

Witheridge CofE Primary Academy Maths Knowledge and Skills Progression Map



Subject						
area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Number –	Sort objects into			
Place Value	groups by			
	characteristics.			
	covered			
	The last number			
	counted of a group			
	is the total. Begin			
	to count objects			
	sorted into groups			
	from one to 10			
	covered			
	Count objects that			
	have been sorted			
	into groups from			
	one to 10.			
	covered			
	One object can be			
	represented by			
	another. Identify			
	numbers using			
	concrete objects			
	and pictorial			
	representations.			
	covered			
	Zero comes before			
	one. Find			
	consecutive and			
	non-consecutive			
	missing numbers in			
	sequences			
	counting forwards.			
	COVEREN			
	Zero comes before			
	one. Find			
	consecutive and			
	non-consecutive			
	missing numbers in			
	sequences			
	counting			
	backwards.			
	covered			

One more is the number after. Identify one more than a given number within 10. covered x 2			
One less is the number before. Identify one less than a given number within 10. covered x 2			
Match one object with another. covered			
Equal means the same in amount,			
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.			
Compare groups of objects using the language of equal			
than, greater than, less, less than and fewer.			
covered The less than sign			
(<) shows that the value to the left of it			
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			
the value to the			
right of it. Use <, >			
and = signs to			
compare numbers			
within 10.			
covered x 2			
Compare numbers			
using the language			
'aroatost largost			
greatest, largest,			
smallest, more			
than, less than,			
least, most' and			
'equal to'. Justify			
the order of			
numbers using			
their counting,			
sorting and			
aroupina			
knowledge			
covered			
Covereu			
Order three groups			
of a biasta and use			
the lenguage			
the language			
'greatest and			
smallest'.			
covered			
Know that, when			
comparing			
numbers, they			
should compare the			
highest place value			
column first (tens).			
then move onto the			
ones if the tens are			
equal Order			
equal. Order			
using the language			
greatest, largest,			
smallest, more			
than, less than,			
least, most' and			

'equal to'. Justify the order of numbers using their place value knowledge. Assign			
Ordinal numbers give the position on a list 1st, 2nd, 3rd and so on. Use ordinal numbers to compare position. covered			
Use a number line to 10 to: * Count to 10 * See one more/one less * See greater than/less than statements * Order numbers covered			

non-consecutive missing numbers in and backwards, including numbers including numbers including numbers including numbers including numbers sequences, tit to 20. Assign to 20 in different numbers to 20 in to 20 in additional covered to 20. Assignnon-consecutive waves. numbers to 10 to 20 in different including numbers to 20 in to 20
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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.			
Assign			
-			
Order up to three			
groups of objects			
within 20.			
Assign			
Order up to three			
abstract digits from			
0 to 20.			
Assign			

-					
Count to 50,	Consolidate	Consolidate	Consolidate,	Consolidate	Consolidate
beginning with 0 or	counting to	recognising	using base 10	representing	representing
1, or from any given	50,	the place	concrete and	numbers to	numbers to 10,000,
number.	beginning	value of	pictorial	10,000 using a	adding and
covered x 2	with zero or	each digit in	representations	range of	subtracting 10, 100
	one, or from	a two digit	, including	concrete	and 1000 and
Count forwards and	anv given	number	place value	materials.	discussing what
backwards to and	number.	(ones and	arids. the	covered	happens to the
from 50 from any	Assian	10s).	understanding		place value
aiven number.	g	covered	of how	Represent	columns.
covered	Know that		hundreds are	numbers to	Assian
	one 10 is	Consolidate	bigger than 10s	10.000. adding	
Know that one 10 is	equal to 10	exploring	and how 10s	and	Consolidate
equal to 10 ones	ones	how tens	are bigger than	subtracting	representing
Represent numbers	Consolidate	and ones	ones	10 100 and	numbers on a
to 50 and partition a	renresent	can be	covered	1000 and	nlace value grid to
two digit number	numbers to	nartitioned	covered	discussing	100 000 and use a
into 10e and once	fumbers to	and	Throo digit	what hannone	number line to find
into tos and ones.	ou anu	anu	numbere ere	to the place	
covered x z	partition a	recombined	numbers are	to the place	numbers between
Identify one many	two digit	to make a	hundrode and	value	two points. Place a
Identify one more	number into	total.	nundreds and	columns.	number and
or less than a given	10s and	covered	ones.	Assign	estimate where
number, using	ones.		Consolidate		larger numbers wil
numbers to 50.	Assign	10 10s make	reading and	Rounding to	be.
covered x 2	_	100 and 100	writing three	the nearest 10	Assign
	Consolidate	ones make	digit numbers	is adjusting	
Equal means the	using <, >	100. Explore	on a place	the digits in a	Consolidate
same in amount,	and = signs	100.	value grid.	number either	reading, writing
size or number.	to compare	covered	Assign	up or down to	and representing
More than means	numbers			the nearest	numbers to
greater in amount	within 50.	Demonstrate	Consolidate	10. For two or	1,000,000.
or size. Less than	Assign	using base	estimating,	more digit	covered
means smaller in		10, concrete	working out	numbers, if	
amount or size.	Read and	and pictorial	and writing	the number to	Read, write and
Most means the	write	representati	numbers on a	the right of	represent numbers
biggest number or	numbers to	ons,	number line to	the place	to ten million in
amount of	at least 100	including	1000.	value number	different ways.
something. Least	in numerals	place value	covered	that you are	covered x 3
means the smallest	and words.	grids, how		rounding is	
number or amount	covered x 2	hundreds	Rounding to	equal to or	Multiplying or
of something. Use		are bigger	the nearest 10	greater than	dividing by 10
the language of	Place value	than 10s and	is adjusting the	five, round up.	twice has the same
equal to, more than,	refers to the	how 10s are	digits in a	If the number	effect as
less than (fewer),	amount a	bigger than	number, either	to the right of	multiplying or
most and least in	digit is worth	ones.	up or down, to	the place	dividing by 100 and
various	due to its	covered	the nearest 10.	value number	multiplying or
mathematical	position in a		For two or	that you are	dividing by 10
contexts.	number. For	Partition	more diait	rounding is	three times has the

covered	example, the	numbers to	numbers, if the	less than five,	same effect as
	digit 2 in 25	1,000 into	number to the	round down.	multiplying or
The less than sign	is worth 20	hundreds,	right of the	This means,	dividing by 1,000.
(<) shows that the	(two tens).	tens and	place value	when	Use place value
value to the left of it	Recognise	ones, and	number that	rounding to	knowledge to
is lower than the	the place	know the	vou are	the nearest	identify integers
value to the right of	value of	value of anv	rounding is	10. look at the	10. 100. 1.000 times
it. The greater than	each digit in	aiven diait in	equal to or	ones digit.	the size. one-tenth.
sign (>) shows that	a two-digit	a 3-digit	greater than	Consolidate	one-hundredth. or
the value to the left	number	number.	five. round up.	rounding any	one-thousandth
of it is higher than	(ones and	covered	If the number to	three digit	the size of other
the value to the	tens).		the right of the	number to the	integers.
right of it. Use <. >	covered x 2	Flexibly	place value	nearest 10.	covered
and = signs to		partition	number that	covered	
compare numbers	Partition	numbers to	vou are		Explore the the
within 50.	numbers in a	1.000 in	rounding is	Rounding to	number line to
covered	variety of	different	less than five.	the nearest	10.000.000.
	ways, not	ways, for	round down.	100 is	covered
Know that when	iust as 10s	example 367	This means	adjusting the	
comparing	and ones.	can be	when rounding	digits in a	Compare and order
numbers, they	For example.	partitioned	to the nearest	number either	numbers.
should compare the	58 is made	as 200 + 160	10. look at the	up or down to	presented in
highest place value	up of five	+ 7. or 220	ones digit.	the nearest	different ways, up
column first (10s)	10s and	+130 + 17	Round any	hundred For	to ten million
then move onto the	eight ones	covered	three digit	two or more	covered
ones if the tens are	or four 10s		number to the	digit numbers	
equal. Order	and 18 ones.	Three digit	nearest 10.	if the number	Consolidate
numbers within 50	or two 10s	numbers are	covered	to the right of	rounding any four
using the language	and 38 ones.	made up of		the place	digit number to the
'largest smallest	covered	10s	Rounding to	value number	nearest 10
more than, less		hundreds	the nearest	that you are	hundred or
than, least, most'	Explore how	and ones.	hundred is	rounding is	thousand.
and 'equal to', and	10s and	Read and	adjusting the	equal to or	Assign
justify the order of	ones can be	write three	digits in a	greater than	/ colgin
numbers using	partitioned	digit	number either	five, round up.	Round any whole
their place value	and	numbers on	up or down to	If the number	number to
knowledge	recombined	a place value	the nearest	to the right of	10 000 000
covered	to make a	arid	hundred For	the place	covered
0010104	total	covered	two or more	value number	0010104
Count in multiples	covered x 4	0010104	digit numbers.	that you are	
of two from 20 to		Estimate.	if the number to	rounding is	
50.	Use	work out and	the right of the	less than five.	
covered x 3	concrete.	write	place value	round down.	
	pictorial and	numbers on	number that	This means.	
Count in multiples	abstract	a number	vou are	when	
of five from 20 to	representati	line to 100	rounding is	rounding to	
50.	ons	covered	equal to or	the nearest	
covered x 3	correctly in a		greater than	100. look at	
			J		

	place value	Estimate,	five, round up.	the 10s digit.	
Count to 100,	chart.	work out and	If the number to	Consolidate	
beginning with zero	covered	write	the right of the	rounding any	
or one, or from any		numbers on	place value	three digit	
given number.	Identify and	a number	number that	number to the	
covered x 4	find the	line to 1000.	you are	nearest 100.	
	position of	covered x 2	rounding is	covered	
Group in 10s to	numbers on		less than five,		
identify how many	number	Find 10 and	round down.	Round any	
10s and ones are	lines.	100 more or	This means,	four digit	
within numbers up	covered x 2	less than a	when rounding	number to the	
to 100.		given	to the nearest	nearest 10,	
covered	Estimate the	number.	100, look at the	hundred or	
	position of	covered	tens digit.	thousand.	
Use <, > and =	numbers on		Round any	covered	
signs and language	number lines	Use <, > and	three digit		
to begin comparing	and the	= signs to	number to the	Represent	
numbers up to 100.	value of a	compare	nearest	numbers on a	
covered	given	objects and	hundred.	place value	
	position on a	numbers up	covered	grid to	
When comparing	number line.	to 1000.		100,000 and	
three or more	covered	Assign	1000 is made	use a number	
numbers, inequality			up of 10	line to find	
symbols, such as <	The less	Ascending is	hundreds.	numbers	
and >, should not	than sign (<)	increasing in	Explore 1000.	between two	
be used. Compare	shows that	size.	Assign	points. Place	
numbers and	the value to	Descending		a number and	
amounts using <, >	the left of it	is	Explore	estimate	
and = signs and	is lower than	decreasing	numbers	where larger	
language 'more	the value to	in size.	beyond 1000,	numbers will	
than, less than' and	the right of	Compare	up to 10,000.	be.	
'equal to'.	it. The	and order	covered	covered x 2	
covered	greater than	numbers up			
	sign (>)	to 1000.	1000 is made	Find numbers	
Order sets of	shows that	covered x 2	up of 10	10/100/1,000/1	
objects and	the value to		hundreds.	0,000/100,000	
numbers from	the left of it	Count in	Represent	more or less	
smallest to largest	is higher	steps of 50	numbers to	than a given	
and largest to	than the	from any	10,000 using a	number.	
smallest, using the	value to the	multiple of	range of	covered	
language 'most,	right of it.	50, both	concrete		
bigger, biggest,	Compare a	forwards and	materials.	Partition	
larger, largest,	variety of	backwards.	covered x 2	numbers to	
smaller, smallest'	groups of	covered		1,000,000 in	
and 'least'.	objects		Partition	the standard	
covered	using the		numbers in a	way	
	language		variety of ways,	(thousands,	
Identify one more	'equal to,		not just as	hundreds,	

or less than a given	more, more	thousands,	tens and	
number, using	than, greater	hundreds, 10s	ones) as well	
numbers to 100.	than, less,	and ones. For	as in more	
covered	less than,	example, 5000	flexible ways,	
	fewer' and	+ 300 + 20 + 9	for example	
	the symbols	is equal to 4000	15,875 =	
	<, > and =.	+ 1300 + 10 +	14,875 + 1,000	
	covered	19.	and 15,875 =	
		covered x 3	13,475 +	
	Use <, > and		2,400.	
	= signs to	Recognise the	covered	
	write	place value of		
	number	each digit in a	Explore	
	sentences.	four digit	number lines	
	covered	number	up to	
		(thousands,	1,000,000.	
	Compare	hundreds, tens	covered	
	and order	and ones).		
	numbers	covered	Compare and	
	from zero up		order	
	to 100.	Estimate, work	numbers up	
	covered	out and write	to 100,000.	
		numbers on a	covered	
	Consolidate	number line to		
	counting in	10,000.	Round any	
	multiples of	covered x 2	number to	
	two.		100,000 using	
	covered	Consolidate	understandin	
		finding 10 and	g of multiples	
	Consolidate	100 more or	of 10, 100,	
	counting in	less than a	1000 and	
	multiples of	given number.	10,000.	
	five.	covered	covered x 2	
	covered			
		Find 1000 more	Read, write	
	Consolidate	or less than a	and represent	
	count in	given number.	numbers to	
	multiples of	covered	1,000,000.	
	10.	_	covered x 3	
	covered x 2	Compare and		
		order numbers	The term to	
	Count in	beyond 1000,	term rule	
	multiples of	up to 10,000.	allows you to	
	three.	covered x 2	find the next	
	covered		number in a	
		Rounding to	sequence if	
		the nearest	you know the	
		thousand is	previous term	

		adjusting the	or terms	
		digite in a	Complete	
		uiyitə III d	complete	
		number eitner	number	
		up or down to	sequences	
		the nearest	using	
		thousand. For	counting	
		two or more	forwards and	
		digit numbers,	backwards in	
		if the number to	powers of 10	
		the right of the	up to	
		place value	1,000,000.	
		number that	covered	
		vou are		
		rounding is	Focus on the	
		equal to or	highest place	
		greater than	value when	
		five round up	comparing	
		If the number to	numbore lleo	
		the right of the	- > and -	
			-, - allu -	
		place value	signs and	
		number that	language to	
		you are	compare and	
		rounding is	order	
		less than five,	numbers up	
		round down.	to 1,000,000.	
		This means,	covered	
		when rounding		
		to the nearest	Round	
		thousand, look	numbers to	
		at the hundreds	six digits,	
		digit. Round	including	
		any four digit	rounding to	
		number to the	the nearest	
		nearest 1000.	100,000, and	
		covered	explain where	
			rounding in	
		Round anv	context is	
		number to the	different than	
		nearest 10. 100	expected.	
		or 1000.	covered	
		covered		
		There are two		
		25s in 50 and		
		four 25c in 100		
		Use number		
		in 25s.		

