



Mathematics

Whole School Medium Term Planning

Y4 / Y5 / Y6 Autumn Term

- **Blue highlighting** denotes specific material moved down from a higher year.
- **Yellow highlighting** denotes content not explicit in the PNS for the year, to help you transfer from your existing lesson planning.
- **Purple text** denotes repeated statements.
- *Italics* indicate illustrative examples, non-statutory notes and guidance from the new PoS. (NB most of the non-statutory notes and guidance are new, from a higher year, or beyond the PNS.)

| | Year 4 | Year 5 | Year 6 |
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| Number and place value | <ul style="list-style-type: none"> • Count in multiples of 6, 9, 25 and 1000 e.g. 625, 600, 575, 550, 525, 500, ... • Find 1000 more or less than a given number e.g. $45 + 1000$, $8904 - 1000$ • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers using different representations <i>including measures and measuring instruments</i> • Round any number to the nearest 10 or 100 • Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers | <ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. <i>order a set of multi-digit numbers from smallest to largest - 37 700, 737 570, 737 507, 37 570</i> • Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 e.g. 197 000, 198 000, 199 000, 200 000, 201 000... • Round any number up to 1 000 000 to the nearest 10, 100 and 1000 e.g. <i>265 946 to the nearest 1000 (266 000)</i> • Solve number problems and practical problems that involve number, place value and rounding e.g. <i>What number is halfway between 560 500 and 560 600?</i> | <ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit e.g. <i>What must be added to 26 523 to change it to 54 525?</i> • Round any whole number to a required degree of accuracy e.g. <i>round 265 496 to the nearest 10 000 (270 000)</i> • Solve number and practical problems that involve number, place value and rounding e.g. <i>What is the largest 5-digit number whose digits sum to 20? (99200).</i> |
| Addition and subtraction | <ul style="list-style-type: none"> • <i>Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate $540 + 400$ or $900 - 360$</i> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation e.g. <i>$8702 - 499$ is approximately $9000 - 500 = 8500$; check $8203 + 499 = 8702$</i> • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. <i>It costs £3.50 for Ben to go swimming and £5.70 for his mum; how much change is there from £10</i> | <ul style="list-style-type: none"> • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers e.g. $15\ 400 - 2000 = 13\ 400$ • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. <i>I have read 124 of the 526 pages of my book; how many more pages must I read to reach the middle?</i> | <ul style="list-style-type: none"> • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. <i>There are 6534 cars parked in a 3-storey car park; 1398 are on the first floor and 3765 are on the second floor; how many cars are parked on the third floor?</i> • Solve problems involving addition, subtraction, multiplication and division e.g. <i>396 children and 37 adults went on a school trip; buses seat 57 people; how many buses were needed?</i> |
| Multiplication and division | <ul style="list-style-type: none"> • Recall multiplication and division facts for multiplication tables up to 10×10 • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers e.g. $600 \div 3 = 200$; $4 \times 6 \times 2$ | <ul style="list-style-type: none"> • <i>Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations</i> • Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers | <ul style="list-style-type: none"> • <i>Continue to use all the multiplication tables to 12×12 in order to maintain their fluency e.g. $84 \div 12$</i> • <i>Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division</i> |

