogue clock, the                      | can be divided into 60                      | In Roman numerals, I=1,                   |                           |   |   |
|     |    |                          | minute hand points to                    | minutes, using the                          | II=2, III=3, IV=4, V=5,                   |                           |   |   |
|     |    |                          | 12 when it is an o'clock                 | numbers from one to 12                      | VI=6, VII=7, VIII=8 IX=9,                 |                           |   |   |
|     |    |                          | time.                                    | on the face. Once the                       | X=10, XI=11 and XII=12.                   |                           |   |   |
|     |    |                          |  | minute hand gets past                       |   |                           |   |   |
|     |    |                          | Tell the time to the hour                | six, the time is described                  | Tell the time to the                      |                           |   |   |
|     |    |                          | using an analogue clock.                 | as 'to' the next hour,                      | nearest five minutes on                   |                           |   |   |

| rather than 'past' the At half past the hour, the minute hand has the minute hand has the minute hand has the minute hand has thouse from the minute hand has the minute hand has thought as well as w |  |
|--|--|
| the minute hand has shows five minute reading Roman  |  |
|  |  |
|  |  |
| travelled half way intervals as well. numerals up to 12 (I to  |  |
| around the clock and is XII).  |  |
| pointing at the six, while Read and show   |  |
| the hour hand is half analogue time to five An analogue clock face   |  |
| way between the hours. minute intervals. can be divided into five  |  |
| minute intervals using   |  |
| Tell the time, to the half the numbers 1 to 12,  |  |
| hour, using an analogue Consolidate measuring with 1 denoting 5  |  |
| clock, understanding the and recoding time minutes past the hour   |  |
| language 'half past' (hour, minutes, seconds) and 11 denoting 5  |  |
| using pictorial minutes to the next  |  |
| Time can be measured representations, hour.  |  |
| using hours, minutes numbers or words.   |  |
| and seconds. Tell the time to the  |  |
| There are 24 hours is a nearest minutes on an  |  |
| Measure and begin to day and 60 minutes in analogue clock using  |  |
| record time (hours, an hour. past and to.  |  |
| minutes and seconds),  |  |
| using pictorial Use clocks to convert Use language morning,  |  |
| representations, minutes to afternoon, am and pm   |  |
| numbers or words. hours and minutes. to describe the time of   |  |
| day.   |  |
| When someone wins a Duration is how long   |  |
| race, the length of time something lasts. Compare analogue and   |  |
| will be shorter. If digital clocks.  |  |
| someone takes longer, Identify the start and   |  |
| the length of time will end time of an event Find the durations of   |  |
| be larger. and use the times to events using both  |  |
| work out the duration. analogue and digital  |  |
| Compare amounts of clocks.   |  |
| time using the language  |  |
| faster, slower, earlier Compare durations of   |  |
| and later. time using analogue and   |  |
| digital clocks.  |  |
|  |  |
| Find start and end times   |  |
| to the nearest minute  |  |
| using both analogue and  |  |
| digital times.   |  |
| ugital tilles.   |  |
| There are 60 seconds in  |  |
| a minute.  |  |
| a minute.  |  |
| Measure and compare  |  |
| durations of time in   |  |
| seconds.   |  |
| seconds.   |  |
| Write divertions of time   |  |
| Write durations of time  |  |
| in different ways e.g. 80  |  |
| seconds is the same as 1   |  |
| minute and 20 seconds.   |  |

|  |                 |                             |                           |                            |  | 1  | I |   |
|--|-----------------|-----------------------------|---------------------------|----------------------------|--|--|---|---|
|  | WEIGHT AND MASS | Items can be measured       | Mass or weight is the     | Mass, or weight, is the    | Consolidate comparing  |  |   |   |
|  |                 | to show how long, tall or   | measure of the amount     | measure of the amount      | mass using < and >, and  |  |   |   |
|  |                 | heavy they are.             | of something and how      | of something and how       | order objects based on   |  |   |   |
|  |                 |                             | heavy it is.              | heavy it is. Consolidate   | their masses.  |  |   |   |
|  |                 | Use language in their       |                           | holding and describing     |  |  |   |   |
|  |                 | play, including heavy,      | Hold and describe         | objects using              | Consolidate feeling the  |  |   |   |
|  |                 | light, heavier, lighter,    | objects using vocabulary  | vocabulary, such as        | mass of gram weights   |  |   |   |
|  |                 | long, short, longer         | such as heavy, light,     | heavy, light, heavier      | and use grams when   |  |   |   |
|  |                 | shorter. Tall, taller, full | heaver than, lighter      | than and lighter than,     | reading weighing scales.   |  |   |   |
|  |                 | and empty.                  | than, then use scales to  | then use scales to check.  | reading weighing scales.   |  |   |   |
|  |                 | and empty.                  | check.                    | then use scales to check.  | Read a range of scales,  |  |   |   |
|  |                 |                             | check.                    |                            |  |  |   |   |
|  |                 | Items can be measured       |                           | Investigate to see if      | in kilograms or grams, to  |  |   |   |
|  |                 | using non-standard          | Investigate to see if     | larger objects are always  | measure mass, including  |  |   |   |
|  |                 | units to show how long      | larger objects are always | heavier than smaller       | scales with missing  |  |   |   |
|  |                 | or tall they are.           | heavier than smaller      | objects.                   | intervals.   |  |   |   |
|  |                 |                             | objects.                  |                            |  |  |   |   |
|  |                 | Compare and order the       |                           | Mass or weight is the      | Measure the mass of  |  |   |   |
|  |                 | weight of two to three      | Mass or weight is the     | measure of the amount      | objects and record them  |  |   |   |
|  |                 | items and use and           | measure of the amount     | of something and how       | as a mixed   |  |   |   |
|  |                 | understand the              | of something and how      | heavy it is. Consolidate   | measurement in   |  |   |   |
|  |                 | language heavy,             | heavy it is.              | measuring and              | kilograms and grams.   |  |   |   |
|  |                 | heaviest, heavier, light,   | •                         | recording masses or        |  |  |   |   |
|  |                 | lighter, lightest.          | Measure and begin to      | weights, using pictorial   |  |  |   |   |
|  |                 | 0 11 / 0 1111               | record masses or          | representations,           |  |  |   |   |
|  |                 |                             | weight, using pictorial   | numbers or words.          |  |  |   |   |
|  |                 |                             | representations,          | mambers of words.          |  |  |   |   |
|  |                 |                             | numbers or words.         | Compare mass using <       |  |  |   |   |
|  |                 |                             | numbers of words.         | and > and order objects    |  |  |   |   |
|  |                 |                             | When using non-           | based on their masses.     |  |  |   |   |
|  |                 |                             | standard units of         | based off their masses.    |  |  |   |   |
|  |                 |                             |                           | Facilities assess of autom |  |  |   |   |
|  |                 |                             | measure the units must    | Feel the mass of gram      |  |  |   |   |
|  |                 |                             | stay the same.            | weights and use grams      |  |  |   |   |
|  |                 |                             |                           | when reading weighing      |  |  |   |   |
|  |                 |                             | Use non-standard units    | scales.                    |  |  |   |   |
|  |                 |                             | and balance scales to     |                            |  |  |   |   |
|  |                 |                             | weigh objects and         | Mass can be measured       |  |  |   |   |
|  |                 |                             | compare whether they      | in kilograms )kg) or       |  |  |   |   |
|  |                 |                             | are heavier or lighter.   | grams (g). There are       |  |  |   |   |
|  |                 |                             |                           | 1000g in 1kg.              |  |  |   |   |
|  |                 |                             |                           |                            |  |  |   |   |
|  |                 |                             |                           | Feel the mass of a 1kg     |  |  |   |   |
|  |                 |                             |                           | weight and use             |  |  |   |   |
|  |                 |                             |                           | kilograms when reading     |  |  |   |   |
|  |                 |                             |                           | weighing scales.           |  |  |   |   |
|  | MONEY           | There are different         | Recognise and know the    | Consolidate the            | Consolidate counting in  | Convert between  |   |   |
|  | IVIOINET        | types of coins. Each coin   | value of different        | recognition of different   | 1p, 2p, 5p and 10p   | different units of money   |   |   |
|  |                 | is worth a different        | denominations of coins,   | denominations of coins,    | coins.   | using decimal notation.  |   |   |
|  |                 | amount.                     | including 1p, 2p, 5p,     | including 1p, 2p, 5p,      | coms.  | asing acciliar notation.   |   |   |
|  |                 | aniount.                    |                           |                            | Consolidate counting in  | Compare and order  |   |   |
|  |                 | Hee manay includis -        | 10p, 20p, 50p, £1 and     | 10p, 20p, 50p, £1 and £2   | The second secon | The state of the s |   |   |
|  |                 | Use money, including        | £2.                       | and know their value.      | £1 and £2 coins and £5,  | amounts of money.  |   |   |
|  |                 | coins, in role play         |                           |                            | £10 and £20 notes.   |  |   |   |
|  |                 | situations.                 | Recognise and know the    | Consolidate the            |  | Round amounts of   |   |   |
|  |                 |                             | value of different        | recognition of different   | Money can be recorded  | money written in   |   |   |
|  |                 |                             | denominations of notes.   | denominations of notes     | using mixed units (£ and   | decimal notation to the  |   |   |
|  |                 |                             |                           | and know their value.      | p). Pounds and pence   | nearest pound.   |   |   |
|  |                 |                             |                           |                            | are recorded with a  |  |   |   |
|  |                 |                             |                           |                            |  |  |   | 1 |

|             | 1                         | I                        |  | 1                       | <br> |
|-------------|---------------------------|--------------------------|--|-------------------------|------|
|             | Begin to count in 1p, 2p, | Count in 1p, 2p, 5p and  | decimal point between                      | Estimate totals with    |      |
|             | 5p and 10p coins          | 10p coins.               | them. When an amount                       | more than two           |      |
|             |                           |                          | of money is recorded in                    | amounts, discussing     |      |
|             |                           | Count in £1 and £2 coins | this way, the pence sign                   | over and under          |      |
|             |                           | and £5, £10 and £20      | (p) is usually omitted.                    | estimation.             |      |
|             |                           | notes.                   | For example £5.00,                         |                         |      |
|             |                           | notes.                   | £7.25 or £10.01                            | Consolidate adding two  |      |
|             |                           |                          | £7.25 0f £10.01                            | Consolidate adding two  |      |
|             |                           | Count in pounds and      |  | amounts of money,       |      |
|             |                           | pence.                   | Add and subtract                           | using pictorial         |      |
|             |                           |                          | amounts of money to                        | representations to      |      |
|             |                           | Select coins to make an  | give change, using both                    | support them.           |      |
|             |                           | amount.                  | £ and pence, in practical                  |                         |      |
|             |                           |                          | contexts, including using                  | Consolidate using       |      |
|             |                           | Find different           | formal written methods.                    | different methods to    |      |
|             |                           | combinations of coins    | Torritar Writterr methods.                 |                         |      |
|             |                           | I .                      | A -  -                                     | subtract money.         |      |
|             |                           | that equal the same      | Add two amounts of                         |                         |      |
|             |                           | amounts of money.        | money using pictorial                      | Consolidate using a     |      |
|             |                           |                          | representations to                         | number line and a part- |      |
|             |                           | Add money using          | support them.                              | whole model to subtract |      |
|             |                           | different methods such   |  | to find change.         |      |
|             |                           | as, count on,            | Use different methods                      | I                       |      |
|             |                           | partitioning and         | to subtract money.                         |                         |      |
|             |                           | regrouping.              | to subtract money.                         |                         |      |
|             |                           | regrouping.              | Use a number line and a                    |                         |      |
|             |                           | E: 1:1 PM                |  |                         |      |
|             |                           | Find the difference      | part-whole model to                        |                         |      |
|             |                           | between two amounts      | subtract to find change.                   |                         |      |
|             |                           | of money including the   |  |                         |      |
|             |                           | use of the strategies of |  |                         |      |
|             |                           | counting on and          |  |                         |      |
|             |                           | counting back.           |  |                         |      |
|             |                           | o a                      |  |                         |      |
|             |                           | Change is the money      |  |                         |      |
|             |                           | returned to someone,     |  |                         |      |
|             |                           |                          |  |                         |      |
|             |                           | when they have paid for  |  |                         |      |
|             |                           | an item with an amount   |  |                         |      |
|             |                           | that is greater than the |  |                         |      |
|             |                           | price. 100p=£1           |  |                         |      |
|             |                           |                          |  |                         |      |
|             |                           | Find change from a       |  |                         |      |
|             |                           | given amount             |  |                         |      |
|             |                           | converting £1 into 100p  |  |                         |      |
|             |                           | when necessary.          |  |                         |      |
|             |                           | when necessary.          |  |                         |      |
|             |                           |                          |  |                         |      |
|             |                           | Solve simple problems    |  |                         |      |
|             |                           | in a practical context,  |  |                         |      |
|             |                           | involving addition and   |  |                         |      |
|             |                           | subtraction of money of  |  |                         |      |
|             |                           | the same unit and giving |  |                         |      |
|             |                           | change.                  |  |                         |      |
|             |                           |                          |  |                         |      |
|             |                           |                          |  |                         |      |
|             |                           | · · ·                    | <del></del>                                |                         |      |
| TEMPERATURE |                           | The temperature is       | The temperature is                         |                         |      |
|             | 1                         | higher when it is        | higher when it is                          | 1                       | 1    |
|             |                           |                          |  |                         |      |
|             |                           | warmer. A thermometer    | warmer. A thermometer                      |                         |      |
|             |                           |                          | warmer. A thermometer measures temperature |                         |      |
|             |                           | warmer. A thermometer    |  |                         |      |

