Days Lane Mathematics Curriculum Map

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	**Term 1**	**Term 1**	**Term 1**	**Term 1**	**Term 1**
Number & Place Value (2) • Count to 100 forwards & backwards, beginning with 0 or 1, from any given number e.g. 19, 18, 17, 16… • Count, read & write numbers to 100 in numerals, count in multiples of twos & tens e.g. 2, 4, 6, 8, 10… • Given a number, identify one more & one less. • Identify and represent numbers using objects & pictorial representations including the number line, & use the language of: equal to, more than, less than (fewer), most, least. • Read & write numbers from 1 to 20 in numerals. • Use language of ordering e.g. first, second, third.	**Number & Place Value (4)** • Count in steps of 2, 3, and 5 from 0, and tens from any number, forward or backward. • Recognise the place value of each digit in a two-digit number (tens, ones) • Identify, represent and estimate numbers using different representations, including the number line. • Read and write numbers to at least 100 in numerals and in words. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Use place value and number facts to solve problems. • Partition numbers in different ways e.g. 23 = 20 + 3 = 10 + 13	**Number & Place Value (4)** • 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, ones) • Identify, represent and estimate numbers using different representations *including those related to measure*. • *Apply partitioning related to place value using varied and increasingly complex problems.* • Read and write numbers to at least 1000 in numerals and in words. • Compare and order numbers up to 1000. • Solve number problems and practical problems involving place value and rounding.	**Number & Place Value (2)** • Count in multiples of 6, 9, 25 and 1000 *e.g. 625, 600, 575, 550, 525, 500, …* • Find 1000 more or less than a given number *e.g. 45 + 1000, 8904 – 1000* • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations *including measures and measuring instruments.* • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. *e.g. 49 = XLIX* • Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers.	**Number & Place Value (2)** • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit *e.g. order a set of multi-digit numbers from smallest to largest - 37 700, 737 570, 737 507, 37 570* • Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 *e.g. 197 000, 198 000, 199 000, 200 000, 201 000…* • Round any number up to 1 000 000 to the nearest 10, 100 and 1000 e.g. *265 946 to the nearest 1000 (266 000)* • Solve number problems and practical problems that involve number, place value and rounding e.g. *What number is halfway between 560 500 and 560 600?*	**Number & Place Value (2)** • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit *e.g. What must be added to 26 523 to change it to 54 525?* • Round any whole number to a required degree of accuracy *e.g. round 265 496 to the nearest 10 000 (270 000)* • Solve number and practical problems that involve number, place value and rounding *e.g. What is the largest 5-digit number whose digits sum to 20? (99200). What is the smallest number which rounds to 35 000, to the nearest 1000*? (34 500). *What is the smallest 4-digit integer whose digits sum to 20? (10199)*. • Use negative numbers in context, and calculate intervals across zero *e.g. how much warmer is 5°C than -4°C? (9°C)*

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Addition & Subtraction (8) • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent, *memorise,* & use number bonds and related subtraction facts within 10, in several forms e.g. 3+4=7; 4=7-3 • Add & subtract one-digit & 2-digit to 20 (9+9, 18-9), including zero. • Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition & subtraction, using concrete objects & pictorial representations, & missing number problems e.g. 3 + ☐ = 7 • Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than…			**Addition & Subtraction (4)** • Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 400 or 900 – 360 • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation e.g. 8702 – 499 is approximately 9000 – 500 = 8500; check 8203 + 499 = 8702 • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. It costs £3.50 for Ben to go swimming and £5:70 for his mum; how much change is there from £10?	**Addition & Subtraction (2)** • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers *e.g. 12 462 – 2 300 = 10 162* • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why *e.g. Write a number story for this number sentence: 3709=4562+234-1087*	**Addition & Subtraction (4)** • Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction. • Perform mental calculations, including with mixed operations and large numbers e.g. *(13 400 + 10 600) × 4 ÷ 12 = 8000* • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why *e.g. Write a number story for this number sentence: 23.5 = 20.4 + 4.9 - 1.8* • Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy • Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

