

Maths Curriculum



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Rode Heath Primary School

Contents

[Overall maths: Intent, Implementation and Impact](#)

[Structure of lessons at Rode Heath Primary School](#)

[Calculation Policy](#)

[Multiplication Policy](#)

[Fluency Policy](#)

[Rode Heath Primary School - Early Years Foundation Stage](#)

[Year 1 to 6 Curriculum Overview and End Points](#)

Intent

Our maths curriculum produces individuals who are: numerate, enthusiastic, problem solvers, curious, creative, reflective, resilient and confident.

Here at Rode Heath Primary School, we embrace a mastery curriculum approach to our mathematics teaching. This means spending greater time going into depth in particular areas/concepts as opposed to quickly moving through the curriculum and the year group objectives.

We have high expectations that all children will achieve, and to do this, we believe that all children should be given the opportunity to explore, pattern find, become fluent, reason and problem solve and that there should be carefully crafted questions and activities and a wide range of manipulatives at hand for each child to accomplish this. Mathematics is an interconnected subject. It is essential to everyday life, critical to science, technology and engineering , and necessary for financial literacy and most forms of employment. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across all subject areas.

We strive to ensure that the whole class moves through content at the same pace and when we differentiate, it is through depth rather than acceleration; everyone is given time to think deeply about the maths and we strive to develop a positive attitude in order to build self-confidence, resilience and a sense of achievement. The school's values of: teamwork, fairness, resilience and curiosity are embedded in all that we do.

Pupil premium is used to ensure that all children have full access to the mathematics curriculum. For children with SEND, our maths curriculum and the resources we use are adapted so that all children have an opportunity to receive their full educational entitlement and make use of considered and measurable interventions to support those who need it. Our maths curriculum is designed so that all may be challenged to fulfil their potential. We passionately believe that all children can reach these high standards.

Implementation

In EYFS, we ensure that maths is part of their daily diet and give the children a wide range of experiences and opportunities to apply their mathematical skills. In order for the mastery approach to become successful in KS1 and KS2, we have created a bespoke maths lesson structure, incorporating the Maths- No Problem! scheme.

The way we structure our lessons ensures a more consistent approach to teaching maths; a greater emphasis on the sequence of learning; a better use of open ended investigational type questions, maths language via stem sentences and working walls and the continued development of mathematical pedagogy.

Fluency is a key component of the maths curriculum and there are opportunities outside the main lesson time, where children can learn and apply facts in order to be more efficient when solving problems. Declarative, procedural and conditional knowledge is woven throughout the scheme of work. Declarative knowledge - 'I know that' - is about the relationships between facts, concepts and formulae. Procedural knowledge - 'knowing how' - is about methods, procedures and algorithms. Conditional knowledge - 'knowing when' - is about forming strategies from the combinations of facts and methods to reason and problem-solve.

The mastery approach at Rode Heath also ensures that there is a greater expectation on all children; little chance for passive learning as there is a greater emphasis on talking maths, collaborating, exploring and investigating; the use of equipment is encouraged and there are always planned opportunities for children to make connections between subjects. Children are constantly pushed to the limits of what they are learning.

Rode Heath Maths Mastery Definition

When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. This means spending greater time going into depth about a subject as opposed to quickly moving through the curriculum and moving children onto learning in the next year group. The Five Big Ideas about teaching for mastery underpins all that we do: coherence, representation and structure, mathematical thinking, fluency and variation.

Here are the underpinning principles as outlined by NCETM's: The Essence of mathematics teaching for mastery:

- Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics.
- Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.
- Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching.
- Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.

Impact

At Rode Heath Primary School, there is a consistent approach to the teaching of maths mastery across the school.

Children will make good or better progress from their own personal starting points. By the end of KS2 they will be able to fluently recall their times tables up to 12x; they will have a great understanding of place value; secure with the four operations; understand the relationship between fractions, decimals and percentages; use measurements effectively and accurately; understand how ratio and proportion can be used; solve algebraic problems; have a good understanding of geometry and be able to analyse statistics. End Points are included to show where children should be at the end of their year group.

End of Academic Year 2022/2023.

EYFS

Standards remain high with 87% of children meeting the expected standard in maths.

87% of children achieved the expected standards within the categories of Number and Numerical Patterns.

KS1

77% of children achieved the expected standard compared to the national average of 70%.

13% of children achieved the greater depth standard compared to the national average of 16%.

KS2

93% of children achieved the expected standard compared to the national average of 73%.

28% of children achieved the greater depth standard compared to the national average of 24%.

The progress score was: 1.1

This is measured through a variety of methods such as: summative and formative assessments each term, pupil voice, lesson observations, learning walks, questioning and marking of books.