| 1                | Coloius (00C) 00C :- +    | management in decree      |                          | -                         | 1                         |
|------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|
|                  | Celsius (0°C). 0°C is the | measured in degrees       |                          |                           |                           |
| 1                | freezing point of water   | Celsius or Centigrade     |                          |                           |                           |
|                  | and 1000°C is the boiling | (°C). 0°C is the freezing |                          |                           |                           |
|                  | point of water.           | point of water and        |                          |                           |                           |
|                  |                           | 100°C is the boiling      |                          | ĺ                         |                           |
|                  | Read temperature on       | point of water.           |                          |                           |                           |
|                  | different thermometer     |                           |                          |                           |                           |
|                  | scales.                   | Consolidate reading       |                          |                           |                           |
|                  |                           | temperature on            |                          |                           |                           |
|                  |                           | different thermometer     |                          |                           |                           |
|                  |                           | scales.                   |                          |                           |                           |
|                  |                           | £1 is 100p.               | 100cm is equivalent to   | The prefix kilo means     | Capacity is the amount    |
| CONVERTING UNITS |                           | ET IS 100p.               | · ·                      | '                         | ' '                       |
|                  |                           |                           | 1m.                      | 1000.                     | an object can contain.    |
|                  |                           | Convert between           |                          |                           | Volume is the amount      |
|                  |                           | pounds and pence.         | Consolidate converting   | Consolidate multiplying   | actually in an object.    |
|                  |                           | 100cm is equivalent to    | multiples of 100cm into  | and dividing by 1000 to   |                           |
|                  |                           | 1m.                       | metres and vice versa.   | convert between           | Read, write and           |
|                  |                           |                           |                          | kilometres and metres     | recognise all metric      |
|                  |                           | Convert multiples of      | Partition lengths not in | and find two lengths      | measures for length,      |
|                  |                           | 100cm into metres and     | multiples of 100 into    | that add to a whole       | mass and capacity.        |
|                  |                           | vice versa.               | metres and centimetres.  | number of kilometres.     |                           |
|                  |                           |                           |                          |                           | Convert between units     |
|                  |                           | Partition lengths not in  | 10mm is equivalent to    |                           | of length, mass and       |
|                  |                           | multiples of 100 into     | 1cm.                     | The prefix kilo means     | capacity using skills of  |
|                  |                           | metres and centimetres.   | 10111.                   | 1000.                     | multiplying and dividing  |
|                  |                           | metres and tentimetres.   | Consolidate converting   | 1000.                     | by 10, 100 and 1000.      |
|                  |                           | 10mm is equivalent to     | multiples of 10mm into   | Convert from metres to    | by 10, 100 and 1000.      |
|                  |                           | · ·                       | 1                        |                           | v                         |
|                  |                           | 1cm.                      | centimetres and vice     | kilometres (km), grams    | Know that 5 miles is      |
|                  |                           |                           | versa.                   | to kilograms (kg) and     | approximately equal to    |
|                  |                           | Convert multiples of 10   |                          | vice versa.               | 8 km.                     |
|                  |                           | mm into centimetres       | Partition lengths not in |                           |                           |
|                  |                           | and vice versa.           | multiples of 10 into     | The prefix milli means    | Find approximate          |
|                  |                           |                           | centimetres and          | 1/1000                    | conversions from miles    |
|                  |                           | Partition lengths not in  | millimetres.             |                           | to km and from km to      |
|                  |                           | multiples of 10 into      |                          | Convert from metres to    | miles.                    |
|                  |                           | centimetres and           | 1000m is equal to 1km.   | millimetres (mm), litres  |                           |
|                  |                           | millimetres.              |                          | to millilitres (ml) and   | Imperial measure * 1      |
|                  |                           |                           | Multiply and divide by   | vice versa.               | foot is equal to 12       |
|                  |                           | Convert, compare and      | 1000 to convert          |                           | inches * 1 pound is       |
|                  |                           | order lengths based on    | between kilometres and   | Divide by different       | egual to 16 ounces * 1    |
|                  |                           | measurements in mm,       | metres and find two      | multiples of 10 to        | stone is equal to 14      |
|                  |                           | cm and m.                 | lengths that add to a    | convert between the       | pounds * 1 gallon is      |
|                  |                           | citi alia ili.            | whole number of          | different                 | , ,                       |
|                  |                           | Add longths given in      | I .                      |                           | equal to 8 pints * 1 inch |
|                  |                           | Add lengths given in      | kilometres.              | measurements.             | is approximately 2.5 cm   |
|                  |                           | different units of        |                          |                           |                           |
|                  |                           | measurement,              | Consolidate adding       | Convert between           | Use knowledge of          |
|                  |                           | converting to the same    | lengths given in         | different units of length | imperial and metric       |
|                  |                           | unit of length to         | different units of       | and choose the            | measurements to           |
|                  |                           | improve efficiency.       | measurement,             | appropriate unit for      | perform related           |
|                  |                           |                           | converting to the same   | measurement.              | conversions, both within  |
|                  |                           |                           | unit of length to        | ĺ                         | imperial measures and     |
|                  |                           |                           | improve efficiency.      | Imperial units of         | between imperial and      |
|                  |                           |                           |                          | measurement were          | metric.                   |
|                  |                           |                           | £1 is 100p.              | used in Britain from the  |                           |
|                  |                           |                           |                          | 1820s to the 1960s,       |                           |
|                  |                           |                           |                          | when the metric system,   |                           |
|                  | 1                         | l                         | l                        | when the metric system,   |                           |

|   |           | 1 |                           | T                          |  |
|---|-----------|---|---------------------------|----------------------------|--|
|   |           |   |                           | Consolidate converting     | using multiples of 10,   |
|   |           |   |                           | between pounds and         | was adopted. * 1   |
|   |           |   |                           | pence.                     | inch=2.5cm * 1 foot=12   |
|   |           |   |                           |                            | inches=30cm  |
|   |           |   |                           | 60 minutes in an hour      | (approximately) * 1  |
|   |           |   |                           | and 60 seconds in a        | yard=3 feet=914cm  |
|   |           |   |                           | minute.                    | (approximately 1m) * 1   |
|   |           |   |                           |                            | mile=1760 yards=1.6km  |
|   |           |   |                           | Convert between units      | * 1 ounce=28g * 1  |
|   |           |   |                           |                            | •  |
|   |           |   |                           | of time, such as hours to  | pound=16 ounces=454g   |
|   |           |   |                           | minutes.                   | (approximately 1/2kg. 1  |
|   |           |   |                           |                            | kg is sometimes seen as  |
|   |           |   |                           | 365 days in a year and     | approximating to 2.2   |
|   |           |   |                           | 364 in a leap year, which  | lbs) * 1 stone=14  |
|   |           |   |                           | occurs every fourth        | pounds=6.4kg * 1   |
|   |           |   |                           | year. Twelve months in     | pint=568ml   |
|   |           |   |                           | a year. Approximately      | (approximately 1/2L) * 1   |
|   |           |   |                           | 52 weeks in a year and 4   | gallon=8 pints=4.5L  |
| 1 | 1         |   |                           | weeks in a month. 7        | 0 3 p  |
|   |           |   |                           |                            | Use approximate  |
|   |           |   |                           | days in a week.            | Use approximate  |
|   |           |   |                           |                            | equivalences between   |
|   |           |   |                           | Convert between units      | metric units and   |
|   |           |   |                           | of time, such as years,    | common imperial units,   |
|   |           |   |                           | months, weeks and          | such as inches, pounds   |
|   |           |   |                           | days.                      | (lbs) and pints.   |
|   |           |   |                           |                            |  |
|   |           |   |                           | Digital time is written in | Time is not decimal, so  |
|   |           |   |                           | 4-digit format e.g. 09:30  | some methods may not   |
|   |           |   |                           | am not 9:30.               | be effective for   |
|   |           |   |                           | u                          | conversions.   |
|   |           |   |                           | Convert between            | COTIVETSIONS.  |
|   |           |   |                           |                            | Comment hat were   |
|   |           |   |                           | analogue and digital       | Convert between  |
|   |           |   |                           | times, using a format up   | different units of time,   |
|   |           |   |                           | to 12 hours, using am      | including years, months,   |
|   |           |   |                           | and pm to distinguish      | weeks, days, hours,  |
|   |           |   |                           | between times in the       | minutes and seconds.   |
|   |           |   |                           | morning and afternoon.     |  |
|   | 1         |   |                           | _                          |  |
|   | 1         |   |                           |                            | <b>(</b>   |
|   |           |   |                           | Convert between            |  |
|   |           |   |                           | analogue and digital       |  |
|   |           |   |                           | times using a 24 hour      |  |
|   |           |   |                           | •                          |  |
|   |           |   | The market 1 of           | clock.                     | Management of the control of the con |
|   | PERIMETER |   | The perimeter is the      | The perimeter is the       | Measure the perimeter  |
|   |           |   | total distance around     | total distance around      | of rectilinear shapes  |
| 1 | 1         |   | the edge of a shape. The  | the edge of a shape. The   | from diagrams without  |
|   |           |   | perimeter can be found    | perimeter can be found     | grids.   |
|   | 1         |   | by counting squares or    | by counting squares or     |  |
|   |           |   | measuring with a ruler.   | measuring with a ruler.    | A rectilinear shape is a   |
|   | 1         |   | -                         | _                          | 2-D shape whose sides  |
| 1 | 1         |   | Measure and compare       | Consolidate measuring      | all meet at right angles.  |
| 1 | 1         |   | the perimeter of simple   | and comparing the          | aeat at right ungles.  |
|   |           |   |                           |                            | Consolidate calculating  |
|   | 1         |   | 2-D shapes.               | perimeter of simple 2-D    | Consolidate calculating  |
|   |           |   |                           | shapes.                    | the perimeter of   |
|   | 1         |   | Calculate the perimeter   |                            | rectilinear shapes by  |
|   |           |   |                           |                            |  |
|   |           |   | <br>of simple 2-D shapes. |                            |  |

|      |  |  | A rectilinear shape is a  | counting squares on a   |   |
|------|--|--|---|---|---|
|      |  |  | 2-D shape whose sides   | grid.   |   |
|      |  |  | all meet at right angles.   |   |   |
|      |  |  |   | Consolidate calculating   |   |
|      |  |  | Calculate the perimeter   | perimeter of rectangles   |   |
|      |  |  |   |   |   |
|      |  |  | of rectilinear shapes by  | (including squares) that  |   |
|      |  |  | counting squares on a   | are not on a squared  |   |
|      |  |  | grid.   | grid.   |   |
|      |  |  |   |   |   |
|      |  |  | A rectilinear shape is a  | Consolidate calculating   |   |
|      |  |  | 2-D shape whose sides   | perimeter of rectilinear  |   |
|      |  |  | all meet at right angles.   | shapes, without using   |   |
|      |  |  | un meet de right diffics.   |   |   |
|      |  |  | - 1 1166  | squared paper, using  |   |
|      |  |  | Explore different ways  | addition and subtraction  |   |
|      |  |  | of how to calculate   | to calculate the missing  |   |
|      |  |  | perimeter and find  | sides.  |   |
| 1    |  |  | missing lengths.  |   |   |
|      |  |  |   | Find the perimeter of   |   |
|      |  |  |   | shapes with and without   |   |
| 1    |  |  | Calculate perimeter of  | grids and unknown side  |   |
|      |  |  | Calculate perimeter of  |   |   |
|      |  |  | rectilinear shapes,   | lengths.  |   |
| 1    |  |  | without using squared   |   |   |
|      |  |  | paper, using addition   |   |   |
|      |  |  | and subtraction to  |   |   |
|      |  |  | calculate the missing   |   |   |
|      |  |  | sides.  |   |   |
| ADEA |  |  | Area is the amount of   | A rectilinear shape is a  | Draw rectilinear shapes   |
| AREA |  |  |   | · ·   | · ·   |
|      |  |  | space taken up by a 2D  | 2-D shape whose sides   | that have the same  |
|      |  |  | shape or surface.   | all meet at right angles.   | area, and use   |
|      |  |  |   |   | knowledge of factors to   |
|      |  |  |   |   |   |
|      |  |  | Demonstrate how   | Consolidate counting  | draw rectangles with  |
|      |  |  | different shapes can  | Consolidate counting the number of squares  | draw rectangles with different areas,   |
|      |  |  |   |   |   |
|      |  |  | different shapes can  | the number of squares in a shape to measure   | different areas, recognising the  |
|      |  |  | different shapes can have the same area.  | the number of squares<br>in a shape to measure<br>and compare the areas   | different areas, recognising the connections between  |
|      |  |  | different shapes can have the same area.  Area is the amount of   | the number of squares in a shape to measure   | different areas, recognising the  |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D  | the number of squares<br>in a shape to measure<br>and compare the areas<br>of rectilinear shapes.   | different areas,<br>recognising the<br>connections between<br>side lengths and factors.   |
|      |  |  | different shapes can<br>have the same area.<br>Area is the amount of<br>space taken up by a 2D<br>shape or surface, and   | the number of squares<br>in a shape to measure<br>and compare the areas<br>of rectilinear shapes.   | different areas, recognising the connections between side lengths and factors.  Approximate and   |
|      |  |  | different shapes can<br>have the same area.  Area is the amount of<br>space taken up by a 2D<br>shape or surface, and<br>some ways are better   | the number of squares<br>in a shape to measure<br>and compare the areas<br>of rectilinear shapes.<br>Find the area of a<br>rectangle by counting  | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a  |
|      |  |  | different shapes can<br>have the same area.<br>Area is the amount of<br>space taken up by a 2D<br>shape or surface, and   | the number of squares<br>in a shape to measure<br>and compare the areas<br>of rectilinear shapes.   | different areas, recognising the connections between side lengths and factors.  Approximate and   |
|      |  |  | different shapes can<br>have the same area.  Area is the amount of<br>space taken up by a 2D<br>shape or surface, and<br>some ways are better   | the number of squares<br>in a shape to measure<br>and compare the areas<br>of rectilinear shapes.<br>Find the area of a<br>rectangle by counting  | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a  |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding   | the number of squares<br>in a shape to measure<br>and compare the areas<br>of rectilinear shapes.<br>Find the area of a<br>rectangle by counting<br>squares and using a   | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting   |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or  | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.   | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a  |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.   | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or  | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of   |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term  | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is   | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a  |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means   | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more   | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways  | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is   | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle   |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways of finding the area of a   | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more rectilinear shapes.   | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle with the same length  |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways  | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more   | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle with the same length and perpendicular  |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways of finding the area of a   | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more rectilinear shapes.   | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle with the same length  |
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|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways of finding the area of a shape, realising that some ways are better than others, for   | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more rectilinear shapes.  Calculate the area of compound shapes by splitting into smaller  | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle with the same length and perpendicular height as a rectangle will have an area half the   |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways of finding the area of a shape, realising that some ways are better than others, for example, by counting  | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more rectilinear shapes.  Calculate the area of compound shapes by   | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle with the same length and perpendicular height as a rectangle will   |
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|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways of finding the area of a shape, realising that some ways are better than others, for example, by counting squares.  A rectilinear shape is a                       | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more rectilinear shapes.  Calculate the area of compound shapes by splitting into smaller shapes.  Find the approximate area of irregular shapes                     | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle with the same length and perpendicular height as a rectangle will have an area half the size.  Find the area of a rectangle then halve it                       |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways of finding the area of a shape, realising that some ways are better than others, for example, by counting squares.   | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more rectilinear shapes.  Calculate the area of compound shapes by splitting into smaller shapes.  Find the approximate  | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle with the same length and perpendicular height as a rectangle will have an area half the size.  Find the area of a   |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways of finding the area of a shape, realising that some ways are better than others, for example, by counting squares.  A rectilinear shape is a                       | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more rectilinear shapes.  Calculate the area of compound shapes by splitting into smaller shapes.  Find the approximate area of irregular shapes                     | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle with the same length and perpendicular height as a rectangle will have an area half the size.  Find the area of a rectangle then halve it                       |
|      |  |  | different shapes can have the same area.  Area is the amount of space taken up by a 2D shape or surface, and some ways are better than others for finding the area of a shape or surface.  Explain what the term 'area' means and explore different ways of finding the area of a shape, realising that some ways are better than others, for example, by counting squares.  A rectilinear shape is a 2-D shape whose sides | the number of squares in a shape to measure and compare the areas of rectilinear shapes.  Find the area of a rectangle by counting squares and using a formula.  A compound or composite shape is made of two or more rectilinear shapes.  Calculate the area of compound shapes by splitting into smaller shapes.  Find the approximate area of irregular shapes by counting squares | different areas, recognising the connections between side lengths and factors.  Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.  A right-angled triangle with the same length and perpendicular height as a rectangle will have an area half the size.  Find the area of a rectangle then halve it to find the area of a |

