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|  | **Castle Academy****Maths Curriculum Overview** |  |
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| **Number** | **Calculations** | **Fractions/Decimals/Percentages/Ratio** | **Measurement** | **Time** | **Geometry** | **Position** | **Statistics** | **Fraction Calculations** | **Algebra** |
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|  | Year 1 | Year 2 | Year3 | Year 4 | Year 5 | Year 6 |
| Autumn | Number 1 | Number 1 | Number 1 | Number 1 | Number 1 | Number 1 |
| Calculation 1 | Calculation 1 | Calculation 1 |
| Calculation 1 | Calculation 1 | Calculation 1 |
| Measurement 1 | Number 2 |
| Geometry 1 | Position 1 | Time 1 |
| Number 2 | Measurement 1 | Measurement 1 | Time 1 | Statistics 1 | Number 2 |
| Calculation 2 | Calculation 2 | FDPR 1 |
| Calculation 2 | Calculation 2 |
| Algebra 1 |
| Calculation 2 | Geometry 1 | Geometry 1 |
| Statistics 1 |
| Geometry 2 | Position 1 | Position 1 |
| Spring | Position 2 | Geometry 1 | Time 1 | FDPR 1 | Measurement 1 | FDPR 1 |
| Time 1 |
| Number 3 | Time 1 | Fraction Calculations |
| Assessments | Calculation 3 | FDPR 1 | Assessments |
| Calculation 3 | Measurement 2 | Statistics 2 | Fraction Calculations |
| Algebra 2 |
| Measurement 1 | Time 1 | Fractions 1 | FDPR 2 | FDPR 1 | Geometry 2 |
| Calculation 4 | Measurement 2 | Measurement 2 |
| Assessments | Fractions 1 | Assessments | Assessments | Assessments |
| Calculation 4 | Fractions 1 | FDPR 2 | Measurement 2 |
| Fractions 1 | Geometry 1 | Number 3 | Statistics 1 |
| Summer | Fractions 1 | Measurement 3 | Geometry 1 | Measurement 2 | Number 4 | NC Test Preparation |
| Geometry 3 | Measurement 4 | Statistics 1 | Geometry 1 | Position 1 |
| Measurement 2 | Measurement 5 | Geometry 2 |
| Number 4 | NC Test Preparation | Fractions 2 | Geometry 2 |
| FDPR 2 | NC Test Administration |
| NC Test Administration | Position 1 | Secondary Transition Scheme |
| Calculation 5 | Geometry 1 | Measurement 3 | Fraction Calculations |
| Calculation 5 | Number 2 | Geometry 1 | Measurement 3 | Fraction Calculations | Secondary Transition Scheme |
| Measurement 2 | Number 5 |
| Measurement 3 | Calculation 3 | Time 2 |
| Assessments | Assessments | Assessments | Assessments |
| Calculation 6 | Statistics 2 | Geometry 2 | Measurement 2 | Statistics 3 | Consolidation |
| Fractions 2 | Consolidation | Consolidation | Consolidation |
| Consolidation |

|  | **Castle Academy - Maths Curriculum** |  |
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| **Year 1**  | Aut | Spr | Sum | Key Vertical Maths Links | Horizontal/Diagonal Links |
| 1 | 2 | 1 | 2 | 1 | 2 |
| Number | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  |  |  |  |  |  |  | **EYFS Maths*** Recognise some numerals of personal significance
* Count actions or objects which cannot be moved
* Count an irregular arrangement of up to ten objects
* Estimate how many objects they can see and check by counting them
* Use the language of ‘more’ and ‘fewer’ to compare two sets of objects
* Record, using marks that they can interpret and explain
* Begin to identify own mathematical problems based on own interests and fascinations
* Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number
 |   |
| Given a number, identify 1 more and 1 less |  |  |  |  |  |  |
| Count in multiples of 2s and 5s |  |  |  |  |  |  |
| Use the language of: equal to, more than, less than (fewer), most, least |  |  |  |  |  |  |
| Identify and represent numbers using objects and pictorial representations including the number line |  |  |  |  |  |  |
| Count, read and write numbers to 20 in numerals and words |  |  |  |  |  |  |
| Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. (Non-Statutory Guidance) |  |  |  |  |  |  |
| Calculation | Represent and use number bonds and related subtraction facts within 20 |  |  |  |  |  |  | **EYFS Numbers*** Say the number that is one more than a given number
* Find the total number of items in two groups by counting all of them
* In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting
* Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer
 |  |
| Add and subtract one-digit numbers to 20, including 0 |  |  |  |  |  |  |
| Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs |  |  |  |  |  |  |
| Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 3 = ? − 7 |  |  |  |  |  |  |
| Count in multiples of 2s, 5s and 10s |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Fractions | Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity |  |  |  |  |  |  | **EYFS Numbers*** Solve problems, including doubling, halving and sharing
 |  |
| Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity |  |  |  |  |  |  |
| Measures  | Compare, describe and solve practical problems for | lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]  |  |  |  |  |  |  | **EYFS Shape Space and Measures*** Order two or three items by length or height
