Year 1 - Number

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Pupils should be taught to: • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • identify one more or less than a n°. • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words. **Notes and guidance (non-statutory)** Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. They practise counting as reciting numbers and enumerating objects, and counting in twos, fives and tens from different multiples developing their recognition of patterns in the number system (eg, odd and even numbers), including varied and frequent practice through increasingly complex questions. They recognise and create repeating patterns with objects and with shapes.	Pupils should be taught to: • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. **Notes and guidance (non-statutory)** Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. Pupils combine and increase numbers, counting forwards and backwards. They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	Pupils should be taught to: • 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. **Notes and guidance (non-statutory)** Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in twos, fives and tens.	Pupils should be taught to: • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Notes and guidance (non-statutory)** Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.

Year 1 – Measurement and Geometry

Measurement		Geometry	
		Properties of Shapes	Position and Direction

Pupils should be taught to:
• compare, describe and solve practical problems for:
    o lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
    o mass/weight [for example, heavy/light, heavier than, lighter than]
    o capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
    o time [for example, quicker, slower, earlier, later]
• measure and begin to record the following:
    o lengths and heights
    o mass/weight
    o capacity and volume
    o time (hours, minutes, seconds)
• recognise and know the value of different denominations of coins and notes
• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
• recognise and use language relating to dates, including days of the week, weeks, months and years
• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	Notes and guidance (non-statutory)
	
	The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage.
	
	Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units.
	
	In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.
	
	Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.
		Pupils should be taught to:
		recognise and name common 2-D and 3-D shapes, including:
		• 2-D shapes [for example, rectangles (including squares), circles and triangles]
		• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
		
		Notes and guidance (non-statutory)
		
		Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.
			Pupils should be taught to:
			• describe position, direction and movement, including whole, half, quarter and three-quarter turns.
			
			Notes and guidance (non-statutory)
			
			Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
			
			Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.

Year 2 - Number

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions

Pupils should be taught to:
• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
• recognise the place value of each digit in a two-digit number (tens, ones)
• identify, represent and estimate numbers using different representations, including number line
• compare and order numbers from 0 up to 100; use <, > and = signs
• read and write numbers to at least 100 in numerals and in words
• use place value and number facts to solve problems.
 	
Notes and guidance (non-statutory)
 	
Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third.
 	
Pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.
 	
Pupils should partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.
	Pupils should be taught to:
	• solve problems with addition and subtraction:
	   o using concrete objects and pictorial representations, including those involving numbers, quantities and measures
	   o applying their increasing knowledge of mental and written methods
	• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
	   o a two-digit number and units
	   o a two-digit number and tens
	   o two two-digit numbers
	• adding three one-digit numbers
	• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
	• recognise /use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	
	Notes and guidance (non-statutory)
	
	Pupils use / understand 'sum' and 'difference'. They check calculations using inverse and adding numbers in a different order to establish commutativity and associativity. Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.
		Pupils should be taught to:
		• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
		• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
		• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
		• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		
		Notes and guidance (non-statutory)
		A variety of language is used. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to one other. They connect the 10 multiplication table to place value, and 5 multiplication table to divisions on a clock face. They begin using multiplication tables and recall facts, including using related division facts to perform written and mental calculations.
		
		Pupils work with a range of materials and contexts in which x and ÷ relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, 40 ÷ 2 = 20, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (eg, 4 × 5 = 20 and 20 ÷ 5 = 4).
			Pupils should be taught to:
			• recognise, find, name and write fractions 1/3, ¼ , 2/4 and ¾ of a length, shape, set of objects or quantity
			• write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.
			
			Notes and guidance (non-statutory)
			
			Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet as the first example of a non-unit fraction. ¾.
			
			Pupils should count in fractions up to 10, starting from any number and using the ½ and 2/4 equivalence on the number line (for example, 1 ¼ 1 2/4 (or 1 1/2), 1 ¾, 2. This reinforces the concept of fractions as numbers and that they can add up to more than one.

