



**St Augustine of Canterbury R.C Primary School**  
**Mathematics Coverage 2022-2023**

*Christus Heri, Nodie, Semper*



St Augustine of Canterbury R.C Primary School Mathematics Coverage 2022-2023								
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Autumn I	Unit:	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		Getting to Know You (Baseline Assessments)  Just Like Me!	Number: Place Value (within 10)  Number: Addition and Subtraction (within 10)	Number: Place Value  Number: Addition and Subtraction	Number: Place Value  Number: Addition and Subtraction	Number: Place Value  Number: Addition and Subtraction	Number: Place Value  Number: Addition and Subtraction	Number: Place Value  Number: Addition, Subtraction, Multiplication and Division
	<b>National curriculum/ Development Matters reference:</b>	<ul style="list-style-type: none"> <li>✓ Compare length, weight and capacity</li> <li>✓ Continue, copy and create repeating patterns</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>✓ Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>✓ Count, read and write numbers to 10 in numerals</li> <li>✓ Given a number, identify one more and one less</li> <li>✓ 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</li> <li>✓ Read and write numbers from 1 to 10 in numerals and words</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>✓ Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>✓ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>✓ Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>✓ Identify, represent and estimate numbers using different representations, including the number line</li> <li>✓ Compare and order numbers from 0 up to 100; use greater than, less than and equals signs</li> <li>✓ Read and write numbers to at least 100 in numerals and in words</li> <li>✓ Use place value and number facts to solve problems</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>✓ Solve problems with addition and subtraction by using concrete objects and</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>✓ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>✓ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>✓ Compare and order numbers up to 1000</li> <li>✓ Identify, represent and estimate numbers using different representations</li> <li>✓ Read and write numbers up to 1000 in numerals and in words</li> <li>✓ Solve number problems and practical problems involving these ideas</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>✓ Add and subtract numbers mentally, including a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>✓ Count in multiples of 6, 7, 9, 25 and 1000</li> <li>✓ Find 1000 more or less than a given number</li> <li>✓ Count backwards through zero to include negative numbers</li> <li>✓ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>✓ Order and compare numbers beyond 1000</li> <li>✓ Identify, represent and estimate numbers using different representations</li> <li>✓ Round any number to the nearest 10, 100 or 1000</li> <li>✓ Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>✓ Read Roman numerals to 100 (I to C) and know that over time, the</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>✓ Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>✓ Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>✓ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>✓ Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>✓ Solve number problems and practical problems that involve all of the above</li> <li>✓ Read Roman numerals to 1000</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>✓ Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>✓ Round any whole number to a required degree of accuracy</li> <li>✓ Use negative numbers in context, and calculate intervals across zero</li> <li>✓ Solve number and practical problems that involve all the above</li> </ul> <p><b>Addition, Subtraction, Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>✓ Divide numbers up to 4 digits by a two-digit whole number using the formal written</li> </ul>

			<ul style="list-style-type: none"> <li>✓ Represent and use number bonds and related subtraction facts within 20</li> <li>✓ Add and subtract numbers to 10, including zero</li> <li>✓ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul>	<p>pictorial representations, including those involving numbers, quantities and measures, by applying their increasing knowledge of mental and written methods</p> <ul style="list-style-type: none"> <li>✓ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>✓ 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</li> <li>✓ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>✓ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>	<ul style="list-style-type: none"> <li>✓ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>✓ Estimate the answer to a calculation and use inverse operations to check answers</li> <li>✓ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>	<p>numeral system changed to include the concept of zero and place value</p> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>✓ Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>✓ Estimate and use inverse operations to check answers to a calculation</li> <li>✓ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	<p>(M) and recognise years written in Roman numerals</p> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>✓ Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>✓ Add and subtract numbers mentally with increasingly large numbers</li> <li>✓ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>✓ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	<p>method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Perform mental calculations, including with mixed operations and large numbers</li> <li>✓ Identify common factors, common multiples and prime numbers</li> <li>✓ Use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>✓ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>✓ Solve problems involving addition, subtraction, multiplication and division</li> <li>✓ Use estimation to check answers to</li> </ul>
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								calculations and determine, in the context of a problem, an appropriate degree of accuracy
	<b>Number Facts:</b>	N/A	<ul style="list-style-type: none"> <li>➤ Adding 1</li> <li>➤ Doubles to 10</li> <li>➤ Adding 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ 10 times tables (including division facts)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 10 times tables (including division facts)</li> <li>➤ 5 times tables (including division facts)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4 times tables (including division facts)</li> <li>➤ 8 times tables (including division facts)</li> </ul>	Consolidation (identified by class teacher)	Consolidation (identified by class teacher)

