

Nurture Inspire Achieve

Maths Curriculum Overview 2022 – 23





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| EYFS Curriculum Overview |
|  | Daily Maths | Maths Topics |
| Term 1 | Focus on numbers 1-5  | Baseline | Counting objects using 1:1 correspondence | Comparing size  | Sorting and comparing amounts | Repeating patterns |
| Term 2 | Number bonds to 5 | Ways to make five (using Numicon and objects) | Measure - Capacity  | Adding one more | Circles and triangles | Positional Language | 2D shapes - quadrilaterals | Measure – Time (Day and Night) |
| Term 3 | Focus on numbers 5-10 Embedding knowledge of numbers 1-10 | Introducing zero | Weight | Measure – Height  | Addition | Measure – Length | 3D shapes | Patterns |
| Term 4 | Number bonds to 10 | Subtraction  |  Measure – Time (measuring lengths of time) | Doubling | Counting on using a number line | Data Collection including Tally Charts | Counting on using objects | Estimating |
| Term 5 | Focus on numbers 11-15 | Ordinal numbers  | Measure – Weight | Sharing | Halving | Place value |  |  |
| Term 6 | Focus on numbers 15-20Embedding knowledge of numbers 1-20 | Money | Spatial reasoningMatch rotate and manipulate shapes | Counting patterns  | Odd and Even | Spacial reasoningmapping  |

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| Year 1 Curriculum Overview |
|  | Arithmetic Focus (Consolidation) |  | Maths Topics |  | Assessment |
| Term 1 | Number FormationNumber bonds within 5 (part part wholes)Counting backwards and forwards to and from 10Place value up to 10 (one more/ one less) | ***Place Value within 10***- sort and count objects- ordering numbers- represent numbers up to 10- counting forward and backwards to and from 10- one more, one less up to 10- comparing numbers (< > =)- using cardinal language (first, second etc.)- introducing number lines | ***Addition and Subtraction within 10***- part part wholes and bar models to show addition- introducing the ‘+’- using a range of apparatus to calculate number bonds to and within 10 beginning to draw out calculations- systematic methods to find number bonds to 10- ‘-’ symbols- addition and subtraction fact families within 10- addition as adding more – counting on using apparatus- adding ‘0’- comparing number sentences e.g. a + b < c, a + b > c + d | - |
| Term 2 | Number FormationNumber bonds within 10 (part part wholes, addition and subtraction)Adding three single digit numbersCounting forwards and backwards to and from 20Place value within 20 (including comparing numbers using < > = and one more/one less) | ***Subtraction***- part part wholes and bar models to show subtraction- subtraction as counting backwards (including using a number line)- subtraction as crossing out (drawing counters) and as difference using Numicon- subtracting ‘0’- comparing number sentencese.g. a - b < c, a - b > c - d | ***Geometry***- name and recognise 2D and 3D shapes- sorting 2D according to their properties- repeating patterns with 2D and 3D shapes | ***Place Value within 20***- write numbers in words and numerals (up to 20)- representations of numbers 11 to 20- one more, one less- compare (using language) and order numbers up to 20 | Assessment |
