St Peter's CE (VA) Primary School

Maths Block Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number: Place Value (within 10) (4wks)	Number: Place Value (3wks)	Number: Place Value (3wks)	Number: Place Value (4wks)	Number: Place Value (3wks)	Number: Place Value (2wks)
Number: Addition and subtraction (within 10) (4wks)	Number: Addition and subtraction (5wks)	Number: Addition and subtraction (5wks)	Number: Addition and subtraction (3wks)	Number: Addition and subtraction (2wks)	Number: Addition and subtraction Multiplication and Division (4wks)
Number: Place Value (within 20) (2wks)	Number: Multiplication and Division (2wks)	Number: Multiplication and Division (3wks)	Number: Multiplication and Division (3wks)	Number: Multiplication and Division (3wks)	Number: Fractions (4wks)
Number: Addition and subtraction (within 20) (4wks)	Number: Multiplication and Division (2wks)	Number: Multiplication and Division (3wks)	Number: Multiplication and Division (3wks)	Number: Multiplication and Division (3wks)	Number: Decimals (2wks)
Number: Place Value (within 50, multiples 2,5,10) (3wks)	Number: Fractions (3wks)	Number: Fractions (2wks)	Number: Fractions (4wks)	Number: Fractions (6wks)	Number: Percentages (2wks)
Number: Multiplication and Division (multiples 2,5,10) (3wks)	Geometry: Properties of Shape (3wks)	Number: Fractions (3wks)	Number: Decimals (3wks)	Number: Decimals & Percentages (2wks)	Number: Algebra (2wks)
Number: Fractions (2wks)	Geometry: Position and Direction (3wks)	Geometry: Properties of Shape (2wks)	Number: Decimals (2wks)	Number: Decimals (4wks)	Number: Ratio (2wks)
Number: Place Value (within 100) (2wks)	Measurement: Money (2wks)	Measurement: Money (1wks)	Geometry: Properties of Shape (3wks)	Geometry: Properties of Shape (3wks)	Geometry: Position and Direction (1wks)
Geometry: Shape (1wks)	Measurement: Length and Height (1wks)	Measurement: Length and Perimeter (3wks)	Geometry: Position and Direction (1wks)	Geometry: Position and Direction (1wks)	Geometry: Properties of Shape (2wks)
Geometry: Position and Direction (1wks)	Measurement: Time (2wks)	Measurement: Time (3wks)	Measurement: Length and Perimeter (1wks)	Measurement: Area and Perimeter (2wks)	Measurement: Converting units (1wks)
Measurement: Length and Height (2wks)	Measurement: Mass, Capacity and temperature (3wks)	Measurement: Mass and Capacity (3wks)	Measurement: Area (1wks)	Measurement: Converting units (2wks)	Measurement: Area, Perimeter & volume (2wks)
Measurement: Weight and Volume (2wks)	Statistics (2wks)	Statistics (2wks)	Measurement: Money (2wks)	Measurement: Volume (1wks)	Statistics (2wks)
Measurement: Money (1wk)	Problem solving and efficient methods (2wks)		Measurement: Time (1wks)	Statistics (2wks)	Problem solving (3wks)
Measurement: Time (2wks)	Investigations (2wks)		Statistics		Investigations (4wks)

Year 1						
N1	Number: Place Value (within 10) (4wks)	**A** count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number	**B** count, read and write numbers to 10 in numerals;	**C** given a number, identify one more and one less	**D** 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	
N2	Number: Addition and subtraction (within 10) (5wks)	**A** represent and use number bonds and related subtraction facts within 10	**B** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	**C** add and subtract one-digit and two-digit numbers to 10, including zero	**D** solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	
N3	Number: Place Value (within 20) (2wks)	**A** count to 20 forwards and backwards, beginning with 0 or 1, or from any given number	**B** Count read and write numbers from 1 to 20 in numerals and words.	**C** given a number, identify one more and one less	**D** 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	
N4	Number: Addition and subtraction (within 20) (3wks)	**A** represent and use number bonds and related subtraction facts within 20	**B** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	**C** add and subtract one-digit and two-digit numbers to 20, including zero	**D** solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	
N5	Number: Place Value (within 50, multiples 2,5,10) (3wks)	**A** count to 50 forwards and backwards, beginning with 0 or 1, or from any given number	**B** count, read and write numbers to 50 in numerals;	**C** given a number, identify one more and one less	**D** 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	**E** count in multiples of twos, fives