* Order two items by weight or capacity
* Begin to use everyday language related to money
* Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
 |  |
| mass/weight [for example, heavy/light, heavier than, lighter than] |  |  |  |  |  |  |
| capacity/volume [for example, full/empty, more than, less than, half, half full, quarter] |  |  |  |  |  |  |
| Recognise and know the value of different denominations of coins and notes |  |  |  |  |  |  |
| Time | Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] |  |  |  |  |  |  | **EYFS Shape, Space and Measures*** Use everyday language related to time
* Order and sequence familiar events
* Measure short periods of time in simple ways
 |  |
| Recognise and use language relating to dates, including days of the week, weeks, months and years |  |  |  |  |  |  |
| Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] |  |  |  |  |  |  |
| Measure and begin to record time (hours, minutes, seconds) |  |  |  |  |  |  |
| Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times |  |  |  |  |  |  |
| Geometry | Recognise and name 2-D shapes [for example, rectangles (including squares), circles and triangles] |  |  |  |  |  |  | **EYFS Shape, Space and Measures*** Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes
* Select a particular named shape
* Use familiar objects and common shapes to create and

recreate patterns and build models* Recognise, create and describe patterns
* Explore characteristics of everyday objects and shapes

and use mathematical language to describe them |  |
| Recognise and name 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] |  |  |  |  |  |  |
| Position | Describe position, direction and movement, including whole, half, quarter and three-quarter turns |  |  |  |  |  |  | **EYFS Shape, Space and Measures*** Describe their relative position such as ‘behind’ or ‘next to’
 |  |

|  | **Castle Academy - Maths Curriculum** |  |
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| **Year 2** | Aut | Spr | Sum | Key Vertical Maths Links | Horizontal/Diagonal Links |
| 1 | 2 | 1 | 2 | 1 | 2 |
| Number | Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward |  |  |  |  |  |  | **Year 1 Number*** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
* Given a number, identify 1 more and 1 less
* Count in multiples of 2s and 5s
* Use the language of equal to, more than, less than (fewer), most, least
* Identify and represent numbers using objects and pictorial representations including the number line
* Count, read and write numbers to 20 in numerals and words
 |  |
| Compare and order numbers from 0 up to 100; use <, > and = signs |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Recognise the place value of each digit in a two-digit number (10s, 1s) |  |  |  |  |  |  |
| Use place value and number facts to solve problems |  |  |  |  |  |  |
| Calculation | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |  |  |  |  |  |  | **Year 1 Calculations*** Represent and use number bonds and related subtraction facts within 20
* Add and subtract one-digit numbers to 20, including 0
* Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
* Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 3 = ? – 7
* Count in multiples of 2s, 5s and 10s
* 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
 |  |
| Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding 3 one-digit numbers, a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers |  |  |  |  |  |  |
| Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot |  |  |  |  |  |  |
| Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |  |  |  |  |  |  |
| Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |  |  |  |  |  |
| Solve problems with addition and subtraction 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 |  |  |  |  |  |  |
| Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot |  |  |  |  |  |  |
| Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs |  |  |  |  |  |  |
| Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  |  |  |  |  |  |
| Fractions | Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity |  |  |  |  |  |  | **Year 1 Number*** Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
* Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
 |  |
| Recognise the equivalence of 2/4 and 1/2 |  |  |  |  |  |  |
| Write simple fractions, for example 1/2 of 6 = 3 |  |  |  |  |  |  |
| Measures  | Compare and order and record the results using >, < and = | Length/height |  |  |  |  |  |  | **Year 1 Measures*** Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
* mass/weight [for example, heavy/light, heavier than, lighter than]
* capacity/volume [for example, full/empty, more than, less than, half, half full, quarter]
* Measure and begin to record lengths and heights, mass and weight, capacity and volume