| GEOMETRY —      | SHAPE | 3-D shapes are solid                                 | Common 3-D shapes are                         | Know that 2-D shapes   | Recognise, describe and draw 2-D shapes          | Count the number of squares in a shape to measure and compare the areas of rectilinear shapes.  A rectilinear shape is a 2-D shape whose sides all meet at right angles.  Make rectilinear shapes using a given number of squares.  Compare and order shapes by the size of area using < and >. | A polygon is any 2-D                        | Use the formula, base *x* perpendicular height÷2 to calculate the area of a variety of triangles where different side lengths are given and where more than one triangle makes up a shape.  Investigate the link between the area of a rectangle and parallelogram by cutting a parallelogram so that it can be rearranged into a rectangle.  Find the area of a parallelogram using knowledge of finding the area of a rectangle.  Draw shapes accurately, using learned |
|-----------------|-------|--|---|--|--|---|---|---|
| SHAPE, POSITION |       | shapes. They have a different number of              | cuboids, cubes,<br>cylinders, pyramids,       | are actually flat. Recognise and name 2-D  | draw 2-D shapes accurately.                      | describing and drawing<br>2-D shapes accurately.  | shape with straight sides. 'Tri' is derived | using learned<br>knowledge, on different  |
| AND DIRECTION   |       | faces and edges. The                                 | cones and spheres.                            | and 3-D shapes in  |  |   | from Latin and Greek,                       | grids, such as squared  |
|                 |       | faces are made up of different 2-D shapes.           | Recognise and name                            | different orientations and proportions and   | A curved surface is not a face. A cylinder has 2 | A polygon is any 2-D shape with straight  | meaning three. An equilateral triangle has  | and dotted paper, and using a protractor on   |
|                 |       | uliferent 2-D shapes.                                | common 3-D shapes,                            | differentiate between  | circular faces and a                             | sides. 'Tri' is derived   | three equal sides and                       | plain paper.  |
|                 |       | Use mathematical                                     | including cuboids,                            | them.  | curved surface.                                  | from Latin and Greek,   | angles and three lines of                   | pram paperi   |
|                 |       | names for common 3-D                                 | cubes, cylinders,                             |  |  | meaning three. An   | symmetry. An isosceles                      | Identify and create a 3-D   |
|                 |       | shapes and use 3-D                                   | pyramids, cones and                           | Count sides of 2-D   | Recognise and describe                           | equilateral triangle has  | triangle has two equal                      | shape from its net. Draw  |
|                 |       | shapes in their play.                                | spheres, in different orientations and sizes, | shapes by marking each side as they count.   | 3-D shapes in different orientations, using      | three equal sides and angles and three lines of   | sides and angles. A scalene triangle has no | nets of shapes accurately.  |
|                 |       | 2-D shapes are flat. They                            | and relate them to                            | side as they count.  | properties, such as the                          | symmetry. An isosceles  | egual sides and no egual                    | accuratery.   |
|                 |       | have a different number                              | everyday objects.                             | Know that a vertex is  | number of faces, edges,                          | triangle has two equal  | angles. A right-angled                      |   |
|                 |       | of sides and angles. 2-D                             |   | where two lines meet at  | vertices and curved                              | sides and angles. A   | triangle has a 90° angle.                   |   |
|                 |       | shapes can be folded                                 | Sort and group 3-d                            | a point and that more  | surfaces.  | scalene triangle has no   | The angles in any                           |   |
|                 |       | and cut into different 2-<br>D shapes. They can also | shapes according to simple properties,        | than one vertex are called vertices. The   | Make 3-D shapes                                  | equal sides and no equal angles. A right-angled   | triangle add up to 180°.                    |   |
|                 |       | be put together to make                              | including type, size and                      | word vertex should be  | (cubes, cuboids, prisms,                         | triangle has a 90° angle.   | Consolidate comparing                       |   |
|                 |       | other 2-D shapes.                                    | colour.                                       | used in place of the   | cylinders, pyramids,                             | The angles in any   | and classifying triangles,                  |   |
|                 |       | The marks of the first                               | C   | word corner.   | cones and spheres)                               | triangle add up to 180°.  | using the names                             |   |
|                 |       | Use mathematical names for common 2-D                | Common 2-D shapes are squares, rectangles,    | Identify and count   | using construction materials.                    | Compare and classify  | isosceles, scalene and equilateral.         |   |
|                 |       | shapes and explore in                                | circles, triangles,                           | vertices of 2-D shapes.  | materials.                                       | triangles using the   | equilateral.                                |   |
|                 |       | their play.  | pentagons, hexagons                           | the state of the s |  | names isosceles, scalene  | A quadrilateral is a four-                  |   |
|                 |       |  | and octagons.                                 | Draw 2-D shapes.   |  | and equilateral.  | sided shape. 'Quad' is                      |   |
|                 |       |  |   |  |  |   | derived from the Latin                      |   |
|                 |       |  | Recognise and name                            | A shape has symmetry in a vertical line if a line  |  | A quadrilateral is a four-  | word for four, and<br>lateral is related to |   |
|                 |       |  | common 2-D shapes, including rectangles,      | can be drawn down the  |  | sided shape. 'Quad' is derived from the Latin   | sides. A square has four                    |   |
|                 |       |  | squares, circles and                          | middle of it and the left  |  | word for four, and  | equal sides, four right                     |   |
|                 |       |  | triangles, in different                       | side is a mirror image of  |  | lateral is related to   | angles (90°) and four                       |   |
|                 |       |  | orientations and sizes,                       | the right. Explore shapes  |  | sides. A square has four  | lines of symmetry. A                        |   |
|                 |       |  |   | being halved along their   |  | equal sides, four right   | rectangle or oblong has                     |   |

| <br>                    |                                   |  |                                       |
|-------------------------|-----------------------------------|--|---------------------------------------|
| and relate them to      | vertical line of                  | angles (90°) and four                  | two sets of two equal                 |
| everyday objects.       | symmetry.                         | lines of symmetry. A                   | sides, four right angles              |
|                         |                                   | rectangle or oblong has                | (90°) and two lines of                |
| Sort and group 2-D      | Recognise and sort 2-D            | two sets of two equal                  | symmetry. A                           |
| shapes according to     | shapes, including a               | sides, four right angles               | parallelogram has two                 |
| simple properties,      | circle, square, triangle,         | (90°) and two lines of                 | sets of two equal sides,              |
| including type size and | rectangle, pentagon,              | symmetry. A                            | two sets of two equal                 |
| colour.                 | hexagon and octagon,              | parallelogram has two                  | angles and usually no                 |
|                         | using a range of                  | sets of two equal sides,               | lines of symmetry. A                  |
|                         | different orientations.           | two sets of two equal                  | rhombus has four equal                |
|                         |                                   | angles and usually no                  | sides, two sets of two                |
|                         | Create patterns with 2-D          | lines of symmetry. A                   | equal angles and two                  |
|                         | shapes.                           | rhombus has four equal                 | lines of symmetry. A                  |
|                         | shapes.                           | sides, two sets of two                 | trapezium has two                     |
|                         | A three-dimensional (3-           | equal angles and two                   | parallel sides and can                |
|                         | D) shape has three                | . •                                    | have pairs of equal                   |
|                         | measurements and can              | lines of symmetry. A trapezium has two | · · · · · · · · · · · · · · · · · · · |
|                         | be held. These are                | ·                                      | angles and a line of                  |
|                         |                                   | parallel sides and can                 | symmetry.                             |
|                         | common 3-D shapes:                | have pairs of equal                    | Canadidata manina and                 |
|                         | cuboids, cubes, spheres,          | angles and a line of                   | Consolidate naming and                |
|                         | cones, cylinders,                 | symmetry.                              | describing properties of              |
|                         | pyramids, triangular-             |  | quadrilaterals including              |
|                         | based pyramid, square-            | Name and describe                      | a square, rectangle,                  |
|                         | based pyramid and                 | properties of                          | rhombus, parallelogram                |
|                         | triangular prism. The flat        | quadrilaterals, including              | and trapezium.                        |
|                         | surface of a 3-D shape is         | a square, rectangle,                   |                                       |
|                         | called a face, The faces          | rhombus, parallelogram                 | Regular means that all                |
|                         | of a cuboid can be                | and trapezium.                         | of the sides and angles               |
|                         | rectangles and squares.           |  | in a shape are equal. An              |
|                         | The faces on a cube are           |  | equilateral triangle and              |
|                         | squares. Two of the               |  | a square are regular, but             |
|                         | faces on a cylinder are           |  | a rectangle with unequal              |
|                         | circles. One of the faces         |  | sides and an isosceles                |
|                         | an a pyramid nay be a             |  | triangle are irregular                |
|                         | circle, square or                 |  | polygons.                             |
|                         | rectangle.                        |  |                                       |
|                         | _                                 |  | Distinguish between                   |
|                         | Identify and describe 2-          |  | regular and irregular                 |
|                         | D shapes of faces on 3-D          |  | polygons.                             |
|                         | shapes.                           |  | , ,,,                                 |
|                         |                                   |  | Identify 3-D shapes,                  |
|                         | An edge is where two              |  | including cubes and                   |
|                         | faces meet or where a             |  | cuboids, from their 2-D               |
|                         | face and a curved                 |  | nets.                                 |
|                         | surface meet. Identify            |  | nets.                                 |
|                         | edges on 3-D shapes.              |  |                                       |
|                         | cu <sub>6</sub> cs on 3-D snapes. |  |                                       |
|                         | A vertex is where two or          |  |                                       |
|                         |                                   |  |                                       |
|                         | more edges meet.                  |  |                                       |
|                         | Identify vertices on 3-D          |  |                                       |
|                         | shapes.                           |  |                                       |
|                         |                                   |  |                                       |
|                         | 3-D shapes can be                 |  |                                       |
|                         | sorted in different ways          |  |                                       |
|                         | e.g. faces, shapes of             |  |                                       |
|                         |                                   |  |                                       |

|                                     |  |  | faces, edges, vertices, if<br>they roll, if they stack<br>Compare and sort 3-D<br>shapes and everyday<br>objects.  |   |   |   |   |
|-------------------------------------|--|--|--|---|---|---|---|
| PATTERN AND<br>SYMMETRY             | Continue, copy and create repeating patterns using a variety of objects.   | Complete and make simple patterns with 2-D and 3-D shapes.   | Create patterns with 3-D shapes.   | Horizontal lines go across. Vertical lines go up and down.  Identify horizontal and vertical lines of symmetry in shapes and symbols. | Horizontal lines go across. Vertical lines go up and down.  Consolidate identifying horizontal and vertical lines of symmetry in shapes and symbols.  A shape may be symmetrical, but if the pattern on the shape isn't symmetrical then the diagram isn't symmetrical.  Identify lines of symmetry within 2-D shapes using mirrors, tracing paper and paper folding activities.  A shape may be symmetrical, but if the pattern on the shape isn't symmetrical, but if the pattern on the shape isn't symmetrical then the diagram isn't symmetrical.  Complete 2-D shapes and patterns using knowledge of symmetry and equipment, such as squared paper, mirrors or tracing paper, to help them to accurately complete figures. | A shape may be symmetrical, but if the pattern on the shape isn't symmetrical then the diagram isn't symmetrical.  Consolidate identifying lines of symmetry within 2-D shapes using mirrors, tracing paper and paper folding activities.  A shape may be symmetrical, but if the pattern on the shape isn't symmetrical then the diagram isn't symmetrical.  Consolidate completing 2-D shapes and patterns using knowledge of symmetry and equipment, such as squared paper, mirrors or tracing paper, to help them to accurately complete figures. |   |
| POSITION, DIRECTION AND COORDINATES | Positional language includes under, over, next to, behind, in front, above and through.  Use and understand language that describes where objects are in relation to each other. | Position and movement can be described using these words: top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down and turn.  Describe position and movement, including | Direction can be described using these words: forwards, backwards, left and right.  Consolidate describing direction and movement including forwards, backwards, left and right. |   | Read the *x*-axis first, then the *y*-axis.  Read, write and use pairs of coordinates in the first quadrant, reading the axes in the correct order.  Plot given coordinates on a 2-D grid and read,   | Read the *x*-axis first then the *y*-axis. Consolidate reading, writing and using pairs of coordinates in the first quadrant, reading the axes in the correct order.  Consolidate plotting given coordinates on a   | Both the *x* and *y* coordinates are positive in the first quadrant.  Read and plot coordinates in the first quadrant.  A full coordinate grid has four quadrants (first, second, third and |