Year 2 – Measurement, Geometry and Statistics

Measurement	Geometry – Properties Of Shapes	Geometry – Position And Direction	Statistics
Pupils should be taught to: • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day. **Notes and guidance (non-statutory)** Pupils use standard units of measurement increasing accurately, using knowledge of the n° system. They use appropriate lang. and record using standard abbreviations. Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'. They tell and record time on analogue clocks. Pupils become fluent in counting and recognising coins. They read/ say amounts of money confidently and use the symbols £ and p accurately, recording them separately.	Pupils should be taught to: • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects. **Notes and guidance (non-statutory)** Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces. Pupils read and write names for shapes that are appropriate for their word reading and spelling. Pupils draw lines and shapes using a straight edge.	Pupils should be taught to: • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). **Notes and guidance (non-statutory)** Pupils should work with patterns of shapes, including those in different orientations. Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).	Pupils should be taught to: • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data. **Notes and guidance (non-statutory)** Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).

Year 3 – Number

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Pupils should be taught to: • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, units) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas. **Notes and guidance (non-statutory)** Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16). Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.	Pupils should be taught to: • add and subtract numbers mentally, including: • a three-digit number and units • a three-digit number and tens • a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Notes and guidance (non-statutory)** Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent	Pupils should be taught to: • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Notes and guidance (non-statutory)** Pupils continue to practise mental recall of x tables to improve fluency. They connect 2, 4 and 8 x tables through doubling. Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240) and x and ÷ facts to derive related facts (for example, 30 × 2 = 60, 60 ÷ 3 = 20 and 20 = 60 ÷ 3). Pupils develop reliable written methods for x and ÷, starting with 2-digit numbers by 1-digit numbers and progressing to formal short multiplication and division. Pupils solve simple problems in contexts, deciding which of the four ops. to use and why, including measuring (eg., 4 x as high, 8 x as long etc.) and correspondence problems in which m objects are connected to n objects (eg. 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8.	Pupils should be taught to: • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] • compare and order unit fractions, and fractions with the same denominators • solve problems involving all of above. **Notes and guidance (non-statutory)** Pupils connect tenths to place value, decimal measures and to division by 10. They begin to understand unit and non-unit fractions as nºs on the nº line, and deduce relations between them, eg. size and equivalence. They should go beyond the [0, 1] interval, including relating this to measure. Pupils understand the relation between unit fractions as operators (fractions of), and division by integers. They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity. Pupils practise + and - fractions with same denominator through a variety of increasingly complex problems to improve fluency.

Year 3 – Measurement, Geometry and Statistics

Measurement		Geometry – Properties Of Shapes	Statistics
Pupils should be taught to: • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks].	**Notes and guidance (non-statutory)** Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm). The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication. Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4. Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.	Pupils should be taught to: • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Notes and guidance (non-statutory)** Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle. Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.	Pupils should be taught to: • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. **Notes and guidance (non-statutory)** Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. They continue to interpret data presented in many contexts.

Year 4 – Number

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (Including Decimals)
Pupils should be taught to • 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 units) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Pupils should be taught to: • 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.	Pupils should be taught to: • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • 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.	Pupils should be taught to: • recognise and show, with diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • solve problems involving increasingly harder fractions to calculate quantities, and fractions to ÷ quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places.
Notes and guidance (non-statutory) Using a variety of representations, including measures, pupils become fluent in order and place value of nºs beyond 1000, inc. counting in 10s and 100s, and maintaining fluency in other multiples through varied, frequent practice. They start to extend knowledge of the nº system to include decimal numbers + fractions met so far. They connect estimation and rounding to use of measuring instruments. Roman numerals are put in historical context so pupils understand there have been other ways to write whole numbers and the concepts of 0 and place value were introduced over time.	**Notes and guidance (non-statutory)** Pupils practise mental methods and columnar + and - with increasingly large numbers to aid fluency (see Maths Appendix 1, new curriculum).	**Notes and guidance (non-statutory)** Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency. Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6). Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Maths Appendix 1, new curriculum). Pupils write statements about equality of expressions (for example, use the distributive law 39 × 7 = 30 × 7 + 9 × 7 and associative law (2 × 3) × 4 = 2 × (3 × 4). They combine knowledge of nº facts and rules of arithmetic to solve mental and written calculations for example, 2 x 6 x 5 = 10 x 6 = 60. Pupils solve 2-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or 3 cakes shared equally between 10.	**Notes and guidance (non-statutory)** Pupils should connect hundredths to tenths and place value and decimal measure. They extend the use of the number line to connect fractions, numbers and measures. Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths. Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate. Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions. Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100. They practise counting using simple fractions and decimals, both forwards and backwards. Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on number lines.