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	Addition & Subtraction (6) • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ▪ a two-digit number and ones ▪ a two-digit number and tens *e.g. 87 – 30 = 57* • Solve problems with addition and subtraction: ▪ using concrete objects & pictorial representations, including those involving numbers, quantities & measures. ▪ applying their increasing knowledge of mental & written methods. • Begin to recall and use addition and subtraction facts to 20, *e.g. 19 – 7 = 12* and derive and use related facts up to 100 *e.g. 30 = 90 – 60* • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	**Addition & Subtraction (6)** • Add and subtract numbers mentally, including: ▪ a three-digit number and ones ▪ a three-digit number and tens *e.g. 476 + 50* ▪ a three-digit number and hundreds. ▪ *two-digit numbers where the answer could exceed 100* • Add and subtract numbers with up to three digits, using formal written methods of columnar addition. • Estimate the answer to a calculation and use inverse operations to check answers *e.g. 702 – 249 is approximately 700 – 250 = 450; check 453 + 249 = 702* • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. *E.g. investigate the numbers which could go in the boxes when:* 2 x ☐ = 7 + ☐ *E.g. There are 46 boys and 58 girls in Year 3, but 12 children are away; how*		**Multiplication & Division (2)** • *Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations* • Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers • Know and use the vocabulary of prime numbers and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts *e.g. 60×9* • Multiply and divide whole numbers and those involving decimals by 10,	

		many Year 3 children are at school?		100 and 1000 *e.g. 456÷100=4.56* • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign *e.g. 40×8=500 –* ☐	
			Multiplication & Division (4) • Recall multiplication and division facts for multiplication tables up to 10 × 10 • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers *e.g. 600 ÷ 3 = 200; 4 × 6 × 2* • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout *(see appendix)* • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one	**Ratio & Scaling (4)** • Solve problems including multiplication and division, including scaling by simple fractions and problems involving simple rates. • Using all four operations to solve problems including measures (for example, length, mass, volume, money) using decimal notation including scaling. • Calculate the area using scale drawings.	**Ratio (2)** • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts *e.g. adjust a recipe for 6 people, to serve 15 people* • Solve problems involving similar shapes where the scale factor is known or can be found *e.g. On a map 2cm represents 1km; a road measures 7cm on the map, how long is it in real life?* • *Use the notation a : b to record ratio* • Solve problems involving the calculation of percentages (e.g. measures) such as 15% of

			digit *e.g.34 × 6 = (30 ×6) + (4 × 6)*, integer scaling problems and harder correspondence problems such as n objects are connected to m objects *e.g. 3 skirts and 4 tops, how many different outfits?*		360 and the use of percentages for comparison • *Link percentages of 360° to calculating angles of pie charts* • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples *e.g. the ratio of boys to girls in class 6 is 1:2; there are 8 boys, how many girls are there?*.
					Algebra (2) • *Use symbols and letters to represent variables and unknowns in mathematical situations…* o *missing numbers, lengths, coordinates and angles e.g. 5y+1=16 or the angles in an isosceles triangle are 50°, y° and y°; find y* o *mathematics and science formulae e.g. P=2(l+w)* o *arithmetic rules e.g. a×b=b×a* o *generalising number patterns e.g. 3, 6, 9, 12, … 3n*

					○ *number puzzles e.g. a+b=8.5 and a×6=15; find a and b* • Express missing number problems algebraically *e.g. the perimeter of a triangle is 20cm; it has two sides of length 8cm; what is the length of the other side? (20=2×8+x so x=4cm)* • Use simple formulae expressed in words *e.g. write a formula for the cost of a party, C, which costs £100 plus £2 per person, n. (C=100+2n)* • Enumerate all possibilities of combinations of two variables *e.g. investigate all possible half-time scores when the full time score of a football match is 4:2* • Generate and describe linear number sequences *e.g. write the first 5 terms in a 'decrease by 9' sequence starting from 20, or find the nth term of a simple sequence e.g. 4, 8, 12, 16, … 4n* • Find pairs of numbers that satisfy number sentences involving two unknowns. *e.g. a – b = 5, give pairs of*

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					values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or …) or. p×q=24; if p and q are both positive, even numbers, list all the possible combinations (e.g. 2×12, 4×6, …)
Measurement (4) • Compare, describe & solve problems for: ▪ Lengths & heights e.g. long/short, longer/shorter, tall/short, double/half ▪ Mass or weight e.g. heavy/light, heavier than, lighter than ▪ Capacity/volume e.g. full/empty, more than, less than ▪ Time e.g. quicker, slower, earlier, later • Use non-standard measures to measure & begin to record the following: ▪ lengths & heights ▪ mass/weight ▪ capacity & volume	**Geometry (4)** • Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. • Draw lines and shapes using a straight edge. • Identify and describe the properties of 3-D shapes, including the number of vertices and faces. • Compare and sort common 2-D and 3-D shapes and everyday objects. E.g. sort 3-D shapes in different ways such as whether they have triangular faces, all straight edges… • Recognise and name, polygons e.g. pentagon, hexagon, octagon and cones. • Order and arrange combinations of mathematical objects in patterns, including those in different orientations e.g. a turning shape, draw the next shape in the pattern. 	**Statistics (2)** • Interpret and present data using bar charts, pictograms and tables, understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy. • Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. • Interpret data presented in many contexts.	**Geometry (2)** • Compare and classify geometric shapes, including quadrilaterals *(e.g. parallelogram, rhombus, trapezium)* and triangles *(e.g. isosceles, equilateral, scalene),* based on their properties and sizes *e.g. sort quadrilaterals to find those with line symmetry or parallel edges* • Complete a simple symmetric figure with respect to a specific line of symmetry • Identify acute and obtuse angles and compare and order angles up to two right angles by size, *without using a protractor*	**Geometry (4)** • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations *e.g. using isometric paper* • *Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles.* • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Use the properties of rectangles to deduce related facts and find missing lengths and angles *e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles…*	**Geometry (2)** • Draw 2-D shapes using given dimensions and angles *using measuring tools and conventional markings and labels for lines and angles e.g. construct a triangle or complete a parallelogram with given lengths and angles* • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles *describing them algebraically e.g. a=180-(b+c)*

