<table>
<thead>
<tr>
<th>Maths Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNICEF Articles</strong></td>
</tr>
<tr>
<td>Article 17: Every child has the right to access reliable information</td>
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<tr>
<td>Article 28: Every child has the right to an education</td>
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<tr>
<td>Article 29: Every child has the right to develop goals within education</td>
</tr>
<tr>
<td><strong>British Values:</strong> Rule of Law and Individual Liberty</td>
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<table>
<thead>
<tr>
<th>Nursery Overview</th>
<th>Reception Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td><strong>Number</strong></td>
</tr>
<tr>
<td>Use some number names and number language spontaneously.</td>
<td>• Counts actions or objects which cannot be moved.</td>
</tr>
<tr>
<td>Use some number names accurately in play.</td>
<td>• Counts objects to 10, and beginning to count beyond 10.</td>
</tr>
<tr>
<td>Recite numbers in order to 10.</td>
<td>• Counts out up to six objects from a larger group.</td>
</tr>
<tr>
<td>Sometime matches numeral and quantity correctly.</td>
<td>• Select the correct numeral to represent 1 to 5, then 1 to 10 objects.</td>
</tr>
<tr>
<td>Recognise some numerals of personal significance.</td>
<td>• Counts an irregular arrangement of up to ten objects.</td>
</tr>
<tr>
<td>Recognises numerals 1 to 5.</td>
<td>• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</td>
</tr>
<tr>
<td>Counts up to three or four objects by saying one number name for each item.</td>
<td>• Finds the total number of items in two groups by counting all of them.</td>
</tr>
<tr>
<td>• Use some number names and number language spontaneously.</td>
<td>• Says the number that is one more than a given number.</td>
</tr>
<tr>
<td>• Use some number names accurately in play.</td>
<td>• Finds one more or one less from a group of up to five objects, then ten objects.</td>
</tr>
<tr>
<td>• Recite numbers in order to 10.</td>
<td>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</td>
</tr>
<tr>
<td>• Sometime matches numeral and quantity correctly.</td>
<td>• Records, using marks that they can interpret and explain.</td>
</tr>
<tr>
<td>• Recognise some numerals of personal significance.</td>
<td>• Begins to identify own mathematical problems based on own interests and fascinations.</td>
</tr>
<tr>
<td>• Recognises numerals 1 to 5.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Counts up to three or four objects by saying one number name for each item.</td>
<td>• Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</td>
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<tr>
<td>• Solve problems, including doubling, halving and sharing.</td>
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</tbody>
</table>
**Shapes, Spaces and Measures**

- Show an interest in shape and space by playing with shapes or making arrangements with objects.
- Show awareness of similarities of shapes in the environment.
- Use positional language.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.

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</table>

**Shapes, Spaces 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.
- Can describe relative position such as ‘behind’ or ‘next to’.
- Order two or three items by length or height.
- Order two items by weight or capacity.
- Use familiar objects and common shapes to create and recreate patterns and build models.
- Use everyday language related to time.
- Begin to use everyday language related to money.
- Order and sequence familiar events.
- Measure short periods of time in simple ways.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
<table>
<thead>
<tr>
<th>Year 1 Overview</th>
<th>Year 2 Overview</th>
<th>Year 3 Overview</th>
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</thead>
<tbody>
<tr>
<td><strong>Number and Place Value</strong></td>
<td><strong>Number and Place Value</strong></td>
<td><strong>Number and Place Value</strong></td>
</tr>
<tr>
<td><img src="image1.png" alt="Counting blocks" /></td>
<td><img src="image2.png" alt="Counting numbers" /></td>
<td><img src="image3.png" alt="Number set" /></td>
</tr>
</tbody>
</table>
| • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  
• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  
• given a number, identify one more and one less  
• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least  
• read and write numbers from 1 to 20 in numerals and words. | • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward  
• recognise the place value of each digit in a two-digit number (tens, ones)  
• identify, represent and estimate numbers using different representations, including the number line  
• compare and order numbers from 0 up to 100; use <, > and = signs  
• read and write numbers to at least 100 in numerals and in words  
• use place value and number facts to solve problems. | • 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)  
• compare and order numbers up to 1000  
• identify, represent and estimate numbers using different representations  
• read and write numbers up to 1000 in numerals and in words  
• solve number problems and practical problems involving these ideas |
### Addition and Subtraction

- **3 + 3 = 6**

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ − 9.

### 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 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:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

### Add and subtract numbers mentally, including:

- a three-digit number and ones
- a three-digit number and tens
- a three-digit number and hundreds

### Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
<table>
<thead>
<tr>
<th>Multiplication and Division</th>
<th>Multiplication and Division</th>
<th>Multiplication and Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</td>
<td>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</td>
</tr>
<tr>
<td>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</td>
<td>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</td>
<td>• 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</td>
</tr>
<tr>
<td>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</td>
<td>• 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.</td>
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</tr>
</tbody>
</table>
Fractions (including decimals and percentages)

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Fractions (including decimals and percentages)

- recognise, find, name and write fractions ⅓, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity
- write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of two quarters and one half.

Fractions (including decimals and percentages)

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, ⅕ + ⅕ = ⅗]
- compare and order unit fractions, and fractions with the same denominator
- solve problems that involve all of the above
**Measurement**

- 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 and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after]
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.
- after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### Geometry - properties of space

<table>
<thead>
<tr>
<th>2-D shapes</th>
<th>3-D shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Images of 2-D shapes]</td>
<td>[Images of 3-D shapes]</td>
</tr>
</tbody>
</table>

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### Geometry - properties of space

- 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.

