Lowbrook Academy



Vear	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Tear						
	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER
	Place value and rounding	Place value and rounding	Place value and rounding	Place value and rounding	Place value and rounding	Place value and rounding
	Count to 100, forwards	Count to 100, forwards	Count to and across 100,			
	and backwards,	and backwards,	forwards and backwards,	forwards and backwards,	forwards and backwards,	forwards and backwards,
	beginning with 0 or 1, or	beginning with 0 or 1, or	beginning with 0 or 1, or	beginning with 0 or 1, or	beginning with 0 or 1, or	beginning with 0 or 1, or
	from any given number	from any given number	from any given number	from any given number	from any given number	from any given number
	e.g. 19, 18, 17, 16,	e.g. 19, 18, 17, 16,			e.g. 103, 102, 101, 100,	e.g. 103, 102, 101, 100,
			Given a number, identify	Given a number, identify	99, 98,	99, 98,
	Count, read and write	Count, read and write	one more and one less	one more and one less		
	numbers to 100 in	numbers to 100 in			Count, read and write	Count, read and write
	numerals, count in	numerals, count in	Identify and represent	Identify and represent	numbers to 100 in	numbers to 100 in
	multiples of twos and	multiples of twos, fives	numbers using objects	numbers using objects	numerals, count in	numerals, count in
	tens e.g. 2, 4, 6, 8, 10, 12,	and tens e.g. 22, 24, 26,	and pictorial	and pictorial	multiples of twos, fives	multiples of twos, fives
		28, 30, or 90, 80, 70,	representations including	representations including	and tens e.g. 5, 10, 15,	and tens e.g. 5, 10, 15,
		60,	the number line, and use	the number line, and use	20, 25,	20, 25,
	Given a number, identify	Identify and represent	the language of: equal to,	the language of: equal to,	Civen a number identify	Civen a number identify
Veer 1	one more and one less	numbers using objects	(fower) most loost	(fower) most loost	Given a number, identify	Given a number, identity
feari	Identify and represent	and nictorial	(lewer), most, least	(lewer), most, least	Identify and represent	Identify and represent
	numbers using objects	representations including	Pood and write numbers	Pood and write numbers	numbers using objects	numbers using objects
	and nictorial	the number line, and use	from 1 to 20 in numerals	from 1 to 20 in numerals	and nictorial	and nictorial
	representations including	the language of: equal to	and words	and words	representations including	representations including
	the number line, and use	more than, less than			the number line, and use	the number line, and use
	the language of: equal to.	(fewer), most, least	Use language of ordering	Use language of ordering	the language of: equal to.	the language of: equal to.
	more than, less than		e.g. first. second. third	e.g. first. second. third	more than, less than	more than, less than
	(fewer), most, least	Read and write numbers			(fewer), most, least	(fewer), most, least
		from 1 to 20 in numerals	Begin to recognise place	Begin to recognise place		
	Read and write numbers		value in numbers beyond	value in numbers beyond	Read and write numbers	Read and write numbers
	from 1 to 20 in numerals	Use language of ordering	20 by reading, writing,	20 by reading, writing,	from 1 to 20 in numerals	from 1 to 20 in numerals
		e.g. first, second, third	counting and comparing	counting and comparing	and words.	and words.
	Begin to recognise place		numbers up to 100	numbers up to 100		
	value in numbers beyond	Addition and subtraction	supported by objects and	supported by objects and	Use language of ordering	Use language of ordering
	20 by reading, writing,	Solve simple one-step	pictorial representations	pictorial representations	e.g. first, second, third	e.g. first, second, third
	counting and comparing	problems <i>(in familiar</i>				



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numbers up to 100	practical contexts,	Addition and subtraction	Begin to order numbers	Begin to recognise place	Begin to recognise place
supported by objects and	including using	Read, write and interpret	to 100 (different tens)	value in numbers beyond	value in numbers beyond
pictorial representations	quantities) that involve	mathematical statements	e.g. order 36, 29, 63, 51	20 by reading, writing,	20 by reading, writing,
	addition and subtraction,	involving addition (+),		counting and comparing	counting and comparing
Addition and subtraction	using concrete objects	subtraction (-) and equals	Addition and subtraction	numbers up to 100	numbers up to 100
Read, write and interpret	and pictorial	(=) signs	Read, write and interpret	supported by objects and	supported by objects and
mathematical statements	representations, and		mathematical statements	pictorial representations	pictorial representations
involving addition (+),	missing number	Add and subtract one-	involving addition (+),		
subtraction (-) and equals	problems <i>e.g.</i> 3 + = 7	digit and two-digit	subtraction (-) and equals	Begin to order numbers	Begin to order numbers
(=) signs		numbers to 20 (9 + 9, 18 -	(=) signs	to 100 (different tens)	to 100 (different tens)
	Represent, memorise and	9), including zero			
Represent, memorise and	use number bonds and		Add and subtract one-	Recognise odd and even	Recognise odd and even
use number bonds and	related subtraction facts	Solve simple one-step	digit and two-digit	numbers	numbers
related subtraction facts	within 10, in several	problems (in familiar	numbers to 20 (9 + 9, 18 -		
within 10, in several	forms e.g. 3 + 4 = 7; 4 = 7	practical contexts,	9), including zero	Addition and subtraction	Addition and subtraction
forms e.g. 3 + 4 = 7; 4 = 7	 – 3; and begin to know 	including using		Read, write and interpret	Read, write and interpret
<i>– 3;</i>	doubles to 20 e.g. 8 + 8 =	quantities) that involve	Solve simple one-step	mathematical statements	mathematical statements
	16 complements to 20	addition and subtraction,	problems (in familiar	involving addition (+),	involving addition (+),
Add and subtract one-	e.g. 8 + 12 = 20	using concrete objects	practical contexts,	subtraction (-) and equals	subtraction (-) and equals
digit and two-digit		and pictorial	including using	(=) signs	(=) signs
numbers to 20 (9 + 9, 18 -	Multiplication and	representations, and	quantities) that involve		
9), including zero	division	missing number	addition and subtraction,	Represent, memorise and	Represent, memorise and
	Double and halve	problems	using concrete objects	use number bonds and	use number bonds and
Solve simple one-step	numbers to 20 e.g.		and pictorial	related subtraction facts	related subtraction facts
problems <i>(in familiar</i>	double 6 is 12, half of 10	Problems should include	representations, and	within 20, in several	within 20, in several
practical contexts,	is 5	vocabulary such as: put	missing number	forms e.g. 9 + 7 = 16;	forms e.g. 9 + 7 = 16;
including using	_	together, add,	problems	16 – 7 = 9; 7 = 16 - 9	16 – 7 = 9; 7 = 16 - 9
quantities) that involve	Fractions	altogether, total, take			
addition and subtraction,	Recognise, find and name	away, distance between,	Problems should include	Add and subtract one-	Add and subtract one-
using concrete objects	a half as one of two equal	more than, less than	vocabulary such as: put	digit and two-digit	digit and two-digit
and pictorial	parts of an object, shape,		together, add,	numbers to 20 (9 + 9, 18 -	numbers to 20 (9 + 9, 18 -
representations, and	length or quantity e.g.	Multiplication and	altogether, total, take	9), including zero	9), including zero
missing number	Find half of a length of	division	away, distance between,	Solve simple one-step	Solve simple one-step
problems <i>e.g.</i> 3 + = 7	string, by folding;	Double and halve	more than, less than	problems (in familiar	problems (in familiar
		numbers to 20 e.g.		practical contexts,	practical contexts,
Problems should include	MEASUREMENT	double 8 is 16, half of 20	Fractions	including using	including using
vocabulary such as: put	Measurement	is 10	Recognise, find and name	quantities) that involve	quantities) that involve



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together, add,	Compare, describe and		a half as one of two equal	addition and subtraction,	addition and subtraction,
altogether, total, take	solve practical problems	Fractions	parts of an object, shape,	using concrete objects	using concrete objects
away, more than, less	for:	Recognise, find and name	length or quantity e.g.	and pictorial	and pictorial
than	 lengths and 	a half as one of two equal	What is half of 12	representations, and	representations, and
	heights (e.g.	parts of an object, shape,	counters?	missing number	missing number
GEOMETRY	long/short,	length or quantity e.g.		problems e.g. 7 = -9	problems e.g. 7 = - 9
Position and direction	longer/shorter,	What is half of 12	Recognise, find and name		
Describe positions,	tall/short,	counters?	a quarter as one of four	Problems should include	Problems should include
directions and	double/half)		equal parts of an object,	vocabulary such as: put	vocabulary such as: put
movements using	 mass or weight 	MEASUREMENT	shape or quantity e.g.	together, add,	together, add,
language such as left and	(e.g. heavy/light,	Measurement	find a quarter of a shape,	altogether, total, take	altogether, total, take
right, top, middle and	heavier than,	Compare, describe and	by folding in half and half	away, distance between,	away, distance between,
bottom, on top of, in	lighter than)	solve practical problems	again.	more than, less than	more than, less than
front of, above, between,	 capacity/volume 	for:	Recognise, find and name		
around, near, close and	(full/empty, more	 lengths and 	a quarter as one of four	Multiplication and	Fractions
far, up and down,	than, less than)	heights (e.g.	equal parts of an object,	division	Recognise, find and name
forwards and backwards,	• time (quicker,	long/short,	shape or quantity e.g.	Double and halve	a half as one of two equal
inside and outside	slower, earlier,	longer/shorter,	find ¼ of 12 beads,	numbers to 20	parts of an object, shape,
	later)	tall/short,	practically		length or quantity
		double/half)		Solve one-step problems	
	Use non-standard	 mass or weight 	MEASUREMENT	involving multiplication	Recognise, find and name
	measures to measure	(e.g. heavy/light,	Measurement	and division, by	a quarter as one of four
	and begin to record the	heavier than,	Compare, describe and	calculating the answer	equal parts of an object,
	following:	lighter than)	solve practical problems	using concrete objects,	shape or quantity e.g.
	 lengths and 	 capacity/volume 	for:	pictorial representations	find ¼ of 12 beads,
	heights	(full/empty, more	 lengths and 	and arrays with the	practically
	 mass/weight 	than, less than,	heights (e.g.	support of the teacher	
	 capacity and 	quarter)	long/short,	e.g. share 8 sweets	MEASUREMENT
	volume	 time (quicker, 	longer/shorter,	between 2 children	Measurement
		slower, earlier,	tall/short,		Compare, describe and
	Sequence events in	later)	double/half)	Fractions	solve practical problems
	chronological order using		mass or weight	Recognise, find and name	for:
	language such as: before	Begin to use measuring	(e.g. heavy/light,	a half as one of two equal	 lengths and
	and after, next, first,	tools (ruler, weighing	heavier than,	parts of an object, shape,	heights (e.g.
	today, yesterday,	scales, containers) to	lighter than)	length or quantity	long/short,
	tomorrow, morning,	measure and begin to	 capacity/volume 		longer/shorter,
	afternoon and evening	record the following:	(full/empty, more	Recognise, find and name	tall/short,



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	Recognise and use language relating to dates, including days of the week, weeks, months and years GEOMETRY Position and direction Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside	 lengths and heights mass/weight capacity and volume time (hours, minutes) Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years GEOMETRY Properties of shapes Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids, including cubes, pyramids and spheres). 	 than, less than, quarter) time (quicker, slower, earlier, later) Begin to use measuring tools (ruler, weighing scales, containers) to measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes) Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years 	a quarter as one of four equal parts of an object, shape or quantity e.g. find ¼ of 12 beads, practically MEASUREMENT Measurement Compare, describe and solve practical problems for: • lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) • mass or weight (e.g. heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) Begin to use standard measures (metres, cms, grams/kg, litres) to measure and begin to record the following: • lengths and heights • mass/weight	 double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (quicker, slower, earlier, later) Begin to use standard measures (metres, cms, grams/kg, litres) to 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 such as: before and after, next, first, today, yesterday,



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		movements using	capacity and	tomorrow, morning,
	GEOMETRY	language such as left and	volume	afternoon and evening
	Position and direction	right, top, middle and	• time (hours,	
	Describe positions,	bottom, on top of, in	minutes,	Recognise and use
	directions and	front of, above, between,	seconds)	language relating to
	movements using	around, near, close and		dates, including days of
	language such as left and	far, up and down,	Recognise and know the	the week, weeks, months
	right, top, middle and	forwards and backwards,	value of different	and years
	bottom, on top of, in	inside and outside	denominations of coins	
	front of, above, between,		and notes	Tell the time to the hour
	around, near, close and			and half past the hour
	far, up and down,		Sequence events in	and draw the hands on a
	forwards and backwards,		chronological order using	clock face to show these
	inside and outside		language such as: before	times.
			and after, next, first,	
			today, yesterday,	GEOMETRY
	Maths Week		tomorrow, morning,	Properties of shapes
	Create and interpret		afternoon and evening	Recognise and name
	Venn Diagrams			common 2-D and 3-D
	(PS)		Recognise and use	shapes, in different
			language relating to	orientations and sizes,
	Financial Literacy		dates, including days of	including:
	Profit and Loss (R)		the week, weeks, months	2-D shapes (e.g.
			and years	rectangles (including
				squares), circles and
			Tell the time to the hour	triangles)
			and half past the hour	3-D shapes (e.g. cuboids
			and draw the hands on a	(including cubes),
			clock face to show these	pyramids and spheres).
			times.	know that rectangles,
				triangles, cuboids and
			GEOMETRY	pyramids can be different
			Properties of shapes	shapes
			Recognise and name	
			common 2-D and 3-D	Position and direction
			shapes, in different	Describe positions,
			orientations and sizes,	directions and



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	Lowbrook Academy		Maths Overvi	ew	 including: 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). know that rectangles, triangles, cuboids and pyramids can be different shapes Position and direction Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside Describe position, directions and movements, including half, quarter and three-quarter turns, in a 	Movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside Describe position, directions and movements, including half, quarter and three- quarter turns, in a clockwise direction Sports Week Collect, read, record and present information using Tally marks; (PS)
					clockwise direction	
Year 2	NUMBER Number and Place Value Count in steps of 2 and 5	NUMBER Number and Place Value identify, represent and	NUMBER Number and Place Value count in steps of 2, 3, and	NUMBER Number and Place Value identify, represent and	NUMBER Number and Place Value count in steps of 2, 3, and	NUMBER Number and Place Value identify, represent and



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from 0, and tens from	estimate numbers using	5 from 0, and tens from	estimate numbers using	5 from 0, and tens from	estimate numbers using
any number, forward or	different representations,	any number, forward or	different representations,	any number, forward or	different representations,
backward e.g. 93, 83, 73,	including the number line	backward	including the number line	backward	including the number line
63,					
	use place value and	recognise the place value	compare and order	recognise the place value	compare and order
recognise the place value	number facts to solve	of each digit in a two-	numbers from 0 up to	of each digit in a two-	numbers from 0 up to
of each digit in a two-	problems	digit number (tens, ones)	100; use <, > and = signs	digit number (tens, ones)	100; use <, > and = signs
digit number (tens, ones)					
	Addition and Subtraction	read and write numbers	use place value and	read and write numbers	use place value and
read and begin to write	solve problems with	to at least 100 in	number facts to solve	to at least 100 in	number facts to solve
numbers to at least 100	addition and subtraction:	numerals and in words	problems.	numerals and in words	problems.
in numerals and in words	 using concrete 	e.g. forty-five		e.g. forty-five	
e.g. forty	objects and		partition numbers in		partition numbers in
	pictorial	Addition and Subtraction	different ways e.g. 23 =	Addition and Subtraction	different ways e.g. 23 =
compare and order	representations,	add and subtract	20 + 3 = 10 + 13	add and subtract	20 + 3 = 10 + 13
numbers from 0 up to	including those	numbers using concrete		numbers using concrete	
100	involving	objects, pictorial	Addition and Subtraction	objects, pictorial	Addition and Subtraction
	numbers,	representations, and	solve problems with	representations, and	solve problems with
Addition and Subtraction	quantities and	mentally, including:	addition and subtraction:	mentally, including:	addition and subtraction:
Add and subtract	measures	a two-digit number and	using concrete objects	a two-digit number and	using concrete objects
numbers using concrete	 applying their 	ones	and pictorial	ones	and pictorial
objects, pictorial	increasing		representations,		representations,
representations, and	knowledge of	a two-digit number and	including those involving	a two-digit number and	including those involving
mentally, including:	mental and	tens	numbers, quantities and	tens	numbers, quantities and
o a two-digit	written methods	two two-digit numbers	measures	two two-digit numbers	measures
number and ones		e.g. 34+29 adding three	applying their increasing	e.g. 34+29 adding three	applying their increasing
o a two-digit	Recognise and use the	one-digit numbers <i>e.g. 6</i>	knowledge of mental and	one-digit numbers <i>e.g. 6</i>	knowledge of mental and
number and tens e.g. 87	inverse relationship	+ 5 + 4	written methods	+ 5 + 4	written methods
- 30 = 57	between addition and				
	subtraction and use this	recall and use addition	Recognise and use the	recall and use addition	Recognise and use the
Begin to recall and use	to check calculations and	and subtraction facts to	inverse relationship	and subtraction facts to	inverse relationship
addition and subtraction	missing number	20 fluently, and derive	between addition and	20 fluently, and derive	between addition and
facts to 20, e.g. 19 – 7 =	problems.	and use related facts up	subtraction and use this	and use related facts up	subtraction and use this
12 and derive and use		to 100	to check calculations and	to 100	to check calculations and
related facts up to 100	Show that addition of		missing number		missing number
e.g. 30 = 90 - 60	two numbers can be		problems.		problems.
	done in any order	Multiplication and		Multiplication and	