				• 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 angle sum facts and other properties to make deductions about missing angles* • Use the properties of rectangles to deduce related facts and find missing lengths and angles *e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles…* • *Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals, e.g. using dynamic geometry ICT tools.*	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius *describing it algebraically as d=2×r*

				• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles *e.g. sort triangles and quadrilaterals into regular and irregular sets, realising that only the equilateral triangles and the squares are regular* • 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.	
		Geometry (2) • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them *e.g. number of faces, edges and vertices (singular: vertex), e.g. guess my shape: it has a square face and four triangular faces (square-based pyramid.* • Recognise that angles are a property of shape or a description of turn. • Identify right angles, recognise that two right angles make a half-turn,	**Statistics (2)** • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, *using a greater range of scales e.g. height of a sunflower plant, measured daily for 2 weeks* • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		**Measurement (2)** • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places • Recognise that shapes with the same areas can have different perimeters and vice versa *e.g. investigate triangles with areas of 12cm^2 to find which has the smallest perimeter*

		three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • Describe the properties of shapes using accurate language, including symmetrical/not symmetrical, lengths of lines, and acute and obtuse angles. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			• Recognise when it is possible to use formulae for area and volume of shapes *e.g. find the length of the side of a cube with a volume of 27cm^3* • Calculate the area of parallelograms and triangles, *relating it to the area of rectangles*, *e.g. compare the 'counting squares' method to using the formula for the area of a parallelogram* • Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate *e.g. Ben walked 850m to the bus stop, travelled on a bus for 8.67km and then a train for 120.9km; how far did he travel altogether?* • Convert between miles and kilometres *and other units commonly used e.g. know that a mile is approximately 1.6km (and 1km is approximately 0.6miles) and use this to make rough calculations* • Calculate, estimate and compare volume of cubes

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					and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3) and extending to other units, such as mm^3 and km^3.
Term 2	**Term 2**	**Term 2**	**Term 2**	**Term 2**	**Term 2**
Number & Place Value (2) • Count, read & write numbers to 100 in numerals, count in multiples of twos, fives & tens e.g. 22, 24, 26, 28, 30…, or 90, 80, 70, 60… • Read & write numbers from 1 to 20 in numerals & words. • Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects & pictorial representations. • Begin to order numbers to 100 (different tens) e.g. order 36, 29, 63, 51 • Recognise odd and even numbers.	**Multiplication & Division (6)** • Begin to recall and use multiplication and division facts for the 2, and 10 multiplication tables, including recognising odd and even numbers *e.g. 22 ÷ 2 = 11* • 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. • Recognise and use the inverse relationship between multiplication and division in calculations.	**Multiplication & Division (6)** • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • *Develop efficient mental methods, for example, using commutativity e.g. 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240 and multiplication and division facts to derive related facts.* • 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 *e.g. 46×8 or 81÷3*	**Number & Place Value (2)** • 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. • Order and compare numbers beyond 1000. • Round any number to the nearest 10, 100 or 1000. • Round any number to the nearest 10 or 100. • Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers.	**Multiplication & Division (2)** • *Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations* • Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts *e.g. 630÷9*	**Multiplication & Division (2)** • *Continue to use all the multiplication tables to 12 × 12 in order to maintain their fluency* • *Continue to practise the four operations for larger numbers using the formal written methods of short and long multiplication, and short and long division* • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Perform mental calculations, including with mixed operations and large numbers e.g. *(13 400 + 10 600) × 4 ÷ 12 = 8000*