* Recognise and know the value of different denominations of coins and notes
 |  |
| mass |  |  |  |  |  |  |
| volume/capacity |  |  |  |  |  |  |
| temperature |  |  |  |  |  |  |
| Choose and use appropriate standard units to estimate and measure | length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. |  |  |  |  |  |  |
| mass (kg/g) to the nearest appropriate unit, using scales. |  |  |  |  |  |  |
| capacity (litres/ml) to the nearest appropriate unit, using measuring vessels |  |  |  |  |  |  |
| temperature (°C); to the nearest appropriate unit, using thermometers |  |  |  |  |  |  |
| Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value  |  |  |  |  |  |  |
| Find different combinations of coins that equal the same amounts of money |  |  |  |  |  |  |
| Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |  |  |  |  |  |
| Time | Compare and sequence intervals of time |  |  |  |  |  |  | **Year 1 Time*** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
* Recognise and use language relating to dates, including days of the week, weeks, months and years
* Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]
* Measure and begin to record time (hours, minutes, seconds)
* Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
 |  |
| 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 |  |  |  |  |  |  |
| Geometry | Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line |  |  |  |  |  |  | **Year 1 Geometry*** Recognise and name 2-D shapes [for example, rectangles (including squares), circles and triangles]
* Recognise and name 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
 |  |
| Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces |  |  |  |  |  |  |
| Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] |  |  |  |  |  |  |
| Compare and sort common | 2-D shapes and everyday objects |  |  |  |  |  |  |
| 3-D shapes and everyday objects |  |  |  |  |  |  |
| Position | Order and arrange combinations of mathematical objects in patterns and sequences |  |  |  |  |  |  | **Year 1 Position*** Describe position, direction and movement, including whole, half, quarter and three-quarter turns
 |  |
| 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) |  |  |  |  |  |  |
| Statistics | Interpret and construct simple pictograms, tally charts, block diagrams and tables  |  |  |  |  |  |  | **Year 1 Number**- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number- Given a number, identify 1 more and 1 less- Identify and represent numbers using objects and pictorial representations including the number line |  |
| Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity |  |  |  |  |  |  |
| Ask-and-answer questions about totalling and comparing categorical data |  |  |  |  |  |  |

|  | **Castle Academy - Maths Curriculum** |  |
| --- | --- | --- |
| **Year 3** | Aut | Spr | Sum | Key Vertical Maths Links | Horizontal/Diagonal Links |
| 1 | 2 | 1 | 2 | 1 | 2 |
| Number | Find 10 or 100 more or less than a given number  |  |  |  |  |  |  | **Year 2 Number*** Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
* Compare and order numbers from 0 up to 100; use <, > and = signs
* 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
* Recognise the place value of each digit in a two-digit number (10s, 1s)
* Use place value and number facts to solve problems
 |  |
| Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number |  |  |  |  |  |  |
| Compare and order numbers up to 1,000 |  |  |  |  |  |  |
| Identify, represent and estimate numbers using different representations |  |  |  |  |  |  |
| Read and write numbers up to 1,000 in numerals and in words |  |  |  |  |  |  |
| Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) |  |  |  |  |  |  |
| Solve number problems and practical problems involving these ideas (number and Place Value) |  |  |  |  |  |  |
| Calculation | Add and subtract numbers mentally, including a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s |  |  |  |  |  |  | **Year 2 Calculation*** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
* Add and subtract numbers using concrete objects, pictorial representations, and mentally, including, adding 3 one-digit numbers, a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers
* Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
* Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 |  |
| Add and subtract numbers with up to 3 digits, using a variety of methods |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables |  |  |  |  |  |  |
| Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot |  |  |  |  |  |  |
| 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 a variety of written methods |  |  |  |  |  |  |
| Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Fractions | Count up and down in tenths |  |  |  |  |  |  | **Year 2 Fractions*** Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity
* Recognise the equivalence of 2/4 and 1/2
* Write simple fractions, for example 1/2 of 6 = 3
 |  |
| Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators |  |  |  |  |  |  |
| Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 |  |  |  |  |  |  |
| Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators |  |  |  |  |  |  |
| Compare and order unit fractions, and fractions with the same denominators |  |  |  |  |  |  |
| Recognise and show, using diagrams, equivalent fractions with small denominators |  |  |  |  |  |  |
| Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ] |  |  |  |  |  |  |
| Solve problems that involve the above |  |  |  |  |  |  |
| Measures  | Solve problems that involve the above | lengths (m/cm/mm) |  |  |  |  |  |  | **Year 2 Measures*** Compare and order and record the results using >, < and = lengths, mass, capacity and temperature
* Compare and order and record the results using >, < and =
* Choose and use appropriate standard units to estimate and measure length/height (m/cm), mass (kg/g), capacity (l/ml) and temperature (°C) to the nearest appropriate unit
* Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
* Find different combinations of coins that equal the same amounts of money
* Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
 |  |
| mass (kg/g) |  |  |  |  |  |  |
| capacity (l/ml) |  |  |  |  |  |  |
| Measure, add and subtract | lengths (m/cm/mm) |  |  |  |  |  |  |
| mass (kg/g) |  |  |  |  |  |  |
| capacity (l/ml) |  |  |  |  |  |  |
| Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |  |  |  |  |  |  |
| Measure the perimeter of simple 2-D shapes |  |  |  |  |  |  |
| Add and subtract amounts of money to give change, using both £ and p in practical contexts  |  |  |  |  |  |  |
| Time | Compare durations of events [for example, to calculate the time taken by particular events or tasks] |  |  |  |  |  |  | **Year 2 Time*** Compare and sequence intervals of time
* Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
* Know the number of minutes in an hour and the number of hours in a day
 |  |
| Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, am/pm, morning, afternoon, noon and midnight |  |  |  |  |  |  |
| Tell and write the time from an analogue clock, including using 12-hour clocks, 24-hour clocks and using Roman Numerals from I to XII |  |  |  |  |  |  |
| Know the number of seconds in a minute and the number of days in each month, year and leap year |  |  |  |  |  |  |
| Geometry | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines |  |  |  |  |  |  | **Year 2 Geometry*** Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
* Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
* Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
* Compare and sort common 2-D and 3-D Shapes and everyday objects
 |  |
| Draw 2-D shapes |  |  |  |  |  |  |
| Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them |  |  |  |  |  |  |
| Recognise angles as a property of shape or a description of a turn  |  |  |  |  |  |  |
| Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle |  |  |  |  |  |  |
| Statistics | Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  |  |  |  |  |  |  | **Year 2 Statistics*** Interpret and construct simple pictograms, tally charts, block diagrams and tables
* Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
* Ask-and-answer questions about totalling and comparing categorical data
 |  |
| Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs |  |  |  |  |  |  |

|  | **Castle Academy - Maths Curriculum** |  |
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| **Year 4** | Aut | Spr | Sum | Key Vertical Maths Links | Horizontal/Diagonal Links |
| 1 | 2 | 1 | 2 | 1 | 2 |
| Number | Count backwards through 0 to include negative numbers |  |  |  |  |  |  | **Year 3 Number*** Find 10 or 100 more or less than a given number
* Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
* Count up and down in tenths (From Fractions)
* Compare and order numbers up to 1,000
* Identify, represent and estimate numbers using different representations
* Read and write numbers up to 1,000 in numerals and in words
* Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
* recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
* Solve number problems and practical problems involving these ideas (number and Place Value)
 |  |
| Find 1,000 more or less than a given number |  |  |  |  |  |  |
| Order and compare numbers beyond 1,000 |  |  |  |  |  |  |
| Identify, represent and estimate numbers using different representations |  |  |  |  |  |  |
| Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value |  |  |  |  |  |  |
| Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) |  |  |  |  |  |  |
| 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 (From Fractions) |  |  |  |  |  |  |
| Round any number to the nearest 10, 100 or 1,000 |  |  |  |  |  |  |