		Assign		
		The numbers below zero, negative numbers, have a '-' sign in front of them. Count backwards through zero to include negative numbers. Assign	Explore negative numbers and their position on a number line. Count back through zero and use negative numbers in context, such as temperature. Assign	Understand negative numbers through counting forwards and backwards through zero. Find intervals across zero in relevant contexts. covered x 3
		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	In Roman numerals, I=1, V=5, X=10, L=50, C=100, D=500 and M=1000. All numbers can 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. covered	

		Roman numerals up to 100 (I to C).	
		covered	

1					
Number – Addition	Whole is all of something. Parts or	Demonstrate knowledge	Recall all the number		
and	groups are	of all	bonds to and		
Subtraction	amounts which,	number	within 10 in a		
oubtraction	when added	bonds to 10.	variety of		
	together, makes up	covered	contexts,		
	the whole of		and		
	something.	Identify	consolidate		
	Separate a whole	multiples of	using		
	number of items	10 bonds to	number		
	into two parts	100,	bonds to 10		
	(groups).	recognising	to recall		
	covered x 2	the link	number		
		between	bonds to		
	Count the items in	single digit	100.		
	two parts or groups	bonds and	covered		
	to make a whole.	10s bonds.			
	covered x 2	covered	Consolidate		
			adding two		
	Altogether is when	Consolidate	digits and		
	everything, every	adding	one digit,		
	item in a part or	numbers	including		
	group, is added	within 20	crossing ten.		
	together. Separate	using	Assign		
	a whole number of	knowledge			
	items into two parts	of number	Find		
	(groups) and count	bonas.	complement		
	the items in two	covered	s to 100.		
	domonstrate how	Concolidato	covered		
	many thoro aro				
	altogether	number			
	covered x 3	bonds to 10			
		to find			
	A number can be	number			
	partitioned into two	bonds to 20.			
	or more parts.	covered			
	Count the items in				
	two parts to find	Find number			
	how many there are	bonds to 100			
	altogether.	with tens			
	covered x 3	and ones.			
		covered			
	'+' represents add				
	or plus and ' ='	Add three			
	represents is equal	one digit			
	to (equals). Create	numbers,			
	a number sentence	using			

using '+' and '='. covered x 2 Adding two numbers in a different order gives the same answer. Add two numbers within 10 and recognise that addition is commutative. covered x 2	commutativit y to increase efficiency. covered		
Break numbers into different parts. covered x 2			
Partition numbers into parts systematically. covered			
Explore number bonds to 10 through a variety of representations, including fingers. covered			
Compare numbers bonds using the '=' , '<' and '>' symbols. Assign			
Adding parts together gives a total. Use '+' and '=' accurately when solving simple additions within 10. Assign			
Know that they are adding to what they already have and should not include			

their start number			
when counting on			
Add by counting			
on.			
Assign			
Find all number			
hondo of numbero			
within 10.			
covered			
Count on from a			
given part to the			
whole to find the			
missing part.			
covered			
Know that they are			
adding to what they			
already have and			
already have and			
should not include			
their start number			
when counting on.			
Add by counting			
on.			
covered x 4			
Concolidato			
exploring number			
bonds to 10			
through a variety of			
representations.			
including fingers			
acyarad x ?			
covereu x s			
Use number bonds			
to 10 to find			
number bonds to			
20.			
covered			
0070100			
Add numbers			
within 20 using			
knowledge of			
number bonds.			
covered x 2			

Wh take who san lan sub life cov The rep awa not awa rem Cor sub sen the cov Bre nur par con	een nothing is en away, the ole remains the me. Use the guage of otraction in real contexts. vered x 2 e '-' symbol oresents taking ay. When thing is taken ay, the whole mains the same. mplete otraction number ntences using e '-' symbol. vered x 2 eak apart a mber into two rts, using ncrete and torial	Consolidate using the strategy of partitioning to make ten to support subtraction crossing 10. Assign	Consolidate subtracting one digit from two digits, including crossing 10. Assign		
sup cov	oport. vered				
Cou to s 'pu' nur and bad cov	unt backwards subtract by tting the start mber in our head d counting ckwards'. vered x 2				
Find by cou mail amo sho Moi Ass	d the difference counting back, unting on or king both ounts to visually ow how many ore/less. sign				
Kno	ow 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. covered x 2			
Use the strategy of partitioning to make ten to support subtraction crossing 10. covered x 2			
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 number. Two digit numbers are made up of two digits, such as 12 or 20. Subtract one digit and two digit numbers within 20, crossing 10. covered			

Complete addition and subtraction using a number line. covered x 2 Addition (+) is putting two or more numbers or objects together to give a larger number (the total). Subtraction (-) is removing or taking away numbers or objects. What is left is the difference between the two numbers. The equals sign (=) shows that things on both sides of it have the same value. Read, write and interpret simple mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Assign Use concrete manipulatives and drawn images to complete inequality and 'equal to' statements, involving comparing a simple statement to an integer. Assign	Identify, using +, - and = symbols, number facts within 20. Assign Addition is the opposite of subtraction. Discuss and share strategies, including using the inverse to check addition and subtraction calculations. Assign Use <, > and = sign to compare number sentences. covered Find missing values in number sentences with familiar number sentences with familiar	Apply prior understandi ng of adding and subtracting ones and 10s to adding and subtracting multiples of 100. covered x 2 Consolidate recognising the pattern of digits when adding and subtracting one. covered x 3 Add and subtract three digit and one digit numbers, not crossing 10. covered X 3 Add and subtract three digit and one digit numbers, not crossing 10. covered X 3 Add and subtract three digit and one digit numbers, not crossing 10. covered X 3 Add and explore what happens when a multiple of 10 is added or subtracted from a three digit number. covered x 3	Add and subtract 1000s. covered	Add and subtract numbers using mental strategies with increasingly large numbers. covered	Add and subtract integers with any number of digits using the formal column method or mental strategies, applying their understanding of place value. covered
Assign Compare two calculations, both	Use related number facts of 10s	Add and subtract 100s. covered x 2			

addition and subtraction, using the symbols <, > and =. Assign Addition and subtraction are inverse operations. Addition is commutative but subtraction is not. Explore addition and subtraction fact families for numbers within 20.	and ones' to solve addition and subtraction calculations. covered x 2 Recognise the pattern of digits when add and subtract one. covered Explore, on	Focus on the position of numbers and place value to add and subtract two digit and three digit numbers. covered x 4		
covered x 3	a 100			
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. covered	square, where the 10s digit changes when the ones digit stays the same. Assign Add and subtract 10s from a given number within 100. covered x 2			

Solve simple	Apply their	Predict	Solve addition	Consolidation of
aye-appropriate	knowledge			solving audition
problems with	knowledge	develop	subtraction	and subtraction
addition and	of mental	number	multistep	multistep problems
subtraction, using	and written	sense by	problems in	in different
concrete objects,	methods to	looking for	different	contexts.
pictorial	solve simple	patterns	contexts.	Assign
representations,	problems	between	covered x 3	
and missing	with addition	calculations.		Solve addition and
number problems.	and	Assign		subtraction
covered	subtraction,			multistep problems
	using	Solve		in different
	concrete	problems,		contexts, deciding
	objects and	including		which operations
	pictorial	missing		and methods to
	representati	number		use and explaining
	ons,	problems,		their choices.
	including	using		covered x 3
	those	number		
	involving	facts, place		
	numbers,	value and		
	quantities	more		
	and	complex		
	measures.	addition and		
	covered	subtraction.		
		covered		

	the same as one 10. Add two digits and one digit including crossing 10. covered Add the ones first when using the column method. Add two digit numbers not crossing 10, including column method. covered Add two digit numbers crossing 10, using partitioning and exchange. covered	Add three digit and two digit numbers, including crossing 10. covered Adding a 10 can change the 10s and hundreds columns. Add multiples of 10 to a three digit number with an exchange. covered Consolidate adding two digit numbers crossing 10, using partitioning and exchange. Assign Add two digit and three digit numbers, including exchanging in more than one column. covered Add two three digit numbers with no exchange.	Consolidate adding two three digit numbers with no exchange. covered Add two four digit numbers with no exchange. covered Consolidate adding two three digit numbers with an exchange. Add two four digit numbers with an exchange. covered Add two four digit numbers with more than one exchange. covered	Consolidate adding two four digit numbers with an exchange. Assign Consolidate adding two four digit numbers with more than one exchange. Assign Add numbers with more than four digits, using place value to line the numbers up correctly for column addition. covered	Consolidate adding numbers with more than four digits, using place value to line the numbers up correctly for column addition. covered x 2
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Add two		
three digit numbers with an		
exchange. covered		

Subtract one including from three numbers with than four digits, one exchange. </th <th></th> <th>10 ones is the same as one 10. Subtract one digit from two digits, including crossing ten. covered x 2 Subtract a two digit number from a two digit number, without crossing ten. covered Subtract a two digit number from a two digit</th> <th>Subtract one digit from three digits, including crossing 10. covered Subtract multiples of 10 from a three digit number, with an exchange. covered Consolidate subtracting a two digit number from a two digit number, crossing 10. Assign Focus on the position of numbers and place value to subtract two digits from three digits using the column method. covered Subtract three digits from three digits, including the use of column subtraction. covered x 2</th> <th>Consolidate subtracting three digits from three digits, including the use of column subtraction. Assign Subtract two four digit numbers with no exchange. covered Consolidate subtracting three digits from three digits, including exchanging in more than one column. Assign Subtract two four digit numbers with one exchange. covered Subtract two four digit numbers with one exchange. covered Subtract two four digit numbers with one exchange. covered Find the most efficient methods for subtraction and mental methods.</th> <th>Consolidate subtracting two four digit numbers with one exchange. Assign Consolidate subtracting two four digit numbers with more than one exchange. Assign Subtract numbers with more than four digits, including exchange using the formal column method. covered</th> <th>Consolidate subtracting numbers with more than four digits, including exchange using the formal column method. covered x 2</th>		10 ones is the same as one 10. Subtract one digit from two digits, including crossing ten. covered x 2 Subtract a two digit number from a two digit number, without crossing ten. covered Subtract a two digit number from a two digit	Subtract one digit from three digits, including crossing 10. covered Subtract multiples of 10 from a three digit number, with an exchange. covered Consolidate subtracting a two digit number from a two digit number, crossing 10. Assign Focus on the position of numbers and place value to subtract two digits from three digits using the column method. covered Subtract three digits from three digits, including the use of column subtraction. covered x 2	Consolidate subtracting three digits from three digits, including the use of column subtraction. Assign Subtract two four digit numbers with no exchange. covered Consolidate subtracting three digits from three digits, including exchanging in more than one column. Assign Subtract two four digit numbers with one exchange. covered Subtract two four digit numbers with one exchange. covered Subtract two four digit numbers with one exchange. covered Find the most efficient methods for subtraction and mental methods.	Consolidate subtracting two four digit numbers with one exchange. Assign Consolidate subtracting two four digit numbers with more than one exchange. Assign Subtract numbers with more than four digits, including exchange using the formal column method. covered	Consolidate subtracting numbers with more than four digits, including exchange using the formal column method. covered x 2
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	three digits from three digits including exchanging in more than one column. Assign	covered		
	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. covered Inverse operations are opposites that reverse the effect of the other operation. Addition and subtraction are inverse operations. Use inverse operations to check	Round to the nearest 10, 100 and 1000 to estimate answers. covered Use inverse operations to check answers, working with increasingly large numbers. covered	Round numbers to support estimating answers for calculations using the term approximate. covered 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. covered	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. Assign

Number – Multiplication and Division	Revise counting in multiples of two, up to 50. covered Revise counting in multiples of five, up to 50. covered Count in multiples of 10.	Mentally calculate mathematica I statements for multiplicatio n within the two times tables. covered Mentally	Consolidate identifying multiples of 2, 5 and 10, showing fluency with the facts in the 2,5 and 10 times-tables. covered x 2	Ten times bigger' is the same as 'multiply by 10'. Mentally calculate mathematical statements for multiplication within the 10 times tables. Assign	Consolidate mentally calculating mathematical statements for multiplication within the 10 times tables. Assign	
		mathematica	mentally	Explore		
		l statements	calculating	problems		
		for	mathematica	involving		
		multiplicatio	I statements	multiplying by		
		n within the	TOP	three, using		
		tive times	multiplicatio	knowledge of		
		covered	two times	threes and		
		covered	tables.	consolidate		
		Mentally	Assign	mentally		
		calculate		calculating		
		mathematica	Consolidate	mathematical		
		I statements	mentally	statements for		
		for	calculating	division within		
		multiplicatio	mathematica	the three times		
		n within the	I statements	tables.		
		10 times	for	covered		
		tables.	multiplicatio	O		
		covered	n within the	Consolidate		
			toblog	mentally		
			Assign	mathematical		
			Assign	statements for		
			Explore	multiplication		
			problems	within the three		
			involving	times tables.		
			multiplying	covered		
			by three			
			using	Each multiple		
			knowledge	of six is double		
			of counting	its equivalent		
			in threes.	multiple of		
			coverea	uiree. Mentally		
			Mentally	mathematical		
			Mentally	mathematical		

calculate	statements for
mathematica	multiplication
I statements	and division
for	within the six
multiplicatio	times tables.
n within the	covered x 3
three times	
tables	Each multiple
tables.	of nino io ono
covereu	
	less than the
Mentally	equivalent
calculate	multiple of 10.
mathematica	Mentally
I statements	calculate
for division	mathematical
within the	statements for
three times	multiplication
tables	and division
covorod	within the nine
Covereu	
Daubling	
	covered x 3
and doubling	
again is the	Explore the 11
same as	times-table.
multiplying	covered
by four.	
Mentally	Explore the 12
calculate	times-table.
mathematica	covered
L statements	
for	Recall and use
multiplicatio	multiplication
n within the	and division
tour times	
tables.	times tables up
covered x 2	to 12 (12x12).
	covered
Halving and	
halving	
again is the	
same as	
dividina bv	
four.	
Mentally	
calculate	
mathematics	
tor division	

			1
	within the		
	f film		
	iour times		
	tables.		
	oovered		
	covered		
	Each		
	Lacii		
	multiple of		
	oight is		
	double its		
	equivalent		
	multiple of		
	four.		
	Montally		
	wientany		
	calculate		
	mathematica		
	mathematica		
	I statements		
	for		
	multiplicatio		
	multiplicatio		
	n within the		
	aight times		
	eight times		
	tables.		
	covered v 2		
	Mentally		
	calculate		
	mathematica		
	Letatomonte		
	i statements		
	for division		
	within the		
	eignt times		
	tables.		
	covored		
	Covered		
	Consolidate		
	mentally		
	calculating		
	mathomatica		
	mathematica		
	I statements		
	for		
	multiplicatio		
	n within the		
	two formand		
	two, rour and		
	eight times		
	tables		
	covered x 2		
	1		