	• Relate multiplication and division to grouping and sharing discrete (e.g. counters and continuous quantities e.g. water. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts e.g. share 18 counters between 3 children.	• Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems *(e.g. change a recipe for 2 people to make enough for 6 people)* and correspondence problems in which n objects are connected to m objects. *e.g. 3 hats and 4 coats, how many different outfits? Or share 6 cakes equally between 4 children.*		• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context *e.g. 98 ÷ 4 = 24 r 2 = 24½ = 24.5 ≈ 25.* • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign *e.g. There are 6 shelves of books; 3 shelves hold 35 books each, one shelf holds 45 books and the top two shelves have the same number of books on each; there are 200 books altogether; how many books are on the very top shelf?*	• Solve problems involving multiplication and division *e.g. Club A sold 3500 tickets for £9.50 each and Club B sold 8150 tickets for £3.50; how much more money did Club A make than Club B?* • Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy • Identify common factors, common multiples and prime numbers *e.g. Find the highest common factor of 120, 90 and 75 (15) or Find all the prime numbers between 80 and 100.* • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
Addition &Subtraction (4) • Read, write and interpret mathematical statements			**Multiplication & Division (2)** • Recall multiplication and division facts for	**Fractions (2)** • *Know that percentages, decimals and fractions are*	**Fractions (4)** • Use common factors to simplify fractions *e.g. as*

involving addition (+), subtraction (-) and equals (=) signs. • Represent, *memorise,* & use number bonds and related subtraction facts within 10, in several forms, and begin to know doubles to 20 e.g. 8+8 = 16, complements to 20 e.g. 8 + 12 = 20 • Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition & subtraction, using concrete objects & pictorial representations, & missing number problems. • Problems should include vocabulary such as: put together, add, altogether, total, take away, distance between, more than, less than…			multiplication tables up to 12 × 12 • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers *e.g. 420 = 70 × 6; 5 × 4 × 9* • Recognise and use factor pairs and commutativity in mental calculations *e.g. factor pairs of 20 are 1 and 20, 2 and 10, 4 and 5; addition and multiplication are commutative e.g.* 2×6×5=2×5×6=10×6 • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • *Use the formal written method for short division with exact answers when dividing by a one-digit number e.g. 456 ÷ 3* • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit *e.g.34 × 6 = (30 ×6) + (4 × 6)*, integer scaling	*different ways of expressing proportions* • *Count forwards and backwards in fractions and decimals bridging zero* • Compare and order fractions whose denominators are all multiples of the same number *e.g. put these fractions in order from the smallest: $^{5}/_{12}$, $^{5}/_{6}$, $^{11}/_{12}$, $^{2}/_{3}$* • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths *making links to decimals and measures e.g. $^{37}/_{100}$ metre = 0.37m* • Read and write decimal numbers as fractions *e.g. 0.71 = 71/100* • *Mentally add and subtract:* ○ *tenths e.g. 0.8 - 0.3* ○ *one-digit whole numbers and tenths e.g. 3.4 + 2.6* ○ *complements of 1 e.g. 0.85 + 0.15 = 1* • Recognise the per cent symbol (%) and understand that per cent relates to	*the numerator and denominator have a common factor of 4, $^{12}/_{16}$ can be simplified to $^{3}/_{4}$*; use common multiples to express fractions in the same denomination *e.g. as the denominators have a common multiple of 12, $^{3}/_{4}$ and $^{5}/_{6}$ can both be expressed in twelfths i.e. $^{9}/_{12}$ and $^{10}/_{12}$ respectively* • *List equivalent fractions to identify fractions with common denominators* • Compare and order fractions, including fractions >1 *e.g. put these fractions in order from the smallest: $^{5}/_{4}$, $^{5}/_{8}$, $^{3}/_{2}$, $^{14}/_{8}$* • Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places *e.g. 205.6 ÷ 100 =2.056* • Multiply one-digit numbers with up to two decimal places by whole numbers *e.g. 0.6 x 7* • Recall and use equivalences between

			problems and harder correspondence problems such as n objects are connected to m objects *e.g. the number of different choices on a menu*	"number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction *e.g. 43% = $^{43}/_{100}$ = 0.43* • *Recognise that percentages are proportions of quantities e.g. 40% of the class are boys; what percentage are girls? as well as operators on quantities e.g. find 40% of 30 children.*	simple fractions, decimals and percentages, including in different contexts *e.g. order $^{4}/_{5}$, 75%, 0.9, $^{19}/_{20}$* • Associate a fraction with division and calculate decimal fraction equivalents *e.g. 0.375* for a simple fraction *e.g. $^{5}/_{8}$* • *Use understanding of relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if ¼ of a length is 36cm, then the whole length is 36 × 4 = 144cm* • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions *e.g. $^{1}/_{2} + {}^{1}/_{8} = {}^{5}/_{8}$*
			Fractions (4) • Know that decimals and fractions are different ways of expressing proportions • Recognise and show, using diagrams, families of common equivalent fractions	**Measurement (2)** • Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) *e.g. 15.7cm = 157mm*	