| Term 3 | ***FORMAL ARITHMETIC BEGINS***Number bonds within 10 (part part wholes, addition and subtraction)Adding three single digit numbersCounting forwards and backwards to and from 50Counting in 10sPlace value within 20 (comparing using < > =, one more/one less) | ***Addition and Subtraction within 20***- add by counting on including using number lines- using number bonds within 10 to recognise patterns (e.g. 2 + 7, 12 + 7, 2 + 17)- using number bonds to 10 to bridge 10 (using counters and 10s frames beginning to draw this out)- subtracting (with and without bridging using counters and 10s frames, beginning to draw this out)- fact families within 20- comparing number sentences e.g. a + b < c, a + b > c + d | ***Place Value within 50***- counting in 10s to 50 using dienes- counting forwards and backwards within 50- one more, one less within 50- compare objects and numbers within 50 using < > =- represent numbers to 50 | - |
| Term 4 | Number Bonds within 20(part part wholes, addition and subtraction)Adding three single digit numbersCounting in 10s and 2sPlace Value within 50 (comparing using < > =, one more/one less) | ***Place Value within 50***- counting forward and backwards in 10s- counting forwards and backwards 2s- identifying odd and even numbers linked to counting in 2s- counting forward and backwards in 5s(reinforcing understanding with resources e.g. dienes, Numicon) | ***Length & Height***- comparing lengths and heights using language (long/short, longer/shorter, tall/short, double/half)- measuring lengths and heights using non-standard units, then a ruler- reasoning problems using lengths | ***Weight & Mass***- measure mass using balance scales- compare mass using language (heavy/light, heavier than, lighter than)***Capacity & Volume***- measure using non-standard measure- compare volume using language (full/empty, more than, less than, half, half full, quarter) | Assessment |
| Term 5 | Number Bonds within 20 (addition, subtraction and missing number problems)Adding three single digit numbersCounting in 2s, 5s and 10sPlace Value within 50 (one more and one less)Drawing equal groups (including arrays) and sharingDoubling and halving | ***Multiplication & Division***- making equal groups practically- counting items in groups of 2, 5 and 10- finding doubles using resources- repeated addition counting in groups of 2s, 5s and 10s- recall doubles up to double 10 linking this to ‘2 lots’- equal groups as grouping (x) practically- practically make arrays- equal groups as sharing (÷) practically | ***Fractions***- recognising equal parts- identifying a whole and a half of shapes- find half of an item by cutting the image in half- finding half of a quantity (up to 20) by practically sharing out- begin to recall half of all even numbers up to 20- recognise the link between halving, doubling, even numbers and counting in 2s- identify a quarter of a shape by cutting into 4 equal parts- find a quarter of a quantity by practically sharing out | ***Geometry - Position & Direction***- describe turns (quarter, half, three-quarter, whole turn)- describing position (using language above, below, left, right) | - |
| Term 6 | Number Bonds within 20(addition, subtraction and missing number questions)Counting in 2s, 5s and 10sDoubling and halvingPlace Value within 100 (including one more and one less) | ***Place Value within 100***- counting in 10s to 100 (using dienes)- counting forwards and backwards within 100 using 100 squares- partitioning numbers into tens and ones (using dienes)- compare (< > =) and order numbers up to 100- one more, one less | ***Money***- recognise and name coins- counting coins in 1s, 2s, 5s and 10s- counting a mixture of coins | ***Time***- before and after- days and dates- o’clock and half past- recognising the length a second, a minute and an hour- comparing lengths of time using language (quicker, slower, earlier, later) | Assessment |