		<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Autumn 2</b>	<b>Unit:</b>	It's me 1, 2, 3!  Light and Dark	Number: Addition and Subtraction (within 10) continued  Geometry: Shape	Number: Addition and Subtraction continued  Geometry: Shape	Number: Addition and Subtraction (continued)  Number: Multiplication and Division A	Number: Addition and Subtraction (continued)  Measurement: Area  Number: Multiplication and Division A	Number: Multiplication and Division A  Number: Fractions A	Number: Fractions  Measurement: Converting Units
	<b>National curriculum/ Development Matters reference:</b>	<ul style="list-style-type: none"> <li>✓ Count objects, actions and sounds</li> <li>✓ Subitise</li> <li>✓ Link the number symbol (numeral) with its cardinal number value</li> <li>✓ Compare numbers</li> <li>✓ Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>✓ Explore the composition of numbers to 3</li> <li>✓ Select, rotate and manipulate shapes in order to develop</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>✓ Recognise and name common 2-D and 3-D shapes</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>✓ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>✓ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>✓ Identify 2-D shapes on the surface of 3-D shapes</li> <li>✓ Compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>✓ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know</li> <li>✓ Solve problems, including missing number problems, involving multiplication and division</li> </ul>	<p><b>Area</b></p> <ul style="list-style-type: none"> <li>✓ Find the area of rectilinear shapes by counting squares</li> <li>✓ Estimate, compare and calculate different measures</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>✓ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>✓ Know and use the vocabulary of prime numbers, prime factors and composite numbers</li> <li>✓ Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>✓ Multiply and divide numbers mentally drawing upon known facts</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>✓ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>✓ Compare and order fractions</li> <li>✓ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>✓ Multiply simple proper fractions, writing the answer in its simplest form</li> </ul>

		<p>spatial reasoning skills</p> <ul style="list-style-type: none"> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> </ul>				<p>together three numbers</p> <ul style="list-style-type: none"> <li>✓ Recognise and use factor pairs and commutativity in mental calculations</li> <li>✓ Solve problems involving multiplying and dividing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>✓ Recognise and use square numbers and cube numbers, and the notation for squared and cubed</li> <li>✓ Solve problems involving multiplication and division using their knowledge of factors and multiples, squares and cubes</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>✓ Compare and order fractions whose denominators are all multiples of the same number</li> <li>✓ Identify, name and write equivalent fractions of a given fraction</li> <li>✓ Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements</li> <li>✓ Add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> </ul>	<ul style="list-style-type: none"> <li>✓ Divide proper fractions by whole numbers</li> <li>✓ Associate a fraction with division and calculate decimal equivalents</li> <li>✓ 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</li> <li>✓ Multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>✓ Use written division methods in cases where the answer has up to two decimal places</li> <li>✓ Solve problems which require answers to be rounded</li> <li>✓ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> </ul> <p><b>Converting Units</b></p> <ul style="list-style-type: none"> <li>✓ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> </ul>
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	<b>Number Facts:</b>	<ul style="list-style-type: none"> <li>✓ Number bonds to 3</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bonds to 10</li> <li>➤ Doubles to 20</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5 times tables (including division facts)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2 times tables (including division facts)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 3 times tables (including division facts)</li> <li>➤ 6 times tables (including division facts)</li> </ul>	Consolidation (identified by class teacher)	Consolidation (identified by class teacher)