The Structure of our lessons at Rode Heath Primary School using the Maths No Problem Scheme (MNP)

1. **Exploration** - (Explore - problem of the day)
2. **Structured Learning** - whiteboards, blue books and interactive whiteboards (includes discussion of methods and strategies in the Master section of the textbook)
3. **Practice and Apply** - Guided Practice in blue books, identifying children who need additional support. MNP workbooks and blue books (BB) for apply stage.
4. **Expand, Extend and Stretch** - expand, extend and stretch learning for children who are ready (supplement learning with agreed material). This is to take place in the blue books

Remember:

CPA (Concrete, Pictorial and Abstract) approach; plenty of opportunities for talking maths; reinforce positive attitudes and develop metacognition (learning to learn); model specific language and maths sentences and let the children work in mixed groups (don't cap learning).

1. Explore (Exploration) - Problem of the Day - No more than 20 minutes for section one and two

This is the first part of the lesson and the most thought provoking. Pupils are shown the Explore maths story (see MNP textbooks) but not any methods at this stage. This part encourages children to explore their own thoughts and methods in pairs to solve the problem.

Lots of talking to be expected at this stage with support and prompts from the teacher - Q: *what do we need to know before we tackle this problem?*

It's also an opportunity for children to use concrete materials.

The Explore question can be completed with a preferred method in the 'journal' blue maths books. This can be done informally with the use of jottings, drawings, sentences and equations. The role of the teacher is to listen and observe, supporting when necessary.

2. Structured Learning - discussion of methods (Master section in the book)

This section of the lesson focuses on the class re-grouping and discussing their own methods, at least 2 are to be expected in each session. This is a good opportunity to ask lots of questions to the children and to assess whether the children have grasped a firm understanding of the particular methods used (convince me). At this stage you may want to model a method or show other methods given in the textbook (Master) and discuss them (this is not necessary if they have already grasped and explored the most efficient and effective methods). This is to be completed in the blue books.

NOTE: You may need to model how to read equations in the textbook as a 'story' using informal maths language or by putting the idea into context.

3. Practice and Apply

Attempt a selection of the guided practice questions (practically / on whiteboards/ in blue maths books) and then move on to the workbook tasks if the children are secure. Teacher identifies any children in the guided practice stage who are not secure enough to go onto the apply stage in order to support them.

Expectation:

Children to work independently; guided help when appropriate. Remember to keep apparatus available. Based on your observational assessments during the first 3 parts of the lesson, it'll become clear who can access the workbook independently and who can't. Support should be implemented where needed.

4. Extension tasks for those who are ready for problem solving questions

Extension tasks to be used at least three times a week for your GDS children or for children who are EXS but are higher achieving.

Extend/ stretch learning with carefully thought-out questioning, maths mastery or maths mastery with greater depth tasks, I See Reasoning, I See Problem-Solving and White Rose tasks (these can be found on the staff shared drive under maths: year group folders). These are to be completed in blue books. The tasks are based on the lesson and help/support is offered by the teacher.

Ethos:

Concrete material. Plenty of Time. Mathematical language used in each lesson. Working in pairs/groups

We need to get the children visualising - hold off showing them what it looks like and give them a chance to imagine what it looks like.

Things to consider:

- Coverage - please ensure that you plan next term very precisely to ensure you cover all of your year group expectations.
- Ensure the majority of your children are secure with their year group multiplications (Y2-Y6) - multiplication test to be used during assessment week.

- If children are self-marking, it is vital that you check their work and apply the correct marking codes (stamps and indicate corrections). Please ensure that children haven't marked things incorrectly. Children should be given time the same day or next day to correct their mistakes.
- Are you giving children the opportunity to use practical equipment? Remember: concrete, abstract, pictorial.
- If you are unsure of any methods in the MNP textbook, please refer to the calculations policy (an electronic copy can be found on the staff share: maths, policies).

Rode Heath Primary School: Maths — No Problem!

Calculation Policy

Click on this hyperlink for the policy for KS1/KS2:

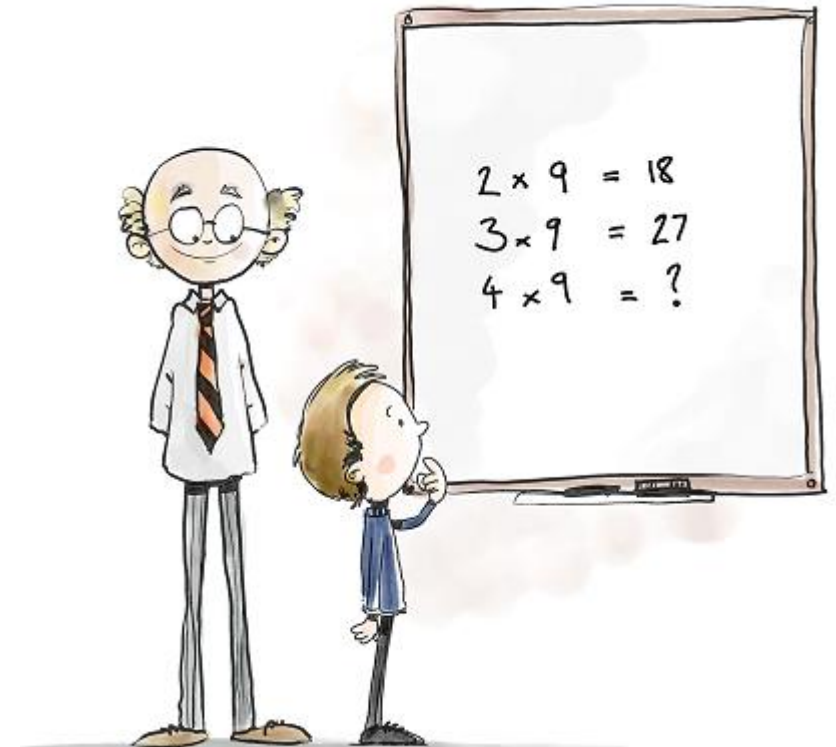
http://www.rodeheath.cheshire.sch.uk/serve_file/16722520

Click on this hyperlink for the policy for EYFS:

https://www.rodeheath.cheshire.sch.uk/serve_file/18562559

Click on this hyperlink for maths vocabulary:

http://www.rodeheath.cheshire.sch.uk/serve_file/16722522



Multiplication Policy

The quick recall of multiplication and division facts (times tables) is essential for all children. The ability to recall these facts quickly enables children to answer related questions with ease.

It is therefore important that we approach the teaching and testing of times tables in a similar and progressive format from Year 2 to Year 6.

At Rode Heath, the expectation of times tables in each Year Group is as follows:

Year 2: 2x, 5x, 10x and corresponding division facts.

Year 3: Recall of 5x and 10x tables from Y2. 2x, 4x, 8x (the relationship between them), 3x and corresponding division facts.

Year 4: 3x, 6x, 9x (the relationship between them and corresponding division facts), 7x, 11x, 12x. All x and $\div$ facts in preparation for the Multiplication Tables Check (MTC)

Year 5: All x and $\div$ facts. Secure and maintain fluency in all multiplication tables and corresponding division facts, through continued practice.

Year 6: All x and $\div$ facts and related language/symbols e.g. % and square root

These facts will be practised in KS2 at least once a week on Times Tables Rock Stars (TTRS) using the Garage and Arena game modes (The Gig is available on the 1st day of each month and needs to be completed to update the Garage and Arena questions). There will be a group a day, so the children will have one Fix-it Time on TTRS and four with Daily 10 to improve recall and fluency.

Year 3 will have a times table lesson each week outside the Maths - No Problem! scheme of work. The lesson will teach children facts to improve their times tables and then use a worksheet and tracking system on TTRS to see their progress (tests take 5 minutes). All children will be shown how to access their heatmaps so they can take ownership of their learning. Years 4, 5 and 6 take part in Mastering Number daily.

If children are not improving, introduce intervention strategies at assembly time/fix-it time to help with this. This can still be at the discretion of the teacher; as individual learning needs need to be catered for so that a positive attitude towards maths is maintained. By the end of each academic year, the vast majority of the children should be able to use and apply their multiplication facts appropriate to their year group.

These tests are designed to **test times tables knowledge, rather than to teach it**. There are many ways in which children can learn times tables - for example, playing games, quick-fire questions from an adult, chanting tables, writing the tables out, using songs, Education City and Times Tables Rock Stars. It is also important for children to learn their times tables at home too. The heatmaps can be given out at parent consultation evenings.

Children should learn the multiplication tables in 'families' (2x, 4x and 8x for example). Making connections between the multiplication tables in each family will enable children to develop automatic recall more easily, and to provide a deeper understanding of multiplication and division.

Multiplication and division facts

The full set of multiplication calculations that pupils need to be able to solve by automatic recall are shown in the table below. Pupils must also have automatic recall of the corresponding division facts.