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Multiplication and	(commutative) and	Division	use the language 'sum'	Division	use the language 'sum'
Division	subtraction of one	show that multiplication	and 'difference' e.g. find	show that multiplication	and 'difference' e.g. find
show that multiplication	number from another	of two numbers can be	two numbers with a	of two numbers can be	two numbers with a
of two numbers can be	cannot	done in any order	difference of 6 (3 and 9,	done in any order	difference of 6 (3 and 9,
done in any order		(commutative) and	10 and 16).	(commutative) and	10 and 16).
(commutative) and	Multiplication and	division of one number		division of one number	
division of one number	Division	by another cannot	Multiplication and	by another cannot	Multiplication and
by another cannot	begin to recall and use		Division		Division
	multiplication and	recognise and use	recall and use	recognise and use	recall and use
MEASUREMENT	division facts for the 2,	the inverse	multiplication and	the inverse	multiplication and
Measurement	and 10 multiplication	relationship between	division facts for the 2, 5	relationship between	division facts for the 2, 5
choose and use	tables, including	multiplication and	and 10 multiplication	multiplication and	and 10 multiplication
appropriate standard	recognising odd and even	division in	tables, including	division in	tables, including
units to estimate and	numbers <i>e.g. 22 ÷ 2 = 11</i>	calculations	recognising odd and even	calculations	recognising odd and even
measure length/height in			numbers		numbers
any direction (m/cm) to	calculate mathematical	solve problems involving		solve problems involving	
the nearest appropriate	statements for	multiplication and	calculate mathematical	multiplication and	calculate mathematical
unit, using rulers	multiplication and	division, using materials,	statements for	division, using materials,	statements for
	division within the	arrays, repeated	multiplication and	arrays, repeated	multiplication and
compare and sequence	multiplication tables and	addition, mental	division within the	addition, mental	division within the
intervals of time	write them using the	methods, and	multiplication tables and	methods, and	multiplication tables and
	multiplication (×),	multiplication and	write them using the	multiplication and	write them using the
tell and write the time	division (÷) and equals (=)	division facts, including	multiplication (×),	division facts, including	multiplication (×),
quarter past/to the hour	signs	problems in contexts	division (÷) and equals (=)	problems in contexts	division (÷) and equals (=)
and draw the hands on a			signs		signs
clock face to show these	recognise and use the	Measurement		Measurement	
times e.g. draw the hands	inverse relationship	recognise and use	relate multiplication and	recognise and use	relate multiplication and
on a clock face to show ¼	between multiplication	symbols for pounds (£)	division to grouping and	symbols for pounds (£)	division to grouping and
to 6, making sure the	and division in	and pence (p); combine	sharing discrete e.g.	and pence (p); combine	sharing discrete e.g.
hour hand is located	calculations	amounts to make a	counters and continuous	amounts to make a	counters and continuous
correctly		particular value	quantities e.g. water, and	particular value	quantities e.g. water, and
	relate multiplication and		relating these to fractions		relating these to fractions
GEOMETRY	division to grouping and	find different	and measures e.g. 40cm	find different	and measures e.g. 40cm
Properties of Shapes	sharing discrete(e.g.	combinations of coins to	÷ 2 = 20cm; 20cm is ½ of	combinations of coins to	÷ 2 = 20cm; 20cm is ½ of
identify and describe the	counters and continuous	equal the same amounts	40cm	equal the same amounts	40cm
properties of 2-D shapes,	quantities e.g. water	of money		of money	
including the number of			solve problems involving		solve problems involving



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sides and symmetry in a	solve problems involving	solve simple problems in	multiplication and	solve simple problems in	multiplication and
vertical line	multiplication and	a practical context	division, using materials,	a practical context	division, using materials,
	division, using materials,	involving addition and	arrays, repeated	involving addition and	arrays, repeated
draw lines and shapes	arrays, repeated	subtraction of money of	addition, mental	subtraction of money of	addition, mental
using a straight edge	addition, mental	the same unit including	methods, and	the same unit including	methods, and
	methods, and	giving change e.g. <i>I buy 2</i>	multiplication and	giving change e.g. I buy 2	multiplication and
Position and Direction	multiplication and	bags of sweets for 20p	division facts, including	bags of sweets for 20p	division facts, including
order and arrange	division facts, including	each, how much change	problems in contexts.	each, how much change	problems in contexts.
combinations of	problems in contexts <i>e.g.</i>	will I get from 50p?		will I get from 50p?	
mathematical objects in	share 18 counters		Fractions		Fractions
patterns, including those	between 3 children	GEOMETRY	recognise, find, name and	GEOMETRY	recognise, find, name and
in different orientations		Properties of Shapes	write fractions 1/3, 1/4,	Properties of Shapes	write fractions 1/3, 1/4,
e.g. a turning shape,	Fractions	identify and describe the	2/4 and 3/4 of a length,	identify and describe the	2/4 and 3/4 of a length,
draw the next shape in	recognise, name and	properties of 2-D shapes,	shape, set of objects or	properties of 2-D shapes,	shape, set of objects or
the pattern	write fractions $1/3$, $1/4$,	including the number of	quantity e.g. how long is	including the number of	quantity e.g. how long is
	2/4 and ¾ of a shape	sides and symmetry in a	$^{1}/_{3}$ of a ribbon which is 60	sides and symmetry in a	$^{1}/_{3}$ of a ribbon which is 60
		vertical line	cm long?	vertical line	cm long?
STATISTICS	MEASUREMENT				
Use and interpret data	Measurement	draw lines and shapes	write simple fractions	draw lines and shapes	write simple fractions
interpret and begin to	compare and order	using a straight edge	e.g. $\frac{1}{2}$ of 6 = 3 and	using a straight edge	e.g. $\frac{1}{2}$ of 6 = 3 and
construct simple	lengths and record the		recognise the		recognise the
pictograms, tally charts,	results using >, < and =	identify and describe the	equivalence of two	identify and describe the	equivalence of two
block diagrams and		properties of 3-D shapes,	quarters and one half.	properties of 3-D shapes,	quarters and one half.
simple tables	recognise and use	including the number of		including the number of	
	symbols for pounds (£)	edges, vertices and faces	count in fractions e.g. 0,	edges, vertices and faces	count in fractions e.g. 0,
answer simple questions	and pence (p); combine		1, 11/2, 2, 21/2,		½, 1, 1½, 2, 2½,
by counting the number	amounts to make a	STATISTICS		STATISTICS	••••••••
of objects in each	particular value	Use and interpret data	Measurement	Use and interpret data	Measurement
category and sorting the	c: 1 1:cc	interpret and construct	compare and order	interpret and construct	compare and order
categories by quantity	find different	simple pictograms <i>e.g.</i>	lengths, masses and	simple pictograms <i>e.g.</i>	lengths, masses and
A	combinations of coins to	where the symbol	record the results using	where the symbol	record the results using
Answer questions about	equal the same amounts	represents 2, 5 or 10	>, < and =	represents 2, 5 or 10	>, < and =
totailing and comparing	of money e.g. find	units, tally charts, block	alter and set	units, tally charts, block	
categorical data.	alfferent ways to make	diagrams and simple	choose and use	diagrams and simple	choose and use
	25p	tables	appropriate standard	tables	appropriate standard
			units to estimate and		units to estimate and
	solve simple problems in	answer simple questions	measure length/neight in	answer simple questions	measure length/neight in



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	a practical context	by counting the number	any direction (m/cm);	by counting the number	any direction (m/cm);
	involving addition and	of objects in each	mass (kg/g) to the	of objects in each	mass (kg/g) to the
	subtraction of money of	category and sorting the	nearest appropriate unit,	category and sorting the	nearest appropriate unit,
	the same unit including	categories by quantity	using rulers, scales	categories by quantity	using rulers, scales
	giving change e.g. <i>I buy a</i>				
	toy for £14; how much		compare and sequence		compare and sequence
	change do I get from	Maths Week	intervals of time		intervals of time
	£20?	Collecting, recording and			
		representing data in	tell and write the time to		tell and write the time to
	tell and write the time	block graphs and	five minutes, including		five minutes, including
	quarter past/to the hour	pictograms to show	quarter past/to the hour		quarter past/to the hour
	and draw the hands on a	results. (R)	and draw the hands on a		and draw the hands on a
	clock face to show these	(Maths Week)	clock face to show these		clock face to show these
	times e.g. draw the		times.		times.
	hands on a clock face to	Financial Literacy			
	show ¼ to 6, making sure	Profit and Loss	GEOMETRY		GEOMETRY
	the hour hand is located	(R)	Properties of Shapes		Properties of Shapes
	correctly		compare and sort		compare and sort
		Times Tables expected to	common 2-D and 3-D		common 2-D and 3-D
	GEOMETRY	be achieved by end of	shapes and everyday		shapes and everyday
	Properties of Shapes	Т3:	objects e.g. sort 3-D		objects e.g. sort 3-D
	identify and describe the	2s, 5s, 10s.	shapes in different ways		shapes in different ways
	properties of 3-D shapes,		such as whether they are		such as whether they are
	including the number of		prisms, whether they		prisms, whether they
	vertices and faces		have more than 8 edges		have more than 8 edges
	compare and sort		recognise and name		recognise and name
	common 2-D and 3-D		quadrilaterals, polygons		quadrilaterals, polygons
	shapes and everyday		e.g. pentagon, hexagon,		e.g. pentagon, hexagon,
	objects		octagon, prisms and		octagon, prisms and
	e.g. sort 3-D shapes in		cones		cones
	different ways such as				
	whether they have		identify 2-D shapes on		identify 2-D shapes on
	triangular faces, all		the surface of 3-D		the surface of 3-D
	straight edges		shapes, for example a		shapes, for example a
			circle on a cylinder and a		circle on a cylinder and a
	recognise and name,		triangle on a pyramid		triangle on a pyramid



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	polygons e.g. pentagon,		
	hexagon, octagon and	GEOMETRY	GEOMETRY
	cones	Position and Direction	Position and Direction
		order and arrange	order and arrange
		combinations of	combinations of
		mathematical objects in	mathematical objects in
		patterns, including those	patterns, including those
		in different orientations	in different orientations
		use mathematical	use mathematical
		vocabulary to describe	vocabulary to describe
		position, direction and	position, direction and
		movement, including	movement, including
		distinguishing between	distinguishing between
		rotation as a turn and in	rotation as a turn and in
		terms of right angles for	terms of right angles for
		quarter, half and three-	quarter, half and three-
		quarter turns (clockwise	quarter turns (clockwise
		and anti-clockwise), and	and anti-clockwise), and
		movement in a straight	movement in a straight
		line.	line.
		Use the concept and	Use the concept and
		language of angles to	language of angles to
		describe 'turn' by	describe 'turn' by
		applying rotations,	applying rotations,
		including in practical	including in practical
		contexts (e.g. pupils	contexts (e.g. pupils
		themselves moving in	themselves moving in
		turns, giving instructions	turns, giving instructions
		to other pupils to do so,	to other pupils to do so,
		and programming robots	and programming robots
		using instructions given in	using instructions given in
		right angles)	right angles)
		STATISTICS	STATISTICS
		Use and interpret data	Use and interpret data



	Lowbrook Academy Maths Overview					Academy
				answer questions about		answer questions about
				totalling and comparing		totalling and comparing
				categorical data.		categorical data.
						C
						Sports Week:
						Creating bar charts using
						favourite sports
	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER
1	Number and Place Value	Number and Place Value	Number and Place Value	Addition and Subtraction	Number and Place Value	Addition and Subtraction
0	Count from 0 in multiples	Apply partitioning related	Count from 0 in multiples	Add and subtract	Count from 0 in multiples	Add and subtract
	of 4, 50 and 100; find 10	to place value using	of 4, 8, 50 and 100; find	numbers mentally,	of 4, 8, 50 and 100; find	numbers with up to three
	or 100 more or less than	varied and increasingly	10 or 100 more or less	including:	10 or 100 more or less	digits, using the efficient
	a given number e.g. 10	complex problems e.g.	than a given number	a three-digit number and	than a given number	written methods of
	more than 395	146 = 100 and 40 and 6,		ones		columnar addition and
		146 = 130 and 16	Recognise the place value	a three-digit number and	Recognise the place value	subtraction
F	Recognise the place value		of each digit in a three-	tens e.g. 476 + 50	of each digit in a three-	
	of each digit in a three-	Solve number problems	digit number (hundreds,	a three-digit number and	digit number (hundreds,	MEASUREMENT
	digit number (hundreds,	and practical problems	tens, ones)	hundreds.	tens, ones)	Measurement
	tens, ones)	involving place value and		two-digit numbers where		measure, compare, add
		rounding.	Identify, represent and	the answer could exceed	Identify, represent and	and subtract: length
Year 3	Identify, represent and		estimate numbers using	100	estimate numbers using	(m/cm/mm); mass (kg/g);
	estimate numbers using	Addition and Subtraction	different representations		different representations	volume/capacity (l/ml)
(different representations	Add and subtract	including those related to	Add and subtract	including those related to	e.g. Read 300ml on a
1	including those related to	numbers with up to three	measure	numbers with up to three	measure	scale labelled every
	measure e.g. using place	digits		digits, using formal		200ml. Order a set of
	value cards to show 985		Apply partitioning related	written methods of	Apply partitioning related	containers by capacity,
	= 900 + 80 + 5; tally	Estimate the answer to a	to place value using	columnar addition	to place value using	using a measuring jug
	marks; base 10	calculation and use	varied and increasingly		varied and increasingly	and water to check.
	apparatus.	inverse operations to	complex problems	Estimate the answer to a	complex problems	know the approximate
	Road and write numbers	240 is approximately 700	Road and write numbers	inverse operations to	Road and write numbers	capacity of a cup, a jug, a
	to at least 1000 in	= 250 = 450 shock 452	to at least 1000 in	check answors	to at least 1000 in	DUCKEL
	numerals	- 230 - 430, CHECK 433 + 240 - 702	numerals and in words	CHECK diswers	numerals and in words	add and subtract
	numerais	245 - 702	e g three hundred and	Solve problems including		amounts of money to
			e.g. three hundred and	solve problems, meluuling		uniounts of money to



Lowbrook Academy	Maths Overview				Academy
numbers up to 1000	missing number		problems, using number	numbers up to 1000	and p in practical
	problems, using number	Compare and order	facts, place value, and		contexts e.g. Ali is saving
Addition and Subtraction	facts, place value, and	numbers up to 1000	more complex addition	Solve number problems	80p each week, to buy a
Add and subtract	more complex addition		and subtraction e.g.	and practical problems	toy costing £5; how many
numbers mentally,	and subtraction e.g.	Solve number problems	There are 46 boys and 58	involving place value and	weeks will it take him?
including:	investigate the numbers	and practical problems	girls in Year 3, but 12	rounding	
o a three-digit	which could go in the	involving place value and	children are away; how		add and subtract
number and ones	boxes when	rounding	many Year 3 children are	Addition and Subtraction	amounts of money to
o a three-digit	2 × = 7 +		at school?	Add and subtract	give change, using both £
number and tens		Multiplication and		numbers mentally,	and p in practical
o a three-digit	Multiplication and	Division	Multiplication and	including:	contexts e.g. Ali is saving
number and hundreds	Division	Recall and use	Division	a three-digit number and	80p each week, to buy a
e.g. 858 – 300	Recall and use	multiplication and	Develop efficient mental	ones	toy costing £5; how many
o two-digit	multiplication and	division facts for the 3, 4	methods, for example,	a three-digit number and	weeks will it take him?
numbers where the	division facts for the 3	and 8 multiplication	using commutativity and	tens e.g. 824 – 30	
answer could exceed 100	and 4 multiplication	tables	multiplication and	a three-digit number and	tell and write the time
e.g. 99+1	tables		division facts to derive	hundreds	from an analogue clock,
		Write and calculate	related facts	two-digit numbers where	including using Roman
Fractions	Develop efficient mental	mathematical statements		the answer could exceed	numerals from I to XII,
Count up and down in	methods, for example,	for multiplication and	Solve problems, including	100 e.g. 68+47	and 12-hour and 24-hour
tenths; recognise that	using commutativity e.g.	division using the	missing number		digital clocks
tenths arise from dividing	$2 \times 7 \times 5 = 2 \times 5 \times 7 = 10 \times$	multiplication tables that	problems, involving	Estimate the answer to a	
an object into 10 equal	7 = 70 and multiplication	they know, including for	multiplication and	calculation and use	estimate and read time
parts and in dividing one-	and division facts to	two-digit numbers times	division e.g. 240 = ×4	inverse operations to	with increasing accuracy
digit numbers or	derive related facts e.g.	one-digit numbers, using		check answers	to the nearest minute;
quantities by 10 e.g. 3	using $3 \times 2 = 6, 6 \div 3 = 2$	mental and progressing	MEASUREMENT		record and compare time
cakes shared between 10	and $2 = 6 \div 3$ to derive 30	to formal written	Measurement	Solve problems, including	in terms of seconds,
children gives 3/10 each.	\times 2 = 60, 60 ÷ 3 = 20 and	methods e.g. 34×5 or	Tell and write the time	missing number	minutes, hours and
	20 = 60 ÷ 3	64÷4	from an analogue clock,	problems, using number	o'clock; use vocabulary
Recognise, find and write			including using Roman	facts, place value, and	such as a.m./p.m.,
fractions of a discrete set	Write and calculate		numerals from I to XII,	more complex addition	morning, afternoon,
of objects: unit fractions	mathematical statements	Fractions	and 12-hour digital clocks	and subtraction e.g.	noon and midnight
and non-unit fractions	for multiplication and	Count up and down in		investigate the numbers	
with small denominators	division using the	tenths; recognise that	Estimate and read time	which could go in the	Compare durations of
e.g. find 1/3 of 9 beads,	multiplication tables that	tenths arise from dividing	with increasing accuracy	boxes	events, for example to
then 2/3 of 9 beads	they know including for	an object into 10 equal	to the nearest minute;		calculate the time taken
	two-digit numbers times	parts and in dividing one-	record and compare time	Multiplication and	by particular events or