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| Year 2 Curriculum Overview |
|   | Arithmetic Focus |   | Maths Topics |   | Assessment |
| Term 1 | 1 more, 1 lessGreater than & less thanCounting in 2s, 5s and 10s10 times tableNumber Bonds within 20 | ***Place Value***- recognising the value of each digit in a two-digit number- represent numbers to 100 including on number lines- read & write numbers to 100 in numerals and words- partition numbers to 100 in different ways - compare using < > = and order numbers to 100- count (forwards & backwards) in 2s, 5s & 10s from any number- 10 times table | ***Number Bonds***- representations of number bonds (e.g. part part wholes, tens frame) within 10 including fact families- representations of number bonds (e.g. part part wholes, tens frame) within 20 including fact families- adding three single digit numbers by looking for doubles and number bonds- adding single digits which bridge 10 using tens frames- subtracting a single digit from a teen number bridging 10 using tens frames | ***Addition & Subtraction*** - addition and subtraction shown through part part wholes- adding and subtracting multiples of 10 (dienes/Numicon and 100 squares) \*- adding and subtracting ones using resources\* and known facts (35-3, 5-3=2 so 35-3=32)- adding and subtracting two digit numbers without bridging (partitioning numbers into tens and ones using dienes) \*\*All done practically before moving on to drawing out calculations  | - |
| Term 2 | Counting in 2s, 5s and 10s10 and 2 times tableNumber bonds within 20Addition and Subtraction (multiples of 10) | ***Addition & Subtraction***- adding two digit to two digit numbers bridging 10 using dienes \*- subtracting two digit from two digit bridging 10 using multi-link cubes \*- finding number bonds to 100 linking to number bonds\*All done practically before moving on to drawing out calculations\* | ***Measure – Money***- naming coins and notes- counting money including coins and notes (drawing out dienes/Numicon)- making the same total in different ways- finding the difference between amounts using number lines- finding change | ***Multiplication*** - counting in 2s, 5s and 10s to solve problems- recognising and making equal groups using resources- adding equal groups (repeated addition)- multiplication as groups- multiplication as arrays- multiplying by 0- odd and even numbers- 2 x table linked to doubling and even numbers | Assessment  |
| Term 3 | Counting in 2s, 5s and 10s2, 5 and 10 times table Number bonds within 20Addition and Subtraction (multiples of 10, single digit to two digits) | ***Multiplication & Division*** - division by grouping (drawing groups, counting in 2s, 5s and 10s, and on a number line)- division using arrays- dividing by 10 and 2relating to 2 times table - 5 x table- number fact families with 2, 5 and 10 times table- counting in groups of 3 | ***Number Bonds & Bridging***- number bonds to 10, 20 & 100- adding TO + O & TO + TO, bridging ten- subtracting TO – O & TO – TO, bridging ten   | ***Fractions***- recognise the equal parts - find and identify fractions of shapes - find half ½ of a shape is the same as 2/4  | - |
| Term 4 | 2, 5 and 10 times tableNumber bonds within 20Fractions of amountsAddition and Subtraction (multiples of 10, single digit to two digits, two digits to two digits) | ***Fractions*** - finding a half of numbers by sharing out and linking this to dividing by 2 (including multiples of 10) or number - finding unit and non-unit fractions of numbers by sharing practically with counters then drawing out- counting in fractions on a number line | ***Statistics***- construct and interpret pictograms, tally charts, block charts and simple tables - answer simple questions by counting objects in a category- comparing categorical data- difference using Numicon/ towers of cubes (How many more? How many less?)  | ***Shape***- name and describe 2D (including lines of symmetry) and 3D shapes- order shapes in patterns | Assessment |
| Term 5 | 2, 5 and 10 times tableNumber bonds within 100Fractions of amountsAddition and Subtraction (multiples of 10, single digit to two digits, two digits to two digits)Counting in 3s | ***Measure – Time***- compare and sequence intervals of time- telling the time to 15 minutes (GDS – 5 minutes)- recall time facts e.g. number of seconds in a minute, number of minutes in an hour | ***Revision***  | ***Measure*** - read scales to measure length/height, mass, capacity and temperature - identify the correct unit of measure for length/height, mass, capacity, temperature- order and compare measures using < > = | Assessment – KS1 SATs  |
| Term 6 | 2, 5 and 10 times tableNumber bonds within 100Fractions of amountsAddition and Subtraction (multiples of 10, single digit to two digits, two digits to two digits)Counting in 3s | ***Multiplication, Division and Fractions Recap*** - recap multiplication and division (2, 5, and 10x table)- counting in 3s- calculating fractions of amounts  | ***Shape***- compare and sort 2D and 3D shapes according to their properties | ***Position and Direction***- describe position and directions including clockwise and anticlockwise turns (quarter, half, three quarter and full) using the language of right angle | - |