### Geometry - properties of space

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
<table>
<thead>
<tr>
<th>Geometry - position and direction</th>
<th>Geometry - position and direction</th>
<th>Statistics</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• describe position, direction and movement, including whole, half, quarter and three-quarter turns.</td>
<td>• order and arrange combinations of mathematical objects in patterns and sequences</td>
<td>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</td>
<td>• interpret and present data using bar charts, pictograms and tables</td>
</tr>
<tr>
<td>• 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).</td>
<td>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</td>
<td>• ask and answer questions about totalling and comparing categorical data</td>
<td>• 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.</td>
</tr>
</tbody>
</table>
### Year 4 Overview

**Number and Place Value**

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100, 1000
- solve number and practical problems that involve all of the above and with increasing large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

### Year 5 Overview

**Number and Place Value**

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### Year 6 Overview

**Number – number and place value**

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number problems and practical problems that involve all of the above.
<table>
<thead>
<tr>
<th>Addition and Subtraction</th>
<th>Addition and Subtraction</th>
<th>Number - addition, subtraction, multiplication and division</th>
</tr>
</thead>
<tbody>
<tr>
<td>- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</td>
<td>- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</td>
<td>- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</td>
</tr>
<tr>
<td>- estimate and use inverse operations to check answers to a calculation</td>
<td>- add and subtract numbers mentally with increasingly large numbers</td>
<td>- 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</td>
</tr>
<tr>
<td>- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</td>
<td>- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</td>
<td>- 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</td>
</tr>
<tr>
<td></td>
<td>- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</td>
<td>- perform mental calculations, including with mixed operations and large numbers</td>
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<td></td>
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<td>- identify common factors, common multiples and prime numbers</td>
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<td>- use their knowledge of the order of operations to carry out calculations involving the four operations</td>
</tr>
<tr>
<td>Multiplication and Division</td>
<td>Multiplication and Division</td>
<td>Number - fractions (including decimals and percentages)</td>
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<tr>
<td>-----------------------------</td>
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<td>------------------------------------------------------</td>
</tr>
<tr>
<td>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</td>
<td>• solve problems involving addition, subtraction, multiplication and division</td>
<td>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination</td>
</tr>
<tr>
<td>• solve problems involving addition, subtraction, multiplication and division</td>
<td>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</td>
<td>• compare and order fractions, including fractions &gt;1</td>
</tr>
<tr>
<td>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</td>
<td>• 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</td>
<td>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</td>
</tr>
<tr>
<td>• recall multiplication and division facts for multiplication tables up to 12 × 12</td>
<td>• recognise and use factor pairs and commutativity in mental calculations</td>
<td>• establish whether a number up to 100 is prime and recall prime numbers up to 19</td>
</tr>
<tr>
<td>• 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</td>
<td>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout</td>
<td>• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</td>
</tr>
<tr>
<td>• recognise and use factor pairs and commutativity in mental calculations</td>
<td>• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit,</td>
<td>• divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]</td>
</tr>
<tr>
<td>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout</td>
<td>• identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</td>
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<tr>
<td>Integer scaling problems and harder correspondence problems such as ( n ) objects are connected to ( m ) objects.</td>
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<tr>
<td>• multiply and divide numbers mentally, drawing upon known facts</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</td>
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<tr>
<td>• recognise and use square numbers and cube numbers, and the notation for squared ( (^2) ) and cubed ( (^3) )</td>
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<tr>
<td>• solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</td>
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<tr>
<td>• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</td>
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<tr>
<td>• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</td>
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<tr>
<td>• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, ( \frac{3}{8} )]</td>
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<tr>
<td>• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</td>
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<tr>
<td>• multiply one-digit numbers with up to two decimal places by whole numbers</td>
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<tr>
<td>• use written division methods in cases where the answer has up to two decimal places.</td>
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<tr>
<td>• solve problems which require answers to be rounded to specified degrees of accuracy.</td>
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<tr>
<td>• recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</td>
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<table>
<thead>
<tr>
<th>Fractions (including decimals and percentages)</th>
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<tbody>
<tr>
<td>• recognise and show, using diagrams, families of common equivalent fractions</td>
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</table>

<table>
<thead>
<tr>
<th>Fractions (including decimals and percentages)</th>
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<tbody>
<tr>
<td>• compare and order fractions whose denominators are all multiples of the same number</td>
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<table>
<thead>
<tr>
<th>Ratio and Proportion</th>
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</table>
| • solve problems involving the relative sizes of two quantities where missing values can
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- add and subtract fractions with the same denominator.
- recognise and write decimal equivalents of any number of tenths or hundredths.
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, \(\frac{2}{3} + \frac{3}{5} = \frac{6}{5} + \frac{1}{5}\)].
- add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- read and write decimal numbers as fractions [for example, \(0.71 = \frac{71}{100}\)].
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- round decimals with two decimal places to the nearest whole number.
- read, write, order and compare numbers with up to three decimal places.
- solve problems involving number up to three decimal places.
- recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.
- solve problems which require knowing percentage and decimal equivalents of \(\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}\) and those fractions with a denominator of a multiple of 10 or 25.

| be found by using integer multiplication and division facts |
| solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and use percentages for comparison |
| solve problems involving similar shapes where the scale factor is known or can be found |
| solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. |
**Measurement**

- Convert between different units of measure (for example, kilometre to metre; hour to minute)
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Find the area of rectilinear shapes by counting squares
- Estimate, compare and calculate different measures, including money in pounds and pence
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

**Measurement**

- 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), and 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)
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

**Measurement**

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- Convert between miles and kilometres
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use the formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units (for example, mm³ and km³).
Geometry - properties of space

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry - position and direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Geometry - properties of space

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and ½ a turn (total 180°)
  - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry - position and direction

- 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.
### Statistics
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

### Statistics
- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

### Statistics
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.

### Algebra
- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy number sentences involving two unknowns.
- Enumerate possibilities of combinations of two variables.