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understand the relation	one-digit numbers, using	digit numbers or	in terms of seconds,	Division	tasks.
between unit fractions as	mental methods e.g.	quantities by 10	minutes, hours and	Recall and use	
operators (fractions of),	22×3		o'clock; use vocabulary	multiplication and	Know the number of
and division by integers		Connect tenths to place	such as a.m./p.m.,	division facts for the 3, 4	seconds in a minute and
e.g. to find 1/3, you	Solve problems, including	value, decimal measures	morning, afternoon,	and 8 multiplication	the number of days in
divide by 3; to find 1/5,	missing number	and to division by 10 e.g.	noon and midnight	tables	each month, year and
you divide by 5	problems, involving	7/10 = 0.7			leap year
	multiplication and		Compare durations of	Develop efficient mental	
Recognise and use	division e.g. 90 = 3 ×	Recognise, find and write	events, for example to	methods, for example,	GEOMETRY
fractions as numbers on		fractions of a discrete set	calculate the time taken	using commutativity e.g.	Properties of Shapes
the number line: unit	MEASUREMENT	of objects: unit fractions	by particular events or	4 × 12 × 5 = 4 × 5 × 12 =	Draw 2-D shapes and
fractions and non-unit	Measurement	and non-unit fractions	tasks.	20 × 12 = 240 and	make 3-D shapes using
fractions with small	Measure, compare, add	with small denominators		multiplication and	modelling materials;
denominators	and subtract: length	e.g. there are 8 marbles	Know the number of	division facts to derive	recognise 3-D shapes in
	(m/cm/mm) e.g. how	and three of them are	seconds in a minute and	related facts	different orientations;
Recognise and show,	much ribbon is left when	red; what fraction of the	the number of days in		and describe them
using diagrams,	36cm is cut from 1m?	marbles are red?	each month, year and	Write and calculate	
equivalent fractions with	Which is longer: 6½cm or		leap year	mathematical statements	Recognise that angles are
small denominators e.g.	62mm? 5m or 450cm?	Understand the relation		for multiplication and	a property of shape or a
1/2 = 3/6	Measure and draw lines	between unit fractions as	STATISTICS	division using the	description of turn
	to the nearest ½ cm.	operators (fractions of),	Use and Interpret Data	multiplication tables that	
	Know the approximate	and division by integers	Interpret and present	they know, including for	Identify right angles,
	length of a book, a room,	e.g. to find 1/3, you	data using bar charts,	two-digit numbers times	recognise that two right
Solve problems that	a handspan	divide by 3; to find 1/5,	pictograms and tables,	one-digit numbers, using	angles make a half-turn,
involve fractions e.g. Amy		you divide by 5	understanding and using	mental and progressing	three make three
ate ¼ of her 12 sweets	Add and subtract		simple scales e.g. 2, 5, 10	to formal written	quarters of a turn and
and Ben ate ½ of his 8	amounts of money to	Recognise and use	units per cm with	methods e.g. 46×8 or	four a complete turn;
sweets, who ate more	give change, using both £	fractions as numbers on	increasing accuracy.	81÷3	identify whether angles
sweets?	and p in practical	the number line: unit			are greater than or less
GEOMETRY	contexts e.g. I buy2 packs	fractions and non-unit	Solve one-step and two-	Solve problems, including	than a right angle
Properties of Shape	of sweets for 75p each;	fractions with small	step questions such as	missing number	
Draw 2-D shapes and	how much change will I	denominators	'How many more?' and	problems, involving	Describe the properties
make 3-D shapes using	get from £2?		'How many fewer?' using	multiplication and	of shapes using accurate
modelling materials;		Recognise and show,	information presented in	division, including integer	language, including
recognise 3-D shapes in	Tell and write the time	using diagrams,	scaled bar charts and	scaling problems (e.g.	symmetrical/not
different orientations;	from an analogue clock	equivalent fractions with	pictograms and tables.	change a recipe for 2	symmetrical, lengths of
and describe them e.g.	e.g. draw hands on a	small denominators		people to make enough	lines, and acute and



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number of faces, edges	clock face to show 'ten to		Interpret data presented	for 6 people) and	obtuse angles
and vertices (singular:	four', making sure the	Compare and order unit	in many contexts	correspondence	
vertex), e.g. guess my	hour hand is located	fractions, and fractions		problems in which n	Identify horizontal and
shape: it has a square	correctly	with the same	GEOMETRY	objects are connected to	vertical lines and pairs of
face and four triangular		denominators e.g. put in	Properties of Shapes	m objects. e.g. 3 hats and	perpendicular and
faces (square-based	Record and compare	order 3/8, 1/8, 7/8, 5/8	Draw 2-D shapes and	4 coats, how many	parallel lines
pyramid)	time in terms of seconds,		make 3-D shapes using	different outfits? Or	
	minutes, hours and	Solve problems that	modelling materials;	Share 6 cakes equally	STATISTICS
	o'clock; use vocabulary	involve fractions	recognise 3-D shapes in	between 4 children.	Use and Interpret Data
Competency: Time Facts	such as a.m./p.m.,		different orientations;		Interpret and present
	morning, afternoon,	MEASUREMENT	and describe them	Fractions	data using bar charts,
	noon and midnight	Measurement		Count up and down in	pictograms and tables,
		Measure, compare, add	Recognise that angles are	tenths; recognise that	understanding and using
	Compare durations of	and subtract: length	a property of shape or a	tenths arise from dividing	simple scales e.g. 2, 5, 10
	events, for example to	(m/cm/mm) mass (kg/g)	description of turn	an object into 10 equal	units per cm with
	calculate the time taken	e.g. find 3 vegetables		parts and in dividing one-	increasing accuracy.
	by particular events or	which weigh between	Identify right angles,	digit numbers or	
	tasks	100g and 300g. Read	recognise that two right	quantities by 10	Solve one-step and two-
		250g on a scale labelled	angles make a half-turn,		step questions such as
	STATISTICS	every 100g. Which is	three make three	Connect tenths to place	'How many more?' and
	Use and Interpret Data	heavier: 1kg 300g or	quarters of a turn and	value and decimal	'How many fewer?' using
	Interpret and present	1½kg? Know the	four a complete turn;	measures (not restricted	information presented in
	data using bar charts,	approximate mass of a	identify whether angles	to decimals between 0	scaled bar charts and
	pictograms and tables,	book, an apple, a baby, a	are greater than or less	and 1) and to division by	pictograms and tables.
	understanding and using	man	than a right angle	10 e.g. 13/10 = 1.3	
	simple scales e.g. 2, 5, 10				Interpret data presented
	units per cm with	Add and subtract	Describe the properties	Recognise, find and write	in many contexts
	increasing accuracy.	amounts of money to	of shapes using accurate	fractions of a discrete set	
		give change, using both £	language, including	of objects: unit fractions	Sports Week:
	Solve one-step and two-	and p in practical	symmetrical/not	and non-unit fractions	Creating line graphs with
	step questions such as	contexts e.g. I have a £2	symmetrical, lengths of	with small denominators	own data i.e. distances
	'How many more?' and	coin, two £1 coins, three	lines, and acute and	e.g. find 4/5 of 30	recorded from javelin
	'How many fewer?' using	50p coins, a 20p and	obtuse angles e.g. sort		throws.
	information presented in	seven 5p coins; how	triangles into those with	Understand the relation	
	scaled bar charts and	much more do I need to	an obtuse angle and	between unit fractions as	
	pictograms and tables.	make £10?	those without	operators (fractions of),	Competency: Roman
				and division by integers	Numerals



Lowbrook Academy		Maths Overvi	ew		Academy
	Interpret data presented			e.g. to find 1/3, you	
	in many contexts			divide by 3; to find 1/5,	
		Maths Week		you divide by 5	
	Competency: 2D Shapes	Create a line graph (R)	Competency: Fractions		
		Financial Literacy	of Amounts	Recognise and use	
		Profit and Loss		fractions as numbers on	
				the number line: unit	
				fractions and non-unit	
				fractions with small	
		Competency: 3D Shapes		denominators	
				Recognise and show,	
				using diagrams,	
				equivalent fractions with	
				small denominators	
				Add and subtract	
				fractions with the same	
				denominator within one	
				whole e.g. If 1/3 of a cake	
				is eaten then 2/3 remains	
				or 5/7 + 1/7 = 6/7	
				Compare and order unit	
				fractions, and fractions	
				with the same	
				denominators e.g. put in	
				order 1/2, 1/8, 1/4, 1/6	
				Solve problems that	
				involve fractions e.g. Ali,	
				Ben and Cara have 24	
				fish. 2/3 of them belong	
				to Ali, ¼ belong to Ben	
				and the rest belong to	
				Cara; how many fish	
				belong to Cara?	



	Lowbrook Academy		Maths Overvi	ew		Academy
					MEASUREMENT Measurement measure the perimeter of simple 2-D shapes e.g. measure accurately the sides of a triangle in cm or mm, in order to find the perimeter Competency: Equivalent Fractions	
	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER
	Number and Place Value	Number and Place Value	Number and Place Value	Multiplication and	Number and Place Value	Multiplication and
	Find 1000 more or less	Count in multiples of 6, 9,	Count in multiples of 6, 7,	Division	Count in multiples of 6, 7,	Division
	than a given number e.g.	25 and 1000 e.g. 625,	9, 25 and 1000	Recall multiplication and	9, 25 and 1000	Recall multiplication and
	45 + 1000, 8904 – 1000	600, 575, 550, 525, 500		division facts for		division facts for
			Find 1000 more or less	multiplication tables up	Find 1000 more or less	multiplication tables up
	Recognise the place value	Round any number to the	than a given number	to 12x12	than a given number	to 12 × 12
	of each digit in a four-	nearest 10 or 100				
	digit number (thousands,		Count backwards through	Fractions (Including	Count backwards through	Fractions (including
	hundreds, tens, and	Solve number and	zero to include negative	decimals)	zero to include negative	decimals)
	ones)	practical problems that	numbers e.g. 8, 6, 4, 2, 0,	Know that decimals and	numbers	Know that decimals and
Year 4	Orden and commune	involve place value and	-2, -4, -6,	fractions are different		fractions are different
	Order and compare	rounding and with	Recognice the place value	ways of expressing	of each digit in a four	ways of expressing
	numbers beyond 1000		of each digit in a four	proportions	digit number (thousands	proportions
	Learn Roman Numerals	numbers	digit number (thousands	Recognise and show	hundreds tens and	Recognise and show
	to 30	Addition and Subtraction	hundreds tens and	using diagrams, families	ones)	using diagrams, families
	10 30	Use both mental and	ones)	of common equivalent	onesy	of common equivalent
	Multiplication and	written methods with	0007	fractions	Order and compare	fractions
	Division	increasingly large	Order and compare		numbers beyond 1000	
	Recall multiplication and	numbers to aid fluency	numbers beyond 1000	Count using simple		Count using simple
	division facts for	e.g. mentally calculate		fractions and decimal	Identify, represent and	fractions and decimal
	multiplication tables up	540 + 400 or 900 – 360	Round any number to the	fractions. both forwards	estimate numbers using	fractions, both forwards