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| Year 3 Curriculum Overview |
|   | Arithmetic Focus |   | Maths Topics |   | Assessment |
| Term 1 | Recap of 2, 5 and 10x tables3 times table focus | **Place Value**- recap 2, 5 and 10x table - Represent, identify and estimate numbers up to 3 digits- Recognise the place value of 3 digit numbers- Count in multiples of 100- Read and write numbers up 3 digits in numerals and words- Compare and order numbers with 3 digits - Find 10 and 100 more or less than a given number- identify, represent and estimate 3 digit numbers using different representations | **Mental Addition and Subtraction**- Recall all number bonds within 100 including addition and subtraction to create fact families- add and subtract numbers mentally, including:  a three-digit number and ones a three-digit number and tens  a three-digit number and hundreds- Use of representations, resources and jottings to embed mental strategies | **Multiplication and Division**- Recall the 3x table including multiplying and dividing by 3- Recall doubles and halves up to double 10- Representing multiplication and division as equal groups - Representing multiplication and division as arrays- Use repeated addition for multiplication and division- Recall fact families for 2, 5, 10 and 3x tables  | Termly Arithmetic Test Year 2 (testbase) |
| Term 2 | 4x table Number bonds to 100 | **Addition Using Representations**- Partition numbers to add two and three digit numbers together by drawing hundreds, tens and ones. Moving on to partitioning by adding mentally.- Column addition using concrete and pictorial)No exchangingExchanging onceExchanging twice. .   | **Subtraction using representations**- Partition numbers to subtract two and three digit numbers together by drawing hundreds, tens and ones. Moving on to partitioning by subtracting mentally.- Column subtraction using concrete and pictorial) No exchangingExchanging onceExchanging twice.  | **Money****-** Learning 4x table as doubling of the 2x table - Recall the 4x table including multiplying and dividing by 4 - Become fluent recognising the value of coins- Make different amounts of money with various coins.- Add and subtract amounts of money including £ and p(decimal in money is introduced in Y4) | NFER Assessment Termly Arithmetic Test (testbase) |
| Term 3 | 8x table  | **Formal Column Addition**- 2 digit add 2 digitNo exchangingExchanging onceExchanging twice. - 3 digit add 3 digitNo exchangingExchanging onceExchanging twice. - 3 digit add 2 digitNo exchangingExchanging once | **Formal Column Subtraction**- 2 digit subtract 2 digitNo exchangingExchanging onceExchanging twice. - 3 digit subtract 3 digitNo exchangingExchanging onceExchanging twice. - 3 digit subtract 2 digitNo exchangingExchanging once | **Multiplication**- Learning the 8 x table as doubling the 4x table- recall the 8x table including multiplying and dividing by 8 - Multiplying by 10 and 100- Related multiplication and division facts (e.g. 20 x 5) (YEAR 4?)- introduce recorded partitioning of numbers to multiply two-digit and one digit numbers  | Termly Arithmetic Test (testbase) |
| Term 4 | Consolidate 2, 3, 4, 5, 8 and 10x table | **Fractions**- Recognise and represent unit and non-unit fractions of a set of objects- Calculate unit fractions of whole numbers- Recognise fractions as part of a whole in numbers, measurement, shape and unit fractions of a quantity- Recognise, show and use diagrams to show equivalent fractions- Count up and down in tenths- Compare and order fractions with the same denominator including on a number line- Add and subtract fractions with the same denominator within 1- Compare and order unit fractions including on a number line | **Time**- Know the number of seconds in a minute and the number of days in each month, year and leap year - Estimate and read time with increasing accuracy to the nearest minute- Tell and write the time from an analogue clock including using Roman Numerals (I to XII) and 24 hour clocks- Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight- Record and compare time in terms of seconds, minutes and hours- Compare durations of events [for example to calculate the time taken by particular events or tasks]. |  | NFER AssessmentTermly Arithmetic Test (testbase) |
| Term 5 | Continue to consolidate 2, 3, 4, 5, 8, and 10 times tables11 times table | **Multiplication**- Learn the 11x table through partitioning - recap using partitioning to calculate mathematical statements for multiplication and division using 2, 3, 4, 5, 8, 10 and 11x table for two-digit numbers multiplied by one digit- begin to use this method mentally to multiply a two-digit by a one-digit number using known facts- move on to using the short method for multiplication - answer missing number problems and scaling and correspondence problems in which n objects are connected to m objects | **Division**- rapid recall of division facts for 2, 3, 4, 5, 8, 10 and 11x table - using known multiplication fact use long division with counters- answer missing number problems and scaling and correspondence problems in which n objects are connected to m objects | **Statistics**- Interpret and present data using bar charts, pictograms and tables in a range of contexts- Understand scales (intervals of 2, 5 or 10)- One and two step questions using the information presented in bar charts, pictograms and tables (e.g. How many more? How many fewer?) | Termly Arithmetic Test (testbase) |
| Term 6 |  | **Properties of Shape**- Recall the names and properties of common 2D and 3D shapes (using the language from KS1 – sides, vertices, edges, faces)- Draw 2D shapes and make 3D shapes using modelling materials - Identifying shapes as symmetrical or non-symmetrical polygons (2D shapes) and polyhedral (3D shapes)- Recognise horizontal, vertical, parallel and perpendicular lines- To name and recognise a right angle as 90O- Use angles to describe a turn. Recognising that two right angles make a half-turn, three make three quarters of a turn and four a complete turn- Recognise angles greater than and less than 90˚ (obtuse and acute)- Recognise angles as a property of a 2D shape- Recognise and describe 2d shapes in different orientations- Recognise and describe 3d shapes in different orientations- Symmetrical and non-symmetrical polygons | **Length and perimeter**- Drawing accurate lines using m, cm and mm- Measuring lengths in m, cm and mm- Compare and order lengths in m, cm and mm- Add and subtract lengths in m, cm and mm- Measuring the perimeter of simple 2D shapes | **Mass and Capacity**- Measuring the mass of items in kg and g- Compare and order mass in kg and g- Add and subtract mass in kg and g- Measuring the capacity of items in l and ml- Compare and order capacity in l and ml - Add and subtract capacity in l and ml  | NFER AssessmentTermly Arithmetic Test (testbase) |

