



# Maths



## OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

### The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Counting</b>	<ul style="list-style-type: none"> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• count, read and write numbers to 100 in numerals</li> <li>• count in multiples of twos, fives and tens</li> </ul>	<ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul>	<ul style="list-style-type: none"> <li>• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</li> </ul>	<ul style="list-style-type: none"> <li>• count in multiples of 6, 7, 9, 25 and 1000</li> <li>• find 1000 more or less than a given number</li> <li>• count backwards through zero to include negative numbers</li> </ul>	<ul style="list-style-type: none"> <li>• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> </ul>	<ul style="list-style-type: none"> <li>• use negative numbers in context, and calculate intervals across zero</li> </ul>
<b>Place Value</b>		<ul style="list-style-type: none"> <li>• recognise the place value of each digit in a two-digit number</li> <li>• compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the place value of each digit in a three-digit number</li> <li>• compare and order numbers up to 1000</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the place value of each digit in a four-digit number</li> <li>• order and compare numbers beyond 1000</li> <li>• round any number to the nearest 10, 100 or 1000</li> </ul>	<ul style="list-style-type: none"> <li>• read, write, order and compare numbers up to 1 000 000 and determine the value of each digit</li> <li>• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> </ul>	<ul style="list-style-type: none"> <li>• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>• round any whole number to a required degree of accuracy</li> </ul>
<b>Representing number</b>	<ul style="list-style-type: none"> <li>• identify and represent numbers using objects and pictorial representations including the number line, &amp; use language of: equal to, more than, less than (fewer), most, least</li> <li>• read and write numbers from 1 to 20 in numerals and words</li> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>	<ul style="list-style-type: none"> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• read and write numbers to at least 100 in numerals and in words</li> </ul>	<ul style="list-style-type: none"> <li>• identify, represent and estimate numbers using different representations</li> <li>• read and write numbers up to 1000 in numerals and in words</li> </ul>	<ul style="list-style-type: none"> <li>• identify, represent and estimate numbers using different representations</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• read Roman numerals to 1000 (M) and recognise years written in Roman numerals</li> <li>• recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</li> </ul>	
<b>Number facts (+/-)</b>	<ul style="list-style-type: none"> <li>• given a number, identify one more and one less</li> <li>• represent and use number bonds and related subtraction facts within 20</li> </ul>	<ul style="list-style-type: none"> <li>• use place value and number facts to solve problems recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>				

<p><b>Mental +/-</b></p>	<ul style="list-style-type: none"> <li>• <b>add and subtract one-digit and two-digit numbers to 20, including zero</b></li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TU+U, TU+T, TU+TU and U+U+U</li> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul>	<ul style="list-style-type: none"> <li>• <b>add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H</b></li> </ul>		<ul style="list-style-type: none"> <li>• add and subtract numbers mentally with increasingly large numbers</li> </ul>	<ul style="list-style-type: none"> <li>• perform mental calculations, including with mixed operations and large numbers</li> </ul>
<p><b>Written +/-</b></p>			<ul style="list-style-type: none"> <li>• <b>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</b></li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract whole numbers with more than 4 digits, including using formal written methods</li> </ul>	
<p><b>Problems +/-</b></p>	<ul style="list-style-type: none"> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems with addition and subtraction, using concrete, pictorial and abstract representations</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	<ul style="list-style-type: none"> <li>• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	
<p><b>Number facts (x/÷)</b></p>		<ul style="list-style-type: none"> <li>• <b>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</b></li> <li>• <b>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</b></li> <li>• <b>establish whether a number up to 100 is prime and recall prime numbers up to 19</b></li> </ul>	<ul style="list-style-type: none"> <li>• identify common factors, common multiples and prime numbers</li> </ul>