Explore making equal groups and write statements, such as 'there are groups of' covered x 2 Add equal groups to find a total	Make equal groups and write statements, such as 'there are groups of '	Recognise, add and make equal groups. covered Consolidate linking	Multiply by 100, exploring the links with multiplying by 10 and what is happening to the value of the digits.	Find multiples of whole numbers. covered x 2 Factors are the whole numbers that	Consolidate using arrays to show the relationship between multiplication and division. Assign
to find a total,	Assign	repeated	Assign	you multiply	Find the common
counting equal		addition and		together to	factors of two
groups of two, five	Redistribute	multiplicatio	Multiply by one	get another	numbers, using
and 10, and explore	from	n together.	and zero	whole number	mental methods
this within 50.	unequal to	covered	exploring the	(factor ×	and knowledge of
covered	equal		results.	factor =	multiples and
	groups.	Consolidate	covered	product).	display results in
In an array, a row is	Assign	using arrays		Factors come	Venn diagrams and
across and a		to see that	Multiply	in pairs. Use	tables.
column is down.	Consolidate	multiplicatio	together three	arrays to	covered
Make arrays.	adding equal	n facts are	numbers.	show the	
covered x 2	groups to	commutative	covered	relationship	Find common
	find a total,	•		between	multiples of
Double is two	counting	covered x 4	The	multiplication	numbers.
groups of a number	equal		'Associative	and division.	covered
or amount.	groups of		Law' is that, in	covered	
Doubling is adding	two, five and		addition and		Numbers that are
the same number to	10, and		multiplication,	Numbers have	not prime numbers
itself. Double small	explore this		it does not	the same	are called
quantities, using	within 50.		matter how the	factors these	composite
concrete objects	Assign		numbers are	are called	numbers. Find the
and pictorial			grouped.	common	prime factors of
representations.	In an array, a		Change the	factors. Find	numbers.
covered	row is		order of	the common	covered
	across and a		numbers in	factors of two	
	column is		multiplication	numbers,	Develop the
	down.		to group them	compare with	understanding of
	Consolidate		more efficiently	arrays and	square and cube
	making		through an	display	numbers.
	arrays.		understanding	results in a	covered
	Assign		of	Venn diagram.	
			commutativity	covered	
	Make equal		and the	_ .	
	groups.		Associative	Prime	
	covered x 2		Law	numbers nave	
	A dd		covered	exactly two	
	Add equal		A featou is a	ractors, one	
	groups,		A TACTOR IS A	and itself. One	
	connecting		that multiplies	is not a prime	
			that multiplies	number	

-						
l	re	epeated	1	by another	because it	
l	ad	ddition.	1	number to	does not have	
l	co	overed		make a	exactly two	
l				product. such	factors (it only	
l	Kr	now and		as 3×5=15.	has one	
l	re	cognise	1	factor × factor =	factor).	
l	th			product Factor	Establish if a	
l	m	ultinlicatio		product. I dotor	number un to	
l	n	symbol		numbers that	100 is prime	
l	an	ad that		multiply	and rocall all	
l				togothor to	and recail an	
l		is repeated		novellier to	prime	
l	20	IS repeated		narticular	to 19 (2 3 5	
l	au	ink		particular number For	10 19 (2, 3, 5, 5, 7, 14, 12, 17, 9)	
		no otod			1, 11, 13, 17 OK	
	re				19). aavarad	
	ac			∠x4=ō, SO tWO	coverea	
	m			and four are a	Causara	
	n i	togetner.	1	ractor pair of	Square	
	CO	overed		eight.	numbers have	
				Demonstrate an	an odd	
	Us	se the	1	understanding	number of	
	m	ultiplicatio	•	of factor pairs	factors and	
l	n	symbol	1	using concrete	are the result	
l	an	nd work out	1	resources.	of multiplying	
l	th	e total		covered	a whole	
l	fro	om			number by	
	pie	ctures.		Use	itself. The	
	Int	terpret a	1	partitioning of	notation for	
	m	ultiplicatio	1	two digit	squared is ² .	
	n	word	1	numbers into	Establish if a	
	pr	roblem by		10s and ones,	number is a	
	dr	rawing		or into factor	square	
	im	nages to		pairs, in order	number using	
	he	elp solve it.	1	to multiply one	arrays.	
	со	overed		and two digit	covered	
				numbers.		
	Ar	n array is		covered	A cube	
	an	n			number is the	
	ar	rrangement			result of	
	of	f objects.			multiplying a	
	nu	umbers or			whole number	
	piq	ctures in			by itself three	
	CO	olumns and			times. The	
	ro	ows, See.			notation for	
		sing arrays			squared is ³	
	th	at			Establish if a	
	m				number is a	
	n i	facts are			cube number	
L					save number.	

com	imutative	covered
	ered	Consolidate
		multiplying by
Dou	ble is	100, exploring
two	groups	the links with
of a	number	multiplying by
or a	mount.	10 and what is
Dou	bling is	happening to
addi	ing the	the value of
sam	le	the digits.
num	nber to	covered
itsel	lf.	
Con	solidate	Multiply by
dou	bling	1000,
sma	11	explaining the
qua	ntities,	number of
usin	Ig	places to the
cone	crete	left on a place
obje	ects and	value grid.
picto	orial	Digits move
repr	resentati	when
ons	•	multiplied by
COVE	ered	different
		multiples of
Con	solidate	10.
mak	king	covered
grou	ups of an	
equa		Use
amo	bunt from	understandin
a giv	ven total.	g of multiples
COVE	erea	of zero, 100
		and 1000 to
		answer
		related
		questions.
		coverea

	to be able to			
	solve simple			
	division			
	aivision			
	problems.			
	covered			
	Explore odd			
	Explore oud			
	and even			
	numbers			
	and their			
	structure			
	Structure			
	using			
	concrete			
	manipulative			
	s.			
	covered			
	covered			
	Division is			
	the opposite			
	of			
	multiplicatio			
	n. Use			
	grouping or			
	sharing to			
	answer			
	questions			
	questions			
	five times			
	table to			
	support			
	division by			
	fivo			
	covered			
	Grouping			
	and			
	counting in			
	10s is more			
	efficient than			
	sharing into			
	10 equal			
	groups. Use			
	arouning			
	and charing			
	anu sharing,			
	depending			
	on the			
	context of			
	the problem.			
1		1		

	to divide by		
	10.		
	covered		

	Multiply two digits by one digit using the formal method of column multiplicatio n with no exchange. covered x 2 Multiply two digits by one digit using the formal method of column multiplicatio n with exchange. covered x 2	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. covered Consolidate multiplying two digit using the formal method of column multiplication with no exchange. covered Apply knowledge of exchanging 10 ones for one 10 in multiplication, including exchanging multiple groups of 10s in moving towards the formal short multiplication method. covered	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. covered Consolidate multiplying two digit and three digit number, using a formal written method. covered Multiply numbers with up to four digits by one digit numbers, using a formal written method. covered Multiply numbers with up to four digits by one digit numbers, using a formal written method. covered Use the area model of multiplication. covered x 2 Multiply two digits by two	Consolidate multiplying numbers with up to four digits by a one-digit numbers, using a formal written method. covered Consolidate using the area model of multiplication. Assign Consolidate multiplying two digits by two digits using a formal written method. covered x 2 Consolidate multiplying three digits by two digits using a formal written method. covered x 2 Multiply numbers with up to four digits by a two-digit number using the formal written method of long multiplication. covered
by any one digit number, using a formal written method. covered	digits using a formal written method. covered Multiply three digits by two digits using a formal written method. covered			
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	Multiply four digits by two digits using a formal written method. covered x 2			

Div dig nu a c nu pa int on sh eq gro us nu tha inv exe rer co Div dig nu a c nu pa int on sh eq gro us nu tha inv exe nu tha inv exe s nu tha inv exe s nu tha inv exe s nu tha inv exe s nu tha inv exe s nu tha inv exe s nu tha inv exe s nu tha inv exe s nu tha inv exe s nu tha inv exe s inv inv exe inv exe inv exe inv inv inv inv inv inv exe inv inv inv inv inv inv inv inv inv inv	ivide two git umbers by one digit umber by artitioning to 10s and hes and haring into qual roups, sing umbers at do not volve achange or mainders. overed ivide two git umbers by digit umbers by digit umber by artitioning to 10s and hes and haring into qual roups, sing umbers and haring into qual roups, sing artitioning to 10s and hes and haring into qual roups, sing umbers at involve	Consolidate dividing two digit numbers by a one digit number by partitioning into 10s and ones and sharing into equal groups. Divide numbers that involve exchanging between the 10s and ones. The answers do not have remainders. covered Divide two digit numbers by a one digit number by sharing into equal groups where the 10s and ones are divisible by the divisor. Divide numbers that involve exchanging	Consolidate dividing two digit numbers by a one digit number by sharing into equal groups where the 10s and ones are divisible by the divisor. Divide numbers that involve exchanging between the tens and ones. covered Consolidate using place counters to divide two digit numbers by one digit numbers involving remainders. covered Consolidate using place	Consolidate dividing up to four digit numbers by a one digit number. covered x 2 Consolidate using place counters to partition and then group numbers to develop short division method with remainders. Assign Divide up to four digit numbers by up to two digit numbers using the short division method. covered x 3 Divide three digit numbers by a two digit number without remainders, starting with a more expanded method (with multiples shown), before progressing
ex rer co	voive change or mainders. overed	The answers do not have remainders.	exchanging between the tens and ones.	Divide up to four digit numbers by up to two digit
Div	ivide two git	covered Divide two digit	covered Consolidate	numbers using the short division method.
nu a c nu pa	digit umber by artitioning	one digit number by sharing into	counters to divide two digit numbers	Divide three digit numbers by a two
int on sh	to 10s and nes and naring into	equal groups where the 10s and ones are	by one digit numbers involving	digit number without remainders,
eq gro us	qual oups, sing unbers	divisible by the divisor. Divide numbers that	remainders. covered	starting with a more expanded method (with multiples shown)
tha ex be	at involve changing etween the	exchanging between the 10s and ones.	using place counters to divide three	before progressing to the more formal long division
10 on an	os and nes. The nswers do	covered A remainder is	digit numbers by one digit numbers with	method. covered x 2
no rer CO	mainders. overed	number left over after a division	remainders. covered	numbers by two digit numbers using the long
Div int fou	ivide 100 to two, ur, five and	calculation when one number does	Divide up to four digit numbers by a	division method. covered x 2
10 ра со) equal arts. overed	not divide exactly into another. Use	one digit number. covered	Divide using long division method where answers

	A is n c c c c c c c c r n r c c c f f	A remainder s the whole number left over after a division calculation when one number does not divide exactly into another. Explore division with remainders using concrete objects, pictorial	place counters to divide two digit numbers by one digit numbers involving remainders. covered Use place counters to divide three digit numbers by one digit numbers with and without remainders. covered	Use place counters to partition and then group numbers to develop short division method with remainders. covered	have remainders, checking that the remainder is smaller than the divisor. covered Divide four digit numbers using long division method where answers have remainders, interpreting the remainder as appropriate or not applicable depending on context.
	r c a c	representati ons and arrays. covered			Assign
	E o n a n p iii o s s e g u u n t t e b	Divide two digit numbers by a one digit number by partitioning nto 10s and ones and sharing into equal groups, using numbers that involve exchanging			
	1 c g v r c	10s and ones and give answers with remainders. covered			

	N	Multiplicatio	Solve multiply	Solve
	n	n is the	and divide by 6	multiplication
	0	opposite of	problems using	problems in
	d	division.	knowledge of	different contexts.
	C	Consolidate	equal groups,	covered x 3
	u	using	with concrete	
	g	grouping or	and pictorial	Solve division
	s	sharing to	supporting	problems in
	a	answer	methods.	different contexts.
	q	questions	covered x 2	covered x 2
	a	and use the		
	fi	ive times	Solve multiply	In mixed operation
	ta	able to	and divide by 9	calculations,
	s	support	problems.	calculations are
	d	division by	Assign	not carried out
	fi	ive.		from left to right.
	A	Assign	Multiplication	No operation sign
			and division	means multiply.
	G	Grouping	are inverse	4(2+1) means
	а	and counting	operations.	4x(2+1). Complete
	in	n 10s is	Solve multiply	mixed operation
	n	nore	and divide by	calculations.
	e	efficient than	seven	covered x 2
	s	sharing into	problems,	
	1	l0 equal	exploring	Select the
	g	groups.	commutativity.	appropriate mental
	C	Consolidate	covered x 2	strategy over
	u	using		computational
	g	grouping	Apply	methods to
	a	and sharing,	multiplication	improve efficiency.
	d	lepending	facts, including	covered x 2
	o	on the	the seven times	
	C	context of	table, to solve	Determine, by
	t	he problem	problems.	using known facts
	te	o divide by	Assign	from one
	1	10.		calculation and an
		Assign	A remainder is	understanding of
			the whole	commutativity and
		ompare	number left	inverse operations,
	n	nuitiplicatio	over after a	the answer of
	n	i and	aivision	similar calculation
	d			without starting
				airesn.
			numper ades	covered
	S	symbols.	not aiviae	Lioo monte!
	C	overea		
			anouner.	strategies and
		Jie number	Consolidate	

in the calculation, 10 times bigger, will result in the answer being 10 times bigger Solve multiplication n problems using known multiplication n facts. covered Solve simple scaling problems using the vocabulary 'times as many'. covered List systematica y, then calculate without listing, the possible combination s resulting from two groups of objects. covered	solving division problems linking division with repeated subtraction. Include problems with a remainder. covered Scaling involves multiplying or dividing measures or integers to increase or decrease a measurement or quantity. Solve increasingly challenging integer scaling and correspondenc e problems, in which n objects are connected to m objects. covered	check answers to calculations. covered
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1	1	1	1	1	1	1
Number –	Make a half.	A whole is	A whole is	The numerator	The	Use number lines
Fractions	covered	one object	one object or	of a fraction is	numerator of	to count
		or one	one quantity.	the top number,	a fraction is	backwards and
	Make a whole.	quantity. A	A fraction is	and shows how	the top	forwards in
	covered	fraction is	part of an	many parts of a	number, and	fractions and to
		part of an	object,	whole there	shows how	find equivalent
	A half is one of two	object,	shape or	are. Unit	many parts of	fractions.
	equal parts of a	shape or	quantity that	fractions have	a whole there	covered
	whole object or	quantity that	has been	a numerator of	are. Unit	
	shape. Recognise,	has been	split into	one. Non-unit	fractions have	
	find and name a	split into	equal parts	fractions have	a numerator	
	half as one of two	equal parts	or groups.	a numerator	of one.	
	equal parts of an	or groups.	Consolidate	greater than	Non-unit	
	object or shape.	Recognise	recognition	one. The	fractions have	
	covered	equal and	of equal and	denominator of	a numerator	
		unequal	unequal	a fraction is the	greater than	
	A half is one of two	parts of real	parts of real	bottom number,	one. The	
	equal parts of a	IITE ODJECTS	IITE ODJECTS	and snows into	denominator	
	quantity.	and pictorial	and pictorial	now many	or a traction is	
	Recognise, find and	representati	representati	equal parts the		
	name a nair as one	ons of a	ons of a	item or number	number, and	
	of two equal parts	variety of	variety of	IS divided.	snows into	
	or a quantity.	snapes and	snapes and		now many	
	covereu x z	quantities.	quantities.	unit and	the item or	
	A quarter is one of		covered	non unit		
	four equal parts of	Halving is	Halving is	fractions and	divided	
	a whole object or	enlitting a	enlitting a	fractions with	Consolidate	
	shane Recognise	whole into	whole into	denominators	exploring	
	find and name a	two equal	two equal	other than two	fractions of	
	quarter as one of	parts. The	parts. The	three and four.	shapes.	
	four equal parts of	numerator of	numerator of	covered	quantities and	
	an object or shape.	a fraction is	a fraction is		fractions of a	
	covered x 2	the top	the top	The numerator	number line.	
		number and	, number, and	of a fraction is	covered x 3	
	A quarter is one of	shows how	shows how	the top number,		
	four equal parts of	many parts	many parts	and shows how		
	a quantity.	of a whole	of a whole	many parts of a		
	Recognise, find and	there are.	there are.	whole there		
	name a quarter as	The	The	are. Unit		
	one of four equal	denominator	denominator	fractions have		
	parts of a quantity.	of a fraction	of a fraction	a numerator of		
	covered x 2	is the	is the bottom	one. Non-unit		
		bottom	number, and	fractions have		
		number and	shows into	a numerator		
		shows into	how many	greater than		
		how many	equal parts	one. The		
		equal parts	the item or	denominator of		