N6	Number: Multiplication and Division (multiples 2,5,10) (3wks)	**A** count in multiples of twos, fives and tens		**B** 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	
N7	Number: Fractions (2wks)	**A** recognise, find and name a half as one of two equal parts of an object, shape or quantity	**B** recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	**C** *Compare, describe and solve practical problems for length and height*	**D** *Compare, describe and solve practical problems for mass and weight*
N8	Number: Place Value (within 100) (2wks)	**A** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	**B** count, read and write numbers to 100 in numerals;	**C** given a number, identify one more and one less	**D** 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
G1	Geometry: Shape (1wks)	**A** recognise and name common 2-D shapes, including: rectangles squares, circles and triangles		**B** recognise and name common 3-D shapes, including cuboids, cubes, pyramids, spheres:	
G2	Geometry: Position and Direction (1wks)	**A** describe position, direction and movement, including half, quarter and three-quarter turns.			
M1	Measurement: Length and Height (2wks)	**A** measure and begin to record the following: * **lengths and heights**		**B** *Compare, describe and solve practical problems for length and height*	
M2	Measurement: Weight and Volume (2wks)	**A** measure and begin to record the following: * **mass/weight** * **capacity and volume**		**B** *Compare, describe and solve practical problems for mass and weight, capacity and volume*	
M3	Measurement: Money (1wks)	**A** recognise and know the value of different denominations of **coins and notes**			
M4	Measurement: Time (2wks)	**A** sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	**B** recognise and use language relating to dates, including days of the week, weeks, months and years	**C** tell the time to the hour and half past the hour and draw the hands on a clock face to show these times *Compare, describe and solve practical problems for time*	**D** measure and begin to record the following: * **time** (hours, minutes, seconds**)**

Year 2							
N1	Number: Place Value (3wks)	**A** read and write numbers to at least 100 in numerals and in words	**B** recognise the place value of each digit in a two-digit number (tens, ones)	**C** identify, represent and estimate numbers using different representations, including the number line	**D** compare and order numbers from 0 up to 100; use <, > and = signs	**E** use place value and number facts to solve problems	**F** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
N2	Number: Addition and subtraction (5wks)	**A** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	**B** add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers	**C** show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	**D** solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods	**E** recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	
N3	Number: Multiplication and Division (2wks)	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	**B** calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×),equals (=) signs	**C** solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication including problems in contexts	**D** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		
N4	Number: Multiplication and Division (2wks)	**A** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	**B** calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	**C** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	**D** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		

N5	Number: Fractions (3wks)	**A** recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity			**B** write simple fractions e.g. $^{1}/_{2}$ of 6 = 3 and recognise the equivalence of $^{2}/_{4}$ and $^{1}/_{2}$		
G1	Geometry: Properties of Shape (3wks)	**A** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	**B** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line		**C** identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	**D** compare and sort common 2-D and 3-D shapes and everyday objects	
G2	Geometry: Position and Direction (3wks)	**A** 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 anti-clockwise)			**B** order and arrange combinations of mathematical objects in patterns and sequences		
M1	Measurement: Money (2wks)	**A** recognise and use symbols for pounds **(£) and pence (p)**; combine amounts to make a particular value		**B** find different combinations of coins that equal the same amounts of money		**C solve simple problems** in a practical context involving addition and subtraction of money of the same unit, including giving change	
M2	Measurement: Length and Height (1wks)	**A** choose and use appropriate standard units to estimate and measure **length/height** in any direction (m/cm);			**B** compare and order lengths, mass, volume/capacity and record the results using >, < and =		
M3	Measurement: Time (2wks)	**A** 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.			**B** compare and sequence intervals of time		
M4	Measurement: Mass, Capacity and temperature (3wks)	**A** choose and use appropriate standard units to estimate and measure **mass** (kg/g); **temperature** (°C); **capacity** (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels			**B** compare and order lengths, mass, volume/capacity and record the results using >, < and =		
S1	Statistics (2wks)	**A** interpret and construct simple pictograms, tally charts, block diagrams and simple tables		**B** ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity		**C** ask and answer questions about totalling and comparing categorical data	
P1	Problem solving and efficient methods (2wks)						
P2	Investigations (2wks)						