| Recognise and use factor pairs and commutativity in mental calculations |  |  |  |  |  |  |
| Calculation | Add and subtract numbers with up to 4 digits using a variety of methods |  |  |  |  |  |  | **Year 3 Calculations*** Add and subtract numbers mentally, including; a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s
* Add and subtract numbers with up to 3 digits, using a variety of methods
* 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
* Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
* Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
* 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 a variety of written methods
 |  |
| 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 |  |  |  |  |  |  |
| Count in multiples of 6, 7, 9, 25 and 1,000 |  |  |  |  |  |  |
| Recall multiplication and division facts for multiplication tables up to 12 × 12 |  |  |  |  |  |  |
| Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers |  |  |  |  |  |  |
| Multiply two-digit and three-digit numbers by a one-digit number using a variety of methods |  |  |  |  |  |  |
| Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects |  |  |  |  |  |  |
| Fractions | Count up and down in hundredths |  |  |  |  |  |  | **Year 3 Fractions*** Count up and down in tenths
* Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
* Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
* Compare and order unit fractions, and fractions with the same denominators
* Recognise and show, using diagrams, equivalent fractions with small denominators
* Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ]
 |  |
| recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Recognise and show, using diagrams, families of common equivalent fractions |  |  |  |  |  |  |
| Compare numbers with the same number of decimal places up to 2 decimal places |  |  |  |  |  |  |
| Recognise and write decimal equivalents of any number of tenths or hundreds |  |  |  |  |  |  |
| Recognise and write decimal equivalents to 1/4 , 1/2 , 3/4 |  |  |  |  |  |  |
| Add and subtract fractions with the same denominator |  |  |  |  |  |  |
| Round decimals with 1 decimal place to the nearest whole number |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Measures  | Estimate and compare different measures |  |  |  |  |  |  | **Year 3 Measures*** Compare lengths (m/cm/mm), Mass (kg/g), capacity (l/ml)
* Measure, add and subtract lengths (m/cm/mm), mass (kg/g) and Capacity (l/ml)
* Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
* Measure the perimeter of simple 2-D shapes
 |  |
| Calculate different measures |  |  |  |  |  |  |
| Convert between different units of measure [for example, kilometre to metre; hour to minute] |  |  |  |  |  |  |
| Solve simple measure and money problems involving fractions and decimals to 2 decimal places |  |  |  |  |  |  |
| Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres |  |  |  |  |  |  |
| Find the area of rectilinear shapes by counting squares |  |  |  |  |  |  |
| Estimate, compare and calculate different measures, including money in pounds and pence |  |  |  |  |  |  |
| Time | Read, write and convert time between analogue and digital 12-hour and 24-hour clocks |  |  |  |  |  |  | **Year 3 Time*** Tell and write the time from an analogue clock, including using 12-hour clocks, 24-hour clocks and using Roman Numerals from I to XII
* Know the number of seconds in a minute and the number of days in each month, year and leap year
 |  |
| Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days |  |  |  |  |  |  |
| Geometry | Identify lines of symmetry in 2-D shapes presented in different orientations |  |  |  |  |  |  | **Year 3 Geometry*** Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
* Draw 2-D shapes
* Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
* Recognise angles as a property of shape or a description of a turn
* Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
 |  |
| Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes |  |  |  |  |  |  |
| Identify acute and obtuse angles and compare and order angles up to 2 right angles by size |  |  |  |  |  |  |
| Position | Complete a simple symmetric figure with respect to a specific line of symmetry  |  |  |  |  |  |  | **Year 2 Position*** 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)
 |  |
| Describe positions on a 2-D grid as coordinates in the first quadrant |  |  |  |  |  |  |
| Describe movements between positions as translations of a given unit to the left/right and up/down |  |  |  |  |  |  |
| Plot specified points and draw sides to complete a given polygon |  |  |  |  |  |  |
| Statistics | Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs |  |  |  |  |  |  | **Year 3 Statistics*** Interpret and present data using bar charts, pictograms and tables
* Solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables
 |  |
| Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs |  |  |  |  |  |  |

|  | **Castle Academy - Maths Curriculum** |  |
| --- | --- | --- |
| **Year 5** | Aut | Spr | Sum | Key Vertical Maths Links | Horizontal/ Diagonal Links |
| 1 | 2 | 1 | 2 | 1 | 2 |
| Number | Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 |  |  |  |  |  |  | **Year 4 Number*** Count backwards through 0 to include negative numbers
* Order and compare numbers beyond 1,000
* Find 1,000 more or less than a given number
* Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
* recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
* Round any number to the nearest 10, 100 or 1,000
* Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
* Recognise and use factor pairs and commutativity in mental calculations
* Identify, represent and estimate numbers using different representations
 |  |
| Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 |  |  |  |  |  |  |
| Read, write, order and compare numbers to at least 1,000,000 |  |  |  |  |  |  |
| Read, write, order and compare numbers with up to 3 decimal places |  |  |  |  |  |  |
| Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals |  |  |  |  |  |  |
| Determine the value of each digit in numbers up to 1,000,000 |  |  |  |  |  |  |
| Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents |  |  |  |  |  |  |
| Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 |  |  |  |  |  |  |
| Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 |  |  |  |  |  |  |
| Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place |  |  |  |  |  |  |
| Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers  |  |  |  |  |  |  |
| Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers  |  |  |  |  |  |  |
| Establish whether a number up to 100 is prime and recall prime numbers up to 19  |  |  |  |  |  |  |
| Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)  |  |  |  |  |  |  |
| Solve number problems and practical problems that involve all of the above |  |  |  |  |  |  |
| Calculation | Add and subtract numbers mentally with increasingly large numbers |  |  |  |  |  |  | **Year 4 Calculations*** Add and subtract numbers with up to 4 digits using a variety of methods
* 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
* Count in multiples of 6, 7, 9, 25 and 1,000
* Recall multiplication and division facts for multiplication tables up to 12 × 12
* Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
* Multiply two-digit and three-digit numbers by a one-digit number using a variety of methods
 |  |
| Add and subtract whole numbers with more than 4 digits using a range of methods and a Concrete/Pictorial/Abstract approach |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Multiply and divide numbers mentally, drawing upon known facts |  |  |  |  |  |  |
| Multiply numbers up to 4 digits by a one- or two-digit number using a range of methods |  |  |  |  |  |  |
| Divide numbers up to 4 digits by a one-digit number using a range of methods and interpret remainders appropriately for the context |  |  |  |  |  |  |
| Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign |  |  |  |  |  |  |
| Solve problems involving number up to 3 decimal places |  |  |  |  |  |  |
| Fractions | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 & 1/5 ] |  |  |  |  |  |  | **Year 4 Fractions and Decimals*** Count up and down in hundredths
* Compare numbers with the same number of decimal places up to 2 decimal places
* Recognise and show, using diagrams, families of common equivalent fractions
* recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
* Recognise and write decimal equivalents to 1/4 , 1/2 , ¾
* Add and subtract fractions with the same denominator
* Round decimals with 1 decimal place to the nearest whole number
 |  |
| Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents |  |  |  |  |  |  |
| Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction |  |  |  |  |  |  |
| Compare and order fractions whose denominators are all multiples of the same number |  |  |  |  |  |  |
| Read and write decimal numbers as fractions [for example, 0.71 = 71/100] |  |  |  |  |  |  |
| Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths |  |  |  |  |  |  |
| Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25 |  |  |  |  |  |  |
| Fractions | Add and subtract fractions with the same denominator, and denominators that are multiples of the same number |  |  |  |  |  |  | **Year 4 Fractions*** Add and subtract fractions with the same denominator, and denominators that are multiples of the same number
* Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
 |  |
| Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams |  |  |  |  |  |  |
| Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates |  |  |  |  |  |  |
| Measures  | Compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes |  |  |  |  |  |  | **Year 5 Measures*** Estimate and compare different measures