1 × 1	1 × 2	1 × 3	1 × 4	1 × 5	1 × 6	1 × 7	1 × 8	1 × 9	1 × 10	1 × 11	1 × 12
2 × 1	2 × 2	2 × 3	2 × 4	2 × 5	2 × 6	2 × 7	2 × 8	2 × 9	2 × 10	2 × 11	2 × 12
3 × 1	3 × 2	3 × 3	3 × 4	3 × 5	3 × 6	3 × 7	3 × 8	3 × 9	3 × 10	3 × 11	3 × 12
4 × 1	4 × 2	4 × 3	4 × 4	4 × 5	4 × 6	4 × 7	4 × 8	4 × 9	4 × 10	4 × 11	4 × 12
5 × 1	5 × 2	5 × 3	5 × 4	5 × 5	5 × 6	5 × 7	5 × 8	5 × 9	5 × 10	5 × 11	5 × 12
6 × 1	6 × 2	6 × 3	6 × 4	6 × 5	6 × 6	6 × 7	6 × 8	6 × 9	6 × 10	6 × 11	6 × 12
7 × 1	7 × 2	7 × 3	7 × 4	7 × 5	7 × 6	7 × 7	7 × 8	7 × 9	7 × 10	7 × 11	7 × 12
8 × 1	8 × 2	8 × 3	8 × 4	8 × 5	8 × 6	8 × 7	8 × 8	8 × 9	8 × 10	8 × 11	8 × 12
9 × 1	9 × 2	9 × 3	9 × 4	9 × 5	9 × 6	9 × 7	9 × 8	9 × 9	9 × 10	9 × 11	9 × 12
10 × 1	10 × 2	10 × 3	10 × 4	10 × 5	10 × 6	10 × 7	10 × 8	10 × 9	10 × 10	10 × 11	10 × 12
11 × 1	11 × 2	11 × 3	11 × 4	11 × 5	11 × 6	11 × 7	11 × 8	11 × 9	11 × 10	11 × 11	11 × 12
12 × 1	12 × 2	12 × 3	12 × 4	12 × 5	12 × 6	12 × 7	12 × 8	12 × 9	12 × 10	12 × 11	12 × 12

Pupils must be fluent in these facts by the end of year 4, and this is assessed in the multiplication tables check. Pupils should continue with regular practice through year 5 to secure and maintain fluency.

The 36 most important facts are highlighted in the table. Fluency in these facts should be prioritised because, when coupled with an understanding of commutativity and fluency in the formal written method for multiplication, they enable pupils to multiply any pair of numbers.

Fluency Policy

Factual fluency progression

Addition and subtraction facts

The full set of addition calculations that pupils need to be able to solve with automaticity are shown in the table below. Pupils must also be able to solve the corresponding subtraction calculations with automaticity.

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Pupils must be fluent in these facts by the end of year 2, and should continue with regular practice through year 3 to secure and maintain fluency. It is essential that pupils have automatic recall of these facts before they learn the formal written methods of columnar addition and subtraction.

	Year 1	Year 2	Year 3	Year 4	Year 5
Additive factual fluency	Addition and subtraction within 10.	Addition and subtraction across 10.	Secure and maintain fluency in addition and subtraction within and across 10, through continued practice.		
Multiplicative factual fluency			Recall the 10 and 5 multiplication tables, and corresponding division facts.	Recall the 3, 6 and 9 multiplication tables, and corresponding division facts.	Secure and maintain fluency in all multiplication tables, and corresponding division facts, through continued practice.
			Recall the 2, 4 and 8 multiplication tables, and corresponding division facts.	Recall the 7 multiplication table, and corresponding division facts.	
				Recall the 11 and 12 multiplication tables, and corresponding division facts.	

EYFS, Year 1, Year 2 (4 times a week), Year 4, Year 5 and Year 6 (5 times a week) classes use Mastering Number to assist with their fluency progression and automaticity of facts. Years 1 and 2 also use Numbots to assist with fluency of addition and subtraction facts.

The Explore stage in the Maths - No Problem! scheme of work also develops fluency skills.

Rode Heath Primary School - Early Years Foundation Stage - Mathematics

Intent

Our children will leave the Foundation Stage at Rode Heath Primary School having had many opportunities to develop their understanding of number (including the composition of numbers, number bonds and subitising), numerical patterns (including odds and evens and doubling), measurement, shape and space in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about numbers and shapes. We encourage pupils to understand and respond to the symbols that represent numbers and what this means in real contexts. We support children in understanding what an important role shapes and numbers play in our everyday lives and how they develop our own understanding and help us to solve problems. We approach this area by fostering a love of number and the enjoyment of solving problems.

Implementation

In Reception our teaching of Maths reflects the White Rose Maths scheme for our extended Maths lessons, this is used as a planning tool, but we adapt according to the needs of our children. We also use the NCETM Mastering number scheme as a daily quick 10 minute session in the afternoons. Pupils explore maths, using mathematical vocabulary to reason and explain their findings. In Preschool our curriculum allows children to begin to learn the mathematic skills needed for Reception. They then use these skills to make better sense of the world around them, relating pattern between mathematics and everyday life. Teachers teach the skills needed to succeed in mathematics providing examples of good practice and having high expectations.