the item or number is divided. Explore halves in different contexts and use the ½ notation alongside half or halves. covered	number is divided. Consolidate exploring halves in different contexts, and use the ½ notation alongside half or halves. covered	a fraction is the bottom number, and shows into how many equal parts the item or number is divided. Explore fractions of shapes, quantities and a number line. covered	
Halving is the same as dividing by two. Find half of a set of objects or quantity. covered One quarter	Halving is the same as dividing by 2. Consolidate finding half of a set of objects or quantity. covered	A tenth is one divided by 10 (). A tenth is one of 10 equal parts of an object, shape or quantity and is written as . Tenths are calculated by	
is equal to one part out of four equal parts. Recognise a quarter, explore splitting wholes into quarters and see that a	One quarter is equal to one part out of four equal parts. Consolidate recognition of a quarter, explore splitting	dividing an object into ten equal parts or dividing a quantity by 10. For example, one tenth of 50 is 50÷10=5. The number system extends to the right of the	
quarter is half of a half. covered Find quarters of shapes, objects and quantities. covered One third is equal to one	wholes into quarters and see that a quarter is half of a half. covered Consolidate finding quarters of shapes, objects and quantities.	decimal point into the tenths column. Consolidate counting up and down in tenths, recognising that tenths arise from dividing an object into 10 equal parts and	

	part out of	covered	in dividing one	
	three equal		digit numbers	
	parts.	One third is	or quantities by	
	Recognise a	equal to one	10.	
	third,	part out of	covered x 2	
	explore	three equal		
	splitting	parts.		
	wholes into	Consolidate		
	thirds	recognition		
	covered	of a third		
	Coverca	ovuloro		
	Find thirds	explore		
	of obeneo	spinning wholes into		
	of snapes,	wholes into		
		thirds.		
	quantities.	covered		
	covered			
		Consolidate		
	The	finding		
	numerator of	thirds of		
	a fraction is	shapes,		
	the top	objects and		
	number and	quantities.		
	shows how	covered		
	many parts			
	of a whole	The		
	there are.	numerator of		
	Unit	a fraction is		
	fractions	the top		
	have a	number, and		
	numerator of	shows how		
	1. The	many parts		
	denominator	of a whole		
	of a fraction	there are.		
	is the	Unit		
	bottom	fractions		
	number and	have a		
	showe into	numerator of		
	how many			
	oqual parts	donominator		
	the item or	of a fraction		
		of a fraction		
		number, and		
		SHOWS INTO		
	unit fraction	now many		
	as one equal	equal parts		
	part of a	the item or		
	whole.	number is		
	covered	divided.		

		•		
		Consolidate		
	The	recognition		
	numerator	of a unit		
	and the	fraction as		
	denominator	one equal		
	are the same	part of a		
	when the	whole.		
	fraction is	covered x 2		
	equivalent to			
	one whole.	The		
	Non-unit	numerator		
	fractions	and the		
	have a	denominator		
	numerator	are the same		
	greater than	when the		
	1 Pocognico	fraction is		
	1. Recognise $\frac{2}{2}$ and $\frac{3}{2}$ as	naction is		
	73 dilu 74 dS	equivalent to		
	non-unit	one whole.		
	fractions.	Non-unit		
	See	fractions		
	fractions	have a		
	where the	numerator		
	whole is	greater than		
	shaded and	one.		
	how these	Consolidate		
	fractions are	the		
	written.	recognition		
	covered	of ² / ₃ and ³ / ₄		
		as non-unit		
	A fraction is	fractions.		
	part of an	See fractions		
	object,	where the		
	shape or	whole is		
	quantity that	shaded and		
	has been	how these		
	split into	fractions are		
	equal parts	written		
	or groups	covered		
	The ton	5570100		
	number of a	Δ fraction is		
	fraction	nart of an		
	nacion shows the	part of all		
	number of	objeci, shano or		
		Silape Of		
	parts we are			
	uealing with	nas peen		
	and the			
	mottom	equal parts		
	number	or groups.		

	shows the	The top		
	number of	number of a		
	equal parts	fraction		
	into which	shows the		
	something	number of		
	has been	parts that we		
	split A	are dealing		
	quarter (1/4)	with and the		
	is one of	bottom		
	four oqual	number		
	rour equal			
	parts of a	shows the		
	whole	number of		
	object,	equal parts		
	shape or	into which		
	quantity. A	something		
	half (½) is	has been		
	one of two	split. A		
	equal parts.	quarter (1/4)		
	Two-quarter	is one of		
	s (¾) is two	four equal		
	of four equal	parts of a		
	parts. A third	whole		
	(⅓) is one of	object,		
	three equal	shape or		
	parts.	quantity. A		
	Recognise.	half (½) is		
	find, name	one of two		
	and write the	equal parts.		
	fractions 1/4	Two quarters		
	¹ / ₂ ² / ₄ ³ / ₄ and	$\binom{2}{4}$ is two of		
	¹ / ₂ , ¹ / ₄ , ¹ / ₄ and ¹ / ₄	four equal		
	length	narte A third		
	shane set of	(1/2) is one of		
	shipe, set of	(73) is one of		
		narto		
	quantity.	parts. Concolidato		
	Assign			
		recognising,		
		finding,		
		naming and		
		writing the		
		Tractions ¹ / ₄ ,		
		1/2, / /4, ³ /4 and		
		⅓ of a		
		length,		
		shape, set of		
		objects or		
		quantity.		
		covered		

1	1			
		The		
		numerator of		
		a fraction is		
		number and		
		shows how		
		shows now		
		of a whole		
		there are		
		linit		
		fractions		
		have a		
		numerator of		
		one		
		Non-unit		
		fractions		
		have a		
		numerator		
		greater than		
		one. The		
		denominator		
		of a fraction		
		is the bottom		
		number, and		
		shows into		
		how many		
		equal parts		
		the item or		
		number is		
		divided.		
		Recognise		
		unit and		
		non-unit		
		fractions and		
		fractions		
		with		
		denominator		
		s other than		
		two, three		
		and four.		
		Assign		

	auivalant	fractions is a	altogother	larger the
	equivalent	aroup of	allogether.	arger the
		group of	covered	numerator, the
	with small	Tractions that	•	larger the fraction.
	denominator	all nave the	A proper	Compare and order
S	S	same value but	fraction has a	fractions where
	covered	are written	numerator	denominators are
		differently. For	less than the	not multiples of the
	Recognise	example, 1/2,	denominator.	same number. Find
	how a	2/4, 4/8 and 3/6	An improper	the lowest
r	number line	are a family,	fraction has a	common multiple
c	divided into	and 3/4, 6/8 and	numerator	of the
	different	9/12 are a	equal to or	denominators in
a	amounts can	family.	greater than	order to find
r r	represent	Recognise and	the	equivalent
	equivalent	show, using	denominator.	fractions with the
f	fractions.	diagrams,	A mixed	same
	covered	families of	number is the	denominators, then
		common	combination a	compare the
	Use	equivalent	whole number	numerators to find
арана (1996) арана (proportional	fractions.	(integer) and a	the larger or
r i i i i i i i i i i i i i i i i i i i	reasoning to	covered	proper	smaller fraction.
	ink pictorial		fraction.	Assign
i i i i i i i i i i i i i i i i i i i	mages with	Find equivalent	Convert	-
a	abstract	fractions using	improper	If the numerators
r	methods to	the method of	fractions to	are the same, the
f	find	multiplying the	mixed	larger the
G	equivalent	numerators and	numbers.	denominator, the
f	fractions.	denominators	covered x 2	smaller the
F	Find	by the same		fraction. Compare
	patterns and	number.	A proper	and order fractions
	missina	covered	fraction has a	by finding a
r	numerators		numerator	common
	and	Demonstrate	less than the	numerator, then
	denominator	that the number	denominator.	compare the
	s when	of equal parts	An improper	denominators to
	explorina	that make a	fraction has a	find the larger or
	equivalent	whole is	numerator	smaller fraction.
f	fractions	dependent on	equal to or	covered
	covered	the number of	greater than	
		equal parts	the	
r i i i i i i i i i i i i i i i i i i i	Dividina	altogether	denominator	
	something	covered	A mixed	
	nto more		number is the	
	equal parts	The numerator	combination a	
	makes each	of a fraction is	whole number	
	nart smaller	the ton number	(integer) and a	
	Compare	and shows how	nroner	
	unit	many narte of a	fraction	
	unit	many parts of a		

	1			
	fractions or	whole there	Convert	
	fractions	are. The	mixed	
	with the	denominator of	numbers to	
		a fraction is the	improper	
	Same		finiproper	
	denominator.	bottom number,	tractions	
	covered x 2	and shows into	using	
		how many	concrete and	
	Order unit	equal parts the	pictoral	
	fractions or	item or number	methods.	
	fractions	is divided. Unit	covered x 2	
	with the	fractions have		
	samo	a numerator of	When the	
	donominator	ono Non-unit	donominator	
	denominator.	fractiona have		
	covereu	Inactions have		
		a numerator	of two or	
		greater than	more	
		one. Compare	fractions is	
		and order unit	the same, it is	
		fractions or	called a	
		non-unit	common	
		fractions with	denominator	
		the same	or common	
		denominators.	numerator.	
		covered	Compare and	
		covered	order	
			fractiona loss	
			there are	
			than one,	
			where the	
			denominators	
			are multiples	
			of the same	
			number. Find	
			common	
			denominators	
			and common	
			numerators.	
			covered x 4	
			Compare and	
			ordor	
			fractions	
			greater than	
			one, including	
			Improper	
			fractions and	
			mixed	
			numbers.	
			covered x 3	

	1	1		1	
	Find three	Solve	A proper	Count up and	Solve problems
	quarters of a	problems	fraction has a	down in a	that involve adding
	quantity.	involving Y3	numerator less	given fraction	and subtracting
	covered	fractions	than the	and find	fractions and
		skills, such	denominator.	missing	mixed numbers.
	Count up in	as adding	An improper	fractions in a	covered
	halves,	and	fraction has a	sequence.	
	thirds and	subtracting	numerator	covered	Solve problems
	quarters	fractions	equal to or		that combine the
	from any	with the	greater than the	Consolidate	four operations
	number up	same	denominator. A	finding	and fractions using
	to 10.	denominator	mixed number	non-unit	understanding of
	covered	within one	is the	tractions of a	the order of
	0.1	whole.	combination a	quantity.	operations.
	Solve simple	covered	whole number	covered	covered X 2
	problems	Baaganiaa	(integer) and a	Solve	The denominator is
	fractions	Recognise,	proper traction.	Solve	the number of
	nactions.		fractions		ne number of
	covered	fractions of a	aroator than	fractions	parts that the
		discrete set	greater than	nacuons ekille	divided into and
		of objects	one on a	SKIIIS.	the numerator is
		or objects,	and link to	covereu x z	the amount of
		fractions	improper		these parts that we
		with small	fractions and		nood to know
		denominator	mixed		about Calculate
		e	numbers		fractions of an
		s. Accian	covered		amount
		Assign	covered		covered
		Recognise	Consolidate		covered
		find and	recognising		Find the whole
		write	finding and		amount from the
		fractions of a	writing		known value of a
		discrete set	fractions of a		fraction.
		of objects.	discrete set of		covered
		using unit	objects, using		
		and non-unit	unit and		
		fractions	non-unit		
		with small	fractions with		
		denominator	small		
		s.	denominators.		
		covered x 2	covered		
			Find non-unit		
			fractions of a		
			quantity.		
			covered		

	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. covered		
When adding fractions with the same denominator only the numerator is added. The denominator s stay the same. Add two or more fractions with the same denominator where the total is less than one, using practical equipment and pictorial representations covered	 g When adding fractions, only the numerators are added. The denominators stay the same. a Consolidate adding fractions with the same denominator within one whole (⁵/₇ + = ⁶/₇). covered r, When adding fractions, only the numerators are added. The denominators stay the same. Add 2 or more fractions. covered 	Add fractions where one denominator is a multiple of the other. covered x 4 Add more than 2 fractions where two denominators are a multiple of the other. covered Use pictorial methods to explore adding two or more proper fractions where the total is greater than one. covered x 2 Add two fractions where one or both are mixed	Consolidate adding two fractions where one or both are mixed numbers or improper fractions. covered x 3 Add mixed numbers and fractions with any denominators, simplifying answers and converting between improper fractions and whole numbers when calculating. covered x 2

	numbers or improper fractions. covered x 4	
When subtracting fractionsWhen subtracting fractions, only with the same are subtracted.When subtracted 	Subtract fractions where one denominator is a multiple of the other. covered x 2 Subtract proper fractions from mixed numbers. covered x 2 Subtract two fractions where one is a mixed number, and you need to break one of the wholes up. covered x 2 Use different strategies to subtract two mixed numbers.	Consolidate subtracting proper fractions from mixed numbers. covered x 2 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. covered

		Add and	Add and subtract
		subtract	fractions within 1
		fractions with	where the
		the same	denominators are
		denominator	
		denominator.	multiples of the
		covered x 2	same number.
			covered x 3
		When	
		multiplying	Add and subtract
		fractions the	fractions where the
		donominator	denominatoro oro
		remains the	not multiples of the
		same, whilst	same number,
		the numerator	finding equivalent
		is multiplied	fractions to find a
		by the integer.	common
		Multiply unit	denominator
		fractione by	covered v ?
		whole	
		whole	
		numbers,	Multiply fractions
		supported by	and mixed
		materials and	numbers by
		diagrams.	integers.
		covered	covered x 2
		Multiply	Multinly simple
		non unit	naire of proper
		fion-unit	
		fractions by	fractions, writing
		whole	the answer in its
		numbers,	simplest form.
		supported by	covered x 2
		materials and	
		diagrams.	Divide fractions
		covered	where the
			numerator is a
		Multiply	multiple of the
		mixod	intogor dividing by
			niteger uiviullig by.
		numbers by	coverea
		wnoie	
		numbers.	Divide fractions
		covered	where the
			numerator is not a
		The order of a	multiple of the
		multiplication	integer dividing by.
		can change	covered
		when using	
		intogers of	
		fine etters of	
		tractions	

	without changing the product. Improve calculation efficiency by changing the order of fractions and whole numbers when multiplying them.	
	covered	

