Great Wilbraham C of E Primary Academy

GWPA Mathematics Curriculum		
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Curriculum Statement

INTENT

In accordance with our curriculum intent, we feel Mathematics should develop critical thinking and reasoning skills to solve problems. Encourage pupils to consider the efficiency of methods and build mathematical fluency. It should teach our pupils to value the contributions of all learners and encourage them to share knowledge with others. Develop a love of the subject and build resilience when faced with challenging tasks. It should start with the concrete before moving to the abstract. Be contextual and relatable to pupils. Involve creative, engaging activities and make use of a variety of resources including outdoor learning.

IMPLEMENTATION

Our principles of teaching mathematics at GWPA are that lessons help pupils acquire a deep, long-term, secure and adaptable understanding of the subject. We do this through:

- Coherence - lessons are broken down into small, connected steps that gradually unfold the concept.
- Representation and Structure - representations used in lessons expose the mathematical structure being taught.
- Mathematical Thinking – concepts must be thought about, reasoned with and discussed with others.
- Fluency - quick and efficient recall of facts and procedures.
- Variation - represent the concept being taught in more than one way, drawing attention to critical aspects.

The National Curriculum for Mathematics 2014, Development Matters (Non-Statutory) and the Educational Programmes for EYFS provide the long-term planning for mathematics taught in the school.

The National Curriculum sets out year-by-year programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of mathematics. The aims are for our pupils to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.

- Develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically; follow a line of enquiry, conjecture relationships and generalisations.
- Develop an argument, justification and proof by using mathematical language.
- Problem solve by applying knowledge to a variety of routine and non-routine problems. Breaking down problems into simpler steps and persevering in answering.

IMPACT

Formative judgements are made through:

- Regular assessment of work
- Analysing errors and picking up on misconceptions
- Asking questions and listening to answers
- Facilitating and listening to discussions
- Making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily, and short-term planning evaluated with these assessments in mind.

Summative assessments are carried out across the school at four key points (Sept, Dec, Mar and Jun) using the End of Term White Rose Maths materials. These materials, used alongside judgements made from class work, support teachers in making a summative assessment for each child which, in line with the assessment policy, they enter onto Insight. Teachers in years 1-6 also track the progress of children in mathematics against Insight objectives. The statements cover the mathematics objectives for the year group. This process of careful tracking supports teachers to form an assessment for each child. Pupil Progress meetings are timetabled regularly for all classes. Progress of pupils is discussed, and appropriate intervention considered and put in place.
Y6 complete the national tests (SATs) in May, Y4 complete the multiplication check in June and EYFS statutory reporting of number and numerical pattern are also completed in June as well as a baseline being completed in the first half term.

What makes a GW Mathematician?

Someone who values the contributions of others

Someone who is fluent in key knowledge such as times table facts

Someone who has a love of the subject and a resilience to face challenges

Someone who can reason and problem solve

Someone who enjoys using a range of resources to support their learning

Someone who finds creative ways to tackle non-routine problems

'With God, all things are possible' (Matthew 19:26)

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Progression of Skills

Number – Place Value	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show 'finger numbers' up to 5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Experiment with their own symbols and marks as well as numerals Solve real world mathematical problems with numbers up to 5 Compare quantities using language: 'more than', 'fewer than'	Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0–5 and some to 10	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	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 or 1000 Solve number and practical problems that involve all of the above and with increasingly 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	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	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 and practical problems that involve all of the above
Key Vocabulary	Count, subitise, total, altogether, number, numeral, compare, more, less, fewer, quantity	Value, number bonds, ten frame, even, odd, forwards, backwards	Multiples, represent, number line, equal, most, least, greater than, less than, 1 more than, 1 less than, whole, part, part-whole model, partition	Place value, tens, ones, estimate, order, <, > and =, digit, base 10, place holder, describe, explain, mistake, interval, consecutive	Hundreds	Negative numbers, thousands, round, nearest, Roman numerals	Powers of 10, ten thousand, hundred thousand	Degree of accuracy, million, ten million