Throughout EYFS we create a rich environment, where talk for maths is a key learning tool for all pupils. There are opportunities for our children to explore and develop their mathematics throughout our learning environment, inside and outside. Adults are skilled at encouraging mathematical opportunities through children's play and will challenge where this is a focus for the child's next step.

Impact

All children are expected to succeed and make good progress from their starting points. They are competent with the skills of subitising and have developed number sense skills. Pupils can talk about number and explain what it is and isn't. They solve problems and make predictions about what might happen while using appropriate vocabulary. Our pupils apply their mathematical skills in a variety of contexts. They have a positive mind set about maths and making 'mistakes'.

Pre-School

 Term	Number	Numerical Patterns	Shape, Space and Measure
Autumn	I can begin to say number names in nursely rhymes and songs, 1,2,3,4,5 I know that I need to point with my fingers to help me to count things in a straight line to 3 I can join in counting songs and clap or stamp up to 3 times I can join in a game counting thing that cannot be moved I can play games to collect objects and put them on a number line starting at 1, Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a set of objects tells you how many there are in total ('cardinal principle'). I can explore number books, and books that have different amounts of objects to compare in pictures I can subitise to 2	I can Show "finger numbers' up to 2 I am beginning to experiment with symbols and marks as well as forming the shape of numerals that I am familiar with I can begin to talk about which group has more things I can sort small things and large things and match them up I can find the equal numbers of things I can match on one-to one basis.	I can point to where a toy is hiding and begin to use, inside, on top and behind I can explore creating new shapes with construction and blocks I can build a simple model I am beginning to sort groups of objects according to colour

Spring	I know that I need to point with my finger to help me to count things in irregular arrangements I am beginning to match a numeral with a number of things up to 3 I am beginning to count out or 'give' 1 and then 2 things from a larger group I can place things in a straight line to help me to count each one with my finger I can explore forming number symbols by tracing wooden numerals, white board templates and number tiles I can begin to make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away in songs to 3 I can use puppets from stories to count and say the names of the numerals to 5 I can join in counting songs and clap or stamp up to 5 times I can play all at once fingers' - show me 1,2, then 3 fingers.	I can experiment with their own symbols and marks as well as numerals. I can talk about and identify the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. I can make different patterns with a given number of things I can find the equal numbers of things I can match on one-to-one basis I can change two unequal groups into two that have the same number, each doggie will need 3 treats from the play areas I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. I can see if 1 then 2 things have been taken away from a small group	I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' I can comment on objects in relation to weight, heavy and 'not heavy' I can comment on objects in relation to size; 'big and small' 'tall or short' I can comment on objects in relation to weight, heavy and 'not heavy' I can comment on objects in relation to capacity, full and 'not full' I can Select material with the correct shapes that I need to build a roof, a house, and realise surfaces are different I can combine shapes to make new ones I am beginning to discuss routes and locations, using words like 'in front of' and 'behind' I am beginning to continue and copy AB patterns
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Summer	I can to Subitise to 3 items. I can select a numeral to represent a quantity up to 5 I can correct a puppet who thinks the amount has changed when their collection has been rearranged I can collect 3 from a large pile of teddies I can subitise a group that contains up to 3 I can see that there we need to 'take one cake out the oven because we have one too many for the party' I can take part in outside games and can tell how many balls there are altogether in the bucket using 1:1 correspondence up to 5	I can see that nothing has been changed when the amount is the same but has been moved around I am beginning to see which group of objects has more I can compare two numbers and say which is the larger I am beginning to sing using number accuracy in rhymes and songs if one is added to, or if one is taken away in songs to5 I am beginning to name of the numeral and match a group of objects I am beginning to see how many there will be if I add more take away one away up to 3 I can notice when something is the odd one out in a pattern with natural materials I can explain unfair sharing - 'This one has more cakes or less on their plate when we should all get the same at the party I know that a number line starts with the numeral 1 and can order numbers up to 5 I can compare quantities using language: 'more than, fewer than I am beginning to consistently recite the correct sequence of numbers up to 10 in songs	I can find or point to an object or shape that has straight sides, small or big, long, round I am beginning to say the name of some 2D shapes and point to straight lines and curved ones, and I know what a corner is I can understand first/next when listening to a story or flowing instructions in a game I can talk about the time of day passing I can explore 3D shapes in the environment and recognise straight lines and curved lines I can talk about where an object is using prepositional language, without pointing I can follow an instruction involving prepositional language in games etc I can make predictions about what will happen at the end of stories
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Reception Readiness Indicators	I can subitise up to three objects. I can match more than 3 colours correctly	I can recite numbers to five and beyond. I can recognise numerals and match them to quantities of up to 3 objects. I can say one more/one less I can order numerals to 3 and beyond	I can use and understand language related to position. I can use and follow prepositional language I can talk about 2D and 3D shapes I can sort and categories objects by colour and size
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Reception