			• Count using simple fractions and decimal fractions, both forwards and backwards e.g. $4\,^{1}/_{3}, 4\,^{2}/_{3}, 5, 5\,^{1}/_{3}, 5\,^{2}/_{3}, 6, 6\,^{1}/3$; 3.2, 3.1, 3, 2.9, 2.8, … and represent fractions and decimals on a number line • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten e.g. $^{3}/_{10} = {}^{30}/_{100} = 0.30 = 0.3$ • Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths e.g. $^{6}/_{9} = {}^{2}/_{3}$ • Solve problems to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number e.g. find $^{4}/_{9}$ of 18 counters • Recognise and write decimal equivalents of any number of tenths or hundredths e.g. $^{9}/_{10} = 0.9$; $^{9}/_{100} = 0.09$ • Recognise and write decimal equivalents to $^{1}/_{4}$; $^{1}/_{2}$; $^{3}/_{4}$	• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres *e.g. find the perimeter of an L shape where one or two side lengths are not given* • 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 • Use all four operations to solve problems involving measure *(e.g. length, mass, volume, money)* using decimal notation including scaling	

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			• 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		
Fractions (2) • Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity e.g. Find half of a length of string, by folding.	**Fractions (4)** • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. • Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half. • *Count in fractions e.g. 3¼, 3²/₄, 3¾, 4, 4¼, …*	**Measurement (6)** • Measure, compare, add and subtract: length (m/cm/mm) **mass** (kg/g) *e.g. find 3 vegetables which weigh between 100g and 300g. Read 250g on a scale labelled every 100g. Which is heavier: 1kg 300g or 1½kg? Know the approximate mass of a book, an apple, a baby, a man…* • Add and subtract amounts of money to give change, using both £ and p in practical contexts *e.g. I have a £2 coin, two £1 coins, three 50p coins, a 20p and seven 5p coins; how much more do I need to make £10?* • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour *digital* clocks.		**Algebra (4)** • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres *e.g. given the perimeter and length of a rectangle, calculate its width, w, expressing it algebraically e.g. 20 = (2×7) + 2w*	**Algebra (2)** • Express missing number problems algebraically *e.g. I'm thinking of a number; I double it and subtract 12 from the result; the answer is 60; what was my number? (2x-12=60, so 2x=72, so x=36)* • Use simple formulae expressed in words *e.g. write a formula for the cost of a taxi journey, C, which is £2.10 plus £1.60 per kilometre, k. (C=2.10+1.60k)* • Enumerate all possibilities of combinations of two variables *e.g. list all the combinations of boys and girls in a class where there are twice as many boys as girls and between 25 & 35 children in the class altogether.*

		• Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m. morning, afternoon, noon and midnight. • Compare durations of events, for example to calculate the time taken by particular events or tasks. • Know the number of seconds in a minute and the number of days in each month, year and leap year.			• Generate and describe linear number sequences *e.g. 6, 13, 20, 27, … 7n-1* • Find pairs of numbers that satisfy number sentences involving two unknowns. *e.g. a – b = 5, give pairs of values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or …)*
Measurement (2) • Recognise & know the value of different denominations of coins. • Sequence events in chronological order using language such as: 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.			**Ratio (2)**		**Geometry (2)** • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. • *Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed algebraically e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given*

• Tell the time to the hour and draw the hands on a clock face to show these times.					*two of them are (a, b) and (a+d, b+d)* • *Draw and label a pair of axes in all four quadrants with equal scaling.*
Term 3	**Term 3**	**Term 3**	**Term 3**	**Term 3**	**Term 3**
Number & Place Value (2) • Count to 100 forwards & backwards, beginning with 0 or 1, from any given number e.g. 103, 102, 101, 100, 99, 98… • Count, read & write numbers to 100 in numerals, count in multiples of twos, fives & tens e.g. 5, 10, 15, 20, 25…	**Fractions (2)** • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.	**Measurement *continued…***	**4 operations (4)** • Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 270 or 900 – 365 • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. Mr Smith sets out on a 619 mile journey; he drives 320 miles before lunch and 185 miles after	**Number & Place Value (4)** • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit *e.g. What must be added to 37 500 to change it to 67 500?* • Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero *e.g. count back in threes: 8, 5, 2, -1, -4, -7…* • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	**Number & Place Value (1)** • Solve number and practical problems that involve number, place value and rounding *e.g. What is the largest 5-digit number whose digits sum to 20? (99200).* *What is the smallest number which rounds to 35 000, to the nearest 1000*? (34 500). *What is the smallest 4-digit integer whose digits sum to 20? (10199).*