Year 4 – Measurement, Geometry and Statistics

Measurement	Geometry – Properties of Shapes	Geometry – Position and Direction	Statistics
Pupils should be taught to: - Convert between different units of measure [for example, kilometre to metre; hour to minute] - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares - estimate, compare and calculate different measures, including money in pounds and pence - read, write and convert time between analogue and digital 12- and 24-hour clocks - solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Notes and guidance (non-statutory)** Pupils build on their understanding of place value and decimal notation to record metric measures, including money. They use multiplication to convert from larger to smaller units. Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. They relate area to arrays and multiplication.	Pupils should be taught to: - 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. **Notes and guidance (non-statutory)** Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium). Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular. Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.	Pupils should be taught to: - describe positions on a 2-D grid as coordinates in the first quadrant - describe movements between positions as translations of a given unit to the left/right and up/down - plot specified points and draw sides to complete a given polygon. **Notes and guidance (non-statutory)** Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates, for example (2, 5), including using coordinate-plotting ICT tools.	Pupils should be taught to: - 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. **Notes and guidance (non-statutory)** Pupils understand and use a greater range of scales in their representations. Pupils begin to relate the graphical representation of data to recording change over time.

Year 5 – Number

Number and Place Value	Multiplication and Division	Fractions Including decimals and Percentages	
Pupils should be taught to: • read, write, order & compare nºs to at least 1 000 000 determine value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole nºs, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Notes and guidance (non-statutory)** Pupils identify place value in large whole numbers. They continue to use number in context, including measurement. Pupils extend and apply understanding of the number system to the decimal numbers and fractions that they have met so far. They should recognise and describe linear number sequences, incl. those involving fractions and decimals (eg., 3, $3\frac{1}{2}$, 4, $4\frac{1}{2}$ ...), and find the term-to-term rule in words (for example, add $\frac{1}{2}$).	Pupils should be taught to: • identify multiples and factors, including finding all factor pairs of a number, and common factors of two nºs • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • x numbers up to 4 digits by a 1- or 2-digit nº using a formal written method, incl. long mult. for 2-digit nºs • use known facts to multiply and divide • divide numbers up to 4 digits by a 1-digit number using formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation • solve probs. involving x and ÷ including using knowledge of factors and multiples, squares and cubes • solve problems involving +,-,x and ÷ and a combination of these, including understanding the meaning of the equals sign • solve x and ÷ problems, including scaling by simple fractions and problems involving simple rates **Notes and Guidance (non-statutory)** Pupils practise and extend their use of the formal written methods of short multiplication and short division (see <u>Mathematics Appendix 1</u>). They apply all the x and ÷ facts frequently, memorize and use them confidently to make larger calculations. They use and understand the terms factor, multiple and prime, square and cube numbers. Pupils interpret non-integer answers to division by expressing results in different ways according to context, including with remainders, as fractions, as decimals or by rounding (for example, 98 ÷ 4 = 98/4 =24 r 2 = 24 $\frac{1}{2}$ = 24.5 ≈ 25. Pupils use x and ÷ as inverses to support intro of ratio in Y 6, for example, by x and ÷ by powers of 10 in scale drawings or by x or ÷ by powers of a 1000 in converting between units such as km and m. Distributivity can be expressed as $a(b + c) = ab + ac$. They understand the terms factor, multiple and prime, square and cube numbers and use them to construct equivalence statements (for example, 4 x 35 = 2 x 2 x 35; 3 x 270 = 3 x 3 x 9 x 10 = 9^2 x 10). Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example, 13 + 24 = 12 + 25; 33 = 5 x☐).	Pupils should be taught to: • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 +4/5 = 6/5 = 1 1/5] • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions [for example, 0.71 = 71/100] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.	**Notes and guidance (non-statutory)** Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions. They extend their knowledge of fractions to thousandths and connect to decimals and measures. Pupils connect equivalent fractions > 1 that simplify to integers with division and other fractions > 1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions. Pupils connect multiplication by a fraction to using fractions as operators (fractions of), and to division, building on work from previous years. This relates to scaling by simple fractions, including fractions > 1. Pupils practise adding and subtracting fractions to become fluent through a variety of increasingly complex problems. They extend their understanding of adding and subtracting fractions to calculations that exceed 1 as a mixed number. Pupils continue to practise counting forwards and backwards in simple fractions. Pupils continue to develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities. Pupils extend counting from year 4, using decimals and fractions incl. bridging zero, for example on a nº line. Pupils say, read and write decimal fractions and related tenths, hundredths and thousandths accurately and are confident in checking the reasonableness of their answers to problems. They mentally add and subtract tenths, and one-digit whole numbers and tenths. They practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 (for example, 0.83 + 0.17 = 1). Pupils should go beyond the measurement and money models of decimals, for example by solving puzzles involving decimals. Pupils should make connections between fractions, % and decimals (eg 100% = 1 whole; 50% = 50/100; 25% = 25/100 and find 'fractions of'.