Year 3								
N1	Number: Place Value (3wks)	**A** identify, represent and estimate numbers using different representations	**B** find 10 or 100 more or less than a given number	**C** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	**D** compare and order numbers up to 1000	**E** read and write numbers up to 1000 in numerals and in words	**F** solve number problems and practical problems involving these ideas.	**G** count from 0 in multiples of 4, 8, 50 and 100;
N2	Number: Addition and subtraction (5wks)	**A** add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	**B** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	**C** estimate the answer to a calculation and use inverse operations to check answers	**D** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction			
N3	Number: Multiplication and Division (3wks)	**A** *count from 0 in multiples of 4, 8, 50 and 100*	**B** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	**C** 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	**D** 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			
N4	Number: Multiplication and Division (3wks)	**A** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	**B** 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	**C** 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				
N5	Number: Fractions (2wks)	**A** 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.	**B** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	**C** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denomi	**D** solve problems that involve all of the above			

N6	Number: Fractions (3wks)	**A** recognise and show, using diagrams, equivalent fractions with small denominators	**B** compare and order unit fractions, and fractions with the same denominators	**C** add and subtract fractions with the same denominator within one whole (e.g. $^{5}/_{7} + {}^{1}/_{7} = {}^{6}/_{7}$)	**D** solve problems that involve all of the above	
G1	Geometry: Properties of Shape (2wks)	**A** recognise angles as a property of shape or a description of a turn	**B** 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	**C** identify horizontal and vertical lines and pairs of perpendicular and parallel lines	**D** draw 2-D shapes and make 3-D shapes using modelling materials;	**E** recognise 3-D shapes in different orientations and describe them
M1	Measurement: Money (1wks)	**A** add and subtract amounts of **money** to give change, using both £ and p in practical contexts				
M2	Measurement: Length and Perimeter (3wks)	**A** measure, compare, add and subtract: **lengths** (m/cm/mm);		**B** measure the **perimeter** of simple 2-D shapes		
M3	Measurement: Time (3wks)	**A** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	**B** estimate and read time with increasing accuracy to the nearest minute;	**C** record and compare time in terms of seconds, minutes, hours	**D** use vocabulary such as o'clock a.m./p.m., morning, afternoon, noon and midnight	**E** know the number of seconds in a minute and the number of days in each month, year and leap year	**F** compare durations of events, for example to calculate the time taken by particular events or tasks
M4	Measurement: Mass and Capacity (3wks)	**A** measure, compare, add and subtract: **mass** (kg/g); **volume/capacity** (l/ml)				
S1	Statistics (2wks)	**A** interpret and present data using bar charts, pictograms and tables		**B** solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.		

Year 4									
N1	Number: Place Value (4wks)	**A** count in multiples of, 25 and 1000	**B** find 1000 more or less than a given number	**C** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	**D** order and compare numbers beyond 1000	**E** identify, represent and estimate numbers using different representatio n	**F** round any number to the nearest 10, 100 or 1 000	**G** solve number and practical problems that involve all of the above and with increasingly large positive numbers	**H** *Count backwards through zero to include negative numbers*
N2	Number: Addition and subtraction (3wks)	**A** add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		**B** estimate and use inverse operations to check answers to a calculation			**C** solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why		
N3	Number: Multiplication and Division (3wks)	**A** recall multiplication and division facts for multiplication tables up to 12 × 12		**B** *count in multiples of 6, 7, 9,*		**C** 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		**D** solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit,	
N4	Number: Multiplication and Division (3wks)	**A** recall multiplication and division facts for multiplication tables up to 12 × 12	**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	**C** recognise and use factor pairs and commutativity in mental calculations		**D** multiply two-digit and three-digit numbers by a one-digit number using formal written layout		**E** 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	
N5	Number: Fractions (4wks)	**A** recognise and show, using diagrams, families of common equivalent fractions		**B** count up and down in hundredths recognise that hundredths arise when dividing an object by one		**C** solve problems involving increasingly harder fractions to calculate quantities, and fractions to		**D** add and subtract fractions with the same denominator	