to 10 × 10Add and subtract numbers with up to 4 digits using the formal practical problems that mays of expressing appropriatenearest 10 or 100and backwards and represent fractions and decimals)and backwards and represent fractions and decimals on a number lineand backwards and decimals on a number lineand backwards and represent fractions and decimals on a numberand backwards and decimals on a number lineand backwards and decimals on a number lineand backwards and measures and lineand backwards and decimals on a number lineand backwards and decimals on measuring harper by a hundred and dividing tents by tendecimals on and backwards and recogniseand backwards and <b< th=""><th>Lowbrook Academy</th><th></th><th colspan="4">Maths Overview</th></b<>	Lowbrook Academy		Maths Overview			
Add and subtractrepresent fractions and decimals)incuding measures and measuring instrumentsrepresent fractions and decimals on a numberKnow that decimals and fractions are different ways of expressing proportionscolumar addition and subtraction where appropriateSolve numbers with numbers with problems in contexts, and backwards e.g.Solve audition and subtraction two-step problems in contexts, and backwards e.g.Addition and Subtraction when dividing an objectRound any number to the nearest 10, 100 or 1000 to 00 or 1000Count up and down in hundredths, recognise to use and why e.g. ItCount using simple fractions, both forwards a, and represent fractions and decimals on a numberSolve audition and subtraction two-step problems in contexts, and backwards e.g.Addition and Subtraction written methods of to use and why e.g. ItAdd and subtract mumbers to aid fluency columar addition and subtraction where and backwards e.g.Add and subtract mumbers with up to 4 this muri, how much digits using the formal and backwards e.g.Add and subtract mumbers to aid fluency tractions, both forwards a number lineFor the subtraction where apropriateAdd and subtract fractions to thicks answer is a wholeAdd and subtract fractions to the e.g. Solve problems to anumbers with up to 4 digits using the formal an umber with up to 4 subtraction where an underived facts to mutiplying by 0 and 1; subtraction where a and derived facts to mutiplying by 0 and 1; subtraction where e.g. 3/10 = 30/100 = 0.30 2Solve addition and subtraction where and derived facts to mutiplying by 0 and 1; solve radiusers <th>to 10 × 10</th> <th></th> <th>nearest 10 or 100</th> <th>and backwards and</th> <th>different representations</th> <th>and backwards and</th>	to 10 × 10		nearest 10 or 100	and backwards and	different representations	and backwards and
Fractions (including decimals on fractions are different ways of sepressing 		Add and subtract		represent fractions and	including measures and	represent fractions and
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ways of expressing proportionssubtraction where appropriateincreasingly large positive numbershundredths; recognise that hundredths arise when dividing an object by a hundred and dividing annobjecthundredths; recognise that hundredths arise when dividing an object by a hundred and uriten methods with increasingly large positive (dividing tenths by tenhundredths; recognise that hundredths arise when dividing an object by a hundred and writen methods with increasingly large positive (dividing tenths by tenhundredths; recognise that hundredths arise when dividing an object by a hundred and writen methods with digits using the formal a number lineSolve addition and subtraction two-stephundredths; recognise that hundredthshundredths; recognise that hundredths arise when dividing an object by a hundred and uriten methods with digits using the formal a number linehundredths; recognise add and subtract fractions, and represent fractions and decimals on and derived facts to unding by a multiply and divide mentally, including:hundredths; recognise add and subtract fractions and methods dividing tenths by tenhundredths; recognise add and subtract fractions where the answer is a wholehundredths; recognise addition and subtraction where agropriatehundredths; recognise addition and subtraction where answer is a wholehundredths; recognise addition and subtraction where agropriatewhen dividing an object by a hundred han dividing tenths by tenMultiplying by 0 and 1; dividing tenths by tenAdd and subtract agree or all poppriateAdd and subtract fractions and fluency e.g. 600+3 = 200; 4 × 6 × 20; 6	fractions are different	columnar addition and	rounding and with	Count up and down in	nearest 10, 100 or 1000	Count up and down in
proportionsappropriatenumbersthat hundredths arise when dividing an object by a hundred and dividing ant object by a hundred and dividing enths by tenSolve number and mentions that hundredths arise problems in contexts, deciding which operations and methods to use and why e.g. tiCount using simple fractions, both forwards and backwards e.g. 1/3; 3.2, 3, 1.3, 2.29, 2.8, and representAddian and subtract numbersAddian subtract numbers vith up to 4 digits using the formal a subtraction where a number fractions and decimals on a number fractions and decimals on builtiplication and a number fractions and decimals on builtiplication and builtiplication and builtiplication and builtiplication and builtiplication and builtiplication and builtiplication and builtiplication and builtiplication and builtiply and divide mentally, including: boye and it, whore dividing an object by a hundred fractions divel dividing by 1; multiplying <br< th=""><th>ways of expressing</th><th>subtraction where</th><th>increasingly large positive</th><th>hundredths; recognise</th><th></th><th>hundredths; recognise</th></br<>	ways of expressing	subtraction where	increasingly large positive	hundredths; recognise		hundredths; recognise
Recognise and show, using diagrams, families of common equivalent fractionsSolve addition and subtraction two-step problems in contexts, deciding which operations and methods tractions, both forwards and backwards e.g. A1/3, 4.2/3, 5.5 1/3, 3.2, 3.1, 3.Solve addition and subtraction where and backwards e.g. his mum; how much 41/3, 4.2/3, 5.5 1/3, 3.2, 3.1, 3.Solve addition and subtraction where and backwards e.g. his mum; how much fractions and decimals on a number lineAddition and subtract and derived facts to multiplying by 0 and 1; by a hundred andwhen dividing an object by a hundred and dividing tenths by ten calculate quantities, including no bioet by a hundred and dividing tenths by ten and derived facts to multiplying by 0 and 1; by a hundred and tiot use and write e.g. 600 ÷ 3 = 200; 4 × 6 × given fraction, noluding a dividing an objectwhen dividing an object by a hundred and dividing tenths by ten calculate quantities, including tenths by ten a number of enths or a number and write e.g. 600 ÷ 3 = 200; 4 × 6 × given fraction, and write e.g. 600 ÷ 3 = 200; 4 × 6 × given fraction, and write e.g. 600 ÷ 3 = 200; 4 × 6 × given fraction, and write e.g. 600 ÷ 3 = 200; 4 × 6 × given fractions and methods fractions and methods fractions and methods to use and why e.g. including an objectwhen dividing an object by a hundred and dividing tenths by ten given fraction, including fractions and methods fractions for help problems in contexts, a = 0.3Addition and subtract and envice dividing tenths by ten to give a subtraction two-step given fraction, including and write dividing an object given fraction, including and write dividing an object given fraction, including<	proportions	appropriate	numbers	that hundredths arise	Solve number and	that hundredths arise
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using diagrams, families of common equivalent fractionssubtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. It to use and why e.g. It swimming and £5:70 for an backwards e.g. 41/3,4 2/3,5 5 1/3, 5, 51/3, 5 1/3, 2.9, 2.8, and represent fractions and decimal outper lineUse both mental and written methods with increasingly large to use and why e.g. It numbers with up to 4 digits using the formal columnar addition and a number lineUse both mental and written methods of and backwards e.g. e.g. 13, 5, 51/3, 5, 51/3, 51/3, 5, 51/3, 51/3, 5 2.9, 2.8, and represent fractions and decimals on a number lineUse place value, known multiplication and and derived facts to e.g. 600 + 3 = 200; 4 × 6 × 2Use place value, known e.g. 600 + 3 = 200; 4 × 6 × 2Use both mental and written methods of appropriatedividing tenths by ten increasingly large to use and why e.g. fractions and decimals on and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten e.g. 30/100 = 0.30 e.g. 600 + 3 = 200; 4 × 6 × 2Use both mental and written methods for columar addition and subtraction two-step problems in contexts, a subtraction two-step problems in contexts, a subtraction two-stepdividing tenths by ten increasingly large to addition and subtraction two-stepdividing tenths by ten increasingly large to addition and subtraction two-stepdividing tenths by ten increasingly large to addition and subtraction two-stepdividing tenths by ten and derivalents to any number of tenths or hundredthsdividing tenths by ten increasingly large to addition an	Recognise and show,	Solve addition and	Addition and Subtraction	by a hundred and	involve place value and	by a hundred and
of common equivalent fractionsproblems in contexts, deciding which operations and methods witten methods with increasingly large numbers to aid fluencywritten methods with increasingly large public to use and why e.g. It count using simple fractions, both forwards 2/3,6,6 1/3; 3.2, 3.1,3, 2.9, 2.8, and represent fractions and decimals on a number linewritten methods of to use and why e.g. It columnar addition and appropriateIdentify, name and write equivalent fractions, foculding to use and why e.g. It columnar addition and a number lineAdd and subtract to use and why e.g. It columnar addition and appropriateIdentify, name and write equivalent fractions, foculding to use and why e.g.Identify, name and write equivalent fractions, foculding tractions, both forwards4/3,4 2/3,5 5 1/3, 5 2/3,6,6 1/3; 3.2, 3.1,3, 2,9,2.8, and represent fractons and decimals on a number lineAdd and subtract appropriateAdd and subtract appropriateSolve problems to calculate quantities, including non- unit fractions where the answer is a whole that hundredths; recognise multiply and divide multiply and divide multiply ing by 0 and 1; by a hundred and dividing by 1; multiplying by a hundred and dividing by 1; multiplying by 0 and 1; by a hundred and dividing by 1; multiplying by 0 and 1; operations and methods columar addition and subtraction two-step a 0.3written methods of columar addition and subtraction where appropriateincluding multiply mode fractions, foldiding any number of tenths or hundredthsAdd and subtract fractions to divide answer is a whole any number of tenths or hundredths1Gount and dividing b	using diagrams, families	subtraction two-step	Use both mental and	dividing tenths by ten	rounding and with	dividing tenths by ten
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Count using simple fractions and decimal fractions, both forwards and backwards e.g. 41/3,4 2/3,5, 5 1/3,5operations and methods to use and why e.g. It costs £3.50 for Ben to go swimming and £5:70 for his mum; how much his mum; how much and backwards e.g. 41/3,4 2/3,5, 5 1/3,5numbers to aid fluency and backwards e.g. his mum; how much his mum; how much and backwards e.g. 41/3,4 2/3,5, 5 1/3,5and backwards e.g. his mum; how much his mum; how much and backwards e.g. fractions and decimals on a number lineAdd and subtract numbers to aid fluency and there from and derived facts to multiply and divide multiply and bidie to get three numbers e.g. f00 + 3 + 200; 4 × 6 × given fractions of a given fractions of a given fractions for a given fractions and methods fractions to check a number linenumbers to aid fluency that hundredths arise when dividing an object by a hundred and dividing by 1; multiplying by 0 and 1; dividing by 1; multiplying by a hundred and dividing by 1; multiplying give fraction so a given fractions of a given fractions of a given fraction for a 	fractions	deciding which	increasingly large	Identify, name and write	numbers	Identify, name and write
Count using simple fractions, both forwards and backwards e.g.to use and why e.g. it fractions, both forwards swiming and £570 for his mum; how much 41/3,4 2/3,5,5 1/3,5Count wards swiming and £570 for his mum; how much 41/3,4 2/3,5,5 1/3,5Add and subtract numbers with up to 4 digits using the formal subtraction where and backwards e.g.Add and subtract numbers with up to 4 digits using the formal subtraction where a number lineAdd and subtract number swith up to 4 digits using the formal subtraction where a number lineAdd and subtract number swith up to 4 digits using the formal a number lineAdd and subtract number subtraction and parporiateAdd and subtract subtraction where appropriateAdd and subtract subtraction where answer is a whole number e.g. What hours?Add and subtract number swith up to 4 digits using the formal fractions of advis 3 hours?Add and subtract subtraction subtractionAdd and subtract muticing non- unit fractions divide e.g. mentally calculate digits using the formal muttiply and divide muttiply and divide muttiply ind divide muttiply ind divide muttiply ind divide muttiply ind divide muttiply ind divide muttiply ind divide subtraction the subtraction and subtraction the subtraction where answers to a calculation any number of tenths or hundredthsAdd and subtract subtraction where answer is a whole number sit a wholeAdd and subtract subtraction subtraction subtractions where the digits using the formal fractions of advis 3 any number of tenths or hundredthsAdd and subtract subtraction where e.g. 7/5 4Count up and down in hundredths arise when dividing tenths by te		operations and methods	numbers to aid fluency	equivalent fractions of a		equivalent fractions of a
fractions and decimal fractions, both forwards and backwards e.g. 41/3,4 2/3,5,5 1/3,5 2/3,6,6 1/3; 3.2, 3.1,3, a number linecosts £3.50 for Ben to go swimming and £5:70 for his mur; how much change is there from gractions and decimals on a number linecosts £3.50 for Ben to go numbers with up to 4 digits using the formal written methods of columnar addition and appropriatetenths and hundredthsUse both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 940 = 270 or 900 - 365tenths and hundredths2/3, 6, 6 1/3; 3.2, 3.1, 3, 2, 2.8, and represent fractions and decimals on a number linef10?columnar addition and subtraction where a propriateSolve problems to calculate quantities, including non- unit fractions where the answers to a calculation hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten e.g. 30/10 = 0.30Multiplication and subtraction where a calculate; subtraction two-step problems in contexts, a calculationtenths and hundredths written methods of columnar addition and subtraction where answer to a calculation hundredths by ten e.g. 30/10 = 0.30Cost £3.50 for Ben to go hundred and dividing by 1; multiplying by 0 and 1; cost a 220; 4 × 6 × 2Add and subtract subtraction two-step problems in contexts, amy umber of tenths or hundredthstenths and hundredths written methods of columnar addition and subtraction where any umber of tenths or hundredthstenths and hundredths1/detify, name and write equivalent fractions of a given fraction, including given fraction, including given fraction, in	Count using simple	to use and why e.g. It		given fraction, including	Addition and Subtraction	given fraction, including
fractions, both forwards and backwards e.g.swimming and £5:70 for his mum; how much his mum; how much change is there from 2/3,6, 6 1/3; 3.2, 3.1, 3, 2.9, 2.8, and represent fractions and decimals on a number linenumbers with up to 4 digits using the formal written methods of columnar addition and appropriateSolve problems to calculate quantities, and fractions to divide quantities, including non- unit fractions where the answer is a whole number e.g. Whatwritten methods with increasingly large fractions to divide e.g. methally calculate 4/5 = 6/5Add and subtract fractions to divide denominator e.g. 2/5 + 4/5 = 6/5Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing by 1; multiplying by 0 and 1; by a hundred and dividing by 1; multiplying by 0 and 1; e.g. 3/10 = 30/100 = 0.30 e.g. 600 + 3 = 200; 4 × 6 × 2Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. including which operations and methods to use and why e.g. including the fractions of a given fraction, including given fraction, including given fractions of a given fraction so fa given fractions of a given fraction so fa given fractions of a given fractions of a given fraction including given fractions of a given fractions of a given fractions of a given fractions of a given fraction including given fractions of a given fractions due there defined fractions o	fractions and decimal	costs £3.50 for Ben to go	Add and subtract	tenths and hundredths	Use both mental and	tenths and hundredths
and backwards e.g. 41/3,4 2/3,5, 5 1/3, 5 2/3,6 6 1/3; 3.2, 3.1, 3, 2.9, 2.8, and represent fractions and decimals on a number linehis mum; how much change is there from g10?digits using the formal written methods of columnar addition and appropriateSolve problems to calculate quantities, and fractions to divide quantities, including non- unit fractions where the answer is a wholenumbers to aid fluency e.g. mentally calculate denominator e.g. 2/5 + 4/5 = 6/52.9, 2.8, and represent fractions and decimals on a number lineMultiplication and Division Use place value, known and derived facts to mentally, including:Estimate and use inverse operations to check answers to a calculation hours?Add and subtract number e.g. What hours?Solve problems involving increasingly harder fractions with up to 4 digits using the formal subtraction where quantities, and number e.g. What hours?Add and subtract mutiply and divide answers to a calculation hours?Solve problems involving increasingly harder fractions of a day is 3 digits using the formal dividing an object g2/3/10 = 30/100 = 0.30 e.g. 600 ÷ 3 = 200; 4 × 6 × g and including to three numbers e.g. 600 ÷ 3 = 200; 4 × 6 × g2Solve addition and subtraction two-step problems in contexts, deciding which to use and why e.g.Recognise and write decimal equivalents to any number of tenths or hundredthsEstimate and use inverse operations and methods to use and why e.g.Recognise and write deciding which decimal equivalents to amy number of tenths or hundredthsSolve addition and subtraction where any number of tenths or hundredthsRecognise and write <b< th=""><th>fractions, both forwards</th><th>swimming and £5:70 for</th><th>numbers with up to 4</th><th></th><th>written methods with</th><th></th></b<>	fractions, both forwards	swimming and £5:70 for	numbers with up to 4		written methods with	
41/3,4 2/3,5, 5 1/3, 5Change is there from 2/3,6, 6 1/3; 3.2, 3.1, 3, 2.9, 2.8, and represent fractions and decimals on a number linechange is there from £10?written methods of columnar addition and appropriatecalculate quantities, and fractions to divide quantities, including non- unit fractions where the answer is a whole number e.g. What fraction of a day is 3 when dividing an object by a hundred and dividing tenths by ten e.g. 3/10 = 30/100 = 0.30 e.g. 3/10 = 30/100 = 0.30multiply two-digit and three-digit numbers by a one-digit numbers by a tent tendend thewritten methods of calculate quantities, and fractions to divide quantities, including non- number e.g. What fraction of a day is 3 hours?numbers to aid fluency e.g. mentally calculate (ad and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where answers to a calculation hours?numbers to aid fluency e.g. mentally calculate (ad and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where any number of tenths or hundredthsnumber of any number of tenths or hundredths4/5 = 6/5Solve addition and subtraction where answers to a calculationSolve addition and subtraction where any number of tenths or hundredthsfractions where the answer is a whole number of tenths or hundredths4/5 = 6/5Solve addition and subtraction where answer is a whole number of tenths or hundredthsfractions to divide columar additio	and backwards e.g.	his mum; how much	digits using the formal	Solve problems to	increasingly large	Add and subtract
2/3,6, 6 1/3; 3.2, 3.1, 3, 2.9, 2.8, and represent fractions and decimals on a number linefactions and decimals on a number linefactions and decimals on a propriatefractions to divide quantities, including non- unit fractions where the answer is a whole number e.g. Whate.g. mentally calculate 540 + 270 or 900 - 365denominator e.g. 2/5 + 4/5 = 6/5Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing by 1; multiplying by 0 and 1; dividing by 1; multiplying to gether three numbers e.g. 3/10 = 30/100 = 0.30 Identify, name and write equivalent fractions of a given fraction, including to metally, name and write equivalent fractions of a given fraction, including to metally number usingffactions to divide quantities, including non- unit fractions to check answers to a calculatione.g. mentally calculate subtraction where appropriatee.g. mentally calculate subtraction where appropriatedenominator e.g. 2/5 + 4/5 = 6/5Count up and down in hundredths arise when dividing an object by a hundred and dividing but 1; multiplying to gether three numbers e.g. 3/10 = 30/100 = 0.30 given fraction, including operations of a given fraction, includingMultiply two-digit and three-digit numbers by a on e-digit numbers by a on e-digit numbers by a one-digit numbers by a one-digit numbers by a one-digit number usingSolve addition and subtraction two-step to use and why e.g. investigate which amounts of money cannot be made usingfractions to divide quantities, including non- number of tenths or hundredthse.g. mentally calculate to 4/5 dit idiae.g. mentally calculate to	41/3,4 2/3,5, 5 1/3, 5	change is there from	written methods of	calculate quantities, and	numbers to aid fluency	fractions with the same
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fractions and decimals on a number lineMultiplication and Divisionappropriateunit fractions where the answer is a wholeAdd and subtractSolve problems involving increasingly harderCount up and down in hundredths; recognise that hundredths arise when dividing an objectand derived facts to multiply and divide answers to a calculationEstimate and use inverse operations to check answers to a calculationfraction of a day is 3 hours?Add and subtract number e.g. What digits using the formal written methods of columnar addition and subtraction two-stepSolve problems involving increasingly harder fractions to check answers to a calculationwhen dividing an object by a hundred and dividing tenths by ten e.g. 3/10 = 30/100 = 0.30 = 0.3multiplying to getations and methods to use and why e.g. investigate which amounts of moneyRecognise and write decimal equivalents to hundredthsEstimate and use inverse to divide quantities, answer is a wholeIdentify, name and write equivalent fractions of a given fraction, including to end why tedMultiply two-digit and three-digit numbers by a one-digit number by a cannot be made usingMultiply 1/2; 3/4Solve addition and answers to a calculationSolve addition and answer is a whole answer is a wholeIdentify, name and write equivalent fractions of a given fraction, includingMultiply two-digit and three-digit number by a one-digit number usinginvestigate which amounts of moneyRecognise and write decimal equivalents to 1/4; 1/2; 3/4Solve addition and any number of tenths or subtraction two-stepIdentify, name and	2.9, 2.8, and represent		subtraction where	quantities, including non-	540 + 270 or 900 – 365	4/5 = 6/5
a number lineDivisionAdd and subtractSolve problems involving0Use place value, knownEstimate and use inversenumber e.g. Whatnumbers with up to 4increasingly harderCount up and down inand derived facts tooperations to checkfraction of a day is 3numbers with up to 4fractions to calculatehundredths; recognisemultiply and divideanswers to a calculationhours?written methods ofquantities, and fractionswhen dividing an objectmultiplying by 0 and 1;Solve addition andRecognise and writesubtraction whereincluding non-unitby a hundred anddividing by 1; multiplyingsubtraction two-stepdecimal equivalents ofany number of tenths oranswer is a wholee.g. 3/10 = 30/100 = 0.30e.g. 600 ÷ 3 = 200; 4 × 6 ×deciding whichhundredthshundredthsEstimate and use inversenumber e.g. 1/5 of X is 9Identify, name and writeMultiply two-digit andinvestigate whichdecimal equivalents toanswers to a calculationRecognise and writeigven fraction, includingone-digit number usingcannot be made usingcannot be made usingSolve addition andsubtraction two-stepigven fraction, includingone-digit number usingcannot be made usingfired the effect of dividence sticesubtraction two-stepinvestigate whichform of the due due due due due due due due due du	fractions and decimals on	Multiplication and	appropriate	unit fractions where the		
Use place value, known hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten e.g. 3/10 = 30/100 = 0.30 a 3Use place value, known and derived facts to multiply and divide answers to a calculation subtraction two-step problems in contexts, deciding which a 0.3number e.g. What fraction of a day is 3 hours?numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriateincreasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a wholeIdentify, name and write equivalent fractions of a given fraction, including by end edigit number usingUse place value, known and derived facts to operations to check answers to a calculationnumber e.g. What fraction of a day is 3 hours?numbers with up to 4 digits using the formal written methods of columnar addition and subtraction two-step operations and methodsincreasingly harder fractions to calculate quantities, answer is a whole number e.g. 1/5 of X is 9Identify, name and write given fraction, including given fraction, including by a number usingMultiply two-digit and three-digit number using cannot be made usingSolve addition of a day is 3 hours?numbers with up to 4 digits using the formal written methods of appropriateincreasingly harder fractions to calculate quantities, any number of tenths or any number of tenths or 1/4; 1/2; 3/4increasingly harder digits using the formal digits using the formal to divide quantities, unuber e.g. 1/5 of X is 9 any number of tenths or amounts o	a number line	Division		answer is a whole	Add and subtract	Solve problems involving
Count up and down in hundredths; recognise that hundredths arise when dividing an objectand derived facts to operations to check answers to a calculationfraction of a day is 3 hours?digits using the formal written methods of columnar addition and subtraction where answer is a wholewhen dividing an object by a hundred and dividing tenths by ten e.g. 3/10 = 30/100 = 0.30 = 0.3multiply multiplying to gether three numbers 2Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g.Recognise and write any number of tenths or hundredthsdigits using the formal written methods of columnar addition and subtraction where appropriatefractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the any number of tenths or hundredthse.g. 3/10 = 30/100 = 0.30 = 0.32operations and methods to use and why e.g. to use and why e.g.Recognise and write decimal equivalents to 1/4; 1/2; 3/4Estimate and use inverse operations to check answers to a calculationnumber e.g. 1/5 of X is 9 any number of tenths or hundredthsIdentify, name and write equivalent fractions, including given fraction, including one-digit numbers by a given fraction, includingMultiply two-digit and three-digit numbers by a one-digit number usinginvestigate which a amounts of money cannot be made usingfraction of a day is 3 hours?digits using the formal written methods of columnar addition and any number of tenths or hundredthsidentify, name and write equivalent fraction, including given fraction, includ		Use place value, known	Estimate and use inverse	number e.g. What	numbers with up to 4	increasingly harder
Numbermultiply and divide that hundredths arise when dividing an object by a hundred and dividing by 1; multiplying by a hundred and dividing by 1; multiplying by a hundred and dividing by 1; multiplying by a hundred and dividing tenths by ten e.g. 3/10 = 30/100 = 0.30 = 0.3multiply and divide mentally, including: multiplying by 0 and 1; subtraction two-step problems in contexts, deciding which operations and methodsmours?written methods of columnar addition and subtraction where appropriatequantities, and fractions to divide quantities, including non-unit fractions where the answer is a wholee.g. 3/10 = 30/100 = 0.30 = 0.3e.g. 600 ÷ 3 = 200; 4 × 6 × 2deciding which operations and methods to use and why e.g.Recognise and write hundredthsEstimate and use inverse operations to check answers to a calculationnumber e.g. 1/5 of X is 9 any number of tenths or hundredthsIdentify, name and write equivalent fractions of a given fraction, including one-digit number usingMultiply two-digit and three-digit number usinginvestigate which amounts of moneyRecognise and write decimal equivalents to 1/4; 1/2; 3/4Solve addition and subtraction two-step phundredths	Count up and down in	and derived facts to	operations to check	traction of a day is 3	digits using the formal	tractions to calculate
that hundredths arisementally, including: multiplying by 0 and 1; by a hundred and dividing tenths by tenmentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbersSolve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g.Recognise and write decimal equivalents of any number of tenths or hundredthsSolve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g.Recognise and write decimal equivalents to 1/4; 1/2; 3/4Solve addition and subtraction two-step appropriateto divide quantities, including non-unit fractions where the answer is a whole number e.g. 1/5 of X is 9Identify, name and write equivalent fractions of a given fraction, including one-digit number usingMultiply two-digit and three-digit number usinginvestigate which amounts of money cannot be made usingRecognise and write decimal equivalents to 1/4; 1/2; 3/4Solve addition and subtraction two-step any number of tenths or subtraction two-stepto divide quantities, including non-unit fractions where the answer is a whole	hundreaths; recognise	multiply and divide	answers to a calculation	nours?	written methods of	quantities, and fractions
When dividing an objectMultiplying by 0 and 1;Solve addition andRecognise and writeSubtraction whereby a hundred and dividing tenths by ten e.g. 3/10 = 30/100 = 0.30 = 0.3dividing by 1; multiplying together three numbers 2subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g.decimal equivalents of any number of tenths or hundredthsappropriatefractions where the answer is a wholeIdentify, name and write equivalent fractions of a given fraction, includingMultiply two-digit and three-digit number using one-digit number usinginvestigate which amounts of money cannot be made usingRecognise and write decimal equivalents to 1/4; 1/2; 3/4Solve addition and appropriateRecognise and write decimal equivalents to any number of tenths or hundredths	that nundreaths arise	mentally, including:	Coluc oddition and	Decemies and units	columnar addition and	to divide quantities,
by a hundred and dividing tenths by ten e.g. 3/10 = 30/100 = 0.30 = 0.3dividing by 1; multiplying together three numbers e.g. 600 ÷ 3 = 200; 4 × 6 × 2subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g.decimal equivalents of any number of tenths or hundredthsappropriateinvestigate answer is a whole number e.g. 1/5 of X is 9Identify, name and write equivalent fractions of a given fraction, includingMultiply two-digit and three-digit numbers by a one-digit number usingMultiply two-digit and three-digit number usinginvestigate which amounts of money cannot be made usingRecognise and write decimal equivalents to 1/4; 1/2; 3/4Solve addition and subtraction two-stepRecognise and write decimal equivalents of number of tenths or hundredths	when dividing an object	multiplying by 0 and 1;	Solve addition and	Recognise and write	subtraction where	Including non-unit
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	by a nundred and	dividing by 1; multiplying	subtraction two-step	decimal equivalents of	appropriate	fractions where the
e.g. 3/10 = 30/100 = 0.30 e.g. 800 ÷ 3 = 200, 4 × 8 × additing which is provided in the end of the end o	alviaing tenths by ten	$c_{\alpha} = c_{\alpha} + c_{\alpha} + c_{\alpha}$	problems in contexts,	any number of tenths of	Estimate and use inverse	answer is a whole
= 0.3 2 operations and methods to use and why e.g. Recognise and write decimal equivalents to 1/4; 1/2; 3/4 answers to a calculation Recognise and write decimal equivalents to any number of tenths or subtraction two-step	e.g. $3/10 = 30/100 = 0.30$	e.g. $600 \div 3 = 200; 4 \times 6 \times 3$	deciding which	nunareatris	estimate and use inverse	number e.g. 1/5 01 X is 9
Identify, name and write equivalent fractions of a given fraction, includingMultiply two-digit and investigate which amounts of money cannot be made usingNecognise and write decimal equivalents to 1/4; 1/2; 3/4Answers to a calculation decimal equivalents of any number of tenths or hundredths	- 0.3	Z	to use and why e g	Bacagnica and write		Bocognico and write
equivalent fractions of a given fraction, including one-digit number using cannot be made using term the and hundred the activities of the affect of dividing one-digit number using cannot be made using term the and hundred the activities of the affect of dividing one-digit number of tenths or term the and hundred the activities of the affect of dividing one-digit number of tenths or term the and hundred the activities of the affect of dividing one-digit number of tenths or term term term term term term term ter	Identify, name and write	Multiply two digit and	invostigato which	desimal equivalents to	answers to a calculation	desimal equivalents of
given fraction, including one-digit number using cannot be made using subtraction two-step hundredths	equivalent fractions of a	three-digit numbers by a	amounts of money	1/A·1/2·2/A	Solve addition and	any number of tenths or
subtraction, including one digit number damp cannot be made damp sains subtraction two-step numbered in sentents	given fraction including	one-digit number using	cannot he made using	1/7,1/2,3/4	subtraction two-sten	hundredths
Tentos and nundregitos in tormal written lavout in exactly inree coins. I Find the effect of dividing in problems in contexts	tenths and hundredths	formal written lavout	exactly three coins	Find the effect of dividing	problems in contexts	nanarcatiis