Addition and Subtraction

Pupils should be taught to:
• + and - 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 calcs and determine, in a problem, levels of accuracy
• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Notes and guidance (non-statutory)

Pupils practise using mental and formal methods, of columnar addition and subtraction with increasingly large numbers to aid fluency.

Year 5 – Measurement, Geometry and Statistics

Measurement	Geometry – Properties Of Shapes	Geometry – Position and Direction	Statistics
Pupils should be taught to: - convert between diff. units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml) - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - measure/calc perimeter of composite rectilinear shapes (cm and m) - calculate + compare area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes - estimate volume [eg., using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] - solve problems involving converting between units of time - use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. **Notes and guidance (non-statutory)** Pupils use knowledge of place value and x and ÷ to convert between standard units. Pupils calculate perimeter of rectangles and related composite shapes, incl. using the relations of perimeter or area to find unknown lengths. Missing measures questions can be expressed algebraically, eg. $4 + 2b = 20$ for rectangle of sides 2 cm and b cm and perimeter of 20cm. Pupils calculate the area from scale drawings using given measurements. Pupils use all four ops in probs involving time and money, incl. conversions (eg. days to weeks, expressing the answer as weeks and days).	Pupils should be taught to: - identify 3-D shapes, including cubes and other cuboids, from 2-D representations - know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - draw given angles, and measure them in degrees (°) - identify: - angles at a point and one whole turn (total 360°) - angles at a point on a straight line and ½ a turn (total 180°) - other multiples of 90° - use the properties of rectangles to deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Notes and guidance (non-statutory)** Pupils become accurate in drawing lines with a ruler to the nearest millimetre, and measuring with a protractor. They use conventional markings for parallel lines and right angles. Pupils use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals, for example using dynamic geometry ICT tools. Pupils use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.	Pupils should be taught to: 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. **Notes and guidance (non-statutory)** Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.	Pupils should be taught to: - solve comparison, sum and difference problems using information presented in a line graph - complete, read and interpret information in tables, including timetables. **Notes and guidance (non-statutory)** Pupils connect their work on coordinates and scales to their interpretation of time graphs. They begin to decide which representations of data are most appropriate and why.

Year 6 - Number

Number and Place Value	Addition, Subtraction, Mult. and Division	Fractions Including Decimals and Percentages	Ratio and Proportion
Pupils should be taught to: • read, write, order and compare numbers to 1 000 000 + determine value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. **Notes and guidance (non-statutory)** Pupils use the whole number system including saying, reading and writing numbers accurately.	Pupils should be taught to: • multiply multi-digit numbers up to 4 digits by a 2-digit whole number using formal written method of long multiplication • divide numbers up to 4 digits by a 2-digit whole n° using formal method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a 2-digit number using formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use knowledge of the order of operations to carry out calculations involving the four ops • solve addition and subtraction multi-step problems in context, deciding which ops/ methods to use and why • solve problems involving +, -, x, ÷ • use estimation to check answers to calculations and determine, in context of a problem, an appropriate degree of accuracy.	Pupils should be taught to: • use 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 • multiply simple pairs of proper fractions, writing the answer in its simplest form [eg., $\frac{1}{4} \times \frac{1}{2}$ = 1/8] • divide proper fractions by whole numbers [eg. 1/3 ÷ 2 = 1/6] • associate a fraction with division and calculate decimal fraction equivalents [eg. 0.375] for a simple fraction [eg 3/8] • identify the value of each digit in n°s given to 3dp and x and ÷ numbers by 10, 100 and 1000 giving answers up to 3dp • multiply 1-digit numbers with up to two dp by whole n°s • use written ÷ methods in cases where the answer has up to 2dp • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Pupils should be taught to: • 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.