 Term	Number	Numerical Patterns	Shape, Space and Measure
Autumn	I am beginning to Subitise 1 to 3 items. I can represent 1 - 5 in a variety of ways e.g. on fingers, on a fives or tens frame, with objects, with Numicon, cubes, digits, tally, a picture, dots on dice, money. - Some exposure to number doubles e.g through Numberblocks, one and another one makes two. I can explain the composition of numbers (numbers within numbers) up to 5 with support of visual aids such as tens frames, cubes, objects and Numberblock characters. I can recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2” I can use a 5 frame model.	I can join in with number songs, attempting to represent numbers using fingers where appropriate. I can recite numbers to 10 or beyond. I can demonstrate an understanding that we use one number for each item, when counting. I can attempt to count objects, actions and sounds to 10 accurately. I can use and understand the term “more” in practical contexts. I am beginning to link each number to 5 with its cardinal number value. I know that the last number reached when counting is the total. I am beginning to understand the concept of 1 more and 1 less with concrete objects to 5. I can order numbers 1-5.	I can sort groups of objects according to different criteria e.g by colour, size and shape. I can describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/little, large/small round/straight. I can name 2D shapes and explain their properties using mathematical language e.g sides, corners. I can select, rotate and manipulate shapes to develop spatial reasoning skills through learning through play. I can understand first/next. I am able to talk about the passing of time through own experiences. I am beginning to continue copy and create AB patterns. I can follow prepositional instructions through games and songs like Simon says, Hokey Cokey.

Spring	I can subitise to 4. I am beginning to subitise amounts on a dice and on a tens frame. I can represent 5-10 in a variety of ways e.g. on fingers, on a fives or tens frame, with objects, with Numicon, cubes, digits, tally, a picture, dots on dice, money. I can discuss composition of numbers to 10, showing some automatic recall of number facts. E.g I can make 6 with $3 + 3$ or $4 + 2$. I can partition amounts into equal groups. I can use a tens frame model to represent numbers to 10 and some addition and subtraction number facts, with support. I am beginning to recall number bonds to 5 and some corresponding subtraction facts. I can use a part-part-whole model with concrete objects to partition and recombine an amount. I can combine 2 groups of concrete objects and am beginning to write addition number sentences with support.	To be able to make representations of number rhymes. <i>'Show me 5 current buns, but 1 is taken away.'</i> I can recite numbers to 20 confidently. I can confidently count back from 10. I am beginning to count back from 20 with support and visual aid such as a number line. I can order numbers to 10. I can demonstrate understanding of the cardinal principle when counting objects. I can show accuracy when counting a group of up to 5/10 objects. I am beginning to compare numbers and quantities up to 10 using and understanding the terms more than, greater than, fewer, less than in practical contexts. I understand the term equal when comparing two groups of objects. I am beginning to understand the concept of 1 more and 1 less using a number line, to 10.	I can identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shapes. I can use shapes to make pictures/models. I can use and understand the terms shorter/taller, larger/smaller. I can sequence 4 items according to these criteria. I can measure and compare length using non-standard measures. I can continue, copy and create AB, ABB and ABBC patterns. I am beginning to recognise some coins and their value. I can understand yesterday/today/tomorrow. I am beginning to recite days of the week and months of the year.
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Summer	I can confidently subitise rather than count small groups of objects. I can subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon, on a dice, and using fingers). I can double numbers 1-5 confidently and begin to recall some double facts from memory. I can double numbers 1-10 using concrete objects. I can add 2 single digit numbers using known number facts or number line. I can write addition and subtraction number sentences. I can recall number bonds to 5 automatically and some number bonds to 10.	I can recite numbers to 20 and back from 20. I can count on from a given number to 20 and back from a given number 0 - 10. I can recognise numbers 1-20 and out of order. I can show greater accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. I can say the number one more/less than a given number 1 - 10. I can explore sharing into equal groups in practical contexts, commenting on what I notice. I am beginning to work out 1 more/1 less than a number up to 20 using a preferred method: mentally, using objects or on a number line. I am beginning to count in 2s with support.	I can demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. I can follow prepositional language e.g. put Teddy inside the box. I can select, rotate and manipulate shapes to match a picture, fit an outline or create patterns. I can name some 3D shapes and describe their properties using mathematical language. I can continue a simple AB, ABC pattern. I can use mathematical language when comparing length, weight and capacity. (E.g. longer/shorter, heavier/lighter, full/empty). I have an understanding of what the day and the month is. I can use and understand before/after.
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Early Learning Goals	I have a deep understanding of number to 10, including the composition of each number. I can subitise (recognise quantities without counting) up to 5. I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	I can verbally count beyond 20, recognising the pattern of the counting system. I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Provision	Numicon, digit cards, 5/10 frames, dice, money, counters, multilink, compare bears, number lines, beads, buttons, 2D/3D shapes, balance scales, measuring jugs, tape measures, metre sticks, rekenreks, stopwatches, sand timers, clocks.		