Lowbrook Academy Maths Overview						Lowbrook Academy
	e.g. 6/9 = 2/3	(see appendix)		a one- or two-digit	deciding which	Recognise and write
			Multiplication and	number by 10 and 100,	operations and methods	decimal equivalents to
	Solve problems to	solve problems involving	Division	identifying the value of	to use and why e.g. Mr	1/4; 1/2; 3/4
	calculate quantities, and	multiplying and adding,	Recall multiplication and	the digits in the answer	Smith sets out on a 619	
	fractions to divide	including using the	division facts for	as units, tenths and	mile journey; he drives	Find the effect of dividing
	quantities, including non-	distributive law to	multiplication tables up	hundredths	320 miles before lunch	a one- or two-digit
	unit fractions where the	multiply two digit	to 12 × 12		and 185 miles after	number by 10 and 100,
	answer is a whole	numbers by one digit		Round decimals with one	lunch; how much farther	identifying the value of
	number e.g. find 4/9 of	e.g.34 × 6 = (30 ×6) + (4 ×	Use place value, known	decimal place to the	does he need to drive?	the digits in the answer
	18 counters	6), integer scaling	and derived facts to	nearest whole number		as units, tenths and
		problems and harder	multiply and divide	e.g. 32.5 rounds to 33;	Multiplication and	hundredths
	Recognise and write	correspondence	mentally, including:	49.7 rounds to 50	Division	
	decimal equivalents of	problems such as n	multiplying by 0 and 1;		recall multiplication and	Round decimals with one
	any number of tenths or	objects are connected to	dividing by 1; multiplying	Compare numbers with	division facts for	decimal place to the
	hundredths e.g. 9/10 =	m objects e.g. 3 skirts	together three numbers	the same number of	multiplication tables up	nearest whole number
	0.9; 9/100 = 0.09	and 4 tops, how many	e.g. 420 = 70 × 6; 5 × 4 ×	decimal places up to two	to 12 × 12	
		different outfits?	9	decimal places e.g. put in		Compare numbers with
	Recognise and write			order: 2.56, 26.52, 2.65,	use place value, known	the same number of
	decimal equivalents to	MEASUREMENT	Recognise and use factor	25.62, 2.62	and derived facts to	decimal places up to two
	1/4; 1/2; 3/4	Measurement	pairs and commutativity		multiply and divide	decimal places
		Convert between	in mental calculations	Solve simple measure	mentally, including:	
	Find the effect of dividing	different units of	e.g. factor pairs of 20 are	and money problems	multiplying by 0 and 1;	Solve simple measure
	a one- or two-digit	measure (e.g. kilometre	1 and 20, 2 and 10, 4 and	involving fractions and	dividing by 1; multiplying	and money problems
	number by 10 and 100,	to metre; hour to	5; addition and	decimals to two decimal	together three numbers	involving fractions and
	identifying the value of	minute) e.g. 4½kg =	multiplication are	places. e.g. two parcels	e.g. 640 ÷ 8 = 80; 4 × 6 ×	decimals to two decimal
	the digits in the answer	4500g;	commutative e.g.	weigh 5.5kg altogether,	20	places e.g. Ben buys a toy
	as units, tenths and		2×6×5=2×5×6=10×6	one weighs 3.8kg, what is		costing £4.55 and ¼ kg of
	hundredths	Estimate, compare and		the mass of the other?	recognise and use factor	sweets costing £3.20 per
		calculate different	Multiply two-digit and		pairs and commutativity	kilo; how much change
	GEOMETRY	measures, including	three-digit numbers by a	MEASUREMENT	in mental calculations	does he receive from
	Position and Direction	money in pounds and	one-digit number using	Measurement		£10?
	Describe positions on a 2-	pence e.g. put in order:	formal written layout	Convert between	Multiply two-digit and	
	D grid as coordinates in	£1.20, 98p, £0.89, £1.08		different units of	three-digit numbers by a	MEASUREMENT
	the first quadrant		Use the formal written	measure (e.g. kilometre	one-digit number using	Measurement
		relling the time 'am' and	method for short division	to metre; hour to	formal written layout	Convert between
	Plot specified points and	pm' to the nearest	with exact answers when	minute) e.g. 90 minutes =		different units of
	draw sides to complete a	minute in both analogue	dividing by a one-digit	1½ hours	Use the formal written	measure (e.g. kilometre



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given polygon. e.g. find and clock	s number e.g. 456 ÷ 3		method for short division	to metre; hour to
the coordinates of the		Estimate, compare and	with exact answers when	minute)
missing vertex of a shape Use 'am' and	'pm' Solve problems involvin	g calculate different	dividing by a one-digit	
appropriate	ely. multiplying and adding	measures, including	number e.g. 736 ÷ 8	Estimate, compare and
Competencies	including using the	money in pounds and		calculate different
Roman Numerals Calculate time ir	ntervals distributive law to	pence	Solve problems involving	measures, including
2D shapes (F) crossing the hou	ur using multiply two digit		multiplying and adding,	money in pounds and
analogue and c	digital. numbers by one digit	GEOMETRY	including using the	pence e.g. put in order:
	e.g.34 × 6 = (30 ×6) + (4	Properties of Shapes	distributive law to	4.2kg, 4700g, 4½kg, 490g
GEOMETR	RY 6), integer scaling	Compare and classify	multiply two digit	
Properties of S	hapes problems and harder	geometric shapes,	numbers by one digit	GEOMETRY
Compare and c	classify correspondence	including quadrilaterals	e.g.34 × 6 = (30 × 6) + (4 ×	Properties of Shape
geometric sha	apes, problems such as 'n'	(e.g. parallelogram,	6), integer scaling	Compare and classify
including quadri	ilaterals objects are connected to	rhombus, trapezium) and	problems and harder	geometric shapes,
(e.g. parallelog	gram, 'm' objects e.g. the	triangles (e.g. isosceles,	correspondence	including quadrilaterals
rhombus, trapezi	ium) and number of different	equilateral, scalene),	problems such as n	(e.g. parallelogram,
triangles (e.g. iso	osceles, choices on a menu	based on their properties	objects are connected to	rhombus, trapezium) and
equilateral, sca	alene),	and sizes e.g. sort	m objects e.g. 3 cakes	triangles (e.g. isosceles,
based on their pr		quadrilaterals to find	shared equally between	equilateral, scalene),
and sizes e.g.	sort ivieasurement	those with line symmetry	10 children	based on their properties
triangles to find	those Read, write and conver	or parallel edges		and sizes
that are isosceles	s and/or time between analogue			Complete e simple
nave a right ai	ngle	Complete a simple	Neasurement	Complete a simple
Complete a si	the evening can be	respect to a specific line	time between analogue	symmetric ligure with
	ro with writton as 19:45	of symmetry	and digital 12 and 24	of symmetry
respect to a spec	cific line	or symmetry	bour clocks	of symmetry.
of symmet	solve problems involvin	STATISTICS		Identify acute and obtuse
U Symmet	converting from hours t	Lise and Interpret Data	Solve problems involving	angles and compare and
STATISTIC	S minutes: minutes to	Interpret and present	converting from hours to	order angles up to two
Lise and internr	set Data seconds: years to	discrete and continuous	minutes: minutes to	right angles by size
Interpret and n	resent months: weeks to days	data using appropriate	seconds: years to	without using a
discrete data	using e.g. which of these	graphical methods	months: weeks to days	protractor
appropriate gra	aphical children are 3 years old	including bar charts and		productor
methods, includ	ling bar Isabel 39 months	time graphs, using a	Measure and calculate	Compare lengths and
charts, using a g	greater Ben 32 months	greater range of scales	the perimeter of a	angles to decide if a
range of sca	ales Cara 50 months	e.g. height of a sunflower	rectilinear figure	polygon is regular or



Lowbrook Academy		Maths Overvi	ew		Academy
		Dylan 42 months	plant, measured daily for	(including squares) in	irregular. e.g. regular
	Solve comparison, sum		2 weeks	centimetres and metres	polygons have edges with
	and difference problems	GEOMETRY		e.g. find the perimeter of	the same lengths and
	using information	Properties of Shapes	Solve comparison, sum	an L-shape where the	angles all the same size
	presented in bar charts,	Identify acute and obtuse	and difference problems	lengths are given or can	e.g. a square is the only
	pictograms, tables and	angles and compare and	using information	be measured	regular quadrilateral
	other graphs	order angles up to two	presented in bar charts,		
		right angles by size,	pictograms, tables and	Find the area of	STATISTICS
		without using a	other graphs	rectilinear shapes by	Use and Interpret Data
	Competencies	protractor		counting squares e.g. find	Interpret and present
	Roman Numerals		Times Table test	the area of an L-shape	discrete and continuous
	2D & 3D shapes (F)	Position and Direction	Time facts	drawn on squared paper	data using appropriate
		Describe positions on a 2-			graphical methods,
		D grid as coordinates in		Position and Direction	including bar charts and
		the first quadrant		describe positions on a 2-	time graphs, using a
				D grid as coordinates in	greater range of scales
		Plot specified points and		the first quadrant	
		draw sides to complete a			Solve comparison, sum
		given polygon.		Plot specified points and	and difference problems
				draw sides to complete a	using information
		Describe movements		given polygon.	presented in bar charts,
		between positions as			pictograms, tables and
		translations of a given		Describe movements	other graphs
		unit to the left/right and		between positions as	
		up/down		translations of a given	Identify lines of
				unit to the left/right and	symmetry in 2-D shapes
				up/down	presented in different
		(Maths Week)			orientations
		Introduction to excel		Competencies	
		spreadsheets and		Equivalent fractions	
		financial planning.		3D shapes (F)	Sports Week – Recording
		Exploring formatting of			times and distances and
		cells and familiarisation			comparing to famous
		of program. Creating			athletes
		pictograms using scale			(PS) (R)
		on Purple Mash.			
		(Computing)			Revise Place Value –