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Spring 1</b>	<b>Unit:</b>	<p style="text-align: center;">Alive in 5!</p> <p style="text-align: center;">Growing 6, 7, 8</p>	<p>Number: Place Value (within 20)</p> <p>Number: Addition and Subtraction (within 20)</p>	<p>Measurement: Money</p> <p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division B</p> <p>Measurement: Length and Perimeter</p>	<p>Number: Multiplication and Division B</p> <p>Measurement: Length and Perimeter</p>	<p>Number: Multiplication and Division B</p> <p>Number: Fractions B</p> <p>Number: Decimals and Percentages</p>	<p>Number: Ratio</p> <p>Number: Algebra</p> <p>Number: Decimals</p>
	<b>National curriculum/ Development Matters reference:</b>	<ul style="list-style-type: none"> <li>✓ Count objects, actions and sounds</li> <li>✓ <b>Subitise (recognise quantities without counting) up to 5</b></li> <li>✓ Link the number symbol (numeral) with its cardinal number value</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>✓ Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>✓ Count, read and write numbers to 20 in numerals</li> <li>✓ Given a number, identify one more and one less</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>✓ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>✓ Find different combinations of coins that equal the same amounts of money</li> <li>✓ Solve simple problems in a</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>✓ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Multiply and divide numbers</li> </ul>	<p><b>Ratio</b></p> <ul style="list-style-type: none"> <li>✓ Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>✓ Solve problems involving the calculation of and</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Compare numbers</li> <li>✓ Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>✓ Explore the composition of numbers to 8</li> <li>✓ Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>✓ <b>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</b></li> <li>✓ Compare length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Read and write numbers from 1 to 20 in numerals and words</li> <li><b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>✓ Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>✓ Represent and use number bonds and related subtraction facts within 20</li> <li>✓ Add and subtract numbers to 20, including zero</li> <li>✓ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul> </li> </ul>	<p>practical context involving addition and subtraction of money of the same unit, including giving change</p> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>✓ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>✓ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>✓ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<p>mental and progressing to formal written methods</p> <ul style="list-style-type: none"> <li>✓ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems</li> </ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>✓ Measure, compare, add and subtract lengths (m/cm/mm)</li> <li>✓ Measure the perimeter of simple 2-D shapes</li> </ul>	<p>and 1; dividing by 1; multiplying together three numbers</p> <ul style="list-style-type: none"> <li>✓ Recognise and use factor pairs and commutativity in mental calculations</li> <li>✓ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>✓ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems</li> </ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>✓ Convert between different units of measure [for example, kilometre to metre</li> <li>✓ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>✓ Find the area of rectilinear shapes by counting squares</li> </ul>	<p>mentally drawing upon known facts</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>✓ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>✓ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>✓ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul> <p><b>Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>✓ Read and write decimal numbers as fractions</li> <li>✓ Recognise and use thousandths</li> </ul>	<p>the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found</p> <ul style="list-style-type: none"> <li>✓ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>✓ Use simple formulae</li> <li>✓ Generate and describe linear number sequences</li> <li>✓ Express missing number problems algebraically</li> <li>✓ Find pairs of numbers that satisfy an equation with two unknowns</li> <li>✓ Enumerate possibilities of combinations of two variables</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Multiply one-digit numbers with up</li> </ul>
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	<b>Number Facts:</b>	<ul style="list-style-type: none"> <li>✓ Number bonds to 5</li> </ul>	<ul style="list-style-type: none"> <li>➤ Adding 0</li> <li>➤ Adding 10</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2 times tables (including division facts)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4 times tables (including division facts)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 9 times tables (including division facts)</li> <li>➤ 11 times tables (including division facts)</li> </ul>	Consolidation (identified by class teacher)	Consolidation (identified by class teacher)

		<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Spring 2</b>	<b>Unit:</b>	Building 9 and 10.	Number: Place Value (within 50)	Number: Multiplication and Division continued	Number: Fractions (A)	Number: Fractions	Number: Decimals and Percentages continued	Number: Fractions, Decimals and Percentages