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| | <ul style="list-style-type: none"> • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (see appendix) • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit e.g. $34 \times 6 = (30 \times 6) + (4 \times 6)$, integer scaling problems and harder correspondence problems such as n objects are connected to m objects e.g. 3 skirts and 4 tops, how many different outfits? | <ul style="list-style-type: none"> • Know and use the vocabulary of prime numbers and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts e.g. 60×9 • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 e.g. $456 \div 100 = 4.56$ • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign e.g. $40 \times 8 = 500$ <input type="checkbox"/> | <ul style="list-style-type: none"> • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Perform mental calculations, including with mixed operations and large numbers e.g. $(13\,500 \times 2) \div 9 = 3000$ • Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. e.g. find the perimeter of a football pitch with side lengths 105.3m and 46.8m (estimate: $(105+45) \times 2 = 300\text{m}$; actual: $(105.3+46.8) \times 2 = 304.2\text{m}$ (same number of decimal places as numbers in the question)) • Identify common factors, common multiples and prime numbers e.g. common factors of 12 and 15 are 1 and 3; common multiples of 4 and 6 are 12, 24, 36...; prime numbers are numbers with exactly 2 factors e.g. 2, 3, 5, 7, 11, 13, ... |
| Fractions (including decimals and percentages) | <ul style="list-style-type: none"> • Know that decimals and fractions are different ways of expressing proportions • Recognise and show, using diagrams, families of common equivalent fractions • Count using simple fractions and decimal fractions, both forwards and backwards e.g. $4\frac{1}{3}, 4\frac{2}{3}, 5, 5\frac{1}{3}, 5\frac{2}{3}, 6, 6\frac{1}{3}$; 3.2, 3.1, 3, 2.9, 2.8, ... and represent fractions and decimals on a number line • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten e.g. $\frac{3}{10} = \frac{30}{100} = 0.30 = 0.3$ • Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths e.g. $\frac{6}{9} = \frac{2}{3}$ • Solve problems to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number e.g. find $\frac{4}{9}$ of 18 counters • Recognise and write decimal equivalents of any number of tenths or hundredths e.g. $\frac{9}{10} = 0.9$; $\frac{9}{100} = 0.09$ • Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths | <ul style="list-style-type: none"> • Know that percentages, decimals and fractions are different ways of expressing proportions • Count forwards and backwards in fractions and decimals bridging zero • Compare and order fractions whose denominators are all multiples of the same number e.g. put these fractions in order from the smallest: $\frac{5}{12}, \frac{5}{6}, \frac{11}{12}, \frac{2}{3}$ • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths making links to decimals and measures e.g. $\frac{37}{100}$ metre = 0.37m • Read and write decimal numbers as fractions e.g. $0.71 = \frac{71}{100}$ • Mentally add and subtract: <ul style="list-style-type: none"> ○ tenths e.g. $0.8 - 0.3$ ○ one-digit whole numbers and tenths e.g. $3.4 + 2.6$ ○ complements of 1 e.g. $0.85 + 0.15 = 1$ • Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction e.g. $43\% = \frac{43}{100} = 0.43$ • Recognise that percentages are proportions of quantities e.g. 40% of the class are boys; what percentage are girls? as well as operators on quantities e.g. find 40% of 30 children. | <ul style="list-style-type: none"> • Use common factors to simplify fractions e.g. as the numerator and denominator have a common factor of 4, $\frac{12}{16}$ can be simplified to $\frac{3}{4}$; use common multiples to express fractions in the same denomination e.g. as the denominators have a common multiple of 12, $\frac{3}{4}$ and $\frac{5}{6}$ can both be expressed in twelfths i.e. $\frac{9}{12}$ and $\frac{10}{12}$ respectively • List equivalent fractions to identify fractions with common denominators • Compare and order fractions, including fractions >1 e.g. put these fractions in order from the smallest: $\frac{5}{4}, \frac{5}{8}, \frac{3}{2}, \frac{14}{8}$ • Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places e.g. $205.6 \div 100 = 2.056$ • Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.6×7 • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. order $\frac{4}{5}$, 75%, 0.9, $\frac{19}{20}$ |
| Measurement | <ul style="list-style-type: none"> • Convert between different units of measure (e.g. kilometre to metre; hour to minute) e.g. $4\frac{1}{2}\text{kg} = 4500\text{g}$; | <ul style="list-style-type: none"> • Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) e.g. $15.7\text{cm} = 157\text{mm}$ | <ul style="list-style-type: none"> • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using |

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| | <ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence <i>e.g. put in order: £1.20, 98p, £0.89, £1.08</i> | <ul style="list-style-type: none"> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres <i>e.g. find the perimeter of an L shape where one or two side lengths are not given</i> Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes Use all four operations to solve problems involving measure (<i>e.g. length, mass, volume, money</i>) using decimal notation including scaling | <p>decimal notation to three decimal places <i>e.g. 4.52kg = 4520g; 1.005km = 1005m</i></p> <ul style="list-style-type: none"> Recognise that shapes with the same areas can have different perimeters and vice versa <i>e.g. investigate rectangles with areas of 24cm² to find which has the smallest perimeter</i> Recognise when it is possible to use formulae for area of shapes <i>e.g. find the length of rectangle which is 4m wide and has the same area as a square with a side length of 8cm.</i> Calculate the area of triangles, relating it to the area of rectangles, <i>e.g. compare the 'counting squares' method to using the formula for the area of a triangle</i> |
| Ratio and proportion | | | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts <i>e.g. adjust a recipe for 4 people, to serve 20 people</i> |
| Properties of shapes | <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals (<i>e.g. parallelogram, rhombus, trapezium</i>) and triangles (<i>e.g. isosceles, equilateral, scalene</i>), based on their properties and sizes <i>e.g. sort triangles to find those that are isosceles and/or have a right angle</i> Complete a simple symmetric figure with respect to a specific line of symmetry | <ul style="list-style-type: none"> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations <i>e.g. using isometric paper</i> <i>Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles.</i> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Use the properties of rectangles to deduce related facts and find missing lengths and angles <i>e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles...</i> | <ul style="list-style-type: none"> Draw 2-D shapes using given dimensions and angles using measuring tools and conventional markings and labels for lines and angles <i>e.g. same length lines, parallel lines and same size angles:</i> Recognise, describe and build simple 3-D shapes, including making nets <i>e.g. investigate different nets for a cube, recognising when 'nets' will fold to make a cube and when they will not.</i> |
| Position and direction | <ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygon. <i>e.g. find the coordinates of the missing vertex of a shape.</i> | <ul style="list-style-type: none"> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. | <ul style="list-style-type: none"> Describe positions on the full coordinate grid (all four quadrants) <i>e.g. (-3, 7)</i> Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed algebraically <i>e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and (a+d, b+d)</i> |
| Algebra | | | <ul style="list-style-type: none"> <i>Use symbols and letters to represent variables and unknowns in mathematical situations...</i> <ul style="list-style-type: none"> <i>missing numbers, lengths, coordinates and angles e.g. 3x=24 or the angles in a triangle are 35°, 120° and y°; find y</i> <i>mathematics and science formulae e.g. A=l×w</i> <i>arithmetic rules e.g. a+b=b+a</i> Express missing number problems algebraically <i>e.g. 17 = x + 4.5</i> Use simple formulae expressed in words <i>e.g. write a formula for the number of months, m, in y years. (y=12m)</i> |