* Convert between different units of measure [for example, kilometre to metre; hour to minute]
* Solve simple measure and money problems involving fractions and decimals to 2 decimal places
* Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
* Find the area of rectilinear shapes by counting squares
 |  |
| Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] |  |  |  |  |  |  |
| Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] |  |  |  |  |  |  |
| Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints |  |  |  |  |  |  |
| Use all four operations to solve problems involving measure [length, mass, volume, money] using decimal notation, including scaling |  |  |  |  |  |  |
| Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres |  |  |  |  |  |  |
| Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes |  |  |  |  |  |  |
| Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] |  |  |  |  |  |  |
| Estimate, compare and calculate different measures, including money in pounds and pence |  |  |  |  |  |  |
| Time | Complete, read and interpret information in tables, including timetables |  |  |  |  |  |  | **Year 4 Time*** Read, write and convert time between analogue and digital 12-hour and 24-hour clocks
* Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
 |  |
| Solve problems involving converting between units of time |  |  |  |  |  |  |
| Geometry | Distinguish between regular and irregular polygons based on reasoning about equal sides and angles |  |  |  |  |  |  | **Year 4 Geometry*** Identify lines of symmetry in 2-D shapes presented in different orientations
* Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
* Identify acute and obtuse angles and compare and order angles up to 2 right angles by size
 |  |
| Identify 3-D shapes, including cubes and other cuboids, from 2-D representations |  |  |  |  |  |  |
| Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles |  |  |  |  |  |  |
| Draw given angles, and measure them in degrees (°) |  |  |  |  |  |  |
| Identify:* angles at a point and 1 whole turn (total 360°),
* angles at a point on a straight line and half a turn (total 180°)
* other multiples of 90°
 |  |  |  |  |  |  |
| Position | 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 |  |  |  |  |  |  | **Year 4 Position*** Complete a simple symmetric figure with respect to a specific line of symmetry
* Describe positions on a 2-D grid as coordinates in the first quadrant
* Describe movements between positions as translations of a given unit to the left/right and up/down
* Plot specified points and draw sides to complete a given polygon
 |  |
| Statistics | Solve comparison, sum and difference problems using information presented in a line graph |  |  |  |  |  |  | **Year 4 Statistics*** Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
 |  |
| Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs (reinforced from Yr4) |  |  |  |  |  |  |

|  | **Castle Academy - Maths Curriculum** |  |
| --- | --- | --- |
| **Year 6** | Aut | Spr | Sum | Key Vertical Maths Links | Horizontal/ Diagonal Links |
| 1 | 2 | 1 | 2 | 1 | 2 |
| Number | Use negative numbers in context, and calculate intervals across 0 |  |  |  |  |  |  | **Year 5 Number*** Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
* Read, write, order and compare numbers to at least 1,000,000
* Read, write, order and compare numbers with up to 3 decimal places
* Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
* Establish whether a number up to 100 is prime and recall prime numbers up to 19
* Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
 |  |
| order and compare numbers up to 10,000,000 |  |  |  |  |  |  |
| Read and write numbers up to 10,000,000 |  |  |  |  |  |  |
| Determine the value of each digit in numbers up to 10,000,000 |  |  |  |  |  |  |
| Identify the value of each digit in numbers given to 3 decimal places |  |  |  |  |  |  |
| Round any whole number to a required degree of accuracy |  |  |  |  |  |  |
| Identify common factors, common multiples and prime numbers |  |  |  |  |  |  |
| Solve number and practical problems that involve all of the above |  |  |  |  |  |  |
| Calculation | Perform mental calculations, including with mixed operations and large numbers |  |  |  |  |  |  | **Year 5 Calculation*** Add and subtract whole numbers with more than 4 digits using a range of methods and a Concrete/Pictorial/Abstract approach
* Multiply numbers up to 4 digits by a one- or two-digit number using a range of methods
* Divide numbers up to 4 digits by a one-digit number using a range of methods and interpret remainders appropriately for the context
* Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals
* Solve problems involving number up to 3 decimal places sign
* Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