|        | whole half quarter and                        |                           |                            | write and use pairs of  | 2-D grid and road write                   | fourth). The first         |
|--------|---|---------------------------|----------------------------|---|---|----------------------------|
|        | whole, half, quarter and three quarter turns. | Position can be           | 1                          | coordinates.  | 2-D grid and read, write and use pairs of | quadrant is the top        |
|        | three quarter turns.                          |                           | 1                          | coordinates.  |   |                            |
|        | 1   | described using these     | 1                          |   | coordinates.                              | right, the second is the   |
|        | Direction can be                              | words: top, in between,   | 1                          | Move shapes and points  | l '                                       | top left, the third is the |
|        | described using these                         | bottom, above and         | 1                          | on a coordinate grid  | The origin on a                           | bottom left and the        |
|        | words: forwards,                              | below. Consolidate        | 1                          | following specific  | coordinates grid is (0,0).                | fourth is the bottom       |
|        | backwards, left and                           | describing position,      | 1                          | directions using  | The first number                          | right.                     |
|        | right.  | including top, in         | 1                          | language such as  | represents the *x*-                       | 1                          |
|        | 1   | between, bottom, above    | 1                          | left/right and up/down.   | coordinate and the                        | Read and plot              |
|        | Describe direction and                        | and below.                | 1                          | '   | second number                             | coordinates in all four    |
|        | movement, including,                          |                           | 1                          | In shape translation,   | represents the *y*-                       | quadrants.                 |
|        | forwards, backwards,                          | Solve problems            | 1                          | when vertex A on the  | coordinate. Coordinates                   | 1                          |
|        | left and right.                               | involving position.       | 1                          | object translates to  | are fixed whereas, a                      | Draw and translate         |
|        | icit and right.                               | mreiting position         | 1                          | vertex A on the image,  | point can be plotted as                   | simple shapes in all four  |
|        | Position can be                               | Direction can be          | 1                          | these are corresponding   | different coordinates.                    | quadrants of a             |
|        | described using these                         | described using these     | 1                          | vertices.   | different coordinates.                    | coordinates grid and       |
|        | _   |                           | 1                          | vertices.   | Dood coordinates in the                   |                            |
|        | words: top, in between,                       | words: forwards,          | 1                          | Describe the control of the control | Read coordinates in the                   | describe the translations  |
|        | bottom, above and                             | backwards, up, down,      | 1                          | Describe the movement   | first quadrant.                           | using directional          |
|        | below.  | left and right. Give and  | 1                          | of shapes and points on   | l '                                       | language.                  |
|        | 1   | then write directions for | 1                          | a coordinate grid using   | Shapes do not change                      | ı l                        |
|        | Describe position,                            | routes, including         | 1                          | specific language, such   | size nor orientation                      | Reflect shapes in both     |
|        | including top, in                             | recording routes on 2-D   | 1                          | as left/right and   | when translated.                          | the *x*-axis and *y*-      |
|        | between, bottom above                         | grids.                    | 1                          | up/down.  | ļ .                                       | axis.                      |
|        | and below.                                    |                           | 1                          | '   | Translate shapes on a                     | 1                          |
|        | 1   | Describe turns using the  | 1                          | '   | grid.                                     | 1                          |
|        | 1   | language full, half,      | 1                          | '   | ,   | 1                          |
|        | 1   | quarter, three quarter    | 1                          | '   | Translate and describe                    | 1                          |
|        | 1   | turns, clockwise and      | 1                          | '   | translations of                           | 1                          |
|        | 1   | anticlockwise.            | 1                          | '   | coordinates.                              | 1                          |
|        | 1   | articiockwise.            | 1                          | '   | coordinates.                              | 1                          |
|        | 1   | Describe and record       | 1                          | '   | Reflect objects using                     | 1                          |
|        | 1   |                           | 1                          | '   |   | 1                          |
|        | 1   | directions involving      | 1                          | '   | lines that are parallel to                | 1                          |
|        | 1   | movement and turns.       | 1                          | '   | the axes, using a 2-D                     | 1                          |
|        | 1   |                           | 1                          | '   | grid and coordinates in                   | 1                          |
|        | 1   | Describe and create       | 1                          | '   | the first quadrant                        | 1                          |
|        | 1   | patterns that involve     | 1                          | '   | Record the coordinates                    | 1                          |
|        | 1   | direction and turns       | 1                          | '   | of the vertices of objects                | 1                          |
|        | 1   | using the language        | 1                          | 1   | and its reflected image.                  | 1                          |
|        | 1   | clockwise, anticlockwise, | 1                          | 1   |   | 1                          |
|        | 1   | quarter, half and three   | 1                          | 1   |   | 1                          |
|        | 1   | quarters.                 | 1                          | 1   |   | 1                          |
| ANGLES |   |                           | An angle is created        | An angle is created   | An acute angle is more                    | Use a protractor to        |
| /VGLLS | 1   |                           | when two straight lines    | when two straight lines   | than zero degrees and                     | measure angles given in    |
|        | 1   | 1                         | meet at a point.           | meet at a point.  | less than 90 degrees, a                   | different orientations,    |
|        | 1   | 1                         | Recognise angles as a      |   | right angle is exactly 90                 | identifying which side of  |
|        | 1   | 1                         | measure of a turn.         | Consolidate recognising   | degrees and an obtuse                     | the scale to read.         |
|        | 1   | 1                         | measure or a turn.         | angles as a measure of a  | angle is more than 90                     | the scale to read.         |
|        | 1   |                           | Practice making 1/ 1/ 3/   |   | -   | Consolidate using a        |
|        | 1   | 1                         | Practice making ½, ¼, ¾    | turn, and practise  | degrees but less than                     | Consolidate using a        |
|        | 1   | 1                         | and whole turns from       | making ½, ¼, ¾ and  | 180 degrees.                              | protractor to draw         |
|        | 1   | 1                         | different starting points, | whole turns from  |   | angles of a given size.    |
|        | 1   | 1                         | in both clockwise and      | different starting points   | Consolidate comparing                     | ı l                        |
|        | 1   |                           | anticlockwise directions,  | in both clockwise and   | acute and obtuse angles                   | There are two right        |
|        | 1   | 1                         | in practical contexts.     | anticlockwise directions  | with a right angle.                       | angles on a straight line  |
|        | 1   | 1                         | 1                          | in practical contexts.  | l '                                       | and four right angles      |
|        | 1   | 1                         | A right angle is a quarter | 1   | Consolidate comparing                     | around a point.            |
|        |   | ,                         |                            |   | . •                                       |                            |
|        |   | l i                       | turn, two right angles     |   | and ordering angles in                    | 1                          |

| make a septiment of a turn and four-right angien randic and four-right angien randic and four-right angien randic and edition with respect to four-right angien and edition with respect to four-right angies of where they wright angies and respect and four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies of agreement and edition with respect to four-right angies and respect to four-right angies and respect to four-right angies and respect to four-right and respect to four-right angies and res | Г |  | 1 | 1 | and a half of the         | A                          | and the second   | Maria Balaria                |
|--|---|--|---|---|---------------------------|----------------------------|--|------------------------------|
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| complete turn. Explorer right angle and define with respect to turn. An acute angle is less than a right angle and explorer th |   |  |   |   | •                         |                            |  |                              |
| Compare to four right angles and a different turn.  An acute angle is less than a right angle in a higher and an obtator angle is greater than a right angle in a higher and different and an obtator angle is greater than a right different and an obtator angle is greater than a right different and any less greater than a right angle in a higher and different and any less greater than a right angle in a higher and different and and the right angle in a higher and different and |   |  |   |   | four right angles make a  | right angles make three    | A full turn is 360   | different contexts, such     |
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| define with respect to tour. An autual range is less than a right angle is and define with the second and an obuse angle is greater than a right angle.  An acute angle is less and with the second and an obuse angle is greater than a right angle.  An acute angle is less than a right angle and admitted angle.  An acute angle is than a right angle in than a right angle.  Mayor and turn.  Measure and draw where here met.  Perpendicular lines are are lines that from a right angle in shapes and will intend the second of a full turn.  An acute angle is shapes and turn.  An acute angle is shapes and an obtate angle is shaped and will intend the second of a full turn.  An acute angle is shaped and will angle in shaped and will intend the second of a full turn.  An acute angle is shaped and will angle in shaped and will angle in shaped and will angle in shaped and the second of a great and shaped and the second of a great angle in shaped and the seco |   |  |   |   | Explore right angles and  |                            |  | ·                            |
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| An acute angle is less than a right angle and define with the species of the production of a great than a right angle and extends a right angle and  |   |  |   |   | •                         | Consolidate exploring      |  | -                            |
| An acute angle is ess than a right angle and an obtave angle is greater than or large than a right angle in demonstration and the analysis of  |   |  |   |   | turn.                     |                            |  |                              |
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| and obtuse angle is greater than a right angle is in terms of degrees and a fact butter and angle is greater than or give angle is greater than or greater |   |  |   |   | -                         | with respect to turn.      |  |                              |
| angle.  Identify whether an angle is greater than a right angle and an obtox-engle is greater than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is greater than or less than a right angle is gre |   |  |   |   |                           |                            | _  | =                            |
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| dentify whether an angle is greater than or less than a right angle in shapes and turns where an angle is greater than or less than a right angle in shapes and turns  |   |  |   |   | angle.                    | an obtuse angle is         | of a full turn.  |                              |
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| whether an angle is measure obtuse angles. A 360 degrees was a right angle in shapes and turns a |   |  |   |   |                           | Consolidate identifying    |  |                              |
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| STATISTICS  AND INTERPRET  AND INTERPRET  AND interpretable and the programs and charts an extended and understand, a large training to the angles in symbols to see a straight line administration and the sum of the angles in projegoms.  Becord data in simple tables, pictograms and charts make information, also knows addition and activate the sum of the angles in projegoms.  CONSTRUCT, READ AND INTERPRET  AND |            |     |                        |   |   |  |  | Solve missing angle problems.   |
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| AND INTERPRET  tables, pictograms and charts.  AND INTERPRET  tables, pictograms and charts.  Record data in simple tables, pictograms or block charts.  Accord data in simple tables, pictograms and tables including data gathered using table including dat |            |     |                        |   |   |  |  | using knowledge of<br>angles on a straight line<br>summing to 180         |
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| represent information. Tally marks are written in groups of five.  Construct simple tally charts.  Consolidate constructing charts.  Information, also known as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram willow or symbols to show  represent information. Tally marks are written in groups of five.  Consolidate constructing simple tally charts.  Consolidate constructing more complex pictograms where part symbols are used.  Consolidate interpreting simple pictograms.  Tally marks are written in groups of five.  Tally marks are written in groups of five.  Consolidate constructing when drawing bar charts.  Use an appropriate scale when drawing bar charts.  Consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  Tally marks are written in groups of five.  Tally marks are written that bales including data gathered using tally charts.  Tally marks are written in gath tables including data gathered using tally charts.  Tally marks are written in gath tables including data gathered using tally charts.  To drawing bar charts.  To consolidate constructing when drawing bar charts.  To consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  The first of the first own line graph accurately and create their own line graphs to represent  |            |     |                        |   |   | Interpret and present  |  |   |
| Tally marks are written in groups of five.  Construct simple tally charts.  Information, also known as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  Tally marks are written in groups of five.  Consolidate constructing simple tally charts.  Use an appropriate scale when drawing bar charts.  Use an appropriate scale when drawing bar charts.  Use an appropriate scale when drawing bar charts.  Consolidate constructing when drawing bar charts.  Use an appropriate scale when drawing bar charts.  Consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  Consolidate constructing simple pictograms and tables including data gathered using tally charts.  Use an appropriate scale when drawing bar charts.  Consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  Read horizontal and  Provide in the first own line graphs to represent continuous data.  |            |     |                        | , ,   | , ,   | the state of the s |  | 0 1 7   |
| Construct simple tally charts.  Information, also known as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  Consolidate constructing simple tally charts.  Consolidate constructing simple tally charts.  Use an appropriate scale when drawing bar charts.  Use an appropriate scale when drawing bar charts.  Use an appropriate scale when drawing bar charts.  Consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  Read a time line graph accurately and create their own line graphs to represent continuous data.  Read horizontal and  Draw line graphs selecting the most appropriate scale when drawing bar charts.  Consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  Read horizontal and  |            |     |                        | Tally marks are written                         | Tally marks are written                         | charts, pictograms and   | pictograms and tables                            |   |
| charts.  Information, also known as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  Consolidate constructing more complex pictograms.  Consolidate constructing more complex pictograms where part symbols are used.  Consolidate constructing more complex pictograms where part symbols are used.  Consolidate constructing more complex pictograms where part symbols are used.  Read a time line graph accurately and create their own line graphs to represent continuous data.  Consolidate interpreting simple pictograms.  Consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  Read horizontal and   |            |     |                        |   |   | gathered using tally   | using tally charts. Use an                       | Draw line graphs  |
| Information, also known as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  Use an appropriate scale when drawing bar charts.  Use an appropriate scale when drawing bar charts.  Example pictograms where part symbols are used.  Use an appropriate scale when drawing bar charts.  Example pictograms where part symbols are used.  Use an appropriate scale when drawing bar charts.  Example pictograms where part symbols are used.  Consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  Example pictograms.  Information, also known as data, can be recorded in pictograms where part symbols are used.  Consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  Read horizontal and  Information, also known as data, can be recorded in pictograms where part symbols are used.  See an appropriate scale when drawing bar charts.  Consolidate reading a time line graph accurately and create their own line graphs to represent continuous data.  Read horizontal and   |            |     |                        | Construct simple tally                          | Consolidate constructing                        | charts.  | appropriate scale when                           | selecting the most  |
| Information, also known as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  Information, also known as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  Information, also known as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  Information, also known as data, can be recorded in pictograms. These charts.  Information, also known as data, can be recorded in pictograms where part symbols are used.  Information, also known as data, can be recorded in pictograms where part symbols are used.  Information, also known as data, can be recorded in pictograms where part symbols are used.  Information, also known as data, can be recorded in pictograms where part symbols are used.  Information, also known as data, can be recorded in pictograms where part symbols are used.  Information, also known as data, can be recorded in pictograms where part symbols are used.  Information, also known as data, charts.  Information in pictograms where part symbols are used.  Information in pictograms where part  |            |     |                        | charts.   | simple tally charts.                            |  | drawing bar charts.                              |   |
| as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show more complex pictograms where part symbols are used.  Consolidate interpreting simple pictograms.  More complex pictograms where part symbols are used.  Read a time line graph accurately and create their own line graphs to represent continuous data.  Consolidate interpreting simple pictograms.  Time line graph accurately and create their own line graphs to represent continuous data.  Read horizontal and  Read, interpret and draw lines graphs to represent continuous data.  Read horizontal and  |            |     |                        |   | a list is                                       |  |  | intervals to use.   |
| in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  pictogram swhere part symbols are used.  Consolidate interpreting simple pictograms.  Consolidate interpreting simple pictograms.  Consolidate interpreting simple pictograms.  Simple pictograms.  Pictograms where part symbols are used.  Consolidate interpreting simple pictograms.  Simple pictograms.  Read a time line graph accurately and create their own line graphs to represent continuous data.  Read horizontal and  |            |     |                        | · ·   |   |  |  | Dood interpret  |
| charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show  symbols are used.  Consolidate interpreting simple pictograms.  Consolidate interpreting simple pictograms.  simple pictograms.  Read a time line graph accurately and create their own line graphs to represent continuous data.  Read horizontal and   |            |     |                        | · ·   | •   | CHAFTS.  | • .  |   |
| easier for others to read and understand. A pictogram uses pictures or symbols to show  easier for others to read and understand. A pictogram uses pictures or symbols to show  easier for others to read and understand. A pictogram uses pictures or symbols to show  accurately and create their own line graphs to represent continuous data.  represent continuous data.  Read horizontal and   |            |     |                        |   |   | Read a time line granh   |  | <b>U</b>  |
| and understand. A pictogram uses pictures or symbols to show  and understand. A pictogram uses pictures or symbols to show  and understand. A pictogram uses pictures or symbols to show  Consolidate interpreting simple pictograms.  simple pictograms.  their own line graphs to represent continuous data.  Read horizontal and  |            |     |                        |   | Symbols are used.                               |  |  | • .   |
| pictogram uses pictures or symbols to show simple pictograms.  simple pictograms.  represent continuous data.  Read horizontal and   |            |     |                        |   | Consolidate interpreting                        |  |  | p. 2.2.0000   |
|  |            |     |                        |   |   |  |  |   |
| information Ask and answer simple yestical axes of a line  |            |     |                        |   |   | data.  |  |   |
| ' l  |            |     |                        | information.                                    | Ask and answer simple                           |  | vertical axes of a line                          |   |
| questions by counting graph, including   |            |     |                        | Construct at 1                                  |   |  |  |   |
| Construct simple the number of objects in each category and estimating the values between intervals.   |            |     |                        | •   |   |  | •  |   |
| pictograms. each category and between intervals.  sorting the categories by  |            |     |                        | pictogranis.                                    | • •   |  | between midf vals.                               |   |
| Interpret simple quantity.   |            |     |                        | Interpret simple                                |   |  |  |   |
| pictograms. Ask and  |            |     |                        | ·   | 4- 4  |  |  |   |