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| | | | <ul style="list-style-type: none"> Enumerate all possibilities of combinations of two variables <i>e.g. investigate how many different ways 2 red eggs can be placed in a 6-space egg carton, by starting with a 3-space carton, 4-space carton etc?</i> |
| Use and interpret data | <ul style="list-style-type: none"> Interpret and present discrete data using appropriate graphical methods, including bar charts, <i>using a greater range of scales</i> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | <ul style="list-style-type: none"> Complete, read and interpret information in tables, including timetables. | |
| Statistics | | | <ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems <i>e.g. draw a pie chart to show how Jack spends his £36 birthday money:</i> <ul style="list-style-type: none"> £9 snacks £15 toys £12 books <p><i>Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects e.g. a scattergraph connecting heights of children and their long-jump distance</i></p> |

Y4 / Y5 / Y6 Spring Term

| | Year 4 | Year 5 | Year 6 |
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| Number and Place Value | <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers e.g. 8, 6, 4, 2, 0, -2, -4, -6,... Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations including measures and measuring instruments Round any number to the nearest 10 or 100 Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers | <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the smallest integer you can make using all of these digits: 8, 1, 0, 5, 6? Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero e.g. count back in threes: 8, 5, 2, -1, -4, -7... Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve number, place value and rounding e.g. What is the largest 4-digit number whose digits sum to 20? (9920). Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule e.g. find the rule and complete the sequence: ____, 16, 8, 4, ____, 1, 0.5, ____ (rule is: halve previous number) | <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Round any whole number to a required degree of accuracy e.g. Give an example of a number which you might round to the nearest 10? Nearest 10 000? Use negative numbers in context, and calculate intervals across zero e.g. how much warmer is 5°C than -4°C? (9°C) Solve number and practical problems that involve number, place value and rounding e.g. What is the smallest number which rounds to 35 000, to the nearest 1000? (34 500). |
| Addition and Subtraction | <ul style="list-style-type: none"> Use both mental and written methods with increasingly large numbers to aid fluency Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. investigate which amounts of money cannot be made using exactly three coins. | <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. I bought some stickers on Monday; on Tuesday I bought 20 more than I bought on Monday; now I have 70; how many stickers did I buy on Monday? | <ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. Three people won £365 496 on the lottery; one received £197 540, another received £40 010; how much did the third person receive? |
| Multiplication and Division | <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers e.g. 420 = 70 × 6; 5 × 4 × 9 Recognise and use factor pairs and commutativity in mental calculations e.g. factor pairs of 20 are 1 and 20, 2 and 10, 4 and 5; addition and multiplication are commutative e.g. 2×6×5=2×5×6=10×6 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Use the formal written method for short division with exact answers when dividing by a one-digit number e.g. 456 ÷ 3 | <ul style="list-style-type: none"> Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers Know and use the vocabulary of prime numbers and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers | <ul style="list-style-type: none"> Continue to use all the multiplication tables to 12 × 12 in order to maintain their fluency Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Perform mental calculations, including with mixed operations and large numbers Solve problems involving addition, subtraction, multiplication and division e.g. I think of a number and subtract 5.6 from it |