<p><b>Mental (x/÷)</b></p>		<ul style="list-style-type: none"> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>	<ul style="list-style-type: none"> <li>• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods</li> </ul>	<ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>recognise and use factor pairs and commutativity in mental calculations</b></li> </ul>	<ul style="list-style-type: none"> <li>• multiply and divide numbers mentally drawing upon known facts</li> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> </ul>	<ul style="list-style-type: none"> <li>• perform mental calculations, including with mixed operations and large numbers</li> </ul>
<p><b>Written (x/÷)</b></p>			<ul style="list-style-type: none"> <li>• Progress to formal written methods calculations as above</li> </ul>	<ul style="list-style-type: none"> <li>• <b>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>• 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</li> <li>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context</li> </ul>
<p><b>Problems (x/÷)</b></p>	<ul style="list-style-type: none"> <li>• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>• solve problems involving multiplication and division, including scaling by simple</li> </ul>	<ul style="list-style-type: none"> <li>• use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• solve problems involving addition, subtraction, multiplication and division</li> <li>• use estimation to check</li> </ul>

					fractions and problems involving simple rates	answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
<b>Recognising fractions</b>	<ul style="list-style-type: none"> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> </ul>	<ul style="list-style-type: none"> <li>• count up and down in tenths;</li> <li>• recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> </ul>	<ul style="list-style-type: none"> <li>• count up and down in hundredths;</li> <li>• recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number</li> </ul>	
<b>Comparing fractions</b>			<ul style="list-style-type: none"> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and show, using diagrams, families of common equivalent fractions</li> </ul>	<ul style="list-style-type: none"> <li>• compare and order fractions whose denominators are all multiples of the same number</li> <li>• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> </ul>	<ul style="list-style-type: none"> <li>• use common factors to simplify fractions</li> <li>• use common multiples to express fractions in the same denomination</li> <li>• compare and order fractions, including fractions <math>&gt; 1</math></li> </ul>
<b>Finding fractions of quantities</b>			<ul style="list-style-type: none"> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>		
<b>Calculating with fractions</b>		<ul style="list-style-type: none"> <li>• write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract fractions with the same denominator</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form</li> </ul>

						<ul style="list-style-type: none"> <li>• <b>divide proper fractions by whole numbers</b></li> </ul>
<b>Decimals as fractional amounts</b>				<ul style="list-style-type: none"> <li>• <b>recognise and write decimal equivalents of any number of tenths or hundredths</b></li> <li>• <b>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math></b></li> <li>• <b>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>read and write decimal numbers as fractions</b></li> </ul>	<ul style="list-style-type: none"> <li>• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction</li> <li>• identify the value of each digit in numbers given to three decimal places</li> </ul>
<b>Ordering decimals</b>				<ul style="list-style-type: none"> <li>• <b>round decimals with one decimal place to the nearest whole number</b></li> <li>• <b>compare numbers with the same number of decimal places up to two decimal places</b></li> </ul>	<ul style="list-style-type: none"> <li>• recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>• round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>• read, write, order and compare numbers with up to three decimal places</li> </ul>	
<b>Calculating with decimals</b>						<ul style="list-style-type: none"> <li>• multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• multiply one-digit number with up to two decimal places by whole numbers</li> <li>• use written division methods in cases where the answer has up to two decimal places</li> </ul>

<p><b>Percentages</b></p>					<ul style="list-style-type: none"> <li>• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> </ul>
<p><b>Fraction problems</b></p>			<ul style="list-style-type: none"> <li>• solve problems using all fraction knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving number up to three decimal places</li> <li>• solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul>
<p><b>Ratio &amp; Proportion</b></p>						<ul style="list-style-type: none"> <li>• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>• solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>

<h2>Algebra</h2>						<ul style="list-style-type: none"> <li>• use simple formulae</li> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically</li> <li>• find pairs of numbers that satisfy an equation with two unknowns</li> <li>• enumerate possibilities of combinations of two variables.</li> </ul>
<h2>Measures</h2>	<ul style="list-style-type: none"> <li>• compare, describe and solve practical problems for: length/height, weight/mass, capacity/volume &amp; time</li> <li>• measure and begin to record length/height, weight/mass, capacity/volume &amp; time</li> </ul>	<ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	<ul style="list-style-type: none"> <li>• <b>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Convert between different units of measure</b></li> <li>• <b>estimate, compare and calculate different measures, including money in pounds and pence</b></li> </ul>	<ul style="list-style-type: none"> <li>• convert between different units of metric measure</li> <li>• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>• estimate volume and capacity</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>• convert between miles and kilometres</li> </ul>
<h2>Mensuration</h2>			<ul style="list-style-type: none"> <li>• <b>measure the perimeter of simple 2-D shapes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</b></li> <li>• <b>find the area of rectilinear shapes by counting squares</b></li> </ul>	<ul style="list-style-type: none"> <li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• recognise when it is possible to use formulae for area and volume of shapes</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units.</li> </ul>