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Number – Addition and Subtraction	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives			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	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	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers 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	Perform mental calculations, including with mixed operations and large numbers Use their knowledge of the order of operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition and subtraction Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

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Key Vocabulary			Addition, add, +, take away, subtract, subtraction, -, equal, =, facts, number bonds, problems, groups, objects, split, fact family, first, then, now, plus, bar model, number sentence, matches, difference, sum	Systematically, efficient, missing number, different methods, pattern, notice	Three-digit, mentally, written, formal written method, inverse, check, exchange, across 10, boundary, balance, increase, decrease, column, previous (multiple), next (multiple)	Two-step, four-digit, justify, strategies, smallest value column, appropriate, accuracy, original calculation	Multi-step, compensation, adjustment, greatest possible total, approximate, derive	Integer, order of operations

Number – Multiplication and Division	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives			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	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 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	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 three numbers Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally drawing upon known facts 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 Multiply and divide whole numbers and those involving	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 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 Perform mental calculations, including with mixed operations and large numbers Identify common factors, common multiples and prime numbers Use their knowledge of the order of operations to carry out

							decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers, and the notation for squared and cubed Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	calculations involving the four operations Solve problems involving multiplication and division Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Key Vocabulary			Array, pairs, twos, equal groups, counts up, counts back, count in…, unequal, row, column, double, sharing, sharing equally, repeated addition, repeated subtraction	Lots of, multiplied by, divided by, halve, commutative, times, non-examples,	Interpret, context	Factor, distributive, scaling, corresponding, remainder	Factor pairs, common factor, prime, prime factor, composite, long multiplication, decimal, square numbers, cube numbers, rate, product, quotient, dividend, divisor, divisibility	Long division, common multiples

Number – Fractions	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives			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	Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity Write simple fractions for example, ½ of 6 = 3 and recognise the	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 and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one	Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1

			of an object, shape or quantity	equivalence of 2/4 and ½	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, 7 5 + 7 1 = 7 6] Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above	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 Recognise and write decimal equivalents to 4 1 , 2 1 , 4 3 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 Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple measure and money problems involving fractions and decimals to two decimal places	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 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 Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with two decimal places to the nearest whole number and to one decimal place 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	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 Divide proper fractions by whole numbers Associate a fraction with division and calculate decimal fraction equivalents 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 Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

							denominator 100, and as a decimal Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5 and 2/5 etc. and those fractions with a denominator of a multiple of 10 or 25	
Key Vocabulary			Half, quarter	Third, fifth etc., half of…, equivalent, non-unit fraction, unit fraction, numerator, denominator	Order, tenths, ascending, descending	Hundredths, decimal equivalent, decimal places, decimal point	Percent, percentage, parts per hundred, nearest whole number, proper fraction, mixed number, improper fraction, convert, form	Simplify, express, simplest form

Measurement	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives	Make comparisons between objects relating to size, length, weight and capacity	Compare length, weight and capacity	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	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,	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 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 Know the number of seconds in a minute	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	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 and	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 formulae for area and volume of shapes

			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	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	and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks]		square metres and estimate the area of irregular shapes Estimate volume using cubic centimetres for cubes / cuboids and water for capacity 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	Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres, and extending to other units
Key Vocabulary	Objects, bigger, smaller, heavier, lighter, longer, shorter, fuller, emptier	Biggest, smallest, heaviest, lightest, longest, shortest, fullest, emptiest, length, weight, time, capacity, how much	Bigger than, shorter than etc., quicker, slower, faster, earlier, later, units, hours, minutes, seconds, coins, notes, pounds, pence, events, sequence, before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening, days of the week, week, month, year, o'clock, half past, hands, chronological order,	Standard unit, scale, thermometer, interval, combination, symbol, change, quarter past / to	Volume, perimeter, analogue, nearest minute, am, pm, midnight, leap year, duration	Rectilinear, area, digital, 12 and 24 hour	Metric, imperial, composite rectilinear, irregular shapes, cubes, cuboids	Miles, formulae