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| | <ul style="list-style-type: none"> Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit e.g. $34 \times 6 = (30 \times 6) + (4 \times 6)$, integer scaling problems and harder correspondence problems such as n objects are connected to m objects e.g. the number of different choices on a menu | <ul style="list-style-type: none"> Multiply and divide numbers mentally drawing upon known facts e.g. $630 \div 9$ Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context e.g. $98 \div 4 = 24 \text{ r } 2 = 24\frac{1}{2} = 24.5 \approx 25$. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign e.g. There are 6 shelves of books; 3 shelves hold 35 books each, one shelf holds 45 books and the top two shelves have the same number of books on each; there are 200 books altogether; how many books are on the very top shelf? | <p>then multiply the result by 6; the answer is 7.2; what was my number?</p> <ul style="list-style-type: none"> Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy e.g. A box contains approximately 52 matches; how many boxes can be filled with 10 000 matches? Identify common factors, common multiples and prime numbers e.g. Find the smallest common multiple of 5, 6 and 8 (120) Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Use their knowledge of the order of operations to carry out calculations involving the four operations and using brackets; e.g. $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$. |
| Fractions, decimals, percentages | <ul style="list-style-type: none"> Know that decimals and fractions are different ways of expressing proportions Recognise and show, using diagrams, families of common equivalent fractions Count using simple fractions and decimal fractions, both forwards and backwards and represent fractions and decimals on a number line Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths Solve problems to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number e.g. What fraction of a day is 3 hours? Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths Round decimals with one decimal place to the nearest whole number e.g. 32.5 rounds to 33; 49.7 rounds to 50 Compare numbers with the same number of decimal places up to two decimal places e.g. put in order: 2.56, 26.52, 2.65, 25.62, 2.62 | <ul style="list-style-type: none"> Know that percentages, decimals and fractions are different ways of expressing proportions Count forwards and backwards in fractions and decimals bridging zero Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths making links to decimals and measures Connect fractions >1 to division with remainders e.g. $\frac{5}{4} = 5 \div 4 = 1\frac{1}{4}$ Recognise mixed numbers and improper fractions and convert from one form to the other e.g. $5\frac{2}{3} = \frac{17}{3}$ and write mathematical statements >1 as a mixed number e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ Add and subtract fractions with the same denominator and multiples of the same number e.g. $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$ Find fractions of numbers and quantities e.g. $\frac{3}{4}$ of £14 Connect multiplication by a fraction to using fractions as operators e.g. $\frac{2}{3}$ of 12 = $12 \times \frac{2}{3}$ Read and write decimal numbers as fractions Mentally add and subtract: <ul style="list-style-type: none"> tenths e.g. $0.8 + 0.9$ one-digit whole numbers and tenths e.g. $3.1 - 2.9$ complements of 1 e.g. $0.83 + 0.17 = 1$ Add and subtract decimals with a different number of decimal places e.g. $102.3 + 97.82$ | <ul style="list-style-type: none"> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination List equivalent fractions to identify fractions with common denominators Compare and order fractions, including fractions >1 e.g. put these fractions in order from the smallest: $\frac{5}{4}$, $\frac{5}{6}$, $\frac{3}{2}$, $\frac{4}{3}$ Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction e.g. $\frac{5}{8}$ Use understanding of relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if $\frac{1}{4}$ of a length is 36cm, then the whole length is $36 \times 4 = 144\text{cm}$ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions e.g. $\frac{1}{2} + \frac{1}{8} = \frac{5}{8}$ Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places e.g. $\times 100 = 140.8$ Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.06×8 Use written division methods in cases where the answer has up to two decimal places e.g. $458 \div 8 = 57.25$ Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. 3.15×62 Solve problems which require answers to be rounded to specified degrees of accuracy and check the reasonableness of answers. |

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| | <ul style="list-style-type: none"> Solve simple measure and money problems involving fractions and decimals to two decimal places. e.g. <i>two parcels weigh 5.5kg altogether, one weighs 3.8kg, what is the mass of the other?</i> | <ul style="list-style-type: none"> Round decimals with two decimal places to the nearest whole number and to one decimal place e.g. $27.59 \approx 27.6$ (1d.p.) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents e.g. $\frac{650}{1000} = \frac{65}{100} = 0.65$; Read, write, order and compare numbers with up to three decimal places e.g. <i>put these decimals in order starting from the smallest: 0.457, 0.42, 0.46, 0.426</i> Solve problems <i>and puzzles</i> involving number up to three decimal places, <i>checking the reasonableness of answers</i> Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator hundred, and as a decimal fraction <i>Recognise that percentages are proportions of quantities as well as operators on quantities</i> Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25. e.g. $\frac{12}{20} = \frac{60}{100} = 0.6 = 60\%$ | <ul style="list-style-type: none"> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. e.g. <i>find a fraction which lies between 0.4 and 0.5</i> |
| Measurement | <ul style="list-style-type: none"> Convert between different units of measure (e.g. kilometre to metre; hour to minute) e.g. <i>90 minutes = 1½ hours</i> Estimate, compare and calculate different measures, including money in pounds and pence Read, write and convert time between analogue and digital 12 and 24-hour clocks e.g. <i>¼ to 8 in the evening can be written as 19:45</i> Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. e.g. <i>which of these children are 3 years old:</i> <ul style="list-style-type: none"> Isabel 39 months Ben 32 months Cara 50 months Dylan 42 months | <ul style="list-style-type: none"> Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) e.g. <i>3.7 litres = 3700ml</i> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres e.g. <i>given the perimeter and length of a rectangle, calculate its width, w, expressing it algebraically e.g. $20 = (2 \times 7) + 2w$</i> Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes Estimate volume e.g. <i>using 1cm³ blocks to build cubes and cuboids</i> and capacity e.g. <i>using water</i> Solve problems involving converting between units of time e.g. <i>write these lengths of time in order, starting with the smallest: 250sec, 90min, ½ hour, 4min</i> Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling | <ul style="list-style-type: none"> Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places Recognise that shapes with the same areas can have different perimeters and vice versa e.g. <i>investigate triangles with areas of 12cm² to find which has the smallest perimeter</i> Recognise when it is possible to use formulae for area and volume of shapes e.g. <i>find the length of the side of a cube with a volume of 27cm³</i> Calculate the area of parallelograms and triangles, <i>relating it to the area of rectangles</i>, e.g. <i>compare the ‘counting squares’ method to using the formula for the area of a parallelogram</i> Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate e.g. <i>Ben walked 850m to the bus stop, travelled on a bus for 8.67km and then a train for 120.9km; how far did he travel altogether?</i> Convert between miles and kilometres <i>and other units commonly used</i> e.g. <i>know that a mile is approximately 1.6km (and 1km is approximately 0.6miles) and use this to make rough calculations</i> Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed |

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| | | | (cm ³) and cubic metres (m ³) and extending to other units, such as mm ³ and km ³ |
| Ratio and Proportion | | | <ul style="list-style-type: none"> • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. <i>adjust a recipe for 4 people, to serve 6 people</i> • Solve problems involving similar shapes where the scale factor is known or can be found e.g. <i>two rectangular picture frames are the same shape, but one is bigger than the other; the smaller one measures 10cm by 15cm; the larger frame has a width of 30cm, what is its length?</i> • <i>Begin to use the notation a : b to record ratio</i> • Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison • <i>Link percentages of 360° to calculating angles of pie charts</i> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g. <i>for every egg you need three spoons of flour, how many eggs are needed for 12 spoons of flour?</i></p> |
| Algebra | | | <ul style="list-style-type: none"> • <i>Use symbols and letters to represent variables and unknowns in mathematical situations...</i> <ul style="list-style-type: none"> ○ <i>missing numbers, lengths, coordinates and angles e.g. $5y+1=16$ or the angles in an isosceles triangle are 50°, y° and y°; find y</i> ○ <i>mathematics and science formulae e.g. $P=2(l+w)$</i> ○ <i>arithmetic rules e.g. $axb=bx a$</i> ○ <i>generalising number patterns e.g. 3, 6, 9, 12, ... $3n$</i> ○ <i>number puzzles e.g. $a+b=8.5$ and $ax6=15$; find a and b</i> • <i>Express missing number problems algebraically e.g. the perimeter of a triangle is 20cm; it has two sides of length 8cm; what is the length of the other side? ($20=2\times 8+x$ so $x=4\text{cm}$)</i> • <i>Use simple formulae expressed in words e.g. write a formula for the cost of a party, C, which costs £100 plus £2 per person, n. ($C=100+2n$)</i> • <i>Enumerate all possibilities of combinations of two variables e.g. investigate all possible half-time scores when the full time score of a football match is 4:2</i> • <i>Generate and describe linear number sequences e.g. write the first 5 terms in a 'decrease by 9' sequence starting from 20, or find the nth term of a simple sequence e.g. 4, 8, 12, 16, ... $4n$</i> • <i>Find pairs of numbers that satisfy number sentences involving two unknowns. e.g. $a - b = 5$, give pairs of values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or ...) or $p \times q = 24$; if p and q are both positive, even numbers, list all the possible combinations (e.g. 2×12, 4×6, ...)</i> |

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| Properties of Shape | <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals (e.g. parallelogram, rhombus, trapezium) and triangles (e.g. isosceles, equilateral, scalene), based on their properties and sizes e.g. sort quadrilaterals to find those with line symmetry or parallel edges Complete a simple symmetric figure with respect to a specific line of symmetry Identify acute and obtuse angles and compare and order angles up to two right angles by size, without using a protractor | <ul style="list-style-type: none"> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees ($^{\circ}$) Identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° Use angle sum facts and other properties to make deductions about missing angles Use the properties of rectangles to deduce related facts and find missing lengths and angles e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles... Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals, e.g. using dynamic geometry ICT tools. | <ul style="list-style-type: none"> Draw 2-D shapes using given dimensions and angles using measuring tools and conventional markings and labels for lines and angles e.g. complete a triangle with given lengths and angles Recognise, describe and build simple 3-D shapes, including making nets e.g. visualise 3-D shapes drawn on isometric paper and begin to draw 2-D representations of 3-D shapes Compare and classify geometric shapes based on their properties and sizes (e.g. parallel sides, line symmetry, types of angles etc) and find unknown angles in any triangles, quadrilaterals, and regular polygons Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles describing them algebraically e.g. $a=180-(b+c)$. Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed algebraically e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and (a+d, b+d) |
| Position and direction | <ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/right and up/down | <ul style="list-style-type: none"> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. | |
| Statistics: use and interpret data | <ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, using a greater range of scales e.g. height of a sunflower plant, measured daily for 2 weeks Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | <ul style="list-style-type: none"> Complete, read and interpret information in tables, including timetables. Solve comparison, sum and difference problems using information presented in a line graph e.g. on a distance-time graph, how long did it take to travel a particular distance? Connect work on coordinates and scales to their interpretation of time graphs | <ul style="list-style-type: none"> Calculate and interpret the mean as an average. e.g. find the mean height of these children: 1.2m, 1.07m and 1.12m Interpret and construct pie charts and line graphs and use these to solve problems e.g. create a conversion graph for pounds and Euros Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects. |