			hundred and dividing tenths by ten	divide quantities, including non-unit fractions where the answer is a whole number	
N6	Number: Decimals (3wks)	**A** recognise and write decimal equivalents of any number of tenths or hundredths	**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	**C** solve simple measure and money problems involving fractions and decimals to two decimal places.	**D** convert between different units of measure (e.g. kilometre to metre)
N7	Number: Decimals (2wks)	**A** compare numbers with the same number of decimal places up to two decimal places	**B** round decimals with one decimal place to the nearest whole number	**C** recognise and write decimal equivalents to $^{1}/_{4}$; $^{1}/_{2}$; $^{3}/_{4}$	**D** 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
G1	Geometry: Properties of Shape (3wks)	**A** identify acute and obtuse angles and compare and order angles up to two right angles by size	**B** compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	**C** identify lines of symmetry in 2-D shapes presented in different orientations	**D** complete a simple symmetric figure with respect to a specific line of symmetry
G2	Geometry: Position and Direction (1wks)	**A** describe positions on a 2-D grid as coordinates in the first quadrant	**B** describe positions on a 2-D grid as coordinates in the first quadrant	**C** describe movements between positions as translations of a given unit to the left/right and up/down	
M1	Measurement: Length and Perimeter (1wks)	**A** measure and calculate the **perimeter** of a rectilinear figure (including squares) in centimetres and metres		**B** convert between different units of measure (e.g. kilometre to metre	
M2	Measurement: Area (1wks)	**A** find the area of rectilinear shapes by counting squares			
M3	Measurement: Money (2wks)	**A** estimate, compare and calculate different measures, including money in pounds and pence		**B** solve simple measure and money problems involving fractions and decimals to two decimal places.	
M4	Measurement: Time (1wks)	**A** read, write and convert time between analogue and digital 12 and 24-hour clocks		**B** solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	
S1	Statistics	**A** interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs		**B** solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	

Year 5							
N1	Number: Place Value (3wks)	**A** read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	**B** count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	**C** interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	**D** round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	**E** solve number problems and practical problems that involve all of the above	**F** read Roman numerals to 1 000 (M) and recognise years written in Roman numerals
N2	Number: Addition and subtraction (2wks)	**A** add and subtract numbers mentally with increasingly large numbers	**B** add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	**C** use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	**D** solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		
N3	Number: Multiplication and Division (3wks)	**A** multiply and divide numbers mentally drawing upon known facts	**B** multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	**C** identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	**D** recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	**E** solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	**F** know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	**G** establish whether a number up to 100 is prime and recall prime numbers up to 19
N4	Number: Multiplication and Division (3wks)	**A** multiply and divide numbers mentally drawing upon known facts	**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	**C** 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	**D** solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals		

N5	Number: Fractions (6wks)	**A** compare and order fractions whose denominators are all multiples of the same number	**B** identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	**C** recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5} = 1{}^{1}/_{5}$)	**D** add and subtract fractions with the same denominator and multiples of the same number	**E** multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	**F** read and write decimal numbers as fractions (e.g. $0.71 = {}^{71}/_{100}$)	**G** solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.
N6	Number: Decimals & Percentages (2wks)	**A** read, write, order and compare numbers with up to three decimal places	**B** recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	**C** round decimals with two decimal places to the nearest whole number and to one decimal place	**D** solve problems involving numbers up to three decimal places	**E** 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 as a decimal fraction	**F** solve problems which require knowing percentage and decimal equivalents of $^{1}/_{2}$, $^{1}/_{4}$, $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$ and those with a denominator of a multiple of 10 or 25.	
N7	Number: Decimals (4wks)	**A** recognise and write decimal equivalents of any number of units of tenths or hundredths.	**B** find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	**C** solve simple measures and money problems involving fractions and decimals to two decimal places.	**D** convert between different units of measure.			