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| Year 4 Curriculum Overview |
|   | Arithmetic Focus |   | Maths Topics |   | Assessment |
| Term 1 | Recall 2, 3, 4, 5, 8, 10, 11x times table facts | **Place Value**Recognise and represent numbers up to 4 digits usingRead and write 4 digit numbersCompare and order numbers including 4 digitsRound numbersFind 1000 more or less than a given numberNegative NumbersRoman Numerals to 100 | **Mental Strategies for Addition and Subtraction**Use of place value to add and subtract mentallyPartitioning to add and subtract mentallyUse of a number line to add and subtract numbers to multiples of one thousand. | **Multiplication and Division**Representing multiplication and division as equal groups Representing multiplication and division as arraysUse repeated addition for multiplication and divisionRecall fact familiesMultiplying and dividing by 10 and 100Related multiplication and division facts (eg. 20 x 5) | Termly Arithmetic Test (testbase) |
| Term 2 |  | **Formal Methods for addition and subtraction**Column method for addition up to 4 digitsColumn method for subtraction up to 4 digitsUse of inverse calculations to check answers | **Multiplication**Factor pairsPartitioning for multiplicationFormal multiplication by a single digit (2x1 and 3x1)Multiplying 3 numbers together | **Division**Long divisionDivision with interpreting remainders to suit the question | Assessment Termly Arithmetic Test (testbase) |
| Term 3 |  | **Money** Recognise and write monetary values | **Decimals** Representing, reading and writing decimal numbers up to 2dp (distinguishing between how to read money and how to read decimal numbers)Comparing and ordering decimals (same number of dp)Rounding Decimals to the nearest whole number | **Calculating with decimals**Adding and subtracting with decimal numbersUse of a number line to find change (e.g. From £20) Multiplication and division facts with decimal numbersDividing with decimal numbersRemainders as decimals | Termly Arithmetic Test (testbase) |
| Term 4 |  | **Fractions**Recognise and show families of equivalent fractions | **Fractions and Decimals** | **Division**Revisit long divisionShort divisionDivision with rounding remainders to suit the question | AssessmentTermly Arithmetic Test (testbase) |
| Term 5 |  | **Time**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. | **Converting units of measure**Convert between different units of measure [for example, kilometre to metre; grams to kilograms] | **Properties of shape** Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry. | Termly Arithmetic Test (testbase) |
| Term 6 |  | **Area and Perimeter**measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares | **Position and Direction**Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygonDraw axes of one quarant | **Statistics**Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | AssessmentTermly Arithmetic Test (testbase) |