Y4 / Y5 / Y6 Summer Term

| | Year 4 | Year 5 | Year 6 |
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| Number and Place Value | <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations <i>including measures and measuring instruments</i> Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. e.g. 49 = XLIX | <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. <i>What must be added to 37 500 to change it to 67 500?</i> Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve number, place value and rounding. e.g. <i>The distance to the bus stop is 1km to the nearest 100m; what is the shortest distance it could be?</i> Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule e.g. <i>find the rule and complete the sequence: ____, 16, 8, 4, ____, 1, 0.5, ____</i> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. e.g. <i>MCMXIV (1914)</i> | <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Round any whole number to a required degree of accuracy e.g. <i>What is the smallest number which rounds to 500 000, to the nearest 1000? (499 500).</i> Use negative numbers in context, and calculate intervals across zero Solve number and practical problems that involve number, place value and rounding e.g. <i>What is the smallest 4-digit integer whose digits sum to 20? (10199).</i> |
| Addition and Subtraction | <ul style="list-style-type: none"> Use both mental and written methods with increasingly large numbers to aid fluency e.g. <i>mentally calculate 540 + 270 or 900 – 365</i> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. <i>Mr Smith sets out on a 619 mile journey; he drives 320 miles before lunch and 185 miles after lunch; how much farther does he need to drive?</i> | <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers e.g. $12\ 462 - 2\ 300 = 10\ 162$ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. <i>Write a number story for this number sentence: $3709 = 4562 + 234 - 1087$</i> | <ul style="list-style-type: none"> Continue to use all the multiplication tables to 12×12 in order to maintain their fluency Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Perform mental calculations, including with mixed operations and large numbers e.g. $(13\ 400 + 10\ 600) \times 4 \div 12 = 8000$ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. <i>Write a number story for this number sentence: $23.5 = 20.4 + 4.9 - 1.8$</i> |
| Multiplication and Division | <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers e.g. $640 \div 8 = 80$; $4 \times 6 \times 20$ recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout | <ul style="list-style-type: none"> Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers Know and use the vocabulary of prime numbers and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 | <ul style="list-style-type: none"> Solve problems involving addition, subtraction, multiplication and division e.g. <i>Club A sold 3500 tickets for £9.50 each and Club B sold 8150 tickets for £3.50; how much more money did Club A make than Club B?</i> Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy |

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| | <ul style="list-style-type: none"> Use the formal written method for short division with exact answers when dividing by a one-digit number e.g. $736 \div 8$ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit e.g. $34 \times 6 = (30 \times 6) + (4 \times 6)$, integer scaling problems and harder correspondence problems such as n objects are connected to m objects e.g. 3 cakes shared equally between 10 children. | <ul style="list-style-type: none"> Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally drawing upon known facts e.g. $630 \div 9$ Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context e.g. $98 \div 4 = 24 \text{ r } 2 = 24\frac{1}{2} = 24.5 \approx 25$. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign e.g. There are 6 shelves of books; 3 shelves hold 35 books each, one shelf holds 45 books and the top two shelves have the same number of books on each; there are 200 books altogether; how many books are on the very top shelf? | <ul style="list-style-type: none"> Identify common factors, common multiples and prime numbers e.g. Find the highest common factor of 120, 90 and 75 (15) or Find all the prime numbers between 80 and 100. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context <p>Use their knowledge of the order of operations to carry out calculations involving the four operations and using brackets e.g. $14 \times (29 - 12) + 7 = 245$</p> |
| Fractions, decimals, percentages | <ul style="list-style-type: none"> Know that decimals and fractions are different ways of expressing proportions Recognise and show, using diagrams, families of common equivalent fractions Count using simple fractions and decimal fractions, both forwards and backwards and represent fractions and decimals on a number line Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths Add and subtract fractions with the same denominator e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5}$ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number e.g. $\frac{1}{5}$ of is 9 Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths | <ul style="list-style-type: none"> Know that percentages, decimals and fractions are different ways of expressing proportions Count forwards and backwards in fractions and decimals bridging zero Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths and extending to thousandths, making links to decimals and measures e.g. $\frac{755}{1000} \text{ kg} = 0.755 \text{ kg}$ Connect fractions >1 to division with remainders e.g. $\frac{37}{5} = 37 \div 5 = 7\frac{2}{5}$ Recognise mixed numbers and improper fractions and convert from one form to the other e.g. $5\frac{2}{3} = \frac{17}{3}$ and write mathematical statements >1 as a mixed number Add and subtract fractions with the same denominator and multiples of the same number e.g. $\frac{2}{5} + \frac{7}{10} = \frac{11}{10} = 1\frac{1}{10}$ Find fractions of numbers and quantities e.g. $\frac{7}{8}$ of 240ml Connect multiplication by a fraction to using fractions as operators e.g. $\frac{8}{5}$ of 40 = $40 \times \frac{8}{5}$ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. e.g. use egg boxes to represent $2\frac{5}{6} \times 3 = 6\frac{15}{6} = 8\frac{3}{6} = 8\frac{1}{2}$ Read and write decimal numbers as fractions e.g. $0.8 = \frac{4}{5}$ | <ul style="list-style-type: none"> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination List equivalent fractions to identify fractions with common denominators Compare and order fractions, including fractions >1 e.g. put these fractions in order from the smallest: $\frac{5}{4}, \frac{5}{6}, \frac{3}{5}, \frac{4}{3}$ Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction e.g. $\frac{5}{8}$ Use understanding of relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if $\frac{1}{5}$ of a mass is 150g, then the whole mass is $150 \times 5 = 750\text{g}$ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions e.g. $1\frac{3}{4} - \frac{5}{6} = 1\frac{1}{12}$ Use a variety of images to support understanding of multiplication with fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$ Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places e.g. $\div 1000 = 0.45$ |