			Measurement: Length and Height  Measurement: Mass and Volume	Measurement: Length and Height  Measurement: Mass, Capacity and Temperature	Measurement: Mass and Capacity	Number: Decimals (A)	Measurement: Perimeter and Area  Statistics	Measurement: Area, Perimeter and Volume  Statistics
<b>National curriculum/ Development Matters reference:</b>	<ul style="list-style-type: none"> <li>✓ Count objects, actions and sounds</li> <li>✓ Subitise</li> <li>✓ Link the number symbol (numeral) with its cardinal number value</li> <li>✓ Compare numbers</li> <li>✓ Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>✓ Explore the composition of numbers to 8</li> <li>✓ Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>✓ Automatically recall number bonds for numbers 0–5 and some to 10</li> <li>✓ <b>Have a deep understanding of number to 10, including the composition of each number</b></li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>✓ Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>✓ Count, read and write numbers to 20 in numerals</li> <li>✓ Given a number, identify one more and one less</li> <li>✓ 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</li> <li>✓ Read and write numbers from 1 to 20 in numerals and words</li> </ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>✓ Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>✓ Measure and begin to record lengths and heights</li> </ul> <p><b>Mass and Volume</b></p> <ul style="list-style-type: none"> <li>✓ Compare, describe and solve practical</li> </ul>	<p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>✓ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers</li> <li>✓ Compare and order lengths and record the results using &gt;, &lt; and =</li> </ul> <p><b>Mass, Capacity and Temperature</b></p> <ul style="list-style-type: none"> <li>✓ Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels</li> <li>✓ Compare and order mass and volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	<p><b>Fractions (A)</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>✓ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>✓ Recognise and show, using diagrams, equivalent fractions with small denominators</li> </ul> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>✓ Measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml)</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>✓ Recognise and show, using diagrams, families of common equivalent fractions</li> <li>✓ Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>✓ 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</li> <li>✓ Add and subtract fractions with the same denominator</li> </ul> <p><b>Decimals (A)</b></p> <ul style="list-style-type: none"> <li>✓ Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>✓ 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</li> </ul>	<p><b>Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>✓ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>✓ Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> <li>✓ Use all four operations to solve problems involving measure using decimal notation, including scaling</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>✓ Solve comparison, sum and difference problems using information presented in a line graph</li> <li>✓ Complete, read and interpret information in tables, including timetables</li> </ul>	<p><b>Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>✓ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>✓ Compare and order fractions, including fractions &gt; 1</li> <li>✓ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>✓ Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>✓ Divide proper fractions by whole numbers</li> <li>✓ Associate a fraction with division and calculate decimal fraction equivalents</li> <li>✓ 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</li> </ul>	

		<ul style="list-style-type: none"> <li>✓ <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b></li> <li>✓ Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>✓ Continue, copy and create repeating patterns</li> </ul>	<p>problems for mass/weight [for example, heavy/light, heavier than, lighter than] and capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <ul style="list-style-type: none"> <li>✓ Measure and begin to record the following mass/weight and capacity and volume</li> </ul>					<ul style="list-style-type: none"> <li>✓ Multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>✓ Use written division methods in cases where the answer has up to two decimal places</li> <li>✓ Solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>✓ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> </ul> <p><b><u>Perimeter and Area</u></b></p> <ul style="list-style-type: none"> <li>✓ Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>✓ Recognise when it is possible to use formulae for area and volume of shapes</li> <li>✓ Calculate the area of parallelograms and triangles</li> <li>✓ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</li> </ul> <p><b><u>Statistics</u></b></p>
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								<ul style="list-style-type: none"> <li>✓ Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>✓ Calculate and interpret the mean as an average</li> </ul>
<b>Number Facts:</b>	✓ Number bonds to 10	➤ Near doubles	➤ 10 times tables (including division facts)	➤ 8 times tables (including division facts)	➤ 7 times tables (including division facts)	Consolidation (identified by class teacher)	Consolidation (identified by class teacher)	