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| Year 5 Curriculum Overview |
|   | Arithmetic Focus |   | Maths Topics |   | Assessment |
| Term 1 |  | **Place Value**- Read and write numbers to 1 million- Compare and order numbers to 1 million- Rounding number up to 1 million- Negative Numbers- Roman Numerals to 1000 (M) | **Mental Strategies for addition and subtraction*** Mental strategies
* Use of the inverse
* Missing numbers

- Counting forwards and back in powers of 10 | Formal Strategies for addition and Subtraction* Column method for addition whole numbers with more than 4 digits
* Column method for subtraction whole numbers with more than 4 digits
* Use of estimation to check calculations
 | Termly Arithmetic Test (testbase) |
| Term 2 |  | **Multiplication and Division**Related multiplication and division factsSquare, cubed numbersFactors pair and common factorsMultiples Prime Numbers and composite numbersMultiplying and dividing by 10, 100 and 1000 | **Multiplication**Partitioning for multiplicationFormal multiplication for a 4 digit by a single digitFormal Multiplication of 4 digit by 2 digit  | **Division**Long division by a single digitShort division by a single digitDivision with rounding remainders to suit the question(Division with remainders to be taught later in the year)Long division by a 2 digit number (where appropriate) | Assessment Termly Arithmetic Test (testbase) |
| Term 3 |  | **Decimals** Recognise the place value of decimals to 3 decimal places Compare and order fractions up to 3dpRounding Decimal to 1dp and the nearest whole number | **Calculating with decimals**Recall complements to 1Add and subtract decimal numbers including a different number of decimal placesMultiplication and division facts with decimal numbersDividing with decimal numbersRemainders as decimals | **Fractions**Compare and order fractionsIdentify equivalent fractionsConvert between mixed and improper fractions | Termly Arithmetic Test (testbase) |
| Term 4 |  | **Calculating with fractions**Add and subtract fractions with the same denominatorAdd and subtract fractions with the denominators that are multiples of the same numberMultiply proper fractions and mixed number fractions by a whole number | **Fractions Decimals and Percentages**Read and write decimal numbers as fractionsRecognise the per cent symbol to relate to out of 100Write percentages as a fraction with a denominator of 100Write percentages as a decimal | **Calculating percentages**Use strategies for finding 10%, 50% and 25%Find Multiples of 10%Find 5% of a given numberFind 1% of a given numberUse the information to find different percentages of numbers | AssessmentTermly Arithmetic Test (testbase) |
| Term 5 |  | **Properties of shape** Recognise regular and irregular polygonsRecognise the properties of different triangles and quaddrilateralsIdentify 3d shapes from 2d representationsEstimate and compare anglesMeasure AnglesDraw AnglesIdentify angles at a point, straight line and right angle | **Converting units of measure** | **Area and Perimeter**  | Termly Arithmetic Test (testbase) |
| Term 6 |  | **Geometry - Position and Direction**  | **Time** | **Statistics** | AssessmentTermly Arithmetic Test (testbase) |

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| Year 6 Curriculum Overview |
|   | Arithmetic Focus |   | Maths Topics |   | Assessment |
| Term 1 | Mixed times table recallX/÷ by 10,100 and 1000 | **Place Value**Read and write numbers to 1 millionDetermine the value of each digitCompare and order numbers to 1 millionRounding number up to 1 millionCounting forwards and back in powers of 10Negative Numbersrecognise and describe linear number sequencesRoman Numerals to 1000 (M) | **Decimals**Read and write numbers to up to 3dpCompare and order numbers with up to 3dpRounding decimal numbers to the nearest whole number and given number of dp  | **Multiplication**Identify common factors, common multiples and prime numbersRecognise and calculate with prime numbersMultiply 4 digits by a single digitmultiply one-digit numbers with up to two decimal places by whole numbersmultiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication | Assessment 2017 |
| Term 2 |  | **Division**divide numbers up to 4 digits by a two-digit whole number using the formal written method of long divisionDivide numbers up to 4 digits by a single-digit number short divisionInterpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context  | **Converting measure**Multiplying and dividing by 10,100 and 1000Use, 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, up to three decimal places Convert between miles and kilometres  | **Fractions**se common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 7Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 4 1 × 2 1 = 8 1 ] Divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1 ] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3 ]  | Assessment 2018 |
| Term 3 |  | **Fractions/Decimals/Percentages** | **Ratio and Proportion**solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found ♣ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. |  | Assessment 2019 |

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| Term 4 |  | **Algebra**use simple formulae Generate and describe linear number sequencesExpress missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables. | **Shape**draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. | **Area and Perimeter**Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3 ) and cubic metres (m3 ), and extending to other units [for example, mm3 and km3 ]. | Assessment 2022 |
| Term 5 |  | Revision | Revision | SATs | SATs |
| Additional Maths Lessons | Maths Taught in Additional Maths Lessons from Term 3 | Addition and Subtraction | Calculating with Fractions | Position and DirectionDescribe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. |  |