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| | <ul style="list-style-type: none"> Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple measure and money problems involving fractions and decimals to two decimal places e.g. Ben buys a toy costing £4.55 and $\frac{1}{4}$ kg of sweets costing £3.20 per kilo; how much change does he receive from £10? | <ul style="list-style-type: none"> Mentally add and subtract: <ul style="list-style-type: none"> tenths e.g. $0.8 + 0.9 = 0.2$ one-digit whole numbers and tenths e.g. $7.4 - 6.6$ complements of 1 e.g. $0.83 + 0.17 = 1$ Add and subtract decimals with a different number of decimal places e.g. $98.4 - 9.7$ Round decimals with two decimal places to the nearest whole number and to one decimal place Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents e.g. $\frac{782}{1000} = \frac{7}{10} + \frac{8}{100} + \frac{2}{1000}$ Read, write, order and compare numbers with up to three decimal places e.g. put these decimals in order starting from the smallest: 0.471, 0.46, 0.4, 0.465, 0.5 Solve problems and puzzles involving number up to three decimal places, checking the reasonableness of answers Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction Recognise that percentages are proportions of quantities e.g. 30% voted 'yes', 45% voted 'no' and the rest did not vote; what percentage did not vote? as well as operators on quantities e.g. find 45% of 160 <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25. e.g. John ate $\frac{4}{5}$ of a 20cm jelly snake; Jane ate 0.7 of her 20cm jelly snake; how much more has John eaten?</p> | <ul style="list-style-type: none"> Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.04×12 Use written division methods in cases where the answer has up to two decimal places e.g. $693 \div 15 = 14.2$ Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. $93.15 \div 5$ Solve problems which require answers to be rounded to specified degrees of accuracy and check the reasonableness of answers. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. find a decimal which lies between $\frac{3}{8}$ and $\frac{1}{2}$ |
| Measurement | <ul style="list-style-type: none"> Convert between different units of measure (e.g. kilometre to metre; hour to minute) Estimate, compare and calculate different measures, including money in pounds and pence e.g. put in order: 4.2kg, 4700g, $4\frac{1}{2}$kg, 490g Read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres e.g. find the perimeter of an L-shape where the lengths are given or can be measured Find the area of rectilinear shapes by counting squares e.g. find the area of an L-shape drawn on squared paper | <ul style="list-style-type: none"> Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) e.g. $2.2m = 2200mm$ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes e.g. investigate possible rectangles with the same area as a particular square Estimate volume e.g. using $1cm^3$ blocks to build cubes and cuboids and capacity e.g. using water Solve problems involving converting between units of time e.g. three children share a trophy for 8 weeks and 4 days; they each have it for the same length of time; how long does each child keep the trophy? | <ul style="list-style-type: none"> Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places Recognise that shapes with the same areas can have different perimeters and vice versa e.g. investigate parallelograms with areas of $24cm^2$ to find which has the smallest perimeter Recognise when it is possible to use formulae for area and volume of shapes e.g. find the height of cuboid which is 12cm long, 2cm high and has the same volume as a cube with sides of 6cm Calculate the area of parallelograms and triangles, relating it to the area of rectangles Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate e.g. A jug holds 550ml; how many jugs of water are needed to fill a 4.8 litre bucket? |