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			(R)			compare and order
						numbers up to 1000
			Financial Literacy			
			Profit and Loss			Revise times table
			-			knowledge up to 12
			Competencies			
			Angles			Revise and problem solve
			Measurement			using fractions
			conversions (F)			-
						Revise the 4 operations –
						mental and written
						methods
						Competencies
						Revise Roman numerals
						up to 20 (F)
	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER
	Number and Place Value	Multiplication and	Number and Place Value	Addition and Subtraction	Number and Place Value	Number and Place Value
	Read, write, order and	Division	Read, write, order and	Add and subtract whole	Read, write, order and	Read Roman numerals to
	compare numbers to at	Identify multiples and	compare numbers to at	numbers with more than	compare numbers to at	1000 (M) and recognise
	least 1 000 000 and	factors, including finding	least 1 000 000 and	4 digits, including using	least 1 000 000 and	years written in Roman
	determine the value of	all factor pairs of a	determine the value of	formal written methods	determine the value of	numerals. e.g. MCMXIV
	each digit e.g. order a set	number and common	each digit e.g. what is the	(columnar addition and	each digit e.g. What must	(1914)
	of multi-digit numbers	factors of two numbers	smallest integer you can	subtraction)	be added to 37 500 to	
	from smallest to largest -		make using all of these	Add and subtract	change it to 67 500?	Multiplication and
Voar 5	37 700, 737 570, 737 507,	Multiply numbers up to 4	digits: 8, 1, 0, 5, 6?	numbers mentally with		Division
	37 570	digits by a one- or two-		increasingly large	Count forwards or	Solve problems involving
		digit number using a	Count forwards or	numbers	backwards in steps of	multiplication and
	Count forwards or	formal written method,	backwards in steps of		powers of 10 from any	division where larger
	backwards in steps of	including long	powers of 10 from any	Use rounding to check	given number up to 1 000	numbers are used by
	powers of 10 from any	multiplication for two-	given number up to	answers to calculations	000	decomposing them into
	given number up to 1 000	digit numbers	1,000,000	and determine, in the		their factors e.g. 828÷36
	000 e.g. 197 000, 198			context of a problem,	Interpret negative	= (828÷4)÷9 = 207÷9 = 23
	000, 199 000, 200 000,	Multiply and divide	Interpret negative	levels of accuracy	numbers in context,	
	201 000	numbers mentally	numbers in context,		count forwards and	Establish whether a
		drawing upon known	count forwards and	Solve addition and	backwards with positive	number up to 100 is



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Round any number up to	facts e.g. 60×9	backwards with positive	subtraction multi-step	and negative whole	prime and recall prime
1 000 000 to the nearest		and negative whole	problems in contexts,	numbers through zero	numbers up to 19
10, 100 and 1000 e.g. 265	Fractions (including	numbers through zero	deciding which		
946 to the nearest 1000	decimals and	e.g. count back in threes:	operations and methods	Round any number up to	Multiply numbers up to 4
(266 000)	percentages)	8, 5, 2, -1, -4, -7	to use and why <i>e.g. I</i>	1 000 000 to the nearest	digits by a one- or two-
	Know that percentages,		bought some stickers on	10, 100, 1000, 10 000 and	digit number using a
Solve number problems	decimals and fractions	Round any number up to	Monday; on Tuesday I	100 000	formal written method,
and practical problems	are different ways of	1 000 000 to the nearest	bought 20 more than I		including long
that involve number,	expressing proportions	10, 100, 1000, 10 000 and	bought on Monday; now I	Solve number problems	multiplication for two-
place value and rounding		100 000	have 70; how many	and practical problems	digit numbers
e.g. What number is	Count forwards and		stickers did I buy on	that involve number,	
halfway between 560 500	backwards in fractions	Solve number problems	Monday?	place value and rounding.	Multiply and divide
and 560 600?	and decimals bridging	and practical problems		e.g. The distance to the	numbers mentally
	zero	that involve number,	Multiplication and	bus stop is 1km to the	drawing upon known
Revise Roman Numerals		place value and rounding	Division	nearest 100m; what is	facts e.g. 840÷12
to 1000 and be able to	Compare and order	e.g. What is the largest 4-	Continue to practise and	the shortest distance it	
calculate time using a	fractions whose	digit number whose digits	apply multiplication	could be?	Multiply and divide
Roman Numeral clock	denominators are all	sum to 20? (9920).	tables and related		whole numbers and
	multiples of the same		division facts, committing	Recognise and describe	those involving decimals
Addition and Subtraction	number e.g. put these	Recognise and describe	them to memory and	linear number sequences,	by 10, 100 and 1000
Add and subtract whole	fractions in order from	linear number sequences,	using them confidently to	including those involving	
numbers with more than	the smallest: $5/12$, $5/6$, $11/12$,	including those involving	make larger calculations	fractions and decimals,	Divide numbers up to 4
4 digits, including using	2/3	fractions and decimals,		and find the term-to-	digits by a one-digit
formal written methods		and find the term-to-	Know and use the	term rule e.g. find the	number using the formal
(columnar addition and	Identify, name and write	term rule e.g. find the	vocabulary of prime	rule and complete the	written method of short
subtraction)	equivalent fractions of a	rule and complete the	numbers and composite	sequence:, 16, 8, 4,	division and interpret
	given fraction,	sequence:, 16, 8, 4,	(non-prime) numbers	, 1, 0.5,	remainders appropriately
Add and subtract	represented visually,	, 1, 0.5, (rule is:			for the context
numbers mentally with	including tenths and	halve previous number)	Multiply numbers up to 4		
increasingly large	hundredths making links		digits by a one- or two-	Addition and Subtraction	Solve problems involving
numbers e.g. 15 400 –	to decimals and	Multiplication and	digit number using a	Add and subtract whole	multiplication and
2000 = 13 400	measures e.g. $3^{7}/_{100}$	Division	formal written method,	numbers with more than	division, including scaling
	metre = 0.37m	Identify multiples and	including long	4 digits, including using	by simple fractions and
Use rounding to check		factors, including finding	multiplication for two-	formal written methods	problems involving
answers to calculations	Recognise the per cent	all factor pairs of a	digit numbers	(columnar addition and	simple rates.eg a
and determine, in the	symbol (%) and	number and common		subtraction)	toymaker can make 8
context of a problem,	understand that per cent	factors of two numbers	Multiply and divide		toys in 2 hours; how



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levels of accuracy	relates to "number of		numbers mentally	Add and subtract	many toys can he make
	parts per hundred", and	Establish whether a	drawing upon known	numbers mentally with	in 5 hours?
Solve addition and	write percentages as a	number up to 100 is	facts e.g. 630÷9	increasingly large	
subtraction multi-step	fraction with	prime and recall prime		numbers e.g. 12 462 – 2	Fractions (including
problems in contexts,	denominator hundred,	numbers up to 19	Divide numbers up to 4	300 = 10 162	decimals and
deciding which	and as a decimal fraction		digits by a one-digit		percentages)
operations and methods	e.g. $43\% = \frac{43}{100} = 0.43$	Multiply and divide	number using the formal	Use rounding to check	Identify, name and write
to use and why e.g. I		whole numbers and	written method of short	answers to calculations	equivalent fractions of a
have read 124 of the 526	Recognise that	those involving decimals	division and interpret	and determine, in the	given fraction,
pages of my book; how	percentages are	by 10, 100 and 1000	remainders appropriately	context of a problem,	represented visually,
many more pages must I	proportions of quantities		for the context e.g. 98 ÷ 4	levels of accuracy	including tenths and
read to reach the	e.g. 40% of the class are	Recognise and use square	= 24 r 2 = 24½ = 24.5 ≈ 25		hundredths and
middle?	boys; what percentage	numbers and cube		Solve addition and	extending to
	are girls? As well as	numbers, and the	Fractions (including	subtraction multi-step	thousandths, making
Multiplication and	operators on quantities	notation for squared (²)	decimals and	problems in contexts,	links to decimals and
Division	e.g. find 40% of 30	and cubed (³)	percentages)	deciding which	measures e.g. 755/1000
Continue to practise and	children.		Mentally add and	operations and methods	kg = 0.755kg
apply multiplication		Solve problems involving	subtract:	to use and why e.g. Write	
tables and related	MEASUREMENT	addition, subtraction,	 tenths e.g. 0.8 + 	a number story for this	Connect fractions >1 to
division facts, committing	Measurement	multiplication and	0.9	number sentence:	division with remainders
them to memory and	Convert between	division and a	 one-digit whole 	3709=4562+234-1087	e.g. 37/5 = 37÷5=72/5
using them confidently to	different units of	combination of these,	numbers and		
make larger calculations	measure (e.g. kilometre	including understanding	tenths e.g. 3.1 –	Multiplication and	Connect multiplication by
	and metre; centimetre	the meaning of the	2.9	Division	a fraction to using
Know and use the	and metre; centimetre	equals sign e.g. There are	 complements of 	Continue to practise and	fractions as operators
vocabulary of prime	and millimetre; gram and	6 shelves of books; 3	1 e.g. 0.83 + 0.17	apply multiplication	e.g. 8/5 of 40 = 40 × 8/5
numbers and composite	kilogram; litre and	shelves hold 35 books	= 1	tables and related	
(non-prime) numbers	millilitre) e.g. 15.7cm =	each, one shelf holds 45		division facts, committing	Multiply proper fractions
	157mm	books and the top two	Add and subtract	them to memory and	and mixed numbers by
Establish whether a		shelves have the same	decimals with a different	using them confidently to	whole numbers,
number up to 100 is	Measure and calculate	number of books on	number of decimal places	make larger calculations	supported by materials
prime and recall prime	the perimeter of	each; there are 200	e.g. 102.3 + 97.82		and diagrams. e.g. use
numbers up to 19	composite rectilinear	books altogether; how		Identify multiples and	egg boxes to represent 2
	shapes in centimetres	many books are on the	Round decimals with two	factors, including finding	5/6 × 3 = 6 15/6= 8 3/6 =
Multiply and divide	and metres e.g. find the	very top shelf?	decimal places to the	all factor pairs of a	8½
whole numbers and	perimeter of an L shape		nearest whole number	number and common	
those involving decimals	where one or two side	Fractions (including	and to one decimal place	factors of two numbers	Read and write decimal



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by 10, 100 and 1000 e.g.	lengths are not given	decimals and	e.g. 27.59=27.6 (1d.p.)		numbers as fractions e.g.
456÷100=4.56		percentages)		Know and use the	0.8=4/5
	Calculate and compare	Know that percentages,	Recognise and use	vocabulary of prime	
Solve problems involving	the area of squares and	decimals and fractions	thousandths and relate	numbers, prime factors	Mentally add and
addition, subtraction,	rectangles including using	are different ways of	them to tenths,	and composite (non-	subtract:
multiplication and	standard units, square	expressing proportions	hundredths and decimal	prime) numbers e.g.	o tenths e.g. 0.8 +
division and a	centimetres (cm ²) and		equivalents e.g.	prime factors of	0.9 – 0.2
combination of these,	square metres (m ²) and	Count forwards and	650/1000 = 65/100 =	60=2×2×3×5	o one-digit whole
including understanding	estimate the area of	backwards in fractions	0.65;		numbers and tenths e.g.
the meaning of the	irregular shapes	and decimals bridging		Recognise and use square	7.4 – 6.6
equals sign		zero	Read, write, order and	numbers and cube	o complements of
e.g. 40×8=500 -	GEOMETRY		compare numbers with	numbers, and the	1 e.g. 0.83 + 0.17 = 1
	Properties of Shapes	Compare and order	up to three decimal	notation for squared (²)	
	Identify 3-D shapes,	fractions whose	places e.g. put these	and cubed (³)	Add and subtract
Fractions (including	including tetrahedrons,	denominators are all	decimals in order starting		decimals with a different
decimals and	cubes and other cuboids,	multiples of the same	from the smallest: 0.457,	Solve problems involving	number of decimal places
percentages)	from 2-D representations	number	0.42, 0.46, 0.426	addition, subtraction,	e.g. 98.4 – 9.7
Mentally add and	e.g. using isometric paper			multiplication and	
subtract:		Identify, name and write	Solve problems and	division and a	Round decimals with two
o tenths e.g. 0.8 - 0.3	Position and Direction	equivalent fractions of a	puzzles involving number	combination of these,	decimal places to the
o one-digit whole	Identify, describe and	given fraction,	up to three decimal	including understanding	nearest whole number
numbers and tenths e.g.	represent the position of	represented visually,	places, checking the	the meaning of the	and to one decimal place
3.4 + 2.6	a shape following a	including tenths and	reasonableness of	equals sign	
o complements of 1	reflection or translation,	hundredths making links	answers		Recognise and use
e.g. 0.85 + 0.15 = 1	using the appropriate	to decimals and		Fractions (including	thousandths and relate
	language, and know that	measures	MEASUREMENT	decimals and	them to tenths,
MEASUREMENT	the shape has not		Measurement	percentages)	hundredths and decimal
Measurement	changed.	Connect fractions >1 to	Estimate volume e.g.	Know that percentages,	equivalents e.g.
Use all four operations to		division with remainders	using 1cm3 blocks to	decimals and fractions	782/1000 = 7/10 + 8/100
solve problems involving	STATISTICS	e.g. $\frac{5}{4} = 5 \div 4 = 1^{1}/_{4}$	build cubes and cuboids	are different ways of	+ 2/1000
measure (e.g. length,	Use and Interpret Data		and capacity e.g. using	expressing proportions	
mass, volume, money)	Complete, read and	Recognise mixed	water		Read, write, order and
using decimal notation	interpret information in	numbers and improper		Count forwards and	compare numbers with
including scaling	tables, including	fractions and convert	Solve problems involving	backwards in fractions	up to three decimal
	timetables and	from one form to the	converting between units	and decimals bridging	places e.g. put these
GEOMETRY	pictograms	other <i>e.g.</i> $5^{2}/_{3} = \frac{17}{3}$ and	of time e.g. write these	zero	decimals in order starting
Properties of Shapes		write mathematical	lengths of time in order,		from the smallest: 0.471,



Lowbrook Academy		Maths Overv	Maths Overview		
Draw lines accurately to	Competencies	statements >1 as a mixed	starting with the	Compare and order	0.46, 0.4, 0.465, 0.5
the nearest millimetre	2D Shapes	number e.g. ² / ₅ + ⁴ / ₅ = ⁶ / ₅	smallest: 250sec, 90min,	fractions whose	
and use conventional	Time	$= 1^{1}/_{5}$	½ hour, 4min	denominators are all	Solve problems and
markings for parallel lines				multiples of the same	puzzles involving number
and right angles		Add and subtract	Use all four operations to	number	up to three decimal
		fractions with the same	solve problems involving		places, checking the
Know angles are		denominator and	measure (e.g. length,	Recognise mixed	reasonableness of
measured in degrees:		multiples of the same	mass, volume, money)	numbers and improper	answers
estimate and compare		number e.g. 2/3 + 1/6 =	using decimal notation	fractions and convert	
acute, obtuse and reflex		5/6	including scaling	from one form to the	Recognise the per cent
angles				other e.g. 5 2/3 = 17/3	symbol (%) and
		Find fractions of numbers	GEOMETRY	and write mathematical	understand that per cent
Use the properties of		and quantities e.g. ³ / ₄ of	Properties of Shapes	statements >1 as a mixed	relates to "number of
rectangles to deduce		£14	Identify 3-D shapes,	number	parts per hundred", and
related facts and find			including cubes and other		write percentages as a
missing lengths and		Connect multiplication by	cuboids, from 2-D	Add and subtract	fraction with
angles e.g. all angles are		a fraction to using	representations	fractions with the same	denominator hundred,
right angles, diagonals		fractions as operators		denominator and	and as a decimal fraction
are congruent (same		e.g. $^{2}/_{3}$ of 12 = 12 × $^{2}/_{3}$	Draw lines accurately to	multiples of the same	
length) and bisect each			the nearest millimetre	number e.g. 2/5 + 7/10 =	Recognise that
other (divide into two		Read and write decimal	and use conventional	11/10 = 11/10	percentages are
equal parts), one		numbers as fractions	markings for parallel lines		proportions of quantities
diagonal separates the			and right angles.	Find fractions of numbers	e.g. 30% voted 'yes', 45%
rectangle into two		Recognise the per cent		and quantities e.g. 7/8 of	voted 'no' and the rest
congruent triangles		symbol (%) and	Know angles are	240ml	did not vote; what
		understand that per cent	measured in degrees:		percentage did not vote?
		relates to "number of	estimate and compare	MEASUREMENT	as well as operators on
Competencies		parts per hundred", and	acute, obtuse and reflex	Measurement	quantities e.g. find 45%
Square Numbers		write percentages as a	angles	Convert between	of 160
Roman Numerals (F)		fraction with		different units of	
		denominator hundred,	Draw given angles, and	measure (e.g. kilometre	Solve problems which
		and as a decimal fraction	measure them in degrees	and metre; centimetre	require knowing
			(°)	and metre; centimetre	percentage and decimal
		Recognise that		and millimetre; gram and	equivalents of 1/2, 1/4,
		percentages are	Identify:	kilogram; litre and	1/5, 2/5, 4/5 and those
		proportions of quantities	o angles at a point	millilitre) e.g. 2.2m =	with a denominator of a
		as well as operators on	and one whole turn (total	2200mm	multiple of 10 or 25. e.g.