			lunch; how much farther does he need to drive? • recall multiplication and division facts for multiplication tables up to 12 × 12 • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • *Use the formal written method for short division with exact answers when dividing by a one-digit number e.g. 736 ÷ 8* • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit *e.g.34 × 6 = (30 ×6) + (4 × 6),* integer scaling problems and harder correspondence problems such as n objects are connected to m objects *e.g. 3 cakes shared equally between 10 children.*	• *Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule e.g. find the rule and complete the sequence: ___, 16, 8, 4, ___, 1, 0.5, ___* • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. e*.g. MCMXIV (1914)*	
Addition & Subtraction (6) • Read, write and interpret mathematical statements involving addition (+),	**4 Operations (8)** • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:	**4 Operations (4)** • Add and subtract numbers mentally, including: ▪ a three-digit number and ones			**Fractions (1)** • *Use a variety of images to support understanding of*

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subtraction (-) and equals (=) signs. • Represent, *memorise,* & use number bonds and related subtraction facts within 20, in several forms e.g. 9+7=16; 16-7=9; 7=16-9 • Add & subtract one-digit & 2-digit to 20 (9+9, 18-9), including zero. • Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition & subtraction, using concrete objects & pictorial representations, & missing number problems e.g. 7 = ☐ - 9 • Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than…	▪ a two-digit number and ones ▪ a two-digit number and tens ▪ two two-digit numbers e.g. 63-29 ▪ adding three one-digit numbers e.g. 9 + 7 + 9 • 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. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Relate multiplication and division to grouping and sharing discrete e.g. counters and continuous quantities e.g. water, and relating these to fractions and measures e.g. 40cm ÷ 2 = 20cm; 20cm is ½ of 40cm • Solve problems involving multiplication and division, using materials, arrays,	▪ a three-digit number and tens *e.g. 824 – 30* ▪ a three-digit number and hundreds ▪ *two-digit numbers where the answer could exceed 100 e.g. 68+47* • Add and subtract numbers with up to three digits, using the efficient 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 *e.g. investigate the numbers which could go in the boxes when* ☐☐3 = 2☐ + ☐6			*multiplication with fractions* • Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. ¼ × $^1/_2$ = $^1/_8$ • Divide proper fractions by whole numbers e.g. $^1/_3$ ÷ 2 = $^1/_6$ • Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places *e.g.* ☐ *÷ 1000 = 0.45* • Multiply one-digit numbers with up to two decimal places by whole numbers *e.g. 0.04 x 12* • Use written division methods in cases where the answer has up to two decimal places *e.g. 693 ÷ 15 = 14.2* • *Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. 93.15 ÷ 5*

	repeated addition, mental methods, and multiplication and division facts, including problems in contexts. *E.g. there are 10 pencils in a box, I have 5 boxes and 3 spare pencils, and how many do I have altogether?* • Use the language 'sum' and 'difference' e.g. three numbers sum to 12, two numbers are 3 and 7, what is the third number?				• Solve problems which require answers to be rounded to specified degrees of accuracy *and check the reasonableness of answers*. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts *e.g. find a decimal which lies between $^3/_8$ and ½*
			Fractions (2) • Add and subtract fractions with the same denominator *e.g. $^2/_5 + {}^4/_5 = {}^6/_5$* • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number *e.g. $^1/_5$ of ☐ is 9* • 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	**Multiplication & Division (2)** • *Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations* • Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers • Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors *e.g. 828÷36 = (828÷4)÷9 = 207÷9 = 23*	**Statistics (2)** • Interpret and construct pie charts and line graphs and use these to solve problems *e.g. draw a pie chart to show how Jack spends his £36 birthday money:* ○ *£9 snacks* ○ *£15 toys* ○ *£12 books* • *Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects e.g. a scatter graph connecting heights of children and their long-jump distance* • Calculate and interpret the mean as an average. *e.g. find the mean height of*

			whole number *e.g. 32.5 rounds to 33; 49.7 rounds to 50* • Compare numbers with the same number of decimal places up to two decimal places *e.g. put in order: 2.56, 26.52, 2.65, 25.62, 2.62* • Solve simple measure and money problems involving fractions and decimals to two decimal places. *e.g. two parcels weigh 5.5kg altogether, one weighs 3.8kg, what is the mass of the other?*	• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers *e.g. prime factors of 60=2×2×3×5* • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • 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 • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.*eg a toymaker can make 8 toys in 2 hours; how many toys can he make in 5 hours?*	*these children: 1.2m, 1.07m and 1.12m*