Longth is a	Longth is a	Beeggnies	Consolidato		
measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Compare, describe and solve practical problems for lengths and heights (long or short; longer or shorter; tall or shorter; tall or short and double or half). covered x 3 Length is a measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Measure and begin to record lengths and heights, using pictorial representations, numbers or words. covered x 2 Measure and begin to record lengths and heights, using a ruler. covered x 2	Length is a measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Consolidate comparing, describing and solving practical problems for lengths and heights (long or short; longer or shorter; tall or short and double or half). covered Length is a measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Non-standar d units used must be of equal length. Consolidate measuring and recording	Recognise millimetres and build on their understandi ng of centimetres and metres using different measuring equipment including rulers, tape measures, metre sticks and trundle wheels. covered Consolidate measuring larger objects using metres. covered Consolidate comparing lengths in the same unit of objects using comparison language, such as longer than, shorter than, taller than, longest, shortest and tallest and symbols. covered	subtracting lengths by taking away and finding the difference. Assign		
	equal length. Consolidate measuring and recording	tallest and symbols. covered Subtract			
	measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Compare, describe and solve practical problems for lengths and heights (long or short; longer or short; longer or short; longer or short; longer or short and double or half). covered x 3 Length is a measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Measure and begin to record lengths and heights, using pictorial representations, numbers or words. covered x 2 Measure and begin to record lengths and heights, using a ruler. covered x 2	Length is aLongth is ameasure of howIong something isfrom end to end.something isHeight is a measurefrom end toof how highis a measurebead to foot or topof how highsomething is fromis a measurehead to foot or topof how highsomething is fromis a measurehead to foot or topof how highsomething is fromis a measurehead to foot or topof how highsomething is fromfoot or top tofor lengths andbase.heights (long orconsolidateshort; longer orcomparing,short; longer orcomparing,short; longer orcomparing,short; longer orcomparing,short; longer orand solvingpracticalproblems forlengths andheightslength is ameasure of howlong something isshort; longerfrom end to end.or shorter;Height is a measureor half).covered x 3coveredand begin to recordLength is alengths, usinghow longpictorialsomething isrepresentations,from end tonumbers or words.foot or top tobase.foot or top toand heights, usingfoot or t	Length is aReasure of measure of how how long something is from end to end.measure of how long and build on theight is a measure of how high something is from to base. Compare, describe and solve from head to foot or top to base. Compare, describe and solve from head to foot or top to for lengths and heights (long or shorter; tall or shorter; tall or shorter; tall or describing shorter and double or lengths and heights (long or shorter; tall or shorter; tall or shorter; tall or short and double or long something is from end to end. end. Heights (long or shorter; tall or short and double or long something is from end to end. engths and base. problems for lengths and heights (long or or shorter; larger objects objects of how high something is from head to foot or top to base. Measure and begin to record lengths and heights, using pictorial representations, numbers or words. covered x 2Incurgent measure of now long something is from end to end. Height is a measure of from end to end. Height is a measure of is a measure of from head to something is from head to something is from head to something is is a measure of in head to foot or top to base. from head to something is is a measure is a measure of from head to something is is a measure is a measu	Length is aLength is aLength is aSoutheratinglong something isfrom end to end.something istheirsubtractingHeight is a measurefrom end tounderstandiand finding theof how highend. Heightng ofdifference.something is fromis a measurecentimetresAssignto base. Compare,of how highand metresfor lengths andfoot or top tomeasure ofmeasure ofheights (long orconsolidateincludingand trundleshort; longer orconsolidateand trundleshort and double orproblems forwheels.haif).problems forcovered x 3covered x 3problems forcoveredlong something is fromor half).metres.covered x 4coveredcoveredlong something is fromor half).metres.something is fromor half).metres.covered x 2coveredcoveredto base. Measureand doubleof how highsomething is asomething is fromor half).measure of howlong longsomething is a measureconsolidatemeasure of howlong longsomething is acoveredcovered x 2Length is amasure of how highsomething is language,from end toend. Heightof how highsomething is language,for or to tolonger than,a ruler.consolidate </td <td>angent of how long something is from end to end.angent of how long something is something is a measure of how high is a measure of how high something is from head to foot or top to base. Compare, practical problems for lengths and heights (long or shorter; tall or shorter; tall or short and double or half).and save equipment rulers, tape measure of covered x 3something is taking away and metres to hase. Comparing, rulers, tape and solving measures, short and double or short; longer or short and double or of how high something is from end to end. or shorter; tall or short and double or short is a measure to base. to tase and begin to record to base. to hagin to record to base. to hagin to record to hasure and begin to record to base. from end to end. or half). covered x 2Consolidate measures of nor half). covered to base. to record lengths and heights, using heights, using of how high something is from end to end.Consolidate measures, coveredMeasure and begin to record lengths and heights, using a ruler. covered x 2Consolidate measure of coveredConsolidate measure of coveredMeasure and begin to record lengths and heights, using a ruler.from end to in tall or shorter is a measure from end to or half). covered to something is language, from head to something is language, from tall consolidate something is la</td>	angent of how long something is from end to end.angent of how long something is something is a measure of how high is a measure of how high something is from head to foot or top to base. Compare, practical problems for lengths and heights (long or shorter; tall or shorter; tall or short and double or half).and save equipment rulers, tape measure of covered x 3something is taking away and metres to hase. Comparing, rulers, tape and solving measures, short and double or short; longer or short and double or of how high something is from end to end. or shorter; tall or short and double or short is a measure to base. to tase and begin to record to base. to hagin to record to base. to hagin to record to hasure and begin to record to base. from end to end. or half). covered x 2Consolidate measures of nor half). covered to base. to record lengths and heights, using heights, using of how high something is from end to end.Consolidate measures, coveredMeasure and begin to record lengths and heights, using a ruler. covered x 2Consolidate measure of coveredConsolidate measure of coveredMeasure and begin to record lengths and heights, using a ruler.from end to in tall or shorter is a measure from end to or half). covered to something is language, from head to something is language, from tall consolidate something is la

lengths and	lengths by		
heights,	taking away		
using	and finding		
niotorial	the		
pictoriai	une		
representati	difference.		
ons,	covered		
numbers or			
words.			
covered			
Consolidate			
measuring			
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Measure			
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both length			
and height			
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with a ruler			
and tape			
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tallest) and
symbols.
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longths as
ordering
objects by
measuring
each length
using the
language
'shorter,
shortest.
longer and
longest' to
describe the
covereu

Compare the	Consolidate	Capacity and	Volume is the	Volume is the
volume in a	comparing	volume can	amount of	amount of solid
container by	the volume	be measured	solid space	space that
describing whether	in a	in litres (I) or	that	something takes
it is full, nearly full,	container by	millilitres	something	up, while capacity
empty or nearly	describing	(ml). There	takes up,	is the amount that
empty.	whether it is	are 1000 ml	while capacity	a container can
covered x 3	full, nearly	in 1 I.	is the amount	hold. Consolidate,
	full, empty	Recognise	that a	through further
Capacity is how	or nearly	the	container can	investigation, how
much a container	empty.	difference	hold.	volume is different
can hold. Volume is	covered	between	Investigate	from capacity.
the space that		measuring in	how volume is	covered
water takes up in a	Capacity is	millilitres	different from	
container. Measure	how much a	and litres	capacity.	Count cubic units
and begin to record	container	and when it	covered	(1 cm ³) to find the
capacities and	can hold.	is more		volume of 3-D
volumes, using	Volume is	efficient to	Compare and	shapes, then use
pictorial	the space	use litres to	order different	cubes to build
representations,	that water	measure	solids that are	models and
numbers or words.	takes up in a	liquid rather	made of	describe their
covered	container.	than	cubes.	volume.
	Consolidate	millilitres.	covered	covered
Compare capacity	measuring	covered		
using non-standard	and		Estimate	The volume of
units of measure	recording	Capacity is	volume and	cubes and cuboids
including the	capacities	how much a	capacity of	can be calculated
vocabulary of more,	and	container	different	by multiplying the
less and equal to,	volumes,	can hold.	solids and	length, width and
and the symbols <,	using	Volume is	objects.	height. This is the
> and =.	pictorial	the space	covered	same as
Assign	representati	that water		calculating the are
	ons,	takes up in a	Containers	of the base and
	numbers or	container.	can be	multiplying it by
	words.	Consolidate	different	the height.
	covered	comparing	shapes but	Standard units of
		the volume	still hold the	volume are cubic
	Capacity is	of	same	centimetres or
	how much a	containers,	capacity. The	centimetres cubed
	container	using <, >	word capacity,	(cm ³) and cubic
	can hold.	and =,	rather than	metres or metres
	Volume is	including the	volume, is	cubed (m ³).
	the space	use of the	often used	Demonstrate the
	that water	language	wnen	link between
	takes up in a	quarter, half	referring to	counting cubes
	container.	and three	liquid Fatimata	and the formula
	Compare the	quarters full.		("I"×"W"×"N") for
	volume of	covered	сарасиу	calculating the

	using <, > and =, including the use of language: quarter, half and three quarters full. covered Measure and estimate the volume of containers using millimetres (ml). covered Capacity and volume can be measured in litres (I) or millilitres (ml). There are 1000 ml in 1 I. Recognise the difference between measuring in millilitres and litres and when it is more efficient to use litres to measure liquid rather than millilitres. covered	The capacity is the amount of liquid a container can hold and the volume is how much liquid is in the container. Explore capacity in litres or millilitres. covered Explore capacity in litres and millilitres. Record measuremen ts as '_L' and '_ml'. For example, '5L' and '500ml'. covered Compare actual numerical measures of capacity, including mixed measuremen ts, using the inequality symbols. covered		practical equipment. covered	covered
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Events can be	The hour	Consolidate	Consolidate	
sequenced using	hand is the	reading and	telling the time	
these words:	shorter hand	writing	to the nearest	
before, after, now,	on a clock	times.	five minutes on	
next. first. morning.	and the	o'clock and	an analogue	
afternoon and	minute hand	half past.	clock, using	
evening Describe	is the longer	from	nast and to	
sort and order	hand On an	analogue	covered	
ovonte using	analoguo	clocks	covereu	
events using	clock the	covorod	In Poman	
	minute hand	covered		
haliyuaye, sucii as	nointo to 12			
belore, aller, next,	points to 12	hand mayoo	11-2, 111-3, 1V-4,	
first, today,	when it is an	nand moves	v=0, v=0,	
yesterday,	o clock time.	along with	VII=7, VIII=8	
tomorrow, morning,	Consolidate	the minute	IX=9, X=10,	
atternoon and	telling the	nand.	AI=11 and	
evening.	time to the	I herefore,	XII=12.	
covered x 2	hour using	when the	Consolidate	
	an analogue	time is	telling the time	
There are seven	clock.	quarter past	to the nearest	
days in a week:	covered	the hour, the	minutes on an	
Monday, Tuesday,		hour hand	analogue clock	
Wednesday,	At half past	will be just	using past and	
Thursday, Friday,	the hour, the	past the	to. Read	
Saturday and	minute hand	hour, and	Roman	
Sunday. There are	has travelled	when the	numerals up to	
twelve months in a	half way	time is	12 (I to XII).	
year: January,	around the	quarter to,	covered	
February, March,	clock and is	the hour		
April, May, June,	pointing at	hand will be	Consolidate the	
July, August,	the six, while	just before	use of the	
September,	the hour	the hour.	language	
October, November	hand is half	Consolidate	morning,	
and December. The	way between	reading and	afternoon, am	
past refers to	the hours.	drawing the	and pm to	
events that have	Consolidate	times	describe the	
already happened.	telling the	'quarter to'	time of dav.	
the present refers	time, to the	and 'quarter	covered	
to events that are	half hour	pasť.		
happening now and	using an	covered	Consolidate	
the future refers to	analogue		comparing	
events that haven't	clock.	There are	analogue and	
happened vet.	understandi	365 days in a	digital clocks	
Recognise and use	ng the	vear and 366	covered	
language relating to		in a lean		
dates including	'half naet'	vear which		
days of the week	covered	occurs avery		
wooks months and	COVERCU	fourth year		
woono, monuto anu		isuiti yeai.		

years and talk	Read and	The twelve		
about events using	write times,	months of		
today, yesterday	using	the year are		
and tomorrow.	o'clock and	January (31		
covered	half past,	days),		
	from	February (28		
The hour hand is	analogue	or 29 days),		
the shorter hand on	clocks.	March (31		
a clock, and the	covered	days), Àpril		
minute hand is the		(30 days),		
longer hand. On an	The hour	May (31		
analogue clock, the	hand moves	davs). June		
minute hand points	along with	(30 davs).		
to 12 when it is an	the minute	July (31		
o'clock time. Tell	hand.	davs).		
the time to the hour	Therefore.	August (31		
using an analogue	when the	davs),		
clock.	time is	September		
covered x 2	quarter past	(30 davs).		
	the hour. the	October (31		
At half past the	hour hand	days),		
hour, the minute	will be just	November		
hand has travelled	past the	(30 days)		
half way around the	hour and	and		
clock and is	when the	December		
pointing at the six,	time is	(31 days).		
while the hour hand	quarter to,	Investigate		
is half way between	the hour	the concept		
the hours. Tell the	hand will be	of years and		
time, to the half	just before	months.		
hour, using an	the hour.	covered		
analogue clock,	Read and			
understanding the	draw the	There are 24		
language 'half	times	hours in a		
past'.	'quarter to'	day. Explore		
covered x 2	and 'quarter	language		
	past'.	around day		
Time can be	covered	and the		
measured using		difference		
hours, minutes and	An analogue	between		
seconds. Measure	clock face	day-time and		
and begin to record	can be	day.		
time (hours,	divided into	covered		
minutes and	60 minutes,			
seconds), using	using the	In Roman		
pictorial	numbers	numerals,		
representations,	from one to	I=1, II=2,		
numbers or words.	12 on the	III=3, IV=4,		

covered	face. Once	V=5, VI=6,		
	the minute	VII=7, VIII=8		
When someone	hand gets	IX=9, X=10,		
wins a race, the	past six, the	XI=11 and		
length of time will	time is	XII=12. Tell		
be shorter. If	described as	the time to		
someone takes	'to' the next	the nearest		
longer, the length	hour, rather	five minutes		
of time will be	than 'past'	on an		
larger. Compare	the hour. A	analogue		
amounts of time	clock face	clock using		
using the language	often shows	past and to,		
faster, slower,	five minute	including		
earlier and later.	intervals as	reading		
covered	well. Read	Roman		
	and show	numerals up		
	analogue	to 12 (I to		
	time to five	XII).		
	minute	covered		
	intervals.			
	covered	An analogue		
		clock face		
	Consolidate	can be		
	measuring	divided into		
	and	five minute		
	recording	intervals		
	time (hours,	using the		
	minutes and	numbers 1 to		
	seconds),	12, with 1		
	using	denoting 5		
	pictorial	minutes past		
	representati	the hour and		
	ons,	11 denoting		
	numbers or	5 minutes to		
	words.	the next		
	covered	hour. Tell the		
		time to the		
	There are 24	nearest		
	hours in a	minutes on		
	day and 60	an analogue		
	minutes in	clock using		
	an hour. Use	past and to.		
	clocks to	covered		
	convert			
	minutes to	Use		
	hours and	language		
	minutes.	morning,		
	covered	afternoon,		

		am and pm		
	Duration is	to describe		
	how long	the time of		
	something	dav.		
	lasts.	covered		
	Identify the			
	start and	Comparo		
	and time of	analoguo		
		analogue		
	an event and			
	use the	CIOCKS.		
	times to	covered x 2		
	work out the			
	duration.	Find the		
	covered x 2	durations of		
		events using		
		both		
		analogue		
		and digital		
		clocks.		
		covered		
		Compare		
		durations of		
		time using		
		analogue		
		and digital		
		clocks		
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		analogue		
		and digital		
		times.		
		covered		
		_ ,		
		There are 60		
		seconds in a		
		minute.		
		Measure and		
		compare		
		durations of		
		time in		
		seconds.		