Lowbrook Academy	Maths Over	Maths Overview		
	quantities	360°)		John ate ⁴/₅ of a 20cm
		o angles at a point	Measure and calculate	jelly snake; Jane ate 0.7
	Solve problems which	on a straight line and ½ a	the perimeter of	of her 20cm jelly snake;
	require knowing	turn (total 180°)	composite rectilinear	how much more has John
	percentage and decimal	o other multiples	shapes in centimetres	eaten?
	equivalents of 1/2, 1/4,	of 90°	and metres	
	1/5, 2/5, 4/5 and those			GEOMETRY
	with a denominator of a	Use angle sum facts and	Calculate and compare	Properties of Shapes
	multiple of 10 or 25.e.g.	other properties to make	the area of squares and	Identify 3-D shapes,
	$^{12}/_{20} = ^{60}/_{100} = 0.6 = 60\%$	deductions about missing	rectangles including using	including cubes and other
		angles	standard units, square	cuboids, from 2-D
	MEASUREMENT		centimetres (cm2) and	representations
	Measurement	Use the properties of	square metres (m2) and	
	Convert between	rectangles to deduce	estimate the area of	Draw lines accurately to
	different units of	related facts and find	irregular shapes e.g.	the nearest millimetre
	measure (e.g. kilometre	missing lengths and	investigate possible	and use conventional
	and metre; centimetre	angles e.g. all angles are	rectangles with the same	markings for parallel lines
	and metre; centimetre	right angles, diagonals	area as a particular	and right angles.
	and millimetre; gram and	l are congruent (same	square	
	kilogram; litre and	length) and bisect each		Know angles are
	millilitre) e.g. 3.7 litres =	other (divide into two	Estimate volume e.g.	measured in degrees:
	3700ml	equal parts), one	using 1cm3 blocks to	estimate and compare
		diagonal separates the	build cubes and cuboids	acute, obtuse and reflex
	Measure and calculate	rectangle into two	and capacity e.g. using	angles
	the perimeter of	congruent triangles	water	
	composite rectilinear			Draw given angles, and
	shapes in centimetres	Use the term diagonal	Solve problems involving	measure them in degrees
	and metres e.g. given the	and make conjectures	converting between units	(°)
	perimeter and length of a	a about the angles formed	of time e.g. three	
	rectangle, calculate its	by diagonals and sides,	children share a trophy	Identify:
	width,w, expressing it	and other properties of	for 8 weeks and 4 days;	o angles at a point
	algebraically e.g. 20 =	quadrilaterals, e.g. using	they each have it for the	and one whole turn (total
	(2×7) + 2w	dynamic geometry ICT	same length of time; how	360°)
		tools.	long does each child keep	o angles at a point
	Calculate and compare		the trophy?	on a straight line and ½ a
	the area of squares and	STATISTICS		turn (total 180°)
	rectangles including using	g Use and Interpret Data	Use all four operations to	o other multiples



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	standard units, square	Complete, read and	solve problems involving	of 90°
	centimetres (cm ²) and	interpret information in	measure (e.g. length,	
	square metres (m ²) and	tables, including	mass, volume, money)	Use angle sum facts and
	estimate the area of	timetables.	using decimal notation	other properties to make
	irregular shapes		including scaling	deductions about missing
		Solve comparison, sum		angles
	GEOMETRY	and difference problems	Calculate the area of	
	Position and Direction	using information	scale drawings using	Use the properties of
	Identify, describe and	presented in a line graph	given measurements. e.g.	rectangles to deduce
	represent the position of	e.g. on a distance-time	calculate the area of a	related facts and find
	a shape following a	graph, how long did it	5cm × 3cm garden on a	missing lengths and
	reflection or translation,	take to travel a particular	scale drawing with a	angles e.g. all angles are
	using the appropriate	distance?	scale 1cm:2m (60m2)	right angles, diagonals
	language, and know that			are congruent (same
	the shape has not	Connect work on	Understand and use	length) and bisect each
	changed.	coordinates and scales to	equivalences between	other (divide into two
		their interpretation of	metric and common	equal parts), one
	(Maths Week)	time graphs	imperial units such as	diagonal separates the
	Interpret data from		inches, pounds and pints	rectangle into two
	scatter and line graphs		e.g. Given that an inch is	congruent triangles
	and draw graphs	Competencies	approximately 2.5cm,	
	relating two variables	Conversion	calculate the metric	Use the term diagonal
	arising from their own	Equivalent Fractions (F)	equivalent of a foot (12	and make conjectures
	enquiry (R).		inches)	about the angles formed
				by diagonals and sides,
	Financial Literacy			and other properties of
	Profit and Loss		Consolidate:	quadrilaterals, e.g. using
			Times tables to x12 and	dynamic geometry ICT
	Competencies		extend to x25 x50 and	tools.
	3D Shapes		x15. (F)	
	Angles (F)			Distinguish between
			Competencies	regular and irregular
			Percentage Fraction	polygons based on
			Decimals (F)	reasoning about equal
				sides and angles e.g. sort
				triangles and
				quadrilaterals into



Lowbrook Academy	Maths Overview	Academy
		regular and irregular sets,
		realising that only the
		equilateral triangles and
		the squares are regular
		Position and Direction
		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.
		STATISTICS
		Use and Interpret Data
		Complete, read and
		Interpret information in
		tables, including
		timetables.
		Solvo comparison sum
		and difference problems
		using information
		nresented in line graphs
		presented in fine graphs
		Connect work on
		coordinates and scales to
		their interpretation of
		time graphs
		0 1 1
		Begin to decide which
		representations of data
		are most appropriate and
		why



Lowbro	ok Academy	Maths Overview	Academy
			Sports Week: Creating
			pie charts using data
			from a school sports
			survey.
			Consolidate:
			Times table to x12 and
			extend to x25 x50 and
			x15. (F)

Lowbrook Academy

Maths Overview



	NUMBER	FRACTIONS	NUMBER	FRACTIONS	NUMBER	ALGEBRA
	Number and Place Value Read	Eractions (including decimals	Number and Place Value	Ration and Proportion	Number and Place Value	Lise symbols and letters to
	write order and compare	and percentages)	Read write order and	Solve problems involving the	Read write order and	represent variables and
	numbers up to 10,000,000 and	Use common factors to	compare numbers up to 10 000	relative sizes of two quantities	compare numbers un to 10 000	unknowns in mathematical
	determine the value of each	simplify fractions e.g. as the	000 and determine the value of	where missing values can be	000 and determine the value of	situations
	digit e.a. What must be added	numerator and denominator	each digit	found by using integer	each digit	 missing numbers, lengths,
	to 26 523 to change it to 54	have a common factor of 4.		multiplication and division		coordinates and angles e g
	525?	12/16 can be simplified to $3/4$:	Round any whole number to a	facts e.g. adjust a recipe for 4	Round any whole number to a	68=6t-4 or the angles in a
		use common multiples to	required degree of accuracy	people, to serve 6 people	required degree of accuracy	kite are x°. x°. 15° and 53°:
	Round any whole number to a	express fractions in the same	e.g. Give an example of a		e.g. What is the smallest	find x, or plot points (x, y)
	required degree of accuracy	denomination e.g. as the	number which you might	Solve problems involving	number which rounds to 500	where x+y=1
	e.g. round 265 496 to the	denominators have a common	round to the nearest 10?	similar shapes where the scale	000, to the nearest 1000? (499	 mathematics and science
	nearest 10 000 (270 000)	multiple of 12, 3/4 and 5/6 can	Nearest 10 000?	factor is known or can be	500).	formulae e.g. A=½(l×h)
		both be expressed in twelfths		found e.g. two rectangular		arithmetic rules
	Solve number and practical	i.e. 9/12 and 10/12	Use negative numbers in	picture frames are the same	Use negative numbers in	 generalising number
	problems that involve number,	respectively	context, and calculate intervals	shape, but one is bigger than	context, and calculate intervals	patterns e.g. 6, 11, 16, 21.
	place value and rounding <i>e.g.</i>		across zero e.g. how much	the other; the smaller one	across zero	5n+1
	What is the largest 5-digit	List equivalent fractions to	warmer is 5°C than -4°C? (9°C)	measures 10cm by 15cm; the		• number puzzles e.g. x+y=10
	number whose digits sum to	identify fractions with		larger frame has a width of	Solve number and practical	and $2x+y=13$; find x and y
	20? (99200).	common denominators	Solve number and practical	30cm, what is its length?	problems that involve number,	, , , ,
			problems that involve number,		place value and rounding e.g.	Express missing number
Voor 6	Addition, subtraction,	Compare and order fractions,	place value and rounding e.g.	Begin to use the notation a : b	What is the smallest 4-digit	problems algebraically e.g. I'm
rear o	multiplication and division	including fractions >1 e.g. put	What is the smallest number	to record ratio	integer whose digits sum to	thinking of a number; I double
	Continue to use all the	these fractions in order from	which rounds to 35 000, to the		20? (10199).	it and subtract 12 from the
	multiplication tables to 12 × 12	the smallest: 5/4, 5/8, 3/2,	nearest 1000? (34 500).	Solve problems involving the		result; the answer is 60; what
	in order to maintain their	14/8		calculation of percentages (e.g.	Addition, subtraction,	was my number? (2x-12=60, so
	fluency e.g. 84÷12		Addition, subtraction,	measures) such as 15% of 360	multiplication and division	2x=72, so x=36)
		Recall and use equivalences	multiplication and division	and the use of percentages for	Continue to use all the	
	Continue to practise the four	between simple fractions,	Continue to use all the	comparison	multiplication tables to 12 × 12	Use simple formulae expressed
	operations for larger numbers	decimals and percentages,	multiplication tables to 12 × 12		in order to maintain their	in words e.g. write a formula
	using the formal written	including in different contexts	in order to maintain their	Link percentages of 360° to	fluency	for the cost of a taxi journey, C,
	methods of columnar addition	e.g. order 4/5 , 75%, 0.9, 19/20	fluency	calculating angles of pie charts		which is £2.10 plus £1.60 per
	and subtraction, short and long		Continue to prestice the four	Colus mablems involving	Continue to practise the four	kilometre, k. (C=2.10+1.60k)
	multiplication, and short and		Continue to practise the four	Solve problems involving	operations for larger numbers	
	long alvision	Use symbols and letters to	operations for larger numbers	unequal sharing and grouping	using the formal written	Enumerate all possibilities of
	Multiply pulti digit pumbors up	represent variables and	using the formal written	using knowledge of fractions	methods of columnar addition	combinations of two variables
	to 4 digits by a two digit whole		and subtraction, short and long	and multiples e.g. for every egg	and subtraction, short and long	e.g. list all the combinations of
	number using the formal	missing numbers	multiplication and short and	how many eggs are needed for	long division	boys and girls in a class where
	written method of long	 Inissing numbers, lengths, coordinates and 	long division	12 spoons of flour?		there are twice as many boys
	multiplication	angles e g 3y-24 or the			Multiply multi-digit numbers	as girls and between 25 & 35
	maniplication	angles in a triangle are	Multiply multi-digit numbers	ALGEBRA	up to 4 digits by a two-digit	children in the class altogether.
	Perform mental calculations	35° 120° and v° find v	up to 4 digits by a two-digit	Use symbols and letters to	whole number using the formal	Concrete and describe lines.
	including with mixed	 mathematics and 	whole number using the formal	represent variables and	written method of long	number sequences o g 6, 12



Lowbrook Academy	Maths Overview			Academy	
operations and large numbers	science formulae e.g.	written method of long	unknowns in mathematical	multiplication	20, 27, 7n-1
e.g. (13 500 × 2) ÷ 9 = 3000	A=l×w	multiplication	situations		
	 arithmetic rules e.g. 		 missing numbers, lengths, 	Perform mental calculations,	Find pairs of numbers that
Solve addition and subtraction	a+b=b+a	Perform mental calculations,	coordinates and angles e.g.	including with mixed	satisfy number sentences
multi-step problems in		including with mixed	5y+1=16 or the angles in an	operations and large numbers	involving two unknowns. e.g. a
contexts, deciding which	Express missing number	operations and large numbers	isosceles triangle are 50°, y°	e.g. (13 400 + 10 600) × 4 ÷ 12	– b = 5, give pairs of values that
operations and methods to use	problems algebraically e.g. 17		and y°; find y	= 8000	a and b could have (e.g. 8, 3 or
and why e.g. There are 6534	= x + 4.5	Solve addition and subtraction	 mathematics and science 		6.5, 1.5 or)
cars parked in a 3-storey car		multi-step problems in	formulae e.g. P=2(l+w)	Solve addition and subtraction	
park; 1398 are on the first floor	Use simple formulae expressed	contexts, deciding which	• arithmetic rules e.g. a×b=b×a	multi-step problems in	MEASUREMENT
and 3765 are on the second	in words e.g. write a formula	operations and methods to use	• generalising number patterns	contexts, deciding which	Use, read, write and convert
floor; how many cars are	for the number of months, m,	and why e.g. Three people won	e.g. 3, 6, 9, 12, 3n	operations and methods to use	between standard units,
parked on the third floor?	in y years. (y=12m)	£365 496 on the lottery; one	• number puzzles e.g. a+b=8.5	and why e.g. Write a number	converting measurements of
		received £197 540, another	and a×6=15: find a and b	story for this number sentence:	length, mass, volume and time
Solve problems involving	Enumerate all possibilities of	received £40 010; how much	· · · · · · · · · · · · · · · · · · ·	23.5 = 20.4 + 4.9 - 1.8	from a smaller unit of measure
addition, subtraction,	combinations of two variables	did the third person receive?	Express missing number		to a larger unit, and vice versa,
multiplication and division e.g.	e.g. investigate how many		problems algebraically e.g. the	Solve problems involving	using decimal notation to three
396 children and 37 adults	different ways 2 red eggs can	Solve problems involving	perimeter of a triangle is 20cm;	addition, subtraction,	decimal places
went on a school trip; buses	be placed in a 6-space egg	addition, subtraction,	it has two sides of length 8cm;	multiplication and division e.g.	
seat 57 people; how many	carton, by starting with a 3-	multiplication and division e.g.	what is the length of the other	Club A sold 3500 tickets for	Recognise that shapes with the
buses were needed?	space carton, 4-space carton	I think of a number and	side? (20=2×8+x so x=4cm)	£9.50 each and Club B sold	same areas can have different
	etc?	subtract 5.6 from it then		8150 tickets for £3.50; how	perimeters and vice versa e.g.
Use estimation to check		multiply the result by 6; the	Use simple formulae expressed	much more money did Club A	investigate parallelograms with
answers to calculations and	MEAUREMENT	answer is 7.2; what was my	in words e.g. write a formula	make than Club B?	areas of 24cm2 to find which
determine, in the context of a	Use, read, write and convert	number?	for the cost of a party, C, which		has the smallest perimeter
problem, levels of accuracy.	between standard units,		costs £100 plus £2 per person,	Use estimation to check	
e.g. find the perimeter of a	converting measurements of	Use estimation to check	n. (C=100+2n)	answers to calculations and	Recognise when it is possible
football pitch with side lengths	length, mass, volume and time	answers to calculations and		determine, in the context of a	to use formulae for area and
105.3m and 46.8m (estimate:	from a smaller unit of measure	determine, in the context of a	Enumerate all possibilities of	problem, levels of accuracy	volume of shapes e.g. find the
(105+45)×2=300m; actual:	to a larger unit, and vice versa,	problem, levels of accuracy e.g.	combinations of two variables		height of cuboid which is 12cm
(105.3+46.8)×2=304.2m (same	using decimal notation to	A box contains approximately	e.g. investigate all possible	Identify common factors,	long, 2cm high and has the
number of decimal places as	three decimal places e.g.	52 matches; how many boxes	half-time scores when the full	common multiples and prime	same volume as a cube with
numbers in the question)	4.52kg = 4520g; 1.005km =	can be filled with 10 000	time score of a football match	numbers e.g. Find the highest	sides of 6cm
	1005m	matches?	is 4:2	common factor of 120, 90 and	
Identify common factors,	ntify common factors,			75 (15) or Find all the prime	Calculate the area of
common multiples and prime	Recognise that shapes with the	Identify common factors,	Generate and describe linear	numbers between 80 and 100.	parallelograms and triangles,
numbers e.g. common factors	same areas can have different	common multiples and prime	number sequences e.g. write		relating it to the area of
of 12 and 15 are 1 and 3;	perimeters and vice versa e.g.	numbers e.g. Find the smallest	the first 5 terms in a 'decrease	Divide numbers up to 4 digits	rectangles
common multiples of 4 and 6	investigate rectangles with	common multiple of 5, 6 and 8	by 9' sequence starting from	by a two-digit whole number	
are 12, 24, 36; prime numbers	areas of 24cm2 to find which	(120)	20, or find the nth term of a	using the formal written	Solve problems involving the
are numbers with exactly 2	has the smallest perimeter		simple sequence e.g. 4, 8, 12,	method of long division, and	calculation and conversion of
factors e.g. 2, 3, 5, 7, 11, 13,		Divide numbers up to 4 digits	16, 4n	interpret remainders as whole	units of measure, using
	Recognise when it is possible	by a two-digit whole number		number remainders, fractions,	decimal notation to three
FRACTIONS	to use formulae for area of	using the formal written	Find pairs of numbers that	or by rounding, as appropriate	decimal places where
Fractions (including decimals	shapes e.g. find the length of	method of long division, and	satisfy number sentences	for the context	appropriate e.g. A jug holds