| PROBLEMS<br>(STATISTICS) |  | answer simple questions by counting the number of objects in each category and sorting the categories by quantity.  Construct more complex pictograms where part symbols are used.  Interpret more complex pictograms. | Interpret data from bar charts, pictograms and tables. | Solve comparison, sum and difference problems using discrete data, including gathered data, with a range of scales.  Solve comparison, sum and difference problems using continuous data with a range of scales.  Ask and answer questions relating to collected data. | Represent data in a line graph, drawing axes with appropriate scale.  Read tables to extract information and answer questions.  Two-way tables show two different sets of data which are displayed horizontally and vertically.  Read, answer questions on and complete two-way tables.  Read timetables to extract information and answer questions.  Consolidate solving comparison, sum and difference problems using discrete data, including gathered data, with a range of scales.  A line graph is used to display information that is connected in some way, such as change over time.  Solve comparison, sum and difference problems using information presented in a line graph. | The mean is a type of average. It is the total of the numbers divided by how many numbers there are. Mean = total ÷ number of items.  Calculate and interpret the mean as an average.  |
|--------------------------|--|--|--|--|--|--|
| PIE CHARTS               |  |  |  |  |  | A circle is a 2-D shape. A circle's perimeter (the total distance around the edge of a shape) is called the circumference. The diameter of a circle is the straight line that passes through the centre. The radius is a straight line from the centre to the circumference of a circle and is half of the diameter. |

|              | T            | T | <br>Т |  | T  |   | Т   |
|--------------|--------------|---|-------|--|--|---|---|
|              |              |   |       |  |  |   | Illustrate and name the                       |
|              |              |   |       |  |  |   | parts of a circle,                            |
|              |              |   |       |  |  |   | including the radius,                         |
|              |              |   |       |  |  |   | diameter and                                  |
|              |              |   |       |  |  |   | circumference, and                            |
|              |              |   |       |  |  |   | know that the radius is                       |
|              |              |   |       |  |  |   | half of the diameter.                         |
|              |              |   |       |  |  |   | nan of the diameter.                          |
|              |              |   |       |  |  |   | Calculate fractions of                        |
|              |              |   |       |  |  |   | amounts to interpret                          |
|              |              |   |       |  |  |   | simple pie charts, and                        |
|              |              |   |       |  |  |   | use a clear                                   |
|              |              |   |       |  |  |   | understanding what the                        |
|              |              |   |       |  |  |   | whole of the pie chart                        |
|              |              |   |       |  |  |   | represents when solving                       |
|              |              |   |       |  |  |   | problems.                                     |
|              |              |   |       |  |  |   |   |
|              |              |   |       |  |  |   | The whole of a pie chart                      |
|              |              |   |       |  |  |   | totals 100%.                                  |
|              |              |   |       |  |  |   |   |
|              |              |   |       |  |  |   | Calculate percentages of                      |
|              |              |   |       |  |  |   | amounts to interpret pie                      |
|              |              |   |       |  |  |   | charts, recognising                           |
|              |              |   |       |  |  |   | fractions in order to                         |
|              |              |   |       |  |  |   | read the pie chart more                       |
|              |              |   |       |  |  |   | efficiently.                                  |
|              |              |   |       |  |  |   | Angles around a point                         |
|              |              |   |       |  |  |   | total 360 degrees. This                       |
|              |              |   |       |  |  |   | represents 100% of the                        |
|              |              |   |       |  |  |   | data within a pie chart.                      |
|              |              |   |       |  |  |   | '   |
|              |              |   |       |  |  |   | Draw pie charts using a                       |
|              |              |   |       |  |  |   | protractor.                                   |
|              |              |   |       | A sought to one official of his            | A Acres in the control of the contro | Comment from the contract of              | Franks at the limite                          |
| NUMBER –     | FRACTIONS,   |   |       | A tenth is one divided by                  | A tenth is one divided by 10 (1/10). A tenth is one  | Convert fractions to decimals and explore | Explore the links between tenths,             |
| DECIMALS AND | DECIMALS AND |   |       | 10 (1/10). A tenth is one                  |  | their relationship.                       | hundredths and                                |
| PERCENTAGES  | PERCENTAGES  |   |       | of 10 equal parts of an object, shape or   | of 10 equal parts of an object, shape or   | their relationship.                       | thousandths.                                  |
|              |              |   |       | quantity, and is written                   | quantity, and is written   | Represent more                            | unousanuuns.                                  |
|              |              |   |       | as 1/10. Tenths are                        | as 1/10. Tenths are  | complex decimal                           | Consider decimal and                          |
|              |              |   |       | calculated by dividing an                  | calculated by dividing an  | numbers and fractions                     | mixed number                                  |
|              |              |   |       | object into ten equal                      | object into ten equal  | as fractions and                          | equivalences.                                 |
|              |              |   |       | parts or dividing a                        | parts or dividing a  | decimals.                                 |   |
|              |              |   |       | quantity by 10. For                        | a=quantity by 10. For  |   | Convert decimals to                           |
|              |              |   |       | example, one tenth of                      | example, one tenth of  | Explore the links                         | fractions and explore                         |
|              |              |   |       | 50 is 50 ÷ 10 =5. The                      | 50 is 50/10 = 5. The   | between tenths,                           | their relationship and                        |
|              |              |   |       | number system extends                      | number system extends  | hundredths and                            | simplify fractions to help                    |
|              |              |   |       | to the right of the                        | to the right of the  | thousandths in both                       | show patterns.                                |
|              |              |   |       | decimal point, into the                    | decimal point into the   | decimal and fraction                      |   |
|              |              |   |       | tenths column.                             | tenths column.   | form.                                     | Know common                                   |
|              |              |   |       |  |  |   | fractions, such as thirds,                    |
|              | 1            |   |       | Count up and down in                       | Consolidate counting up  | % is the symbol for                       | quarters, fifths and                          |
|              |              |   |       |  |  |   |   |
|              |              |   |       | tenths, recognising that tenths arise from | and down in tenths arise from dividing an object   | percent, which is the                     | eighths, as decimals.  Explore how finding an |