Writt dura time diffe way seco the s 1 mi 20 s cove	e ations of an arent s e.g. 80 onds is same as inute and seconds. ered
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Mass or weight is the measure of the amount of something and how heavy it is. Hold and describe objects using vocabulary such as heavy, light, heavier than, lighter than, then use scales to check. Investigate to see if larger objects are always heavier than smaller objects. covered x 2 Mass or weight is the measure of the amount of something and how heavy it is. Measure and begin to record masses or weights, using pictorial representations, numbers or words. covered When using non-standard units of measure the units must stay the same. Use non-standard units and balance scales to weigh objects and compare whether they are heavier or lighter. covered	Mass, or weight, is the measure of the amount of something and how heavy it is. Consolidate holding and describing objects using vocabulary, such as heavy, light, heavier than and lighter than, then use scales to check. Investigate to see if larger objects are always heavier than smaller objects. covered Mass or weight is the measure of the amount of something and how heavy it is. Consolidate measuring and recording masses or weights, using pictorial representati	Consolidate comparing mass using < and >, and order objects based on their masses. covered Consolidate feeling the mass of gram weights and use grams when reading weighing scales. covered Read a range of scales, in kilograms or grams, to measure mass, including scales with missing intervals. covered Measure the mass of objects and record them as a mixed measuremen t in kilograms.		

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Recognise and	Consolidate	Consolidate	Convert	
know the value of	the	counting in	between	
different	recognition	1р, 2р, 5р	different units	
denominations of	of different	and 10p	of money using	
coins, including 1p,	denominatio	coins.	decimal	
2p, 5p, 10p, 20p,	ns of coins,	covered	notation.	
50p, £1 and £2.	including 1p,		covered	
covered x 2	2p, 5p, 10p,	Consolidate		
	20p, 50p, £1	counting in	Compare and	
Recognise and	and £2 and	£1 and £2	order amounts	
know the value of	know their	coins and	of money.	
different	value.	£5, £10 and	covered	
denominations of	Assign	£20 notes.		
notes.		covered	Round	
covered	Consolidate		amounts of	
	the	Money can	money written	
Begin to count in	recognition	be recorded	in decimal	
1p, 2p, 5p and 10p	of different	using mixed	notation to the	
coins.	denominatio	units (£ and	nearest pound.	
covered x 2	ns of notes	p). Pounds	Estimate totals	
	and know	and pence	with more than	
	their value.	are recorded	two amounts,	
	Assign	with a	discussing	
		decimal	over and under	
	Count in 1p,	point	estimation.	
	2p, 5p and	between	covered	
	10p coins.	them. When		
	Assign	an amount of	Consolidate	
		money is	adding two	
	Count in £1	recorded in	amounts of	
	and £2 coins	this way, the	money, using	
	and £5, £10	pence sign	pictorial	
	and £20	(p) is usually	representations	
	notes.	omitted. For	to support	
	Assign	example	them.	
		£5.00, £7.25	covered	
	Count in	or £10.01		
	pounds and	Add and	Consolidate	
	pence.	subtract	using different	
	Assign	amounts of	methods to	
		money to	subtract	
	Select coins	give change,	money.	
	to make an	using both £	covered	
	amount.	and pence,		
	Assign	in practical	Consolidate	
		contexts,	using a number	
	Find	including	line and a	
	different	using formal	part-whole	

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	combination	written	model to	
	s of coins	methods.	subtract to find	
	that equal	covered	change.	
	the same		covered	
	amounto of		covered	
	amounts of	Add two		
	money.	amounts of		
	Assign	money using		
		pictorial		
	Compare	representati		
	two difforent	one to		
	values in	support		
	either	them.		
	pounds or	covered		
	pence.			
	Assign	Use different		
		methods to		
	Add money	subtract		
	using	money		
	different	nioney.		
	amerent	covered		
	methods			
	such as,	Use a		
	count on,	number line		
	partitioning	and a		
	and	part-whole		
	regrouping	model to		
	Accian	subtract to		
	Assign	Subiraci io		
		ind change.		
	Find the	covered		
	difference			
	between two			
	amounts of			
	monev			
	including the			
	use of the			
	Surategies of			
	counting on			
	and			
	counting			
	back.			
	Assign			
	_			
	Change is			
	the money			
	roturned 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. Assign		
Solve simple		
problems in a practical		
context, involving addition and		
subtraction of money of		
the same unit and		
change. Assign		

temperature temperature is higher is higher when it is when it is warmer. A warmer. A thermometer thermometer measures measures temperature temperature and and temperature temperature is measured is measured in degrees in degrees Celsius or Celsius or Centigrade Centigrade (°C). 0°C is (°C). 0°C is the freezing the freezing point of point of water and 100°C is the boiling point of water. Read Consolidate temperature temperature temperature is degrees celsius or Celsius or Centigrade (°C). 0°C is the freezing point of point of water and to 0°C is the boiling point of water. Read Consolidate temperature temperature on different temperature temperature thermometer on different scales. thermometer
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Add lengths given in different units of measurement t, converting to the same unit of length to improve efficiency. covered	different units of measurement, converting to the same unit of length to improve efficiency. Assign £1 is 100p. Consolidate converting between pounds and pence. covered 60 minutes in an hour and 60 seconds in a minute. Convert between units of time, such as hours to minutes. covered 365 days in a year and 364 in a leap year, which occurs every fourth year. Approximately 52 weeks in a year and 4 weeks in a	of length and choose the appropriate unit for measurement. covered x 2 Imperial units of measurement were used in Britain from the 1820s to the 1960s, when the metric system, using multiples of 10, was adopted. * 1 inch=2.5cm * 1 foot=12 inches=30cm (approximatel y) * 1 yard=3 feet=914cm (approximatel y) * 1 yard=3 feet=914cm (approximatel y 1m) * 1 mile=1760 yards=1.6km * 1 ounce=28g * 1 pound=16 ounces=454g (approximatel y 1/2kg. 1 kg is sometimes seen as approximating to 2.2 lbs) * 1 stone=14 pounds=6.4kg	between imperial and metric. covered x 2
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	weeks and days. coveredDigital time is written in 4-digit format e.g. 09:30 am not 9:30. Convert between analogue and digital times, using a format up to 12 hours, using am and pm to distinguish between times in the morning and afternoon. covered x 2Convert between analogue and digital times using a format up to 12 hours, using am and pm to distinguish between times in the morning and afternoon. covered x 2Convert between analogue and digital times using a 24 hour clock.	approximate equivalences between metric units and common imperial units , such as inches, pounds (lbs) and pints. covered x 2 Time is not decimal, so some methods may not be effective for conversions. Convert between different units of time, including years, months, weeks, days, hours, minutes and	
	covered	seconds. covered	

ר ד	The	The perimeter	Measure the	
K	perimeter is	is the total	perimeter of	
t	the total	distance	rectilinear	
C	distance	around the	shapes from	
a	around the	edge of a	diagrams	
e	edge of a	shape. The	without grids.	
5	shape. The	perimeter can	Assian	
r	perimeter	be found by	g	
	can be found	counting	A rectilinear	
k	by counting	squares or	shape is a 2-D	
ļ	squares or	measuring with	shape whose	
r	measuring	a ruler.	sides all meet	
	with a ruler	Consolidate	at right	
	Measure and	measuring and	angles	
	compare the	comparing the	Consolidate	
	perimeter of	perimeter of	calculating	
	simple 2-D	simple 2-D	the perimeter	
	shanes	shanes	of rectilinear	
	covered v 2	Assian	shanes hy	
		Assign	counting	
	Calculate the	A rectilineer	squares on a	
	porimotor of	shano is a 2-D	arid	
	simple 2-D	shape is a 2-D	Assian	
	shanos	sidos all moot	Assign	
	snapes.	at right angles	Consolidate	
	covered	Calculato tho	calculating	
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		counting	(including	
		squares on a	aro not on a	
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		Assign	Assign	
		A rectilinear	Concolidato	
		shano is a 2-D	calculating	
		shape is a 2-D	calculating	
		sidae all most		
		sides dil meet	change	
		at right angles.	silapes,	
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	Calculate perimeter of rectilinearFind the perimeter of shapes with and without grids and unknown side addition and subtraction to calculate the missing sides.Find the perimeter of shapes with and without using squared grids and lengths.
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Area is the amount of space taken up sides all meetA rectilinear shape is a 2-D space taken up sides all meet	Draw rectilinear
or surface.at right angles.how differentConsolidate shapes cancounting the number of area.how differentcounting the have the samenumber of neasures in a coveredarea.squares in a coveredshape to measure and areas of space taken up by a 2D shape or surface, and some ways areby a 2D shapeor surface, and some ways areshapes.or surface, and some ways areFind the area of a rectangleby a counting the areaof a shape or squares and some ways arecounting the areaformula.counting the term 'area'formula.counting the term 'area' <th>the same area, and use knowledge of factors to draw rectangles with different areas, recognising the connections between side lengths and factors. covered 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. covered A right-angled triangle with the same length and perpendicular</th>	the same area, and use knowledge of factors to draw rectangles with different areas, recognising the connections between side lengths and factors. covered 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. covered A right-angled triangle with the same length and perpendicular
Explain what formula.	square.
the term 'area' Assign	covered
means and	
explore A compound	A right-angled
different ways or composite	triangle with the
of finding the shape is made	same length and
area of a shape, of two or	perpendicular
	had she had a second
realising that more	neight as a
realising that more some ways are rectilinear	neight as a rectangle will have
realising that more some ways are rectilinear better than shapes.	neight as a rectangle will have an area half the
realising that more some ways are rectilinear better than shapes. others, for Calculate the	neight as a rectangle will have an area half the size. Find the area
realising that more some ways are rectilinear better than shapes. others, for Calculate the example, by area of counting compound	rectangle will have an area half the size. Find the area of a rectangle then
realising that more some ways are rectilinear better than shapes. others, for Calculate the example, by area of counting compound squares shapes by	neight 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 triangle
realising thatmoresome ways arerectilinearbetter thanshapes.others, forCalculate theexample, byarea ofcountingcompoundsquares.shapes bycoveredsplitting intosmaller	neight 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 triangle. covered
Image: selection of the	neight 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 triangle. covered Use the formula,
Image: some some some some some some ways are better thanmore rectilinear better thanmoreImage: some ways are better thanshapes.others, forCalculate the example, byImage: some ways are others, forImage: some ways are calculate the example, byarea of countingImage: some ways are others, forImage: some ways are calculate the example, byarea of countingImage: some ways are others, forImage: some ways are countingshapes by soluting into smallerImage: some ways are others, forImage: some ways are countingshapes. shape is a 2-DImage: some ways are others, forImage: some ways are some ways are shape is a 2-DAssign	neight 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 triangle. covered Use the formula, base *x*
realising that more some ways are better than shapes. others, for Calculate the example, by area of counting compound squares. shapes by covered splitting into smaller A rectilinear shapes. shape is a 2-D Assign	rectangle will have an area half the size. Find the area of a rectangle then halve it to find the area of a triangle. covered Use the formula, base *x* perpendicular
realising that more some ways are better than shapes. others, for Calculate the example, by area of counting compound squares. shapes by covered splitting into smaller A rectilinear shapes. shape is a 2-D Assign shape whose sides all meet Find the	neight 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 triangle. covered Use the formula, base *x* perpendicular height÷2 to
Image: solution of the solutio	neight 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 triangle. covered Use the formula, base *x* perpendicular height÷2 to calculate the area of a variety of
Image: second	neight 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 triangle. covered Use the formula, base *x* perpendicular height÷2 to calculate the area of a variety of triangles where
realising that more some ways are better than shapes. others, for Calculate the example, by area of counting compound squares. shapes by covered splitting into smaller A rectilinear shapes. shape is a 2-D Assign shape whose sides all meet at right angles. Count the area of number of irregular squares in a shapes by	neight 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 triangle. covered Use the formula, base *x* perpendicular height÷2 to calculate the area of a variety of triangles where different side
Image: some some some ways are some ways are better thanmore some ways are better thanmore shapes.others, forCalculate the example, byarea ofcountingcompoundsquares.shapes bycoveredsplitting intosmallersmallerA rectilinearshapes.shapes.shapes.shape is a 2-Dshape is a 2-Dshape shape whosesides all meetFind thesides all meetif if i	neight 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 triangle. covered Use the formula, base *x* perpendicular height÷2 to calculate the area of a variety of triangles where different side lengths are given
realising that some ways are better than others, for calculate the example, by counting squares. shapes by covered splitting into smaller shapes. shape is a 2-D shape whose sides all meet at right angles. Count the area of shape shape sides all meet at right angles. Count the area of rumber of squares in a shape shape shape sides in a shape shape shape shape to shape shape shape shape shape shape shape to shape shape shape shape to shape shape shape shape shape shape shape shape shape shape shape shape shape shape shape sh	neight 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 triangle. covered Use the formula, base *x* perpendicular height÷2 to calculate the area of a variety of triangles where different side lengths are given
realising that some ways are better than others, for calculate the example, by counting squares. shapes by covered splitting into smaller A rectilinear shapes. Shape is a 2-D shape whose sides all meet at right angles. Count the area of irregular squares in a shape to counting shape by covered shapes. Assign	neight 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 triangle. covered Use the formula, base *x* perpendicular height÷2 to calculate the area of a variety of triangles where different side lengths are given
realising that some ways are better than others, for calculate the example, by area of counting squares. shapes by covered splitting into smaller A rectilinear shape is a 2-D shape whose sides all meet at right angles. Count the area of irregular squares in a shape to counting	neight 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 triangle. covered Use the formula, base *x* perpendicular height÷2 to calculate the area of a variety of triangles where different side lengths are given

measure and compare the areas of rectilinear shapes. covered x 3 A rectilinear shape is a 2-D shape whose sides all meet at right angles. Make rectilinear shapes using a	squares using knowledge of fractions to combine part-covered squares. Assign	and where more than one triangle makes up a shape. covered 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
given number of squares.		area of a parallelogram
covered x 2		using knowledge of finding the area
Compare and		of a rectangle.
order shapes by the size of		covered
area using <		
and >. covered x 2		