Geometry – Shape	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.	Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Continue, copy and create repeating patterns	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]	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	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	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 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 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown

	Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			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	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	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	Draw given angles, and measure them in degrees Identify: *angles at a point and one whole turn (total 360 degrees) *angles at a point on a straight line and a ½ turn (total 180 degrees) *other multiples of 90 degrees 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	angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Key Vocabulary	2-D shapes, rectangle, square, circle, triangle, 3-D shapes, cubes, cuboids, cone, sphere, curved, straight, flat, round, sides, corners, combine	Pattern, repeating	Properties, pyramids, faces	Pentagon, hexagon, line of symmetry, cylinder, edges, vertices, vertex	Right-angled triangle, polygon, heptagon, octagon, prism, angles, orientations, acute, obtuse, turn, right angle, horizontal, vertical, perpendicular, parallel	Isosceles, equilateral, scalene, trapezium, rhombus, parallelogram, kite, quadrilateral	Regular polygon, irregular polygon, reflex, degrees, whole turn, angles on a straight line, angles around a point, vertically opposite, missing angles, protractor	Radius, dimeter, circumference, dimensions, net

Geometry – Position and Direction	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives	Understand position through words alone – for example, "The bag is under the table," – with no pointing Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind'		Describe position, direction and movement, including whole, half, quarter and three quarter turns	Order and arrange combinations of mathematical objects in patterns and sequences 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		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	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	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

				(clockwise and anticlockwise)				
Key Vocabulary	Over, under, between, around, through, on, into, next to, behind, beneath, on top of		Position, direction, movement, whole turn, quarter turn, half turn, three quarter turn	Clockwise, anti-clockwise, rotation, straight line, arrange, sequence		Coordinates, first quadrant, grid, translation, plot, axis	Reflection	Four quadrants, coordinate plane

Statistics	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives				Interpret and construct simple pictograms, tally charts, block diagrams and simple 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	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	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	Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables	Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average
Key Vocabulary				Pictograms, tally charts, block diagrams, category, sorting, totalling, comparing	Table, bar chart	Time graph, discrete data, continuous data, line graph, comparison problem, sum problem, difference problem	Timetable, two-way table	Pie chart, mean

Ratio and Proportion	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives								Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of

								percentages and the use of 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
Key Vocabulary								Relative size, scale factor, ratio, similar shape

Algebra	Year N children should	Year R children should	Year 1 children should	Year 2 children should	Year 3 children should	Year 4 children should	Year 5 children should	Year 6 children should
Curriculum Objectives								Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables
Key Vocabulary								Linear number sequence, algebraically, equation, unknowns, expression, combinations, variable

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Coverage Overview

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Reception	Match, sort & compare Talk about measure and patterns	It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose & decompose	Sharing & grouping Visualise, build and map Make connections
Year 1	Place Value (within 10)	Addition & Subtraction (within 10) Shape	Place Value (within 20) Addition & Subtraction (within 20)	Place Value (within 50) Length & height Mass & volume	Multiplication & division Fractions Position & direction	Place Value (within 100) Money Time
Year 2	Place Value Addition & Subtraction	Addition & Subtraction Shape	Money Multiplication & Division	Length & Height Mass, capacity & temperature	Fraction Time	Statistics Position & direction
Year 3	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity	Fractions B Money Time	Time Shape Statistics
Year 4	Place Value Addition and Subtraction	Area Multiplication and Division A	Multiplication and Division B Fractions	Length and Perimeter Decimals A	Decimals B Money Time	Shape Statistics Position and Direction
Year 5	Place Value Addition and Subtraction	Multiplication and Division A Fractions A	Multiplication and Division B Fractions B	Decimals and percentages Perimeter and Area Statistics	Decimals Shape Position and Direction	Negative numbers Converting units Volume
Year 6	Place value Addition, subtraction, multiplication and division	Fractions A Fractions B Converting units	Ration Algebra Decimals	Fractions, decimals and percentages Area, perimeter and volume Statistics	Shape Position and direction	Themes projects, consolidation and problem solving