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Summer I</b>	<b>Unit:</b>	To 20 and Beyond!  First, then, now	Number: Multiplication and Division  Number: Fractions  Geometry: Position and Direction	Number: Fractions  Measurement: Time	Number: Fractions (B)  Measurement: Money  Measurement: Time	Number: Decimals (B)  Measurement: Money  Measurement: Time	Geometry: Shape  Geometry: Position and Direction  Number: Decimals	Geometry: Shape  Geometry: Position and Direction
	<b>National curriculum/ Development Matters reference:</b>	<ul style="list-style-type: none"> <li>✓ Count objects, actions and sounds</li> <li>✓ <b>Subitise</b></li> <li>✓ Link the number symbol (numeral) with its cardinal number value</li> <li>✓ Compare numbers</li> <li>✓ Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>✓ Explore the composition of numbers to 8</li> <li>✓ Select, rotate and manipulate shapes in order to develop</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>✓ Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> </ul> <ul style="list-style-type: none"> <li>✓ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>✓ Recognise, find, name and write fractions: half, third, two quarters and three quarters of a length, shape, set of objects or quantity</li> <li>✓ Write simple fractions for example, a half of 6 is 3</li> <li>✓ Recognise the equivalence of two quarters and a half</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>✓ Compare and sequence intervals of time</li> <li>✓ Tell and write the time to five minutes, including quarter past/to the hour and draw the</li> </ul>	<p><b>Fractions (B)</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>✓ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> </ul>	<p><b>Decimals (B)</b></p> <ul style="list-style-type: none"> <li>✓ Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>✓ Recognise and write decimal equivalents to a quarter, a half and three quarters</li> <li>✓ 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</li> <li>✓ Round decimals with one decimal place to the nearest whole number</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>✓ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>✓ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>✓ Draw given angles, and measure them in degrees (°)</li> <li>✓ Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and a half turn (total 180°),</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>✓ Draw 2-D shapes using given dimensions and angles</li> <li>✓ Recognise, describe and build simple 3-D shapes, including making nets</li> <li>✓ Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>✓ Illustrate and name parts of circles, including radius, diameter and circumference and know that the</li> </ul>

		<p>spatial reasoning skills</p> <ul style="list-style-type: none"> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>✓ Automatically recall number bonds for numbers 0–5 and some to 10</li> <li>✓ <b>Have a deep understanding of number to 10, including the composition of each number</b></li> <li>✓ <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b></li> <li>✓ <b>Verbally count beyond 20, recognising the pattern of the counting system</b></li> <li>✓ <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</b></li> </ul>	<p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>✓ Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>	<p>hands on a clock face to show these times</p> <ul style="list-style-type: none"> <li>✓ Know the number of minutes in an hour and the number of hours in a day</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>✓ Add and subtract fractions with the same denominator within one whole</li> <li>✓ Compare and order unit fractions, and fractions with the same denominators</li> <li>✓ Solve problems that involve all of the above</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>✓ Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>✓ Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>✓ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>✓ Know the number of seconds in a minute and the number of days in each month, year and leap year</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare numbers with the same number of decimal places up to two decimal places</li> <li>✓ Solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>✓ Estimate, compare and calculate different measures, including money in pounds and pence</li> <li>✓ Convert between different units of measure</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>✓ Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>✓ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>✓ Convert between different units of measure</li> </ul>	<ul style="list-style-type: none"> <li>✓ other multiples of 90°</li> <li>✓ Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>✓ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>✓ Read and write decimal numbers as fractions</li> <li>✓ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>✓ Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>✓ Read, write, order and compare numbers with up to three decimal</li> </ul>	<ul style="list-style-type: none"> <li>✓ diameter is twice the radius</li> <li>✓ Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>✓ Describe positions on the full coordinate grid (all four quadrants)</li> <li>✓ Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> </ul>
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		<ul style="list-style-type: none"> <li>✓ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> <li>✓ Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>✓ Continue, copy and create repeating patterns</li> </ul>			<ul style="list-style-type: none"> <li>✓ Compare durations of events</li> </ul>		places Solve problems involving number up to three decimal places	
	<b>Number Facts:</b>	<ul style="list-style-type: none"> <li>✓ Adding 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bridging and Compensating</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5 times tables (including division facts)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 3 times tables (including division facts)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 12 times tables (including division facts)</li> <li>➤ Consolidation (identified by teacher)</li> </ul>	Consolidation (identified by class teacher)	Consolidation (identified by class teacher)
		<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
	<b>Unit:</b>	Find My Pattern  On the Move	Number: Place Value (within 100)  Measurement: Money  Measurement: Time	Statistics  Geometry: Position and Direction	Measurement: Time continued  Geometry: Shape  Statistics	Geometry: Shape  Statistics  Geometry: Position and Direction	Number: Decimals continued  Number: Negative Numbers  Measurement: Converting Units	Consolidation  Themed Projects: Money Sense and Fiver Challenge
<b>Summer 2</b>	<b>National curriculum/ Development</b>	<ul style="list-style-type: none"> <li>✓ Count objects, actions and sounds</li> <li>✓ <b>Subitise</b></li> </ul>	<b>Place Value</b> <ul style="list-style-type: none"> <li>✓ Count to and across 100, forwards and</li> </ul>	<b>Statistics</b> <ul style="list-style-type: none"> <li>✓ Interpret and construct simple pictograms, tally</li> </ul>	<b>Shape</b> <ul style="list-style-type: none"> <li>✓ Draw 2-D shapes and make 3-D shapes using</li> </ul>	<b>Shape</b> <ul style="list-style-type: none"> <li>✓ Compare and classify geometric shapes, including</li> </ul>	<b>Negative Numbers</b> <ul style="list-style-type: none"> <li>✓ Interpret negative numbers in</li> </ul>	