Shape, Position and Direction	shapes are: cuboids, cubes, cylinders, pyramids, cones and spheres. Recognise and name common 3-D shapes, including cuboids, cubes, cylinders, pyramids, cones and spheres, in different orientations and sizes, and relate them to everyday objects. covered x 2 Sort and group 3-D shapes according to simple properties, including type, size and colour. covered x 2 Common 2-D shapes are: squares, rectangles, circles, triangles, pentagons, hexagons and octagons. Recognise and name common 2-D shapes, including rectangles, sincluding rectangles, sincluding rectangles, sincluding rectangles, sincluding rectangles, sincluding rectangles, sources and triangles, in different orientations and sizes, and relate them to everyday objects. covered x 2	2-D shapes are actually flat. Recognise and name 2-D and 3-D shapes in different orientations and proportions, and differentiate between them. covered x 3 Count sides of 2-D shapes by marking each side as they count. covered x 2 Know that a vertex is where two lines meet at a point and that more than one vertex are called vertices. The word vertex should be used in place of the word corner. Identify and count vertices of 2-D shapes. covered x 2	A curved shapes accurately. covered A curved surface is not a face. A cylinder has 2 circular faces and a curved surface. Recognise and describe 3-D shapes in different orientations, using properties, such as the number of faces, edges, vertices and curved surfaces. covered Make 3-D shapes (cubes, cuboids, prisms, cylinders, pyramids, cones and spheres) using construction materials. covered	recognising, describing and drawing 2-D shapes accurately. covered A polygon is any 2-D shape with straight sides. 'Tri' is derived from Latin and Greek, meaning three. An equilateral triangle has three equal sides and angles and three lines of symmetry. An isosceles triangle has two equal sides and angles. A scalene triangle has no equal sides and no equal angles. A scalene triangle has no equal sides and no equal angles. A right-angled triangle has a 90° angle. The angles in any triangle add up to 180°. Compare and classify triangles using the names isosceles, scalene and equilateral. covered x 2 A quadrilateral is a four-sided	any 2-D shape with straight sides. 'Tri' is derived from Latin and Greek, meaning three. An equilateral triangle has three equal sides and angles and three lines of symmetry. An isosceles triangle has two equal sides and angles. A scalene triangle has no equal sides and no equal angles. A scalene triangle has no equal sides and no equal angles. A right-angled triangle has a 90° angle. The angles in any triangle add up to 180°. Consolidate comparing and classifying triangles, using the names isosceles, scalene and equilateral. covered A quadrilateral is a four-sided shape. 'Quad'	accurately, using learned knowledge, on different grids, such as squared and dotted paper, and using a protractor on plain paper. covered Identify and create a 3-D shape from its net. Draw nets of shapes accurately. covered
--	--	--	---	---	---	---

	shapes.	shape. 'Quad'	is derived
Sort and group 2-D	covered x 2	is derived from	from the Latin
shapes according		the Latin word	word for four,
to simple	A shape has	for four. and	and lateral is
properties.	symmetry in	lateral is	related to
including type, size	a vertical	related to	sides. A
and colour.	line if a line	sides. A square	square has
covered x 2	can be	has four equal	four equal
	drawn down	sides four right	sides four
	the middle of	angles (90°)	right angles
	it and the left	and four lines	(90°) and four
		of symmetry A	lines of
	side is a	roctanglo or	
	of the right	oblong has two	symmetry. A
	Grune right.	obiolig has two	rectangle of
	Explore	sets of two	obiong has
	snapes	equal sides,	two sets of
	being naived	tour right	two equal
	along their	angles (90°)	sides, four
	vertical line	and two lines of	right angles
	of symmetry.	symmetry. A	(90°) and two
	covered x 4	parallelogram	lines of
		has two sets of	symmetry. A
	Recognise	two equal	parallelogram
	and sort 2-D	sides, two sets	has two sets
	shapes,	of two equal	of two equal
	including a	angles and	sides, two
	circle,	usually no lines	sets of two
	square,	of symmetry. A	equal angles
	triangle,	rhombus has	and usually
	rectangle,	four equal	no lines of
	pentagon,	sides, two sets	symmetry. A
	hexagon and	of two equal	rhombus has
	octagon,	angles and two	four equal
	using a	lines of	sides. two
	range of	symmetry. A	sets of two
	different	trapezium has	equal angles
	orientations	two parallel	and two lines
	covered x 2	sides and can	of symmetry
		have nairs of	A tranezium
	Create	equal angles	has two
	natterns with	and a line of	narallel sides
	2.D shance	symmetry	and can have
	covered	Namo and	nairs of orugi
	COVELEU	describe	analoe and a
		nronortion of	ling of
	A three dimon	properties of	
	uiree-dimen	quadrilaterais,	Symmetry.
	sional (3-D)	including a	Consolidate
	snape nas	square,	naming and

three	rectangle,	describing	
measuremen	rhombus,	properties of	
ts and can	parallelogram	quadrilaterals	
be held.	and trapezium.	including a	
These are	covered x 2	square,	
common 3-D		rectangle,	
shapes:		rhombus,	
cuboids,		parallelogram	
cubes,		and	
spheres,		trapezium.	
cones,		covered	
cylinders,			
pyramids,		Regular	
triangular-ba		means that all	
sed pyramid,		of the sides	
square-base		and angles in	
d pyramid		a shape are	
and		equal. An	
triangular		equilateral	
prism. The		triangle and a	
flat surface		square are	
of a 3-D		regular, but a	
shape is		rectangle with	
called a face.		unequal sides	
The faces of		and an	
a cuboid can		isosceles	
be		triangle are	
rectangles		irregular	
and squares.		polygons.	
The faces on		Distinguish	
a cube are		between	
squares.		regular and	
Two of the		irregular	
faces on a		polygons.	
cylinder are		covered	
circles. One			
of the faces		Identify 3-D	
on a pyramid		shapes,	
may be a		including	
circle,		cubes and	
square or		cuboids, from	
rectangle.		their 2-D nets.	
Identify and		covered	
describe 2-D			
shapes of			
faces on 3-D			
shapes.			
covered x 2			

An edge is		
where two		
faces meet		
or whore a		
Tace and a		
curved		
surface		
meet.		
Identify		
edges on		
3-D shapes.		
covered x 2		
A		
A vertex is		
where two or		
more edges		
meet.		
Identify		
vertices on		
3-D shapes.		
covered x 2		
3-D shanes		
can be		
cartod in		
sorieu in		
amerent		
ways e.g.		
taces,		
shapes of		
faces,		
edges,		
vertices, if		
they roll, if		
they stack		
Compare		
and sort 3-D		
shapes and		
ovorvdav		
obioato		
covered x 2		

Complete and make	Create	Horizontal	Horizontal lines	A shape may	
simple patterns	patterns with	lines go	go across.	be	
with 2-D and 3-D	3-D shapes.	across.	Vertical lines	symmetrical,	
shapes.	covered x 2	Vertical lines	go up and	but if the	
covered		go up and	down.	pattern on the	
		down.	Consolidate	shape isn't	
		Identify	identifving	symmetrical	
		horizontal	horizontal and	then the	
		and vertical	vertical lines of	diagram isn't	
		lines of	symmetry in	symmetrical.	
		symmetry in	shapes and	Consolidate	
		shapes and	symbols	identifying	
		symbols	covered x 2	lines of	
		covered		symmetry	
		covered	A shano may	within 2-D	
			ho symmetrical	shanos using	
			be symmetrical,	mirrore	
			nattern on the	tracing naper	
			shano isn't	and nanor	
			supportional	folding	
			thon the	activitios	
			diagram ien't	covorod	
			symmotrical	covereu	
			Identify lines of	A shano may	
			symmetry	ho	
			within 2-D	symmetrical	
			shance using	but if the	
			mirrors tracing	nattorn on the	
			nanor and	shano isn't	
			naper folding	symmetrical	
			activities	then the	
			covered	diagram isn't	
			covered	symmetrical	
			A shane may	Consolidate	
			he symmetrical	completing	
			be symmetrical,	2-D shanes	
			nattorn on the	and nattorne	
			shang isn't		
			symmetrical	knowledge of	
			then the	symmetry and	
			diagram ien't	aquinment	
			symmetrical	such as	
			Complete 2-D	squared	
			shapes and	naper mirrore	
			nattorne ueina	or tracing	
			knowledge of	naner to help	
			symmetry and	them to	
			equinment	accurately	
			edubilioniti	accuratory	

covered

Position and	Direction	Read the	Read the	Both the *x* and
movement can be	can be	*x*-axis first,	*x*-axis first	*y* coordinates are
described using	described	then the	then the	positive in the first
these words: top,	using these	*y*-axis. Read,	*y*-axis.	quadrant. Read
middle, bottom, on	words:	write and use	Consolidate	and plot
top of, in front of,	forwards,	pairs of	reading,	coordinates in the
above, between,	backwards,	coordinates in	writing and	first quadrant.
around, near, close,	left and	the first	using pairs of	Assign
far, up, down and	right.	quadrant,	coordinates in	-
turn Describe	Consolidate	reading the	the first	A full coordinate
position and	describing	axes in the	quadrant,	grid has four
movement,	direction	correct order.	reading the	quadrants (first,
including whole,	and	covered	axes in the	second, third and
half, quarter and	movement		correct order.	fourth). The first
three quarter turns.	including	Plot given	covered	quadrant is the top
covered x 2	forwards,	coordinates on		right, the second is
	backwards,	a 2-D grid and	Consolidate	the top left, the
Direction can be	left and	read, write and	plotting given	third is the bottom
described using	right.	use pairs of	coordinates	left and the fourth
these words:	covered	coordinates.	on a 2-D grid	is the bottom right.
forwards,		covered	and read,	Read and plot
backwards, left and	Position can		write and use	coordinates in all
right. Describe	be described	Move shapes	pairs of	four quadrants.
direction and	using these	and points on a	coordinates.	Assign
movement,	words: top,	coordinate grid	covered	
including forwards,	in between,	following		Draw and translate
backwards, left and	bottom,	specific	The origin on	simple shapes in
right.	above and	directions	a coordinates	all four quadrants
covered	below.	using language	grid is (0,0).	of a coordinates
	Consolidate	such as	The first	grid and describe
Position can be	describing	left/right and	number	the translations
described using	position,	up/down.	represents the	using directional
these words: top, in	including	covered	*x*-coordinate	language.
between, bottom,	top, in		and the	Assign
above and below.	between,	In shape	second	
Describe position,	bottom,	translation,	number	Reflect shapes in
including top, in	above and	when vertex A	represents the	both the *x*-axis
between, bottom,	below.	on the object	*y*-coordinate	and *y*-axis.
above and below.	covered	translates to	. Coordinates	Assign
covered		vertex A on the	are fixed	
	Solve	image, these	wnereas, a	
	propiems	are	point can be	
	nvoiving	corresponding	plotted as	
	position.	vertices.	amerent	
	covered	Describe the	coordinates.	
	Direction	movement of	Read	
		snapes and	the first	
	can be	points on a	ule lifst	

described	coordinate grid	quadrant.	
using these	using specific	covered	
words:			
forwards	as left/right and	Shapes do not	
backwards	up/down	change size	
un down	covered	nor	
loft and	covered	orientation	
right Give		when	
and thon		translatod	
writo		Translato	
diractions		shance on a	
for routos		arid	
including		griu.	
rocording		covered	
routos on		Translate and	
2 D gride		doscribo	
2-D yrius.		translations of	
		cialisiacions of	
Deceribe		covered	
		covereu	
turns using		Pofloat	
full bolf			
iuii, fiali,		bipects using	
quarter,		nnes that are	
turno			
turns,		axes, using a	
CIOCKWISE		2-D grid and	
and		coordinates in	
anticiockwis		une nrst	
e.		quadrant	
covered		covereu	
Describe		Record the	
and record		coordinates of	
directions		the vertices of	
involving		objects and	
movement		its reflected	
and turns.		image.	
covered x 2		covered	
Describe			
and create			
patterns that			
involve			
direction			
and turns			
using the			
language			
clockwise,			

anticlockwis
e, quarter,
half and
three
quarters.
covered

An angle is created when two straight lines meet at a point. Recognise angles as a measure of a turn. Practice making ½, ¼, ¾ and whole turns from different starting points, in both clockwise and anticlockwis e directions, in practical contexts. covered A right angle is a quarter turn, two right angles make a half turn, three right angles make a three quarters of a turn and four right angles make a complete turn. Explore right angles and define with respect to turn. covered	An angle is created when two straight lines meet at a point. Consolidate recognising angles as a measure of a turn, and practise making ½, ¼, ¾ and whole turns from different starting points in both clockwise and anticlockwise directions in practical contexts. covered A right angle is a quarter turn. Two right angles make a half turn, three right angles make three quarters of a turn and four right angles make a complete turn. Consolidate exploring right angles and define with respect to turn. covered An acute angle is less than a right angle and	An acute angle is more than zero degrees and less than 90 degrees, a right angle is exactly 90 degrees and an obtuse angle is more than 90 degrees but less than 180 degrees. Consolidate comparing acute and obtuse angles with a right angle. covered Consolidate comparing and ordering and ordering and scending order. covered A full turn is 360 degrees, a half turn is 180 degrees and a quarter turn (or right angle) is 90 degrees. A reflex angle is greater than 180 degrees.	Use a protractor to measure angles given in different orientations, identifying which side of the scale to read. covered Consolidate using a protractor to draw angles of a given size. covered There are two right angles on a straight line and four right angles around a point. Make links between right angles and turns, and apply these links in different contexts, such as time and on a compass. covered A straight line is a half of a turn. Two right angles, 180 degrees, are equivalent to a straight line. The angles on a straight line add up to 180 degrees. Consolidate calculating missing angles on a straight line.
and define	covered	reflex angle is	angles on a
with respect	An acute angle	greater than	straight line.
covered	is less than a	rov uegrees. Recognise	Covered
COVEICU	right angle and	and define	A full turn is
An acute	an obtuse	angles in	equivalent to 360
angle is less	angle is greater	terms of	degrees.

	than a right	than a right	degrees and	Consolidate
	angle and an	angle.	as fractions of	calculating missing
	obtuse angle	Consolidate	a full turn.	angles and know
	is greater	identifying	covered	when to measure
	than a right	whether an		an angle and when
	angle.	angle is greater	Use a	to calculate from
	Identify	than or less	protractor to	given facts.
	whether an	than a right	measure	covered
	angle is	angle in shapes	acute angles.	
	greater than	and turns	covered	Calculate unknown
	or less than	covered		angles.
	a right angle		Use a	covered
	in shapes	An acute angle	protractor to	
	and turns	is more than 0	measure	Vertically opposite
	covered	degrees and	obtuse	angles, angles
		less than 90	angles.	opposite each
	Measure and	degrees, a right	covered	other when two
	draw straight	angle is exactly		lines cross. share a
	lines	90 degrees and	Use a	vertex and are
	accurately in	an obtuse	protractor to	alwavs equal.
	centimetres	angle is more	draw angles	Explore vertically
	and	than 90	of a given	opposite angles.
	millimetres.	degrees but	size.	covered
	covered	less than 180	covered x 2	
		degrees.		The interior angles
	Perpendicula	Compare acute	A straight line	of a triangle will
	r lines are	and obtuse	is a half of a	add up to 180
	lines that	angles with a	turn. Two	degrees. Explore
	form a right	right angle.	right angles.	interior angles of a
	angle where	covered	180 degrees	triangle
	they meet	0010104	are equivalent	covered
	Parallel lines	Compare and	to a straight	0010104
	never meet	order angles in	line. The	Hatch marks are
	or cross	ascending and	angles on a	used to notate
	they are	descending	straight line	equal lengths
	always the	order.	add up to 180	Calculate unknown
	same	covered	degrees	angles in triangles
	distance		Calculate	using known
	apart.		missing	properties
	Identify and		angles on a	including length of
	find parallel		straight line	sides
	and		covered	covered
	perpendicula			
	r lines in a		A full turn is	Solve missing
	range of		equivalent to	angle problems
	practical		360 degrees	covered
	contexts		Calculate	
	lise the		missing	The interior angles
			maaniy	The interior aligies