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| | | <ul style="list-style-type: none"> • Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling • Calculate the area of scale drawings using given measurements. e.g. calculate the area of a 5cm x 3cm garden on a scale drawing with a scale 1cm:2m (60m²) • Understand and use equivalences between metric and common imperial units such as inches, pounds and pints e.g. Given that an inch is approximately 2.5cm, calculate the metric equivalent of a foot (12 inches) | <ul style="list-style-type: none"> • convert between miles and kilometres and other units commonly used e.g. use a conversion line graph or be able to work out that 6 pints of milk is a bit more than 3 litres • calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³) and extending to other units, such as mm³ and km³. • Begin to use compound units for speed e.g. miles per hour |
| Ratio and Proportion | | | <ul style="list-style-type: none"> • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. adjust a recipe for 6 people, to serve 15 people • Solve problems involving similar shapes where the scale factor is known or can be found e.g. On a map 2cm represents 1km; a road measures 7cm on the map, how long is it in real life? • Use the notation $a : b$ to record ratio • Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison • Link percentages of 360° to calculating angles of pie charts • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g. the ratio of boys to girls in class 6 is 1:2; there are 8 boys, how many girls are there?. |
| Algebra | | | <ul style="list-style-type: none"> • Use symbols and letters to represent variables and unknowns in mathematical situations... <ul style="list-style-type: none"> ○ missing numbers, lengths, coordinates and angles e.g. $68=6t-4$ or the angles in a kite are x°, x°, 15° and 53°; find x, or plot points (x, y) where $x+y=10$ ○ mathematics and science formulae e.g. $A=\frac{1}{2}(lh)$ ○ arithmetic rules ○ generalising number patterns e.g. 6, 11, 16, 21, ... $5n+1$ ○ number puzzles e.g. $x+y=10$ and $2x+y=13$; find x and y • Express missing number problems algebraically e.g. I'm thinking of a number; I double it and subtract 12 from the result; the answer is 60; what was my number? ($2x-12=60$, so $2x=72$, so $x=36$) • Use simple formulae expressed in words e.g. write a formula for the cost of a taxi journey, C, which is £2.10 plus £1.60 per kilometre, k. ($C=2.10+1.60k$) • Enumerate all possibilities of combinations of two variables e.g. list all the combinations of boys and girls in a class where there are twice as many boys as girls and between 25 & 35 children in the class altogether. |

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| | | | <ul style="list-style-type: none"> • Generate and describe linear number sequences e.g. 6, 13, 20, 27, ... $7n-1$ • Find pairs of numbers that satisfy number sentences involving two unknowns. e.g. $a - b = 5$, give pairs of values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or ...) |
| Properties of Shape | <ul style="list-style-type: none"> • Compare and classify geometric shapes, including quadrilaterals (e.g. parallelogram, rhombus, trapezium) and triangles (e.g. isosceles, equilateral, scalene), based on their properties and sizes • Complete a simple symmetric figure with respect to a specific line of symmetry. • Identify acute and obtuse angles and compare and order angles up to two right angles by size, without using a protractor • Compare lengths and angles to decide if a polygon is regular or irregular. e.g. regular polygons have edges with the same lengths and angles all the same size e.g. a square is the only regular quadrilateral • Identify lines of symmetry in 2-D shapes presented in different orientations | <ul style="list-style-type: none"> • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees ($^{\circ}$) • Identify: <ul style="list-style-type: none"> ○ angles at a point and one whole turn (total 360°) ○ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) ○ other multiples of 90° • Use angle sum facts and other properties to make deductions about missing angles • Use the properties of rectangles to deduce related facts and find missing lengths and angles e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles... • Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals, e.g. using dynamic geometry ICT tools. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles e.g. sort triangles and quadrilaterals into regular and irregular sets, realising that only the equilateral triangles and the squares are regular | <ul style="list-style-type: none"> • Draw 2-D shapes using given dimensions and angles using measuring tools and conventional markings and labels for lines and angles e.g. construct a triangle or complete a parallelogram with given lengths and angles • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles describing them algebraically e.g. $a=180-(b+c)$ • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius describing it algebraically as $d=2r$ |
| Position and direction | <ul style="list-style-type: none"> • Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon. • Describe movements between positions as translations of a given unit to the left/right and up/down | | |
| Statistics: use and interpret data | <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, using a greater range of scales • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | <ul style="list-style-type: none"> • Complete, read and interpret information in tables, including timetables. • Solve comparison, sum and difference problems using information presented in line graphs • Connect work on coordinates and scales to their interpretation of time graphs | <ul style="list-style-type: none"> • Calculate and interpret the mean as an average. • Interpret and construct pie charts and line graphs and use these to solve problems e.g. connect conversion from kilometres to miles in measure to its graphical representation. |

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| | | <ul style="list-style-type: none">• <i>Begin to decide which representations of data are most appropriate and why</i> | <ul style="list-style-type: none">• <i>Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects.</i> |
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