	<p><b>Matters reference:</b></p>	<ul style="list-style-type: none"> <li>✓ Link the number symbol (numeral) with its cardinal number value</li> <li>✓ Compare numbers</li> <li>✓ Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>✓ Explore the composition of numbers to 8</li> <li>✓ Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>✓ Automatically recall number bonds for numbers 0–5 and some to 10</li> <li>✓ <b>Have a deep understanding of number to 10, including the composition of each number</b></li> <li>✓ <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as</b></li> </ul>	<p>backwards, beginning with 0 or 1, or from any given number</p> <ul style="list-style-type: none"> <li>✓ Count, read and write numbers to 100 in numerals</li> <li>✓ Given a number, identify one more and one less</li> <li>✓ 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</li> <li>✓ Read and write numbers from 1 to 10 in numerals and words</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>✓ Recognise and know the value of different denominations of coins and notes</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>✓ Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>✓ Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>✓ Tell the time to the hour and half past the hour and draw the hands on</li> </ul>	<p>charts, block diagrams and simple tables</p> <ul style="list-style-type: none"> <li>✓ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>✓ Ask and answer questions about totalling and comparing categorical data</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>✓ Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>✓ 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)</li> </ul>	<p>modelling materials; recognise 3-D shapes in different orientations and describe them</p> <ul style="list-style-type: none"> <li>✓ Recognise angles as a property of shape or a description of a turn</li> <li>✓ 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</li> <li>✓ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>✓ Interpret and present data using bar charts, pictograms and tables</li> <li>✓ 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</li> </ul>	<p>quadrilaterals and triangles, based on their properties and sizes</p> <ul style="list-style-type: none"> <li>✓ Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>✓ Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>✓ Complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>✓ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>✓ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>✓ Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>✓ Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>✓ Plot specified points and draw</li> </ul>	<p>context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <ul style="list-style-type: none"> <li>✓ Solve number problems and practical problems that involve all of the above</li> </ul> <p><b>Converting Units</b></p> <ul style="list-style-type: none"> <li>✓ Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>✓ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> </ul>	
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		<p><b>the other quantity.</b></p> <ul style="list-style-type: none"> <li>✓ <b>Verbally count beyond 20, recognising the pattern of the counting system</b></li> <li>✓ <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</b></li> <li>✓ <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</b></li> <li>✓ Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>✓ Continue, copy and create repeating patterns</li> </ul>	<p>a clock face to show these times</p> <ul style="list-style-type: none"> <li>✓ compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</li> <li>✓ measure and begin to record time (hours, minutes, seconds)</li> </ul>			sides to complete a given polygon		
<b>Number Facts:</b>	Consolidation (identified by class teacher)	Consolidation (identified by class teacher)	➤ 2 times tables (including division facts)	➤ 6 times tables (including division facts)	Consolidation (identified by class teacher)	Consolidation (identified by class teacher)	Consolidation (identified by class teacher)	