<p><b>Money</b></p>	<ul style="list-style-type: none"> <li>• recognise and know the value of different denominations of coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>		<ul style="list-style-type: none"> <li>• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li> </ul>	
<p><b>Time</b></p>	<ul style="list-style-type: none"> <li>• sequence events in chronological order using language</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	<ul style="list-style-type: none"> <li>• compare and sequence intervals of time</li> <li>• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>• know the number of minutes in an hour and the number of hours in a day</li> </ul>	<ul style="list-style-type: none"> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events</li> </ul>	<ul style="list-style-type: none"> <li>• Convert between different units of measure (e.g. Hours to minutes)</li> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving converting between units of time</li> </ul>	
<p><b>Shape vocabulary</b></p>	<ul style="list-style-type: none"> <li>• recognise and name common 2-D shapes (e.g. Square, circle, triangle)</li> <li>• recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids &amp; spheres)</li> </ul>	<p>(vertices, edges, faces, symmetry)</p>	<ul style="list-style-type: none"> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul>			<ul style="list-style-type: none"> <li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> </ul>

<h2>Properties of 2-d shape</h2>		<ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>• draw 2-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes</li> <li>• identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use the properties of rectangles to deduce related facts and find missing lengths and angles</b></li> <li>• <b>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</b></li> </ul>	<ul style="list-style-type: none"> <li>• draw 2-D shapes using given dimensions and angles</li> <li>compare and classify geometric shapes based on their properties and sizes</li> </ul>
<h2>Properties of 3-d shape</h2>		<ul style="list-style-type: none"> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes. compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>• make 3-D shapes using modelling materials</li> <li>• recognise 3-D shapes in different orientations and describe them</li> </ul>		<ul style="list-style-type: none"> <li>• <b>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</b></li> </ul>	<ul style="list-style-type: none"> <li>• recognise, describe and build simple 3-D shapes, including making nets</li> <li>• find unknown angles in any triangles, quadrilaterals, and regular polygons</li> </ul>
<h2>Angles</h2>			<ul style="list-style-type: none"> <li>• recognise angles as a property of shape or a description of a turn</li> <li>• identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn</li> <li>• identify whether angles are greater or less than right angle</li> </ul>	<ul style="list-style-type: none"> <li>• identify acute and obtuse angles and compare and order angles up to two right angles by size</li> </ul>	<ul style="list-style-type: none"> <li>• <b>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</b></li> <li>• <b>draw given angles, and measure them in degrees (°)</b></li> <li>• <b>identify angles at a point and one whole turn (total 360°); at a point on a straight line and ½ a turn (total 180°)</b></li> <li>• <b>identify other multiples of 90°</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</b></li> </ul>
<h2>Position &amp; Direction</h2>	<ul style="list-style-type: none"> <li>• describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in</li> </ul>		<ul style="list-style-type: none"> <li>• describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• plot specified points and draw sides to complete a given polygon</li> </ul>	<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• describe positions on the full coordinate grid (all four quadrants)</li> <li>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul>

		terms of right angles for quarter, half and $\frac{3}{4}$ turns				
<b>Interpreting data</b>		<ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul>	<ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> </ul>	<ul style="list-style-type: none"> <li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> </ul>	<ul style="list-style-type: none"> <li>• complete, read and interpret information in tables, including timetables</li> </ul>	<ul style="list-style-type: none"> <li>• interpret and construct pie charts and line graphs calculate and interpret the mean as an average</li> </ul>
<b>Extract info from data</b>		<ul style="list-style-type: none"> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• ask and answer questions about totalling and comparing categorical data</li> </ul>	<ul style="list-style-type: none"> <li>• solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li> </ul>	<ul style="list-style-type: none"> <li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul>	<ul style="list-style-type: none"> <li>• solve comparison, sum and difference problems using information presented in a line graph</li> </ul>	<ul style="list-style-type: none"> <li>• use pie charts and line graphs to solve problems</li> </ul>