G1	Geometry: Properties of Shape (3wks)	**A** identify 3-D shapes, including cubes and other cuboids, from 2-D representations	**B** use the properties of rectangles to deduce related facts and find missing lengths and angles	**C** distinguish between regular and irregular polygons based on reasoning about equal sides and angles	**D** know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	**E** draw given angles, and measure them in degrees ($^{\circ}$)	**F** identify: * angles at a point and one whole turn (total 360°) * angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90°
G2	Geometry: Position and Direction (1wks)	**A** 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					
M1	Measurement: Area and Perimeter (2wks)	**A** measure and calculate the **perimeter** of composite rectilinear shapes in centimetres and metres			**B** calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes		
M2	Measurement: Converting units (2wks)	**A** convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)		**B** understand and use equivalences between metric units and common imperial units such as inches, pounds and pints		**C** solve problems involving converting between units of time	
M3	Measurement: Volume (1wks)	**A** estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)			**B** use all four operations to solve problems involving measure		
S1	Statistics (2wks)	**A** solve comparison, sum and difference problems using information presented in a line graph			**B** complete, read and interpret information in tables, including timetables		

Year 6										
N1	Number: Place Value (2wks)	**A** read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	**B** round any whole number to a required degree of accuracy	**C** use negative numbers in context, and calculate intervals across 0	**D** solve number and practical problems that involve all of the above					
N2	Number: Addition and subtraction Multiplication and Division (4wks)	**A** multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	**B** 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	**C** 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 the context	**D** perform mental calculations, including with mixed operations and large numbers	**E** identify common factors, common multiples and prime numbers	**F** use their knowledge of the order of operations to carry out calculations involving the 4 operations	**G** solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	**H** solve problems involving addition, subtraction, multiplication and division	**I** use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
N3	Number: Fractions (4wks)	**A** use common factors to simplify fractions; use common multiples to express fractions in the same denomination	**B** compare and order fractions, including fractions >1	**C** add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	**D** multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]	**E** divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]	**F** associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]	**G** solve fraction and practical problems that involve all of the above		

N4	Number: Decimals (2wks)	**A** identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places	**B** multiply one-digit numbers with up to 2 decimal places by whole numbers	**C** use written division methods in cases where the answer has up to 2 decimal places	**D** solve problems which require answers to be rounded to specified degrees of accuracy	
N5	Number: Percentages (2wks)	**A** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		**B** solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison		
N6	Number: Algebra (2wks)	**A** use simple formulae	**B** generate and describe linear number sequences	**C** express missing number problems algebraically	**D** find pairs of numbers that satisfy an equation with 2 unknowns	**E** enumerate possibilities of combinations of 2 variables
N7	Number: Ratio (2wks)	**A** solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts	**B** solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison	**C** solve problems involving similar shapes where the scale factor is known or can be found	**D** solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	
G1	Geometry: Position and Direction (1wks)	**A** describe positions on the full coordinate grid (all 4 quadrants)		**B** draw and translate simple shapes on the coordinate plane, and reflect them in the axes		
G2	Geometry: Properties of Shape (2wks)	**A** draw 2-D shapes using given dimensions and angles	**B** recognise, describe and build simple 3-D shapes, including making nets	**C** compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	**D** illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	**E** recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
M1	Measurement: Converting units (1wks)	**A** solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate	**B** 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 3 decimal places	**C** convert between miles and kilometres		

M2	Measurement: Area, Perimeter & volume (2wks)	**A** recognise that shapes with the same areas can have different perimeters and vice versa		**B** recognise when it is possible to use formulae for area and volume of shapes		**C** calculate the area of parallelograms and triangles		**D** calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
S1	Statistics (2wks)	**A** interpret and construct pie charts and line graphs and use these to solve problems				**B** calculate and interpret the mean as an average		
P1	Problem solving (3wks)	**a**	**b**	**c**	**d**	**e**	**f**	**g**
P2	Investigations (4wks)	**a**	**b**	**c**	**d**	**e**	**f**	**g**

Planning Tool Year

Autumn Term

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Wk15
Block														
Obj														
Revisit 2x 1x 1x Pre														
Fluency														

Spring Term

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12

Summer Term

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12