	arrow notation to represent parallel lines and the right angle notation for perpendicula r lines. covered	Angles and know when to measure an angle and when to calculate from given facts. covered Identify right angles in squares and rectangles on a grid. covered	quadrilaterals will add up to 360 degrees. Explore interior angles of quadrilaterals, including a parallelogram, rhombus and trapezium. covered Partition shapes into triangles from a single vertex to work out the sum of the angles in polygons. Calculate exterior angles using knowledge of angles on a straight line summing to 180 degrees.
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Statistics	Information,	Information,	Discrete data	Discrete data	Line graphs
	also known	also known	can only be	can only be	represent
	as data, can	as data, can	shown in	shown in	continuous data
	be recorded	be recorded	integers, such	integers, for	not discrete data.
	in tally	in tally	as the number	example, the	Use knowledge of
	charts.	charts.	of children in a	number of	scale to read line
	These charts	These charts	class. Discrete	children in a	graphs accurately.
	make	make	data can be	class.	covered x 2
	information	information	counted and	Discrete data	
	easier for	easier for	cannot be	can be	Read and interpret
	others to	others to	shown in	counted and	line graphs,
	read and	read and	decimals.	cannot be	including those
	understand.	understand.	Interpret and	shown in	that show more
	A tally chart	A tally chart	present	decimals.	than one set of
	is a method	is a method	discrete data in	Consolidate	data. Draw line
	of collecting	of collecting	bar charts,	interpreting	graphs selecting
	information	information	pictograms and	and	the most
	quickly and	quickly and	tables	presenting	appropriate scales
	uses lines,	uses lines,	including data	discrete data	and intervals to
	called tally	called tally	gathered using	in bar charts,	use.
	marks, to	marks, to	tally charts.	pictograms	covered x 2
	represent	represent	Use an	and tables	
	information.	information.	appropriate	including data	Read, interpret and
	Tally marks	Tally marks	scale when	gathered	draw lines graphs.
	are written in	are written in	drawing bar	using tally	Use line graphs to
	groups of	groups of	charts.	charts. Use an	solve problems.
	five.	five.	covered	appropriate	covered x 2
	Construct	Consolidate		scale when	
	simple tally	constructing	Read a time	drawing bar	
	charts.	simple tally	line graph	charts.	
	covered x 2	charts.	accurately and	Assign	
		covered	create their		
	Information,		own line	Consolidate	
	also known	Consolidate	graphs to	reading a time	
	as data, can	constructing	represent	line graph	
	be recorded	more	continuous	accurately	
	In	complex	data.	and create	
	pictograms.	pictograms	covered	their own line	
	These charts	where part		graphs to	
	make	symbols are		represent	
	information	used.		continuous	
	easier for	covered		data.	
	others to	Concolidate		Assign	
	read and			Dead	
	A pietogram	niterpreting		Reau borizontel en l	
	A pictogram	simple			
	uses nictures or	Ack and		of a line	
	pictures of	ASK dIIU			

evenhala ta		awawak	
symbols to	answer	graph,	
snow	simple	including	
Information.	questions by	estimating the	
Construct	counting the	values	
simple	number of	between	
pictograms.	objects in	intervals.	
covered x 2	each	Assign	
	category and		
Interpret	sorting the	Represent	
simple	categories	data in a line	
pictograms.	by quantity.	graph,	
Ask and	covered	drawing axes	
answer		with	
simple	Interpret	appropriate	
questions by	data from	scale.	
counting the	bar charts,	Assign	
number of	pictograms		
objects in	and tables.	Read tables to	
each	covered x 3	extract	
category and		information	
sorting the		and answer	
categories		questions.	
by quantity.		Assign	
covered			
		Two-way	
Construct		tables show	
more		two different	
complex		sets of data	
pictograms		which are	
where part		displayed	
symbols are		horizontally	
used.		and vertically.	
covered x 2		Read, answer	
		questions on	
Interpret		and complete	
more		two-way	
complex		tables.	
pictograms.		Assign	
covered		_	
		Read	
		timetables to	
		extract	
		information	
		and answer	
		questions.	
		Assign	

, e d	Ask and answer questions relating to collected data. covered	some way, such as change over time. Solve comparison, sum and difference problems using information presented in a line graph. Assign	
:k		presented in a line graph. Assign	
n g. g.	ole g. nd g al ock	nd g. ock	olequestions relating to collected data. coveredchange over time. Solve comparison, sum and difference problems using information presented in a line graph. Assign

			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. Illustrate and name the parts of a circle, including the radius, diameter and circumference, and know that the radius is half of the diameter. covered x 2
			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. covered x 2 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. covered x 2
		Angles around a point total 360 degrees. This represents 100% of the data within a pie chart. Draw pie charts using a protractor. covered x 2

Number –		A tenth is	A tenth is one	Convert	Explore the links
Decimals		one divided	divided by 10	fractions to	between tenths.
and		by $10()$ A	() A tenth is	decimals and	hundredths and
Percentages		tenth is one	one of 10 equal	explore their	thousandths
l'oroontagoo		of 10 equal	narts of an	relationship	Consider decimal
		parts of an	object, shape	covered	and mixed number
		object.	or quantity, and		equivalences.
		shape or	is written as	Represent	covered
		quantity, and	1/10. Tenths are	more complex	
		is written as	calculated by	decimal	Convert decimals
		1/10. Tenths	dividing an	numbers and	to fractions and
		are	object into ten	fractions as	explore their
		calculated	equal parts or	fractions and	relationship and
		by dividing	dividing a	decimals.	simplify fractions
		an object	quantity by 10.	covered	to help show
		into ten	For example,		patterns.
		equal parts	one tenth of 50	Explore the	covered
		or dividing a	is 50÷10=5. The	links between	
		quantity by	number system	tenths,	Know common
		10. For	extends to the	hundredths	fractions, such as
		example,	right of the	and	thirds, quarters,
		one tenth of	decimal point	thousandths	fifths and eighths,
		50 is 50 ÷ 10	into the tenths	in both	as decimals.
		=5. The	column.	decimal and	Explore how
		number	Consolidate	fraction form.	finding an
		system	counting up	covered	equivalent fraction
		extends to	and down in		where the
		the right of	tenths,	% is the	denominator is 10,
		the decimal	recognising	symbol for	100 or 1000 makes
		point, into	that tenths	percent,	it easier to convert
		the tenths	arise from	which is the	from a fraction to a
		column.	dividing an	number of	decimal.
		Count up	object into 10	parts per	covered
		and down in	equal parts and	nunarea.	Find fue ations as
		tentns,	in aiviaing one	Recognise the	rind tractions as
		that tantha		percent	dividing the
			or quantities by	symbol (%),	uiviaing the
		dividing on	IU. Accian	norcont	donominator
		object into	กออเมเเ	rolatos to	covered
			Ton hundrodthe	initiates it	COVERED
		narte and in	are equivalent	narts por	% is the symbol for
		dividing one	to one tenth	hundred'	nercent which ie
		digit	Recognise	covered	the number of
		numbers or	tenths or		parts per hundred
		quantities by	hundredths	Write	Consolidate the
		10.	using a	percentages	recognition of the
		covered x 3	hundreds	as a fraction	percent symbol

		square. Use a	with the	(%), knowing that
		part-whole	denominator	percent relates to
		model to	100 and as a	'number of parts
		nartition a	decimal	ner hundred'
		fraction into	covorod	covorod
		for the and	covereu	COVERED
			_	
		hundredths.	Recall the	Percent' means
		covered x 2	fraction and	'out of 100'.
			decimal	Convert fractions
		A tenth is a part	equivalents of	to equivalent
		of a whole split	50%, 25%,	fractions where the
		into 10 equal	20%. 40% and	denominator is 100
		narts	80%	in order to find the
		Recognise the	covered	nercentage
		reletionshin	covereu	percentage
				equivalent.
		between and		covered
		0.1. Write any		
		number of		0.1 is 10%, 0.01 is
		tenths as a		1%. Use knowledge
		decimal and		of common
		represent them		equivalent
		using concrete		fractions and
		and pictorial		decimals to find
		representations		the equivalent
		representations		norcontago
				percentage.
		covered		covered
		A losses due déla la		0
		A nunareath is		Convert between
		one divided by		fractions, decimals
		100 (1⁄100). A		and percentages to
		hundredth is		order and compare
		one of 100		them.
		equal parts of		covered
		an object,		
		shape or		50% = ½, 25% = ¼,
		quantity, and is		10% = and 1% =
		written as		¹⁰⁰ /1000 Use known
		1/100.		fractional
		Hundredths are		equivalences such
		calculated by		as 50% 25% 10%
		dividing an		and 1% to find
		object into 100		anu 170, to intu
				percentages of
		equal parts of		amounts.
		by dividing a		covered
		quantity by 100.		
		Count up and		Explore different
		down in		methods of finding
		hundredths,		certain

	recognising	percentages. Find
	that	20% by dividing by
	hundredths	10 and multiplying
	arise when	by 2 or by dividing
	dividing an	by 5. Find 5% by
	object or	finding half of 10%.
	number by 100	Using these
	and dividing	methods, build up
	tenths by 10.	to find other
	covered	percentages, such
		as 35%.
	Write	covered
	hundredths as	
	decimals and	Use their
	as fractions.	understanding of
	covered	percentages to find
		the missing whole
	Write 1/2, 1/4 and	or a missing
	³ ⁄ ₄ as decimals	percentage when
	linking to	the other values
	hundredths.	are given
	covered	covered

1					
			The tenths	Use place	Consolidate using
			column is to	value	place value
			the right of the	counters and	counters and a
			decimal Read	a place value	place value grid to
			and represent	grid to make	make numbers
			tenths on a	numbers with	with up to two
			place value	up to two	decimal places,
			grid.	decimal	reading and writing
			covered	places,	the decimal
				reading and	numbers and
			Read and	writing the	explaining the
			represent	decimal	value of each digit.
			tenths on a	numbers and	covered
			number line	explaining the	
			and link this to	value of each	Consolidate
			measurement,	aigit.	reading and
			IOOKING at	covered	represent
			measuring in	T h a	thousandths on a
			cm and mm.	INC the use and the s	place value grid.
			coverea		covered
				column is to	Divite many to the
			when dividing	the right of	Digits move to the
			by 10, the	the decimal	left when they are
			number is	point, the	multiplying, and
			10 agual parta	tentris and the	
			To equal parts		place holder. The
			and is to times	Columns. Bood and	not move Identify
			digite is an	roprosont	the value of each
			offective way of	thousandthe	digit in numbers
			dividing by 10	on a place	given to three
			Demonstrate	value grid	decimal places and
			on a place	covered	multiply the
			value chart how		numbers by 10. 100
			the digits move	Round	and 1000, giving
			when dividina	decimals with	answers up to
			by 10, and the	two decimal	three decimal
			importance of	places to the	places.
			zero as a place	nearest whole	covered
			holder.	number and	
			covered	to one	Know that, for
				decimal place	example, 2.4 and
			Moving digits is	(380.64 →	2.40 are the same.
			an effective	380.6; 34.65 →	Similarly, 12 and
			way of dividing	34.7; 1456.54	12.0 are equivalent.
			by 10.	→ 1457) .	Identify the value
			Demonstrate	covered	of each digit in
			how two digit		numbers given to

nambers introve value chart ven dividing phore with by 10. by 10. covered column is to the right of the decimal point is used to and the fenths describe an column. Read unknown and represent hourdredths on a place value covered a place value grid. under decimal phaces. the right of the decimal point is used to and the fenths describe an exchanges take place value grid. under decimal phaces. the right of the decimal point is used to and the fenths describe an exchanges take place value grid. under decimal place value covered decimal place value a place value covered decimal place. Moving digits is covered the value chart way of dividing by 100. no a place numbers move for the value covered the value chart when dividing by 100. covered the value chart when dividing by 100. covered the value chart when dividing by 100. covered the place. All digits move to the place. Notice the place value the place. the value chart when exchanges the place. the value chart when dividing by 100. covered the place. the value chart when dividing by 100. covered the place. the value chart when exchanges the place. the value chart when dividing by 100. covered the place. the place. the place. the value chart when dividing by 100. the place. the place. the place. the place. the value chart when exchanges the place. the place. the value chart when dividing the the value the place. the place. the place. the value chart when dividing the value chart the dividing by 100. the the value chart the dividing by 100. the the value chart the dividing by 100. the the value chart the dividing by the the value chart the the value chart the the value chart the value chart the value chart the the value chart the the value chart the value		numbers move	Read write	three decimal
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Read and write numbers with up to two decimal places			covered	
numbers with up to two decimal places		Read and write		
up to two decimal places		numbers with		
decimal places		up to two		
		decimal places		

and understand the value of each digit. covered x 2
Compare numbers with up to two decimal places. covered
Order numbers with up to two decimal places. covered
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. covered
		A complement is something that you add to make a
		defined whole. Find the complements which sum to
		make one. covered Add decimals crossing the
		whole, using complements. covered
		greater than one with the same number of decimal
		places. covered Add numbers with different
		numbers of decimal places. covered

	v v c r t t r t c c c c c c c c c c c c c c	whole. covered Subtract numbers with the same number of decimal blaces. covered Subtract decimals with different numbers of decimal	
	r c r r ii a s c t	olaces. covered Solve problems nvolving adding and subtracting decimals with the same	Use understanding of division to solve problems where the answer has up to two decimal places. covered
	r C F C S F ii a	number of decimal blaces. covered Solve problems nvolving adding and	
	s c a r c c f c c	subtracting decimals with a different number of decimal blaces. covered	

		decimals from whole	
		numbers. covered	

Number –			Ratio shows the
Ratio			relationship
			between two
			values and can
			describe how one
			is related to
			another. Make
			simple
			comparisons
			between two
			different quantities.
			covered
			Use objects and
			diagrams to
			compare ratios and
			fractions.
			covered
			Pagagnias the
			colon notation as
			relating to the
			ordor of parts lleo
			the language 'for
			avery there
			are ' and read
			ratios, such as 3:5
			as 'three to five'.
			covered
			Draw bar models to
			represent
			problems, clearly
			labelling the
			information given
			and what is to be
			calculated.
			covered x 2
			The forms is set
			I ne term 'scale
			to make them two
			three or more
			times bigger Draw
			2-D shapes on a
			arid to a given
			scale factor and be

			able to use vocabulary, such as 'Shape A is three times as big as shape B'. covered
			'Similar' shape in mathematics means that one shape is an exact enlargement of the other, not just that they have some common properties. Use multiplication and division fact to calculate missing information and scale factors. covered Apply learned ratio skills and knowledge to a wide range of
			problems in different contexts. covered x 2

Number –			Explore one-step
Algebra			function machines,
			giving an output to
			an input, and work
			backwards to give
			an input from an
			output.
			covered
			Explore two-step
			function machines,
			recording inputs
			and outputs in the
			form of a table.
			covered
			Know simple
			algebraic
			conventions such
			as *v* x 4 as 4*v*.
			Use simple
			algebraic inputs,
			such a *y*, to form
			expressions, such
			as *y* + 4.
			covered
			The same
			expression can
			nave different
			on what has been
			substituted
			Substitute into
			simple expressions
			to find a particular
			value.
			covered
			Substitute into
			familiar formulae
			such as those for
			area and volume
			and use simple
			out values UI
			such as the cost of
			a taxi or the
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			amount of
			medicine to take
			given a person's
			age.
			covered
			covered
			Expressions like
			x + 5, can take
			different values
			demonding on the
			depending on the
			value of *x*, but an
			equation like *x* +
			5 = 11.2 *x* is a
			specific unknown
			algebraic notation
			to form one-step
			equations.
			covered
			covered
			Solve simple
			one-step equations
			involving the four
			operations
			operationel
			covered
			Solve two-step
			equations
			involving the four
			oporations
			covered
			Find pairs of
			numbers that
			satisfy an equation
			involving two
			involving two
			unknowns, such as
			2*p* + *q* = 12.
			covered
			Find nossible
			solutions to
			equations which
			involve multiples
			of one or more
			unknown.
			covered