| dividing one digit to number or quantities by 10.  In hundred the are experiment to not rest. Recognise teacher or hundred this sun a hundred. Lie a part-viole model to partition a footion into to train a hundred. Lie a part-viole model to partition a footion into train and hundred. A net that a part of a whole split into 10 equal parts. Recognise the relationship between 1/2 and 41.  A net that a part of a whole split into 10 equal parts. Recognise the relationship between 1/2 and 41.  Witte any number of tenties a a decimal and repealed the split into 10 equal parts. Recognise the relationship between 1/2 and 41.  Witte any number of tenties a a decimal and repealed the split into 10 equal parts. Recognise the relationship between 1/2 and 41.  A hundredth is one othered by 300 L/10000 and deviced by 300 L/100000 and deviced by 300 L/100000 and deviced by 300 L/10000000000000000000000000000000000  | <br> | <br> |                         |                          |                         |   |
|---|------|------|-------------------------|--------------------------|-------------------------|---|
| dividing one digit runwhere or quantities by 10.  **To hundred this are equivalent to one tenth. Recognite tenths or no more than the experiment of the partition of the partiti  |      |      | dividing an object into | into 10 equal parts and  | number of parts per     | equivalent fraction                                   |
| rumbers or quantities by 10.  Ten Inundecidos or Recognise the pracent year to convert a fraction to a decident by the Recognise the pracent year to the Recognise the Recognise the Recognise the Recognise the Pracent year to the Recognise the R  |      |      |                         |                          | hundred.                | where the denominator                                 |
| Ten hundredths are equivalent to one tenth- Recognite tenths or  hundreds square.  Use a part whele model to partition a fraction in the committee of  hundreds square.  Use a part whele model to partition of  the committee of  hundreds in  hundr  |      |      | dividing one digit      | numbers or quantities    |                         | is 10, 100 or 1000 makes                              |
| Ten hundredths are equivalent to one tenth. Recognize tentities to hundredth seary a hundred faparite.  Bacognize tentiti or hundredths says a hundred.  Use a part-whole model to partition of farction into tenths and hundredths.  A tenth as part of a whole spitt into 10 squal parts. Recognize the relationship between 1/10 and 0.1.  A tenth as part of a whole spitt into 10 squal parts. Recognize the relationship between 1/10 and 0.1.  Mirize any number of senting and experimental and represent tentes with the relationship between 1/10 and 0.1.  Mirize any number of senting and departs and departs are decimal and represent tentes using concrete and pictorial representations.  A hundredth is one of 100 equal parts or dividing an object them 100 equal parts or dividing an object and dividing an object or number by 100.  Count quantity by 100.  Mirze hundredths as decimal and engine them 100 equal parts or dividing an object or number by 100 and dividing an object and definitions an  |      |      | numbers or quantities   | <mark>by 10</mark> .     | Recognise the percent   | it easier to convert from                             |
| equivalent to one tenth. Recognise tenths or hundredits using a hundred square.  Use a part-whole model to partition a fraction into tenths and hundredths.  A tenth as part of a whole split into 10 equal parts. Recognise the grant shape or tenths and concerned and decimal equivalents of Sox, 25%, 25%, 25%, 25%, 25% and 60%.  Write any number of tenths as a decimal and represent then using concrete and pictorial representations.  A hundredths one divided by 100 (17/00), A hundredths one divided by 100 (17/00), A hundredths one of 100 equal parts of an object, shape or object time as a 20/100 Hundredths are calculated by dividing an object time 100 count ty and down in hundredths, recogning that hundredths are when dividing an object or or number by 300 and dividing by 10.  Count ty and down in hundredths, recogning that hundredths are when dividing an object or number by 300 and dividing by 10.  Write hereintages as a fraction with the decimals by dividing an object or number by 100 and dividing an object or number by 300 and dividing by 10.  Write hereintages as a fraction with the decimals by dividing an object or number by 100 and dividing by 10.  Write hereintages as a fraction with the decimals by dividing an object or number by 100 and dividing by 10.  Write hereintages as a fraction with the decimals by dividing an object or number by 100 and dividing by 10.  Write hereintages as a fraction with the decimals by dividing and decimal equivalents of fractions and as fraction with the decimals are and decimal equivalents of fractions and as fraction with the decimals by dividing and decimal equivalents of fractions and the decimals by dividing and decimal equivalents of fractions and the decimal equivalents of fractions and and fraction and decimal equivalents of fractions and and fraction and decimal equiva  |      |      | by 10.                  |                          | symbol (%), knowing     | a fraction to a decimal.                              |
| Recognise term or hundred surgers and any and surgers are surgers and surgers by the denominator.  It is a part whole model to pertition a fraction into teeths and hundred this.  A tenth as part of a part o  |      |      |                         | Ten hundredths are       | that percent relates to |   |
| hundreds square.  Use a part-whole model to partition a fraction with the denominator of the partition in the partition of the p  |      |      |                         | equivalent to one tenth. | 'number of parts per    | Find fractions as                                     |
| hundreds square.  Use a part-whole model to partition a fraction must be the same and hundreds are common and the same and hundreds.  A stemb as part of a whole split into 10 equal parts. Recognise the relationship between 1/10 and at 3.  With a my number of tenths as a decimal and represent them using concrete and pictorial representations.  A hundredth is one of object, shape or quentity, and six written as 1/10.0 Hundredths are calculated by dividing an object into 100 equal parts or oliving a quentity by 100 on dividing by 10.  Count up and down in hundredths, recognising that hundredths, recognising that hundredths are when sliving by 100 and dividing by 10.  Count up and down in hundredths, recognising that hundredths are when sliving an object or number by 100 and dividing by 10.  With hundredths are demandable and demandable and demandable and precentage as a fractions.  Convert fractions to equivalent fraction on the common requivalent fraction or dividing an object into 100 equal parts or dividing an object into 100 equal parts or dividing an object in the percentage is common equivalent fractions and dominate the subject of common equivalent fractions and dominate the subject of the percentage as a demandable and compare them.   |      |      |                         | Recognise tenths or      | hundred'.               | decimals by dividing the                              |
| Use a part-whole model to partition a fraction into tenths and hundredths.  A tenth as part of a whole split who I a equal parts. Recognising the relationship between \$1,00 and 0.1.  Write any number of tenths as a decimal and represent then using concrete and patternal representations.  A hundredth is one of 100 equal parts of a object, shape or quantity, and is written as 1,100. Hundredths are calculated by dividing a quantity by 100.  Count up and down in hundredths, are canging that hundredths are when dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths are when dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths are when dividing an object or number by 100 and dividing by 100.  Write hundredths are when dividing an object or number by 100 and dividing by 100.  Write hundredths and as fractions and as a decimal.  Recall the fraction and as decimal.  Recall the fraction and addividents of SW2, 25%, 20%, 40%.  Write hundredths and as fractions where the reapplies of the recognising that hundredths are when dividing an object to number by 100 and dividing by 100.  Write hundredths and as fractions and as a decimal.  SW is the symbol for additional and additional dividents of success of the content of success of s |      |      |                         | hundredths using a       |                         | numerator by the                                      |
| Use a part-whole model to partition a fraction into tenths and hundredths.  A tenth as part of a whole split who I a equal parts. Recognising the relationship between \$1,00 and 0.1.  Write any number of tenths as a decimal and represent then using concrete and patternal representations.  A hundredth is one of 100 equal parts of a object, shape or quantity, and is written as 1,100. Hundredths are calculated by dividing a quantity by 100.  Count up and down in hundredths, are canging that hundredths are when dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths are when dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths are when dividing an object or number by 100 and dividing by 100.  Write hundredths are when dividing an object or number by 100 and dividing by 100.  Write hundredths and as fractions and as a decimal.  Recall the fraction and as decimal.  Recall the fraction and addividents of SW2, 25%, 20%, 40%.  Write hundredths and as fractions where the reapplies of the recognising that hundredths are when dividing an object to number by 100 and dividing by 100.  Write hundredths and as fractions and as a decimal.  SW is the symbol for additional and additional dividents of success of the content of success of s |      |      |                         | hundreds square.         | Write percentages as a  | denominator.  |
| to partition a fraction into tents and hundredths and hundredths and hundredths and hundredths and hundredths and hundredths and decimal equivalents of S0%, 25%, 20%, 40% and 0.1.  Write any number of tenths as a decimal and represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are reachasted by dividing an object into 110 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are reachasted by dividing an object into 110 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are reachasted by dividing an object into 110 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are reachasted by dividing an object into 110 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are recommended by the parts of the  |      |      |                         | ·                        |                         |   |
| to partition a fraction into tents and hundredths and hundredths and hundredths and hundredths and hundredths and hundredths and decimal equivalents of S0%, 25%, 20%, 40% and 0.1.  Write any number of tenths as a decimal and represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are reachasted by dividing an object into 110 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are reachasted by dividing an object into 110 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are reachasted by dividing an object into 110 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are reachasted by dividing an object into 110 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are recommended by the parts of the  |      |      |                         | Use a part-whole model   | denominator 100 and as  | % is the symbol for                                   |
| into tenths and hundredths.  A tenth as part of a whole split into 10 qual parts. Recognise the relationship between 21/0 and 0.1.  Write any number of tenths as a decimal and represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 qual parts of an object, shape or object, shape or dividing a quantity by dividing an object into 100 qual parts or dividing a quantity by 100.  Count up and down in hundredths as decimals and sufficient or number ports per hundred.  Convert between parts of an object, shape or dividing a quantity by 100.  Count up and down in hundredths as decimals and sufficient as a decimal and representations.  Convert between the consideration of the percentage that hundredths as see when dividing an object or or number by 100 and dividing and object and office or or number by 100 and dividing and see the decimal and sections.  Solves by 2, 50% = 3, 50% = 3, 50% = 3, 50% = 3, 50% = 3, 50% = 30%, 50% = 35%, 50%  |      |      |                         |                          | a decimal.              | percent, which is the                                 |
| A tenth as part of a whole split into 10 qual parts. Recapits the relationship between 1/10 and 0.1.  Write any number of tenths as a decimal and represent then using concrete and partonal representations.  A bundredth is one divided by 200 (1/200), A bundredth is one divided by 200 (1/200), A bundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 100 equal parts or divided gray quantity by 100.  Count up and down in hundredths, recognising when dividing a quantity by 100.  Count up and down in hundredths, recognising when dividing by 10.  Write hundredths as decimals and as fractions.  |      |      |                         |                          |                         | •   |
| A tenth as part of a whole split into 10 equal parts. Recognise the relationship between 1/10 and 0.1.  Write any number of tenths as a decimal and represent then using concrete and plotorial concrete and plotorial representations.  A hundredth is one divided by 100 (1/2,00), A hundredth is one of 100 equal parts of an object. Shape or quantity, and is written as 1/100, Hundredths and 1/100, Hundredths as  |      |      |                         |                          | Recall the fraction and |   |
| A tenth as part of a whole split into 10 equal parts. Recognise the relationship between 1/10 and 0.1.  Write any number of tenths as a decimal and represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100). A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising the percentage when dividing an object or or number by 100 and dividing by 10.  Write hundredths as decimals and secretarias of the decimals and as decimals and as fractions.  Solve, 25%, 20%, 40% and 80%.  Gonsolidate the recognision and 80%.  An and 80%.  Percent means 'ou and 80%.  Percent means 'ou 100'.  Percent means 'ou 100'.  An undredth is one of 100 equal parts of a common equivalent of the percentage equivalent.  O. 1s 10%, 0.01 is  |      |      |                         |                          |                         |   |
| whole spit into 10 equal parts. Recognise the relationship between 1/10 and 0.1.  Write any number of tenths as a decimal and represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 11 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 11 equal parts of an object, shape or quantity and is written as 1/100. Hundredths are calculated by dividing an object into 11 equal parts of an object, shape or quivalent.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and an object or decimal decimals and as decimals and decimals and decimals and decimal  |      |      |                         | A tenth as part of a     |                         | Consolidate the                                       |
| parts. Recognise the relationship between 1/10 and 0.1.  Write any number of tenths as a decimal and represent then using concrete and pitorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object. Shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object tho full offending and parts or dividing a quantity by 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths, recognising that hundredths are percentages to ord and dividing an object or number by 1000 and dividing by 10.  Write hundredths as decimals and as decimals and as decimals and as decimals and as fractions.   |      |      |                         |                          |                         |   |
| relationship between 1/10 and 0.1.  Write any number of tenths as a decimal and represent then using concrete and pictorial represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object and fractions and decimal 100 equal parts or divided and of the percentage of the   |      |      |                         |                          | 3070                    | •   |
| ## any number of tenths as a decimal and represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts or 100 equal parts or quantity, and is written as 1/100. Hundredths are calculated by dividing an object, than object into 100 equal parts or dividing a quantity by to find the equivale percentage.  Count up and down in hundredths, recognising that hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing an object or number by 100 and dividing and solved and compare them on the percentages to ord and dividing and parts or dividing and parts or dividing and parts or the equivale percentage.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as decimals and as fractions.  Write hundredths as decimals and as fractions.  Use knowledge of compare them and compare them of the percentages to ord and the percentages.  Use knowledge of the percentages to ord and the percentage the percentage to ord and the percentage the percentage the percent  |      |      |                         |                          |                         |   |
| Write any number of tenths as a decimal and represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing a quantity by dividing a quantity by 100.  Count up and down in hundredths, recepnsing that hundredths are end dividing by 10.  Count up and down in hundredths, recepnsing that hundredths as the decimals and as the decimals  |      |      |                         |                          |                         |   |
| Write any number of tenths as a decimal and represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), and object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing a quantity by dividing a quantity by 100. Use knowledge of dividing a quantity by 100.  Convert factions to common equivalent factions of the percentage of the perce  |      |      |                         | 1, 10 and 0.11           |                         |   |
| tenths as a decimal and represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), a 100 (1/100  |      |      |                         | Write any number of      |                         | parts per manarea .                                   |
| represent then using concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object tinto 100 equal parts or dividing an object of presentage equivalent.  Use knowledge of common equivalent fractions and decimal hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Count up and down in hundredths, recognising that hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Use knowledge of common equivalent fractions, declimals percentage.  Convert between the dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.   |      |      |                         |                          |                         | Percent' means 'out of                                |
| concrete and pictorial representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100, Hundredths are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as  Was known fraction and decim to find the equivalent and dividing and object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Use known fraction so decimals fractions of so find s  |      |      |                         |                          |                         |   |
| representations.  A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing an object or number by 100 and dividing by 10.  Write hundredths arise decimals and sections.  Write hundredths as decimals and as fractions.  |      |      |                         |                          |                         | 100.  |
| A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 100 equal parts or dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths, recognising that hundredths, recognising that hundredths arise when dividing by 10.  Write hundredths as decimals and as decimals and as fractions.  Write hundredths as decimals and as fractions.  |      |      |                         |                          |                         | Convert fractions to                                  |
| A hundredth is one divided by 100 (1/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object tinto 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise percentages or of and compare them.  Count up and down in hundredths arise percentages or of and compare them.  Write hundredths arise percentages or of and compare them.  Write hundredths as decimals and as decimals and as decimals and as fractions.  Write hundredths as decimals and as decimals and as fractions.  |      |      |                         | representations.         |                         |   |
| divided by 100 (3/100), A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  |      |      |                         | A bundradth is and       |                         | •   |
| A hundredth is one of 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths, recognising that hundredths arise when dividing an object or or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  A hundredth is one of 100 equal parts or quantity, and is written as 110 equal parts or fractions.  Use knowledge of common equivalent of the equivale percentage.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.   |      |      |                         |                          |                         |   |
| 100 equal parts of an object, shape or quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals.  Write hundredths as decimals and as fractions.  Write hundredths as decimals and as fractions.   |      |      |                         |                          |                         |   |
| object, shape or quantity, and is unwritten as 1/1/10. Hundredths are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  |      |      |                         |                          |                         |   |
| quantity, and is written as 1/100. Hundredths are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths ars decimals and as fractions.  Write hundredths as decimals and as fractions.  |      |      |                         |                          |                         | equivalent.   |
| as 1/100. Hundredths are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Write hundredths as decimals and as fractions.   |      |      |                         |                          |                         | 0.4 : 400/ 0.04 : 40/                                 |
| are calculated by dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Use knowledge of common equivalent of fractions and decim to find the equivale percentage.  Count up and down in hundredths, recognising that hundredths arise when dividing an object and compare them.  Some 18, 25% = 18, 19% and 18 = 10% foot of the fractions.  Use knowledge of common equivalent to find the equivalences, such some fractions and as fractions.   |      |      |                         |                          |                         | 0.1 is 10%, 0.01 is 1%.                               |
| dividing an object into 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Write hundredths as decimals and as fractions.   |      |      |                         |                          |                         |   |
| 100 equal parts or dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Write hundredths as decimals and as fractions.   |      |      |                         |                          |                         |   |
| dividing a quantity by 100.  Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  to find the equivale percentage.  Convert between fractions, decimals percentages to orde and compare them. or with the percentage or orde and compare them. Use known fraction equivalences, such 50%, 25%, 10% and  |      |      |                         |                          |                         | · ·   |
| Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Write hundredths as decimals and as fractions.   |      |      |                         |                          |                         |   |
| Count up and down in hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Convert between fractions, decimals percentages to order and compare them.  50% = ½, 25% = ½, 1  10% to and 1% = 100% to and dividing by 10.  Use known fraction equivalences, such a fractions.   |      |      |                         |                          |                         |   |
| hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Some 18, 25% = 18, 10% and 10% fractions.  Some 18, 25% = 18, 10% and 10% fractions.  Use known fraction equivalences, such a fractions.  |      |      |                         | 100.                     |                         | percentage.   |
| hundredths, recognising that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Some 18, 25% = 18, 10% and 10% fractions.  Some 18, 25% = 18, 10% and 10% fractions.  Use known fraction equivalences, such a fractions.  |      |      |                         |                          |                         |   |
| that hundredths arise when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  that hundredths arise when dividing an object and compare them.  50% = ½, 25% = ½, 1  10% ond 1% = 100/100  Use known fraction equivalences, such as 50%, 25%, 10% and  |      |      |                         | · ·                      |                         |   |
| when dividing an object or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Use known fraction equivalences, such a 50%, 25%, 10% and 50%, 25%, 25%, 10% and 50%, 25%, 25%, 25%, 25%, 25%, 25%, 25%, 25   |      |      |                         |                          |                         |   |
| or number by 100 and dividing by 10.  Write hundredths as decimals and as fractions.  Output    |      |      |                         |                          |                         |   |
| dividing by 10.   |      |      |                         |                          |                         | and compare them.                                     |
| Write hundredths as decimals and as fractions.  Use known fraction equivalences, such a 50%, 25%, 10% and 1% = 100/100  |      |      |                         |                          |                         |   |
| Write hundredths as decimals and as fractions.  Use known fraction equivalences, such a 50%, 25%, 10% and   |      |      |                         | dividing by 10.          |                         | 50% = ½, 25% = ¼, 10% =                               |
| decimals and as fractions.  Use known fraction equivalences, such a 50%, 25%, 10% and   |      |      |                         |                          |                         | $\frac{1}{10}$ and $\frac{1}{100} = \frac{100}{1000}$ |
| fractions. equivalences, such 50%, 25%, 10% and   |      |      |                         |                          |                         |   |
| 50%, 25%, 10% and   |      |      |                         |                          |                         | Use known fractional                                  |
|   |      |      |                         | fractions.               |                         | equivalences, such as                                 |
|   |      |      |                         |                          |                         | 50%, 25%, 10% and 1%,                                 |
| Write ½, ¼ and ¾ as to find percentages   |      |      |                         | Write ½, ¼ and ¾ as      |                         | to find percentages of                                |
| decimals linking to amounts.  |      |      |                         | decimals linking to      |                         | amounts.  |
| hundredths  |      |      |                         | hundredths               |                         |   |