Algebra			
Pupils should be taught to: • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables. **Notes and guidance (non-statutory)** Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as: • missing numbers, lengths, coordinates and angles • formulae in mathematics and science • equivalent expressions (for example, $a + b = b + a$) • generalisations of number patterns • number puzzles (for example, what two numbers can add up to).	**Notes and guidance (non-statutory)** Pupils practise +, -, x, ÷ for larger numbers, using formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division (see Mathematics Appendix 1). They undertake mental calculations with increasingly large numbers and more complex calculations. Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency. Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc., but not to a specified number of significant figures. Pupils explore order of operations using brackets; for example, 2 + 1 x 3 = 5 and (2 + 1) x 3 = 9. Common factors can be related to finding equivalent fractions.	**Notes and guidance (non-statutory)** Pupils should practise, use and understand + and - of fractions with different denominators by identifying equivalent fractions with the same denominator. They start with fractions where the denominator of one is a multiple of the other and progress to varied and increasingly complex problems. Pupils should use a variety of images to support understanding of x with fractions. This follows earlier work on fractions as operators (fractions of), as numbers, and equal parts of objects, eg. parts of a rectangle. Pupils use understanding of the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity (eg. If $\frac{1}{4}$ of a length is 36cm, then the whole length is 36 × 4 = 144cm). They practise calcs with simple fractions and decimal fraction equivalents to aid fluency, including listing equivalent fractions to identify fractions with common denominators. Pupils can explore and make conjectures about converting a simple fraction to a decimal fraction (eg., 3 ÷ 8 = 0.375). For simple fractions with recurring decimal equivalents, pupils learn about rounding the decimal to 3 decimal dp, or other appropriate approximations depending on the context. Pupils x and ÷ numbers with up to 2 decimal places by 1-digit and 2-digit whole numbers. Pupils x decimals by whole numbers, starting with eg. 0.4 × 2 = 0.8, and in practical contexts, eg. measures and money. They are introduced to ÷ of decimal numbers by 1-digit whole number, initially, in practical contexts involving measures and money. They recognise ÷ calcs as the inverse of x. Pupils also develop skills of rounding and estimating as a means of predicting and checking order of magnitude of their answers to decimal calculations. This includes rounding answers to a specified degree of accuracy and checking reasonableness of answers.	**Notes and guidance (non-statutory)** Pupils recognise proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes and recipes). Pupils link percentages or 360° to calculating angles of pie charts. Pupils should consolidate their understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems. They might use the notation $a : b$ to record their work. Pupils solve problems involving unequal quantities, for example, 'for every egg you need three spoonfuls of flour', '3/5 of the class are boys'. These problems are the foundation for later formal approaches to ratio and proportion.

Year 6 – Measurement, Geometry and Statistics

Measurement	Geometry – Properties of Shapes	Geometry – Position and Direction	Statistics
Pupils should be taught to: • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from smaller to larger units, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3 and m^3. Extend to other units [eg., mm^3 and km^3].	Pupils should be taught to: • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3D 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.	Pupils should be taught to: • 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.	Pupils should be taught to: • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average.
Notes and guidance (non-statutory) Pupils connect conversion (eg., from kms to miles) to a graphical representation as preparation for understanding linear/proportional graphs. They know approximate conversions and are able to tell if an answer is sensible. Using n° line, pupils use, add and subtract positive and negative integers for measures such as temperature. They relate area of rectangles to parallelograms and triangles, eg. by dissection, and calc their areas, understanding and using the formulae (in words or symbols) to do this. Pupils could be introduced to compound units for speed, such as mph, and apply their knowledge in science or other subjects.	**Notes and guidance (non-statutory)** Pupils draw shapes and nets accurately, using measuring tools and conventional markings and labels for lines and angles. Pupils describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. These relationships might be expressed algebraically for example, $d = 2 \times r$; $a = 180 - (b + c)$.	**Notes and guidance (non-statutory)** Pupils draw and label a pair of axes in all four quadrants with equal scaling. This extends their knowledge of one quadrant to all four quadrants, including the use of negative numbers. Pupils draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes. These might be expressed algebraically for example, translating vertex (a, b) to $(a - 2, b + 3)$; (a, b) and $(a + d, b + d)$ being opposite vertices of a square of side d.	**Notes and guidance (non-statutory)** Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts. Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects. They should connect conversion from kilometres to miles in measurement to its graphical representation. Pupils know when it is appropriate to find the mean of a data set.