Number Place value	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens; - Identify one more and one less from a given number. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least; - Read and write numbers from 1 to 20 in numerals and words.
Addition & Subtraction	- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Represent and use number bonds and related subtraction facts within 20. - Add and subtract one-digit and two-digit numbers to 20, including zero. - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.
Multiplication and Division	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Fractions	- Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measurement	- Compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; - mass/weight [for example, heavy/light, heavier than, lighter than]; - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]; - time [for example, quicker, slower, earlier, later]. - Measure and begin to record the following: - lengths and heights; - mass/weight; - capacity and volume; - time (hours, minutes, seconds). - Recognise and know the value of different denominations of coins and notes. - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Geometry Properties of Shapes	- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
Position and Direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.



Number Place value	- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. - Recognise the place value of each digit in a two-digit number (tens, ones). - Identify, represent and estimate numbers using different representations, including the number line. - Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. - Read and write numbers to at least 100 in numerals and in words. - Use place value and number facts to solve problems. - Partition numbers in different ways to support subtraction [for example, $23 = 20 + 3$ and $23 = 10 + 13$] - Understand 0 as a place holder. - Round numbers (up to 100) to the nearest ten.
Addition and Subtraction	- Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures; - applying their increasing knowledge of mental and written methods. - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 [for example, $3 + 7 = 10$; $30 + 70 = 100$]. - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones; - a two-digit number and tens; - two two-digit numbers; - adding three one-digit numbers. - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. - Use the vocabulary 'sum' and 'difference'.
Multiplication and Division	- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs. - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Fractions	- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. - Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
Measurement	- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. - Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ [including using the vocabulary 'half as high' and 'twice as wide'. - Recognise coins.

	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. [Record £ and p separately as the decimal recording of money is introduced formally in Y4.] • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Compare and sequence intervals of time. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day.
Geometry Properties of Shapes	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]. • Compare and sort common 2-D and 3-D shapes and everyday objects.
Position and Direction	• Order and arrange combinations of mathematical objects in patterns and sequences. • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Statistics	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparing categorical data.



Number Place value	- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). - Compare and order numbers up to 1000. - Round numbers (up to 1000) to the nearest ten or hundred. - Identify, represent and estimate numbers using different representations. - Read and write numbers up to 1000 in numerals and in words. - Use larger numbers to at least 1000, applying partitioning to place value [for example, $146 = 100 + 40 + 6$; $146 = 130 + 16$]. - Solve number problems and practical problems involving these ideas.
Addition and Subtraction	- Add and subtract numbers mentally, including: - a three-digit number and ones; - a three-digit number and tens; - a three-digit number and hundreds. - Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. [See Calculation Policy and video footage.] - Estimate the answer to a calculation [by using rounding] and use inverse operations to check answers. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Multiplication and Division	- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. [Through doubling, connect the 2, 4 & 8 multiplication tables.] - Develop efficient mental methods [for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$ and $3 \times 2 = 6$; $6 \div 3 = 2$ and $6 \div 2 = 3$]. - Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. - Solve problems, including: - missing number problems - positive integer scaling problems [for example, four times as high, eight times as long] - correspondence problems in which n objects are connected to m objects [for example, 3 hats and four coats, how many different outfits?]
Fractions	- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. [Link to division by 10.] - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. [Use number lines to deduce relationships between them, such as size and equivalence.] - Recognise and show, using diagrams, equivalent fractions with small denominators. - Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. - Compare and order unit fractions, and fractions with the same denominators. - Solve problems that involve all of the above.
Measurement	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). [Compare and use mixed units such as 1kg and 200g. use simple equivalents of mixed units, for example, $5m = 500\text{ cm}$.]

	• Measure the perimeter of simple 2-D shapes. • Add and subtract amounts of money to give change, using both £ and p in practical contexts. [Record £ and p separately as the decimal recording of money is introduced formally in Y4.] • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours. • Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events [for example to calculate the time taken by particular events or tasks].
Geometry Properties of Shapes	• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them [extending at this stage to symmetrical and non-symmetrical polygons and polyhedral]. • Recognise angles as a property of shape or a description of a turn. • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. • Identify whether angles are greater than or less than a right angle. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Connect decimals and rounding to drawing and measuring straight lines in centimetres.
Statistics	• Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts [for example, 2, 5, 10 units per cm] and pictograms and tables.