* Add and subtract numbers mentally with increasingly large numbers
 |  |
| Use their knowledge of the order of operations to carry out calculations involving the 4 operations |  |  |  |  |  |  |
| Use estimation 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 |  |  |  |  |  |  |
| Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication |  |  |  |  |  |  |
| Multiply one-digit numbers with up to 2 decimal places by whole numbers |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Use written division methods in cases where the has up to 2 decimal places |  |  |  |  |  |  |
| Solve problems involving addition, subtraction, multiplication and division |  |  |  |  |  |  |
| Fractions, Decimals, Percentages and Ratio | Compare and order fractions, including fractions >1 |  |  |  |  |  |  | **Year 5 Fractions, Decimals and Percentages*** Compare and order fractions whose denominators are all multiples of the same number
* Read and write decimal numbers as fractions [for example, 0.71 = 71/100]
* Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25
* Add and subtract fractions with the same denominator, and denominators that are multiples of the same number
* Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
 |  |
| Use common factors to simplify fractions; use common multiples to express fractions in the same denomination |  |  |  |  |  |  |
| Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts |  |  |  |  |  |  |
| Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] |  |  |  |  |  |  |
| Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions |  |  |  |  |  |  |
| Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] |  |  |  |  |  |  |
| Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6 ] |  |  |  |  |  |  |
| F D P R | Solve problems * involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
* involving unequal sharing and grouping using knowledge of fractions and multiples
* involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
* involving similar shapes where the scale factor is known or can be found
 |  |  |  |  |  |  | **Year 5 Fractions, Decimals and Percentages*** Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
 |  |
| Measures  | Estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] |  |  |  |  |  |  | **Year 5 Measures*** Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
* Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
* Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
* Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
* Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
 |  |
| 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 |  |  |  |  |  |  |
| Convert between miles and kilometres |  |  |  |  |  |  |
| Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate |  |  |  |  |  |  |
| Recognise that shapes with the same areas can have different perimeters and vice versa |  |  |  |  |  |  |
| Calculate the area of parallelograms and triangles |  |  |  |  |  |  |
| Recognise when it is possible to use formulae for area and volume of shapes |  |  |  |  |  |  |
| Calculate the volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] |  |  |  |  |  |  |
| Geometry | Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius |  |  |  |  |  |  | **Year 5 Geometry*** Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
* Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
* Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
* Draw given angles and measure them in degrees (°).
* Identify; angles at a point and 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°), other multiples of 90°
 |  |
| Describe simple 3-D shapes |  |  |  |  |  |  |
| Draw 2-D shapes using given dimensions and angles |  |  |  |  |  |  |
| Recognise 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 |  |  |  |  |  |  |
| Position | Describe positions on the full coordinate grid (all 4 quadrants) |  |  |  |  |  |  | **Year 5 Position*** 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
 |  |
| Draw and translate simple shapes on the coordinate plane, and reflect them in the axes |  |  |  |  |  |  |
| Statistics | Interpret and construct pie charts and line graphs and use these to solve problems  |  |  |  |  |  |  | **Year 5 Statistics*** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
 |  |
| Calculate and interpret the mean as an average |  |  |  |  |  |  |
| Algebra | Express missing number problems algebraically |  |  |  |  |  |  | **Year 5 Number*** Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
* Use the properties of rectangles to deduce related facts and find missing lengths and angles.
 |  |
| Enumerate possibilities of combinations of 2 variables |  |  |  |  |  |  |
| Find pairs of numbers that satisfy an equation with 2 unknowns |  |  |  |  |  |  |
| Use simple formulae |  |  |  |  |  |  |
| Generate and describe linear number sequences |  |  |  |  |  |  |