|                  |  |  |   |  | Explore different methods of finding certain percentages. Find 20% by dividing by 10 and multiplying by 2 or by dividing by 5.  Find 5% by finding half of 10%. Using these methods, build up to find other percentages, such as 35%.  Use their understanding of percentages to find the missing whole or a missing percentage when the other values are given |
|------------------|--|--|---|--|---|
| RECOGNISE, ORDER |  |  | The tenths column is to                       | Use place value                                | Consolidate using place   |
| AND COMPARE      |  |  | the right of the decimal.  Read and represent | counters and a place value grid to make        | value counters and a place value grid to make   |
| DECIMALS         |  |  | tenths on a place value                       | numbers with up to two                         | numbers with up to two  |
|                  |  |  | grid.   | decimal places, reading                        | decimal places, reading   |
|                  |  |  |   | and writing the decimal                        | and writing the decimal   |
|                  |  |  | Read and represent                            | numbers and explaining                         | numbers and explaining  |
|                  |  |  | tenths on a number line and link this to      | the value of each digit.                       | the value of each digit.  |
|                  |  |  | measurement, looking                          | The thousandths column                         | Consolidate reading and   |
|                  |  |  | at measuring in cm and                        | is to the right of the                         | represent thousandths   |
|                  |  |  | mm.   | decimal point, the tenths and the              | on a place value grid.  |
|                  |  |  | When dividing by 10,                          | hundredths columns.                            | Digits move to the left   |
|                  |  |  | the number is being split                     | Read and represent                             | when they are   |
|                  |  |  | into 10 equal parts and is 10 times smaller.  | thousandths on a place value grid.             | multiplying, and zero is used as a place holder.  |
|                  |  |  | Moving digits is an                           | variac grian                                   | The decimal point does  |
|                  |  |  | effective way of dividing by 10.              | Round decimals with two decimal places to      | not move.   |
|                  |  |  |   | the nearest whole                              | Identify the value of   |
|                  |  |  | Demonstrate on a lace                         | number and to one                              | each digit in numbers   |
|                  |  |  | value chart how the digits move when          | decimal place (380.64<br>→380.6; 34.65 → 34.7; | given to three decimal places and multiply the  |
|                  |  |  | digits move when dividing by 10, and the      | →380.6; 34.65 → 34.7;<br>1456.54 → 1457.       | numbers by 10, 100 and  |
|                  |  |  | importance of zero as a                       | 1.00.04 / 140/.                                | 1000, giving answers up   |
|                  |  |  | place holder.                                 | Read, write, order and compare numbers with    | to three decimal places.  |
|                  |  |  | Moving digits is an                           | up to three decimal                            | Know that, for example,   |
|                  |  |  | effective way of dividing                     | places.  | 2.4 and 2.40 are the  |
|                  |  |  | by 10.  |  | same. Similarly, 12 and   |
|                  |  |  | Demonstrate how two                           | The word term is used to describe an unknown   | 12.0 are equivalent.  |
|                  |  |  | digit numbers move on                         | number in a sequence.                          | Identify the value of   |
|                  |  |  | a place value chart                           | Create simple rules for                        | each digit in numbers   |
|                  |  |  | when dividing by 10.                          | •  | given to three decimal  |

| The headersters column is to the right of the decimal point and the identified point and the identified point and the identified point and the identification in a place where the identified point and the identification in a place where the identified point and the identi |   | T             |  |  | T                         |                         |                          |
|--|---|---------------|--|--|---------------------------|-------------------------|--------------------------|
| a to the right of the decimal print and the tenths column.  If aging inner to the tenths column.  If aging inner to the tenths column.  If aging inner to the tenth column is a place to the tenths column in the tenths column.  If aging inner to the tenth column is a place to the tenths column in the ten |   |               |  |  |                           | given decimal           | places and divide the    |
| decimal point and the bethis socious.  All digits move to the set with control places and represent hundrediffs and places and represent hundrediffs and places, the place which places are a fective way of dividing by 50.  Moving digits is an effective way of dividing by 50.  Moving digits is an effective way of dividing by 50.  Moving market broads to 10,100 and 1000.  Boyling market broads to 10,100 and 1000.  Compare mumbers with up to 100 obtained places.  Compare mumbers with up to two decimal places and overleast p |   |               |  |  |                           | sequences.              |                          |
| sertis column.  And and representation of the processor o |   |               |  |  |                           |                         |                          |
| Read and represent hundrechts on a pice.  Media they remove set the multiply common set with the pice of the multiply common set of the multiple set of the |   |               |  |  |                           |                         | to three decimal places. |
| Read and represent hundred that on a place whose grid.  Who read guits to an effective way of dividing by 100.  Demonstrate how two divides the place when the state of the place when the state of the place when the state of the place and the state of the place when the state of the place who two decimals places.  Revise number bonds to 20 and 100.  Revise number bonds to 20 and 100.  Revise number of tenths and hundred that who decimals by 10, 100 and 100.  Revise number of tenths and hundred that who decimals by 10, 100 and 100.  Revise number of tenths and hundred the charge of tenths and places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Add decimals within one who will be the control of the place o |   |               |  |  | tenths column.            |                         |                          |
| worker duty on a place value grid.  Moving digits is an effective very of dividing by 100.  Moving digits is an effective very of dividing by 100.  Demonstrate how two digit numbers move on a place value chart when dividing by 100.  Revice number bonds to 10 and x100.  Make a whole from any number of termits and huntifectable.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  ADDITION WITH DECIMALS  ADDITION WITH DECIMALS   |   |               |  |  |                           | 10, 100 and 1000.       |                          |
| value grid.  Moving digits, is an effective very of dividing by 100.  Demonstrate how two digit numbers rowe on a place value chart when dividing by 100.  Revise numbers bonds to 10 and 100.  Revise numbers with a value from any number of tenths and hundedlink.  Read and write numbers with up to two decimal places.  Compare numbers with up to two decimal places.  Look at the digit in the tenths column to to round a number up or not. If a number is exactly hardway.  ADDITION WITH DECIMALS  PADDITION WITH DECIMALS  A Comparement is  |   |               |  |  |                           |                         |                          |
| Moving digits is an effective way of dividing by 100.  Demonstrate how two digit ammens move on a place value thart when dividing by 100.  Revise number forms and hundredths.  Read and write numbers with up to two decimal places, and dividing by 100.  Make a whole from any number of termits and hundredths.  Read and write numbers with up to two decimal places, and dividing by 100.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand when the tenths column to understand whether to round a number very one, if a number is easily flavored to the number is easyly flavored to the number is easyly flavored to the number is easyly flavored to the number very one, if a number is easyly flavored to the number very one if a number is easyly flavored to the number with one decimal places.  ADDITION WITH DECIMALS   |   |               |  |  | hundredths on a place     | Multiply numbers with   | explore what happens     |
| Moving digits in an effective way of dividing by 100.  All digits move to the night when dividing by 100.  Revise numbers moves an a place value chart when dividing by 100.  Revise numbers bronds to 10 and 100.  Make a whele from any number of sentias and throughout the tends of the tends o |   |               |  |  | value grid.               | decimals by 10, 100 and | when exchanges take      |
| effective way of dividing by 100.  Demonstrate how two digit numbers move on a pitzer where the many number of centris and humbrers with up to two decimal pieces.  ADDITION WITH DECIMALS  Bedien with the many of the many number with the tentris column to understand the where the tentris column to understand whether the tentric column to understand whether the tentric column to understand whether the tentric column to understand the whether the tentric the tentris |   |               |  |  |                           | 1000.                   | place. Make links to     |
| by 100.  by 100.  Demonstrate how two digit numbers one on a place value chart when dividing by 10, 100 and 100.  Between number bonds to 10 and 100.  Make a whole from any number of tenths and hundredths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  About 100.  About 100.  Add decimals within one whole.  Add decimals within one whole.  Accomplement is   |   |               |  |  | Moving digits is an       |                         | money and measures.      |
| Demonstrate how two digit numbers with or di |   |               |  |  | effective way of dividing | All digits move to the  |                          |
| Demonstrate how two digit numbers with or di |   |               |  |  | by 100.                   | right when dividing by  | Use correct resources to |
| Demonstrate how two digit numbers move on a place value chart when dividing by 100.000 and 1000.  Revise number bonds to 10 and 1000.  Revise number of tenths and hundredths.  Read and write numbers with up to two decimal places and understand the value of exh digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  It could not be decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  ADDITION WITH DECIMALS  ADDITION WITH  DECIMALS  |   |               |  |  |                           | 10, 100 and 1000.       | divide decimals. Explore |
| digit numbers move on a place value chart when dividing by 300.  Revise number bonds to 10 and 1000.  Revise number from any number of frents and bundredths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is eachly halfway, then by convention, we round up to the next integer.  Read numbers with one decimal place to the nearest whole numbers with one decimal place to the nearest whole number.  ADDITION WITH DECIMALS   |   |               |  |  | Demonstrate how two       |                         |                          |
| a place value chart when dividing by 120.  Revise number bonds to 10 and 100.  Make a whole from any number of tenths and hundredits.  Read and write numbers with up to two decimal pipe of the value of each digit.  Compare numbers with up to two decimal pipe occident pipe of the value of each digit.  Compare numbers with up to two decimal pipes.  Order numbers with up to two decimal pipes.  Order numbers with up to two decimal pipes.  Look at the digit in the tenths column to undestand whether to round a number up or not. if a number is exactly halfway, then by convention, we round up to the next integer.  Round number with one decimal pipes to the nearest whole number.  ADDITION WITH DECIMALS   |   |               |  |  | digit numbers move on     | Divide numbers with     |                          |
| when dividing by 100.  Revise number bonds to 10 and 100.  Make a whole from any number of tenths and hundredths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round an anwher up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  ADDITION WITH  DECIMALS  Acomplement is  |   |               |  |  |                           |                         |                          |
| Revise number bonds to 10 and 100.  Make a whole from any number of tenths and hundreaths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by commention, we round up to the next integer.  ADDITION WITH  DECIMALS  |   |               |  |  |                           |                         |                          |
| Make a whole from any number of tenths and hundredths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  ADDITION WITH  DECIMALS  Add decimals within one whole.  A complement is   |   |               |  |  |                           |                         |                          |
| Make a whole from any number of tenths and hundredths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  ADDITION WITH  DECIMALS  Add decimals within one whole.  A complement is   |   |               |  |  | Revise number hands to    |                         |                          |
| Make a whole from any number of tenths and hundredths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  ADDITION WITH DECIMALS  Add decimals within one whole.  Add decimals within one whole.   |   |               |  |  |                           |                         |                          |
| number of tenths and hundredths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a numb |   |               |  |  | 10 0110 1001              |                         |                          |
| number of tenths and hundredths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a numb |   |               |  |  | Make a whole from any     |                         |                          |
| hundredths.  Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole numbers with one decimal place to the nearest whole numbers with one decimal place to the nearest whole numbers with one decimal place to the nearest whole numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  A complement is  |   |               |  |  |                           |                         |                          |
| Read and write numbers with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  ADDITION WITH  DECIMALS  A complement is   |   |               |  |  |                           |                         |                          |
| with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with up to two decimal places to the nearest whole number.  ADDITION WITH DECIMALS  Add decimals within one whole.  |   |               |  |  | nunareachs.               |                         |                          |
| with up to two decimal places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with up to two decimal places to the nearest whole number.  ADDITION WITH DECIMALS  Add decimals within one whole.  |   |               |  |  | Pood and write numbers    |                         |                          |
| places and understand the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places.  Order numbers with up to two decimal places.  Look at the digit in the tenths column to understand whether to round a number up or not. If a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  ADDITION WITH DECIMALS  Add decimals within one whole.  A complement is  |   |               |  |  |                           |                         |                          |
| the value of each digit.  Compare numbers with up to two decimal places.  Order numbers with up to two decimal places  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  ADDITION WITH DECIMALS  ACOMPIEMENT ACCORDANCE ACCORDANCE ACCORDANCE A Complement is  |   |               |  |  |                           |                         |                          |
| Compare numbers with up to two decimal places.  Order numbers with up to two decimal places  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  ADDITION WITH DECIMALS  A complement is  |   |               |  |  |                           |                         |                          |
| up to two decimal places.  Order numbers with up to two decimal places  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  Acomplement is  |   |               |  |  | the value of each digit.  |                         |                          |
| up to two decimal places.  Order numbers with up to two decimal places  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  Acomplement is  |   |               |  |  |                           |                         |                          |
| ADDITION WITH DECIMALS  Dok at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  A complement is  |   |               |  |  |                           |                         |                          |
| ADDITION WITH DECIMALS  Order numbers with up to two decimal places  Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  A complement is  |   |               |  |  |                           |                         |                          |
| Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  ADDITION WITH DECIMALS  Add decimals within one whole.  At complement is  |   |               |  |  | places.                   |                         |                          |
| Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  ADDITION WITH DECIMALS  Add decimals within one whole.  At complement is  |   |               |  |  |                           |                         |                          |
| Look at the digit in the tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  ADDITION WITH DECIMALS  Add decimals within one whole.  A complement is   |   |               |  |  |                           |                         |                          |
| tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  ADDITION WITH DECIMALS  Add decimals within one whole.  A complement is  |   |               |  |  | to two decimal places     |                         |                          |
| tenths column to understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  ADDITION WITH DECIMALS  Add decimals within one whole.  A complement is  |   |               |  |  |                           |                         |                          |
| ADDITION WITH DECIMALS  Understand whether to round a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  A complement is   |   |               |  |  |                           |                         |                          |
| ADDITION WITH DECIMALS  Tound a number up or not. If a number is exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  A complement is   |   |               |  |  |                           |                         |                          |
| ADDITION WITH DECIMALS  One of the next integer.  Add decimals within one whole.  A complement is  |   |               |  |  |                           |                         |                          |
| exactly halfway, then by convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  ADDITION WITH DECIMALS  Add decimals within one whole.  A complement is  |   |               |  |  | round a number up or      |                         |                          |
| ADDITION WITH DECIMALS  Convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  Add decimals within one whole.  A complement is   |   |               |  |  | not. If a number is       |                         |                          |
| ADDITION WITH DECIMALS  Convention, we round up to the next integer.  Round numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  Add decimals within one whole.  A complement is   |   |               |  |  | exactly halfway, then by  |                         |                          |
| ADDITION WITH DECIMALS  ADDITION WITH A complement is  |   |               |  |  |                           |                         |                          |
| ADDITION WITH DECIMALS  Round numbers with one decimal place to the nearest whole number.  Add decimals within one whole.  A complement is   |   |               |  |  |                           |                         |                          |
| ADDITION WITH DECIMALS  Add decimals within one whole.  Ad complement is   |   |               |  |  |                           |                         |                          |
| ADDITION WITH DECIMALS  Add decimals within one whole.  Ad complement is   |   |               |  |  | Round numbers with        |                         |                          |
| ADDITION WITH DECIMALS  Add decimals within one whole.  Ad complement is   |   |               |  |  | one decimal place to the  |                         |                          |
| ADDITION WITH DECIMALS  Add decimals within one whole.  A complement is  |   |               |  |  |                           |                         |                          |
| DECIMALS whole.  A complement is   |   | ADDITION WITH |  |  |                           | Add decimals within one |                          |
| A complement is  |   |               |  |  |                           |                         |                          |
|  | [ | DECIMALS      |  |  |                           |                         |                          |
|  |   |               |  |  |                           | A complement is         |                          |
| comething that you add   |   | l             |  |  |                           | something that you add  |                          |
| Something that you add   |   |               |  |  | l .                       | something that you dud  |                          |