		Fractions (6) • Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $^1/_3$, you divide by 3; to find $^1/_5$, you divide by 5. • Recognise and use fractions as numbers on the number line: 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 e.g. If $^1/_3$ of a cake is eaten then $^2/_3$ remains or $^5/_7 + ^1/_7 = ^6/_7$ • Compare and order unit fractions, and fractions with the same denominators e.g. put in order $^1/_2$, $^1/_8$, $^1/_4$, $^1/_6$ • Solve problems that involve fractions e.g. Ali, Ben and Cara have 24 fish. $^2/_3$ of them belong to Ali, ¼ belong to Ben and the rest belong	**Algebra (2)**	**Fractions (2)** • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths *and extending to thousandths, making links to decimals and measures e.g.* $^{755}/_{1000}$ *kg = 0.755kg* • *Connect fractions >1 to division with remainders e.g.* $^5/_4 = 5 \div 4 = 1^1/_4$ • Recognise mixed numbers and improper fractions and convert from one form to the other *e.g.* $5\ ^2/_3 = ^{17}/_3$ and write mathematical statements >1 as a mixed number e.g. $^2/_5 + ^4/_5 = ^6/_5 = 1^1/_5$ • Add and subtract fractions with the same denominator and multiples of the same number e.g. $^2/_3 + ^1/_6 = ^5/_6$ • *Find fractions of numbers and quantities e.g.* $^3/_4$ *of £14* • *Connect multiplication by a fraction to using fractions as operators e.g.* $^2/_3$ *of 12 = 12 ×* $^2/_3$ • Read and write decimal numbers as fractions	***SATs***

		to Cara; how many fish belong to Cara?		• *Add and subtract decimals with a different number of decimal places e.g. 102.3 + 97.82* • Round decimals with two decimal places to the nearest whole number and to one decimal place *e.g. 27.59=27.6 (1d.p.)* • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents *e.g.* $^{650}/_{1000} = {}^{65}/_{100} = 0.65$; • Read, write, order and compare numbers with up to three decimal places *e.g. put these decimals in order starting from the smallest: 0.457, 0.42, 0.46, 0.426* • Solve problems *and puzzles* involving number up to three decimal places, *checking the reasonableness of answers* • 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.*e.g.* $^{12}/_{20} = {}^{60}/_{100} = 0.6 = 60\%$	

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Multiplication & Division (2)
• Double and halve numbers to 20 e.g. double 6 is 12, half of 10 is 5.
 	
• 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 e.g. share 8 sweets between 2 children.
			Measurement (4)
			• Convert between different units of measure *(e.g. kilometre to metre; hour to minute) e.g. 4½kg = 4500g;*
			
			• Estimate, compare and calculate different measures, including money in pounds and pence *e.g. put in order: £1.20, 98p, £0.89, £1.08*
			• Convert between different units of measure *(e.g. kilometre to metre; hour to minute) e.g. 90 minutes = 1½ hours*
			• Read, write and convert time between analogue and digital 12 and 24-hour clocks *e.g. ¼ to 8 in the evening can be written as 19:45*
			
			• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. e*.g. which of these children are 3 years old:*
			  ○ *Isabel 39 months*
			  ○ *Ben 32 months*
			  ○ *Cara 50 months*
			  ○ *Dylan 42 months*
			
			• Measure and calculate the perimeter of a rectilinear figure (including squares) in
				Ratio & Scaling (2)
				• *Calculate the area of scale drawings using given measurements. e.g. calculate the area of a 5cm × 3cm garden on a scale drawing with a scale 1cm:2m (60m²)*
				
				• Understand and use equivalences between metric and common imperial units such as inches, pounds and pints *e.g. Given that an inch is approximately 2.5cm, calculate the metric equivalent of a foot (12 inches)*
					Multiplication & Division (2)
					• Solve problems involving addition, subtraction, multiplication and division *e.g. Club A sold 3500 tickets for £9.50 each and Club B sold 8150 tickets for £3.50; how much more money did Club A make than Club B?*
					
					• Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
					
					• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
					
					• Use their knowledge of the order of operations to carry out calculations involving the four operations *and using brackets e.g. 14 x (29 – 12) + 7 = 245*

			centimetres and metres *e.g. find the perimeter of an L-shape where the lengths are given or can be measured* • Find the area of rectilinear shapes by counting squares *e.g. find the area of an L-shape drawn on squared paper*		
Fractions (2) • Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g. find ¼ of 12 beads, practically.	**Measurement (2)** • 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, masses, volume/capacity and record the results using >, < and = • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value *e.g. make 73p using the fewest coins.* • Find different combinations of coins to equal the same amounts of money.			**Algebra (2)**	**Fractions (2)** • *Use a variety of images to support understanding of multiplication with fractions* • Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $¼ \times {}^{1}/_{2} = {}^{1}/_{8}$ • Divide proper fractions by whole numbers e.g. ${}^{1}/_{3} \div 2 = {}^{1}/_{6}$ • Multiply one-digit numbers with up to two decimal places by whole numbers *e.g. 0.04 x 12* • Use written division methods in cases where the answer has up to two decimal places *e.g. 693 ÷ 15 = 14.2*

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	• Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change e.g. *I buy a cake for 60p and a biscuit for 25p, how much change will I get from £1?* • 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.				• *Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. 93.15 ÷ 5* • Solve problems which require answers to be rounded to specified degrees of accuracy *and check the reasonableness of answers*.
Geometry (2) • Recognise and name common 2-D and 3-D shapes, including: ▪ 2-D shapes *(e.g. rectangles (including squares), circles and triangles)* ▪ 3-D shapes *(e.g. cuboids, including cubes, pyramids and spheres).* • Describe positions, directions & movements using language such as left & right, top, middle & bottom, around, near, close & far, up & down, forwards & backwards, inside & outside.	**Statistics (2)** • Interpret and construct simple pictograms *e.g. where the symbol represents 2, 5 or 10 units,* tally charts, block diagrams and simple tables. • Answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Answer questions about totalling and comparing categorical data.	**Statistics (2)** • Interpret and present data using bar charts, pictograms and tables, understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy. • Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. • Interpret data presented in many contexts.	**Geometry (2)** • Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon. • Describe movements between positions as translations of a given unit to the left/right and up/down	**Statistics (2)** • Complete, read and interpret information in tables, including timetables. • Solve comparison, sum and difference problems using information presented in line graphs • *Connect work on coordinates and scales to their interpretation of time graphs* • *Begin to decide which representations of data are most appropriate and why*	**Algebra (2)** • Enumerate all possibilities of combinations of two variables *e.g. list all the combinations of boys and girls in a class where there are twice as many boys as girls and between 25 & 35 children in the class altogether.* • Generate and describe linear number sequences *e.g. 6, 13, 20, 27, … 7n-1* • Find pairs of numbers that satisfy number sentences involving two unknowns. *e.g. a – b = 5, give pairs of values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or …)*

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	**Term 1**	**Term 1**	**Term 1**	**Term 1**	**Term 1**
Number & Place Value (2)	Number & Place Value (4)	Number & Place Value (4)	Number & Place Value (2)	Number & Place Value (2)	Number & Place Value (2)
Addition & Subtraction (8)			Addition & Subtraction (4)	Addition & Subtraction (2)	Addition & Subtraction (4)
	Addition & Subtraction (6)	Addition & Subtraction (6)		Multiplication & Division (2)	
			Multiplication & Division (4)	Ratio (4)	Ratio & Scaling (2)
					Algebra (2)
Measurement (4)	Geometry (4)	Statistics (2)	Geometry (2)	Geometry (4)	Geometry (2)
		Geometry (2)	Statistics (2)		Measurement (2)
Term 2	**Term 2**	**Term 2**	**Term 2**	**Term 2**	**Term 2**
Number & Place Value (2)	Multiplication & Division (6)	Multiplication & Division (6)	Number & Place Value (2)	Multiplication & Division (2)	Multiplication & Division (2)
Addition &Subtraction (4)			Multiplication & Division (2)	Fractions (2)	Fractions (4)
			Fractions (4)	Measurement (2)	
Fractions (2)	Fractions (6)	Measurement (6)		Algebra (4)	Algebra (2)
Measurement (2)			Ratio (2)		Geometry (2)
Term 3	**Term 3**	**Term 3**	**Term 3**	**Term 3**	**Term 3**
Number & Place Value (2)	Fractions *cont…*	Measurement *cont…*	4 Operations (4)	Number & Place Value (4)	Number & Place Value (1)
Addition & Subtraction (6)	4 Operations (8)	4 Operations (4)			Fractions (1)
			Fractions (2)	Multiplication & Division (2)	Statistics (2)
		Fractions (6)	Algebra (2)	Fractions (2)	*SATs*

Multiplication & Division (2)			Measurement (4)	Ratio & Scaling (2)	Multiplication & Division (2)
Fractions (2)	Measurement (2)			Algebra (2)	Fractions (2)
Geometry (2)	Statistics (2)	Statistics (2)	Geometry (2)	Statistics (2)	Algebra (2)