Number Place value	- Count in multiples of 6, 7, 9, 25 and 1000. - Find 1000 more or less than a given number. - Count backwards through zero to include negative numbers. - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). - Order and compare numbers beyond 1000. - Identify, represent and estimate numbers using different representations. - Round any number to the nearest 10, 100 or 1000. - Solve number and practical problems that involve all of the above and with increasingly large positive numbers. - Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Addition and Subtraction	- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. [See Calculation Policy and video footage.] - Estimate [by using rounding] and use inverse operations to check answers to a calculation. - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Multiplication and Division	- Recall multiplication and division facts for multiplication tables up to 12×12. - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. - Recognise and use factor pairs and commutativity in mental calculations. - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. [See Calculation Policy and video footage.] - Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Fractions & Decimals	- Recognise and show, using diagrams, families of common equivalent fractions. - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. - Add and subtract fractions with the same denominator. - Recognise and write decimal equivalents of any number of tenths or hundredths. - Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. - Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. - Round decimals with one decimal place to the nearest whole number. - Compare numbers with the same number of decimal places up to two decimal places. - Solve simple measure and money problems involving fractions and decimals to two decimal places.
Measurement	- Convert between different units of measure [for example, kilometre to metre; hour to minute]. - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

	• Find the area of rectilinear shapes by counting squares. • Estimate, compare and calculate different measures, including money in pounds and pence. • Read, write and convert time between analogue and digital 12- and 24-hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
Geometry Properties of Shapes	• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify acute and obtuse angles and compare and order angles up to two right angles by size. • Identify lines of symmetry in 2-D shapes presented in different orientations. • Complete a simple symmetric figure with respect to a specific line of symmetry.
Geometry Position & Direction	• Describe positions on a 2-D grid as coordinates in the first quadrant. • Describe movements between positions as translations of a given unit to the left/right and up/down. • Plot specified points and draw sides to complete a given polygon.
Statistics	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Number Place value	• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Addition and Subtraction	• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) [See Calculation Policy and video footage.] • Add and subtract numbers mentally with increasingly large numbers. • Use rounding to estimate and to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Multiplication and Division	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. [See Calculation Policy and video footage.] • Multiply and divide numbers mentally drawing upon known facts. • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Fractions, Decimals & Percentages	• Compare and order fractions whose denominators are all multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Read, write, order and compare numbers with up to three decimal places. • Solve problems involving number up to three decimal places.

	• Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
Measurement	• Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. • Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. • Solve problems involving converting between units of time. • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Geometry Properties of Shapes	• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees (°). • Identify: - angles at a point and one whole turn (total 360°); - angles at a point on a straight line and $\frac{1}{2}$ turn (total 180°); - other multiples of 90°. • Use the properties of rectangles to deduce related facts and find missing lengths and angles; • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Geometry Position and Direction	• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
Statistics	• Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables, including timetables.



Number Place value	• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. • Round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero. • Solve number and practical problems that involve all of the above.
Addition, Subtraction, Multiplication and Division	• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. • Perform mental calculations, including with mixed operations and large numbers. • Identify common factors, common multiples and prime numbers. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and explain why. • Solve problems involving addition, subtraction, multiplication and division. • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Fractions (including decimals and percentages)	• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions greater than 1. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]. • Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]. • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]. • Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. • Multiply one-digit numbers with up to two decimal places by whole numbers. • Use written division methods in cases where the answer has up to two decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Ratio and Proportion	• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples [For example, 'I need four eggs and for every egg I need three spoonfuls of flour. How much flour do I need?']
Algebra	• Use simple formulae [for example, the formulae for the area of a rectangle $a=lb$] • Generate and describe linear number sequences.

	- Express missing number problems algebraically [for example, $78 - y = 45$, $y = ?$] - Find pairs of numbers that satisfy an equation with two unknowns [for example, $p + q = 20$. What could $p + q$ be?] - Enumerate possibilities of combinations of two variables.
Measurement	- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. - Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. - Convert between miles and kilometres. - Recognise that shapes with the same areas can have different perimeters and vice versa. - Recognise when it is possible to use formulae for area and volume of shapes. - Calculate the area of parallelograms and triangles. - Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].
Geometry Properties of Shapes	- Draw 2-D shapes using given dimensions and angles. - Recognise, describe and build simple 3-D shapes, including making nets. - Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. - Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Position and Direction	- Describe positions on the full coordinate grid (all four quadrants). - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics	- Interpret and construct pie charts and line graphs and use these to solve problems. - Calculate and interpret the mean as an average.