|                   |               |  |  | to make a defined        |                           |
|-------------------|---------------|--|--|--------------------------|---------------------------|
|                   |               |  |  | whole.                   |                           |
|                   |               |  |  |                          |                           |
|                   |               |  |  | Find the complements     |                           |
|                   |               |  |  |                          |                           |
|                   |               |  |  | which sum to make one.   |                           |
|                   |               |  |  |                          |                           |
|                   |               |  |  | Add decimals crossing    |                           |
|                   |               |  |  | the whole, using         |                           |
|                   |               |  |  | complements.             |                           |
|                   |               |  |  | Complements              |                           |
|                   |               |  |  | Add asset as as as as    |                           |
|                   |               |  |  | Add numbers greater      |                           |
|                   |               |  |  | than one with the same   |                           |
|                   |               |  |  | number of decimal        |                           |
|                   |               |  |  | places.                  |                           |
|                   |               |  |  | ·                        |                           |
|                   |               |  |  | Add numbers with         |                           |
|                   |               |  |  | different numbers of     |                           |
|                   |               |  |  |                          |                           |
|                   |               |  |  | decimals places.         |                           |
|                   | SUBTRACTION   |  |  | Subtract decimals within |                           |
|                   |               |  |  | one whole.               |                           |
|                   | WITH DECIMALS |  |  |                          |                           |
|                   |               |  |  | Subtract numbers with    |                           |
|                   |               |  |  |                          |                           |
|                   |               |  |  | the same number of       |                           |
|                   |               |  |  | decimal places           |                           |
|                   |               |  |  |                          |                           |
|                   |               |  |  | Subtract decimals with   |                           |
|                   |               |  |  | different numbers of     |                           |
|                   |               |  |  | decimal places.          |                           |
|                   |               |  |  |                          |                           |
|                   | PROBLEMS      |  |  | Solve problems           | Use understanding of      |
|                   | (DECIMALS AND |  |  | involving adding and     | division to solve         |
|                   | I -           |  |  | subtracting decimals     | problems where the        |
|                   | PERCENTAGES)  |  |  | with the same number     | answer has up to two      |
|                   | ,             |  |  | of decimal places.       | decimal places.           |
|                   |               |  |  | of decimal places.       | decimal places.           |
|                   |               |  |  |                          |                           |
|                   |               |  |  | Solve problems           |                           |
|                   | 1             |  |  | involving adding and     |                           |
|                   |               |  |  | subtracting decimals     |                           |
|                   |               |  |  | with a different number  |                           |
|                   | 1             |  |  | of decimal places.       |                           |
|                   | 1             |  |  | or decimal places.       |                           |
|                   | 1             |  |  |                          |                           |
|                   | 1             |  |  | Add and subtract         |                           |
|                   | 1             |  |  | numbers with decimals    |                           |
|                   |               |  |  | from whole numbers.      |                           |
| NUMBER - RATIO    | RATIO         |  |  |                          | Ratio shows the           |
| INDIVIDER - KATIO | NATIO         |  |  |                          | relationship between      |
|                   |               |  |  |                          |                           |
| 1                 | 1             |  |  |                          | two values and can        |
|                   |               |  |  |                          | describe how one is       |
|                   |               |  |  |                          | related to another.       |
|                   |               |  |  |                          |                           |
|                   |               |  |  |                          | Make simple               |
|                   |               |  |  |                          |                           |
|                   |               |  |  |                          | comparisons between       |
|                   |               |  |  |                          | two different quantities. |
|                   |               |  |  |                          |                           |
|                   |               |  |  |                          |                           |

|          |         |     |     |   |   | Use objects and            |
|----------|---------|-----|-----|---|---|----------------------------|
|          |         |     |     |   |   | diagrams to compare        |
|          |         |     |     |   |   | ratios and fractions.      |
|          |         | ĺ   | 1   |   | 1 |                            |
|          |         |     |     |   |   | Recognise the colon        |
|          |         | ĺ   | 1   |   | 1 | notation as relating to    |
|          |         |     |     |   |   | the order to parts. Use    |
|          |         |     |     |   |   | the language 'for every    |
|          |         |     |     |   |   | there are' and read        |
|          |         |     |     |   |   |                            |
|          |         |     |     |   |   | ratios such as 3:5 as      |
|          |         |     |     |   |   | three to five.             |
|          |         |     |     |   |   |                            |
|          |         |     |     |   |   | Draw bar models to         |
|          |         |     |     |   |   | represent problems         |
|          |         |     |     |   |   | clearly labelling the      |
|          |         |     |     |   |   | information given and      |
|          |         |     |     |   |   | what is to be calculated.  |
|          |         |     |     |   |   |                            |
|          |         |     |     |   |   | The term 'scale factor'    |
|          |         | ĺ   | 1   |   | 1 | relates to enlarging       |
|          |         | ĺ   | 1   |   | 1 | shapes to make then        |
|          |         | ĺ   | 1   |   | 1 | two, three or more         |
|          |         |     |     |   |   | times bigger.              |
|          |         |     |     |   |   | times bigger.              |
|          |         |     |     |   |   | Draw 2-D shapes on a       |
|          |         |     |     |   |   | grid to a given scale      |
|          |         |     |     |   |   | grid to a given scale      |
|          |         |     |     |   |   | factor and be able to      |
|          |         |     |     |   |   | use vocabulary, such as    |
|          |         |     |     |   |   | 'Shape A is three times    |
|          |         |     |     |   |   | as big as shape B'         |
|          |         |     |     |   |   |                            |
|          |         |     |     |   |   | Similar shape in           |
|          |         |     |     |   |   | mathematics means          |
|          |         |     |     |   |   | that one shape is an       |
|          |         |     |     |   |   | exact enlargement of       |
|          |         |     |     |   |   | the other, not just that   |
|          |         |     |     |   |   | they have some             |
|          |         |     |     |   |   | common properties.         |
|          |         |     |     |   |   | Taranan properties.        |
|          |         |     |     |   |   | Use multiplication and     |
|          |         |     |     |   |   | division fact to calculate |
|          |         | ĺ   | 1   |   | 1 | missing information and    |
|          |         | ĺ   | 1   |   | 1 | scale factors.             |
|          |         |     |     |   |   | scale lacturs.             |
|          |         |     |     |   |   | Apply loogned ratio clills |
|          |         | ĺ   | 1   |   | 1 | Apply learned ratio skills |
|          |         |     |     |   |   | and knowledge to a         |
|          |         | ĺ   | 1   |   | 1 | wide range of problems     |
|          |         |     |     |   |   | in different contexts.     |
| NUMBER - | ALGEBRA |     |     |   |   | Explore one-step           |
| ALGEBRA  |         |     |     |   |   | function machines,         |
| ALGEBIA  |         |     |     |   |   | giving an output to an     |
|          |         | ĺ   | 1   |   | 1 | input, and work            |
|          |         | ĺ   | 1   |   | 1 | backwards to give an       |
|          |         |     |     |   |   | input from an output.      |
|          |         |     |     |   |   | ,                          |
|          | 1       | I . | I . | 1 | L |                            |

|  | T        | 1 | ı | ı |                              |
|--|----------|---|---|---|------------------------------|
|  |          |   |   |   | Explore two-step             |
|  |          |   |   |   | function machines,           |
|  |          |   |   |   | recording inputs and         |
|  |          |   |   |   | outputs in the form of a     |
|  |          |   |   |   | table.                       |
|  |          |   |   |   |                              |
|  |          |   |   |   | Know simple algebraic        |
|  |          |   |   |   | conventions, such as y x     |
|  |          |   |   |   | 4 as 4y. Use simple          |
|  |          |   |   |   | algebraic inputs, such as    |
|  |          |   |   |   | y to form expressions.       |
|  |          |   |   |   | Such as y +4                 |
|  |          |   |   |   |                              |
|  |          |   |   |   | The same expression          |
|  |          |   |   |   | can have different           |
|  |          |   |   |   | values depending on          |
|  |          |   |   |   | what has been                |
|  |          |   |   |   | substituted.                 |
|  |          |   |   |   |                              |
|  |          |   |   |   | Substitute into simple       |
|  |          | 1 |   |   | expressions to find a        |
|  |          |   |   |   | particular value.            |
|  |          |   |   |   | particular value.            |
|  |          |   |   |   | Substitute into familiar     |
|  |          | 1 |   |   | formulae such as those       |
|  |          |   |   |   | for area and volume and      |
|  |          |   |   |   |                              |
|  |          | 1 |   |   | use simple formulae to       |
|  |          |   |   |   | work out values of           |
|  |          |   |   |   | everyday activities such     |
|  |          |   |   |   | as the cost of a taxi or     |
|  |          |   |   |   | the amount of medicine       |
|  |          |   |   |   | to take given a person's     |
|  |          |   |   |   | age.                         |
|  |          |   |   |   |                              |
|  |          |   |   |   | Expressions like x + 5       |
|  |          |   |   |   | can take different values    |
|  |          |   |   |   | depending on the value       |
|  |          |   |   |   | of x, but an equation like   |
|  |          |   |   |   | x + 5 = 11.2 x is a specific |
|  |          |   |   |   | known value.                 |
|  |          |   |   |   |                              |
|  |          |   |   |   | Use algebraic notation       |
|  |          |   |   |   | to form one step             |
|  |          |   |   |   | equations.                   |
|  |          |   |   |   |                              |
|  |          |   |   |   | Solve simple one-step        |
|  |          |   |   |   | equations involving the      |
|  |          |   |   |   | four operations.             |
|  |          |   |   |   |                              |
|  |          |   |   |   | Solve two-step               |
|  |          |   |   |   | equations involving the      |
|  |          |   |   |   | four operations.             |
|  |          |   |   |   | .our operations.             |
|  |          |   |   |   | Find pairs of numbers        |
|  |          |   |   |   | that satisfy an equation     |
|  | <u> </u> | 1 | l | l | that satisfy all Equation    |
|  |          |   |   |   |                              |

|  |  |  |  | involving two unknowns such as 2p +q = 12.  |
|--|--|--|--|---|
|  |  |  |  | Find possible solutions<br>to equations which<br>involve multiples of one<br>or more unknown. |