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and percentages)	rectangle which is 4m wide	interpret remainders as whole	involving two unknowns. e.g. a		550ml; how may jugs of water
Identify the value of each digit	and has the same area as a	number remainders, fractions,	– b = 5, give pairs of values that	Use their knowledge of the	are needed to fill a 4.8 litre
to three decimal places and	square with a side length of	or by rounding, as appropriate	a and b could have (e.g. 8, 3 or	order of operations to carry	bucket?
multiply and divide numbers by	8cm.	for the context	6.5, 1.5 or) or. p×q=24; if p	out calculations involving the	
10, 100 and 1000 where the			and q are both positive, even	four operations and using	convert between miles and
answers are up to three	Calculate the area of triangles,	Use their knowledge of the	numbers, list all the possible	brackets e.g. 14 x (29 – 12) + 7	kilometres and other units
decimal places <i>e.g. 205.6</i> ÷ 100	relating it to the area of	order of operations to carry	combinations (e.g. 2×12, 4×6,	= 245	commonly used e.g. use a
=2.056	rectangles, e.g. compare the	out calculations involving the)		conversion line graph or be
	'counting squares' method to	four operations and using		FRACTIONS	able to work out that 6 pints of
Multiply one-digit numbers	using the formula for the area	brackets; e.g. 2 + 1 x 3 = 5 and	MEASUREMENT	Fractions (including decimals	milk is a bit more than 3 litres
with up to two decimal places	of a triangle	$(2 + 1) \times 3 = 9.$	Use, read, write and convert	and percentages)	
by whole numbers <i>e.g. 0.6 x 7</i>			between standard units,		calculate, estimate and
	GEOMETRY	FRACTIONS	converting measurements of	Use common factors to	compare volume of cubes and
Ratio and Proportion	Properties of shapes	Fractions (including decimals	length, mass, volume and time	simplify fractions; use common	cuboids using standard units,
Solve problems involving the	Draw 2-D shapes using given	and percentages)	from a smaller unit of measure	multiples to express fractions	including centimetre cubed
relative sizes of two quantities	dimensions and angles using	Use common factors to	to a larger unit, and vice versa,	in the same denomination	(cm3) and cubic metres (m3)
where missing values can be	measuring tools and	simplify fractions; use common	using decimal notation to three		and extending to other units,
found by using integer	conventional markings and	multiples to express fractions	decimal places	List equivalent fractions to	such as mm3 and km3.
multiplication and division facts	labels for lines and angles e.g.	in the same denomination		identify fractions with common	
e.g. adjust a recipe for 4 people,	same length lines, parallel lines		Recognise that shapes with the	denominators	Begin to use compound units
to serve 20 people	and same size angles:	List equivalent fractions to	same areas can have different		for speed e.g. miles per hour
		identify fractions with common	perimeters and vice versa e.g.	Compare and order fractions,	
GEOMETRY	STATISTICS	denominators	investigate triangles with areas	including fractions >1 e.g. put	GEOMETRY
Properties of Shape	Use and interpret data		of 12cm2 to find which has the	these fractions in order from	Properties of shapes
Recognise, describe and build	Interpret and construct pie	Compare and order fractions,	smallest perimeter	the smallest: 5/4, 5/6, 3/5, 4/3	Draw 2-D shapes using given
simple 3-D shapes, including	charts and line graphs and use	including fractions >1 e.g. put			dimensions and angles using
making nets e.g. investigate	these to solve problems e.g.	these fractions in order from	Recognise when it is possible	Associate a fraction with	measuring tools and
different nets for a cube,	draw a pie chart to show how	the smallest: 5/4, 5/6, 3/2, 4/3	to use formulae for area and	division and calculate decimal	conventional markings and
recognising when 'nets' will	Jack spends his £36 birthday		volume of shapes e.g. find the	fraction equivalents e.g. 0.375	labels for lines and angles e.g.
fold to make a cube and when	money:	Associate a fraction with	length of the side of a cube	for a simple fraction e.g. 5/8	construct a triangle or
they will not.	 £9 snacks 	division and calculate decimal	with a volume of 27cm3		complete a parallelogram with
	 £15 toys 	fraction equivalents e.g. 0.375		Use understanding of	given lengths and angles
Position and Direction	 £12 books 	for a simple fraction e.g. 5/8	Calculate the area of	relationship between unit	
Describe positions on the full			parallelograms and triangles,	fractions and division to work	Recognise, describe and build
coordinate grid (all four	Encounter and draw graphs	Use understanding of	relating it to the area of	backwards by multiplying a	simple 3-D shapes, including
quadrants) e.g. (-3, 7)	relating two variables, arising	relationship between unit	rectangles, e.g. compare the	quantity that represents a unit	making nets
	from their own enquiry and in	fractions and division to work	'counting squares' method to	fraction to find the whole	
Draw and translate simple	other subjects e.g. a	backwards by multiplying a	using the formula for the area	quantity e.g. if 1/5 of a mass is	Compare and classify
shapes on the coordinate plane	scattergraph connecting	quantity that represents a unit	of a parallelogram	150g, then the whole mass is	geometric shapes based on
and reflect them in the axes.	heights of children and their	fraction to find the whole		150 × 5 = 750g	their properties and sizes and
	long-jump distance	quantity e.g. if ¼ of a length is	Solve problems involving the		find unknown angles in any
Predict missing coordinates of		36cm, then the whole length is	calculation and conversion of	Add and subtract fractions with	triangles, quadrilaterals, and
quadrilaterals by using the	Competencies:	36 × 4 = 144cm	units of measure, using	different denominators and	regular polygons
properties of shapes, which	-Angles		decimal notation to three	mixed numbers, using the	
		Add and subtract fractions with	decimal places where	concent of equivalent fractions	Recognise angles where they



 e.g. transtating vertex (a, b) to (a, b, b) to (a, b, b) to (a, b, b) and (a, b) bed) Broparties of 3D Shape Roman Numerals (F) Competencies: Fractions, Decimals and Percentages - Conversions (F). Conversions (F).<!--</th--><th>Lowbrook Academy</th><th></th><th>Maths Overvi</th><th>ew</th><th></th><th>Academy</th>	Lowbrook Academy		Maths Overvi	ew		Academy
(a-b, b-3), co find the other vertices of a sugre, given two of them are (a, b) and (a-d, b-d) -toware126 (t) Both to the busices, toware126 (t) Use a variety of images to support understanding of the travel stogether? Use a variety of images toware126 (t) ooppostedes ooppostedes ooppostedes angles describing them are (a, b) and (t) ooppostedes multiply and divide numbers of the travel stogether? Multiply simple pairs of proper fractions, writing the answer has up to three describing them any them and the units approximately 1.6tm (t) Multiply one-digit numbers of the travel stogether? Multiply	e.g. translating vertex (a, b) to	-Properties of 3D Shape	different denominators and	appropriate e.g. Ben walked	e.g. 13/4 - 5/6 = 11/12	meet at a point, are on a
vertices of a square, given two of them are, b) and (ard, b+d) Concept of equivalent fractions e.g. 1/2 + 1/8 = 7/8 on a bus of 8.25 mm and then a infor 12.0 Smm, how are langether? Use a variety of images to supporting the answers of practices of a square, given two of them are (b, b) and (ard, b+d) use a variety of images to supporting the answers of practices of a square, given two specified by the square of the specified by the square of answers are up to two decimal places e.g. the same stands and properties of a square, given two square of the square the same square of the specified by the square of the specified by the square of the specified by the square of a square, given two specified by the square of the specified by the square of the specified by the square of a square, given the specified by the square of a square, given two specified by the square of the specified by the square square, given two specified by the square square, given two specified by the square the specified by the square square, given two specified by the square square, given two specified	(a-2, b+3), or find the other	-Roman Numerals (F)	mixed numbers, using the	850m to the bus stop, travelled		straight line, or are vertically
of them are (a, b) and (aid, b-d) e.g. 1/2 + 1/8 = 5/8 train for 12.0 xm, how far did be travel altogethers support understanding of multiply and divide numbers of three decimal places are multiply and divide numbers of 0.100 and 1000 where the answers are up to three decimal places are, x x100 = 140.8 Convert between miles and multiply and divide numbers of 140.8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple pairs of proper multiply and divide numbers of 1/8 Multiply simple	vertices of a square, given two		concept of equivalent fractions	on a bus for 8.67km and then a	Use a variety of images to	opposite, and find missing
b+d) Identify the value of each digit to three decimal places and Percentages Intervet decimal places and 10, 100 and 1000 where the answers are up to three decimal places e.g. x = 100 - 100 and 1000 where the answers are up to three decimal places e.g. x = 100 - 100 and 1000 where the answers are up to three decimal places e.g. x = 100 - 100 and 1000 where the answers are up to three decimal places e.g. x = 100 - 100 and 1000 where the answers are up to three decimal places e.g. x = 100 - 100 and 1000 where the answers are up to three with up to two decimal places with up to two decimal places and extending to other answers are up to three with up to two decimal places and extending to other such as mm2 and km3. Multiply and divide numbers by and extending to other answers are up to three decimal places e.g. 3.15 × C plane, and refer to most with up to two decimal places by one-digit and two-digit whole numbers e.g. 3.15 × C plane, and refer to most and extending to other answers are up to three decimal places e.g. 3.15 × C plane, and refer to most with up to two decimal places by one-digit and two-digit may be expressed algebraically and check the reasonablenes between simple fractions and angles e.g. of answers. Solve problems which require answers to be rounded to simple 3 D shapes sing given two to two decimal places of answers. STATISTICS Solve problems which require answers to be rounded to simple 3 D shapes sing less between simple fractions between simple fractions and angles e.g. STATISTICS Compare and classity e.g. STATISTICS Compare and classity e.g. STATISTICS Solve problems which require answers to be rounded to stark and interpret data Construct plane, and single set by and divest numbers e.g. 3.15 × S Stark set e.g. Stark set and poraw and tharest e.g. STATISTICS Solve problems which require answ	of them are (a, b) and (a+d,		e.g. 1/2 + 1/8 = 5/8	train for 120.9km; how far did	support understanding of	angles describing them
Identify the value of each digit Competencies: Convert between miles and multiply and divide numbers by commonly used eg, at most of commonly used eg, at most commonly used eg, at most commonly used eg,	b+d)			he travel altogether?	multiplication with fractions	algebraically e.g. a=180-(b+c)
Competencies: to three decimal places and multiply and fully envertiges and 1000 where the answer in 2 spursonmately 1.6km (and this is approximately 1.6km (and this approximately 1.6km (and this is approximately 1.6km			Identify the value of each digit			
Competencies: multiply and divide numbers by kinumbers by kinumber			to three decimal places and	Convert between miles and	Multiply simple pairs of proper	Illustrate and name parts of
- Fractions, Decimals and 10, 100 and 1000 where the anile is approximately 1.6k its simplest form e.g. % 1/2 = its miles approximately 1.6k - Equivalent Fractions 100 100 and 1000 where the anile is approximately 1.6k 1/8 - Conversions (F). 100 100 and 1000 where the 1/8 1/8 - Conversions (F). 100 100 and 1000 where the 1/8 1/8 - Conversions (F). 100 100 and 1000 where the 1/8 1/8 - Conversions (F). 100 100 and 1000 where the 1/8 1/8 - Conversions (F). 100 100 control the value of each digit on the full control the value of each digit on the full control the value of each digit on the full control the value of each digit on the the value of each di	Competencies:		multiply and divide numbers by	kilometres and other units	fractions, writing the answer in	circles, including radius,
Percentages answers are up to three decimal places e.g. * 310= 140.8 and km is approximately 1.6km (and km is approximately 1.6km (and km is approximately 1.6km) 1/8 and know that the diameter is twice the radius describing it whole numbers e.g. 1/3 + 2 = 1/6. and know that the diameter is twice the radius describing it whole numbers e.g. 1/3 + 2 = 1/6. and know that the diameter is twice the radius describing it twice the radius describing and twice numbers e.g. 1/3 + 2 = 1/6. and know that the diameter is twice the radius describing it twice the radit two detail twice	-Fractions, Decimals and		10, 100 and 1000 where the	commonly used e.g. know that	its simplest form e.g. $\frac{1}{4} \times \frac{1}{2} =$	diameter and circumference
- Equivalent Fractions decimal places e.g. × 100 = 140.8 0.5miles) and use this to make approximately Divide proper fractions by including callulations Divide proper fractions by including callulations Divide proper fractions by including callulations 1/6 Describe positions on the full including callulations Divide proper fractions including callulations 1/6 Describe positions on the full including callulations Divide proper fractions including callulations 1/6 Describe positions on the full including callulations Divide proper fractions including callulations 1/6 Describe positions on the full Divide proper fractions 1/6 Describe positions on the full Divide proper fractions 1/6 Describe positions on the full Divide proper fractions 1/6 Describe positions 1/6 Describe posincluing 1/6	Percentages		answers are up to three	a mile is approximately 1.6km	1/8	and know that the diameter is
- Conversions (F). - Conv	-Equivalent Fractions		decimal places e.g. × 100 =	(and 1km is approximately		twice the radius describing it
Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.6 x R Calculate, estimate and cubicid susing standard units, including centimetre cubed up to two decimal places e.g. 458 + 8 = 57.25 Calculate, estimate and cubicid susing standard units, including centimetre cubed answers are up to three decimal places e.g. 458 + 8 = 57.25 Position and Direction Describe positions on the full coordinate grid (all four quadrants) Multiply and divide numbers up to two decimal places e.g. 458 + 8 = 57.25 Multiply and divide numbers by one-digit and two-digit whole numbers e.g. 3.15 + 62 Multiply one-digit numbers with up to two decimal places e.g. 3.15 + 62 Multiply one-digit numbers massuring tools and econvent tools and angles e.g. of answers. Multiply one-digit numbers with up to two decimal places by one-digit numbers with up to two decimal places pecified degrees of accuracy and check the reasonablenes between 0.4 and 0.5 Multiply one-digit numbers with up to two decimal places by one-digit numbers between 0.4 and 0.5 Predict missing coordinates of quadriaterals by using the complete of shapes by one-digit and two-digit massing net constructs, by one-digit and two-digit whole numbers e.g. 93.15 + 5 Predict missing coordinates of quadriaterals by using the complete of shapes by one-digit and two-digit whole numbers e.g. 93.15 + 5 Predict missing coordinates of quadriaterals by using the complete of shapes pectrice of assures, by one-digit and two-digit whole numbers e.g. 93.15 + 5 Predict missing coordinates of quadriaterals by using the complete of shapes pager and begit to draw 2-D shapes draw on isometric pager and begit to draw 2-D shapes draw	- Conversions (F).		140.8	0.6miles) and use this to make	Divide proper fractions by	algebraically as d=2×r
Multiply one-digit numbers Calculate, estimate and compare volume of cubes and ub whole numbers e.g. 0.06 x8 Calculate, estimate and compare volume of cubes and ub whole numbers e.g. 0.06 x8 Identify the value of each digit three decimal places and multiply and divide numbers by and extending to other units, 458 + 8 - \$7.25 Identify the value of each digit cuboic sugs atnather multiply and divide numbers Identify the value of each digit to compare volume of cubes and multiply and divide numbers by and extending to other units, 458 + 8 - \$7.25 Identify the value of each digit cuboic sugs at any and extending to other units, and extending to other units, 458 + 8 - \$7.25 Identify the value of each digit and extending to other units, and extending to other units, and extending to other units, and extending to the units, such as mm3 and km3. Identify the value of each digit and extending to other units, such as mm3 and km3. Identify the value of each digit and extending to other units, such as mm3 and km3. Identify the value of each digit and extending to other units, such as mm3 and km3. Identify the value of each digit and extending to other units, such as may and km3. Identify the value of each digit and extending to other units, such as may and km3. Identify the value of each digit and extending to other units, such as may and km3. Identify the value of each digit and extending to other units, such as may and km3. Identify the value of each digit and extending to other units, such as may extending to other to tow decimal places by or any extending the extending to the value of the such as extending to other to two decimal places extending to two decimal places extending to two decimal places extending to twho decimal places extending to two decimal places exten				rough calculations	whole numbers e.g. $1/3 \div 2 =$	
With up to two decimal placesUse written division methods in cases where the answer has up to two decimal places e.g. 458 + 8 = 57.25Identify the value of each digit to three udeed inducing centimetre (m3) and extending to other units, and extending to other units, and extending to other units, with up to two decimal places e.g. to use decimal places of shapes by one-digit and two-digit whole numbers e.g. 3.15 × 62Identify the value of each digit to three decimal places and (m3) and cubic metres (m3) and extending to other units, and extending to other units, and extending to other units, with up to two decimal places by one-digit and two-digit whole numbers e.g. 3.15 × 62Identify the value of each digit to three decimal places and to three decimal places of the answers to be rounded to specified degrees of accuracy and check the reasonableness of answers.Identify the value of each digit to three decimal places and to three decimal places and to use decimal places and to use decimal places and to use decimal places and to use decimal places by whole numbers e.g. 0.04 x to asset where the answer has up to two decimal places e.g. for answers.Describe positions on the four accuracy and the other were (a, b) and (a+d, to asset where the answer has up to two decimal places e.g. for a snewers.Describe positions on the four accuracy and the other were (a, b) and (a+d, to asset where the answer has up to two decimal places e.g. for a snewers.Describe positions on the four accuracy and the other were (a, b) and (a+d, to asset where the answer has up to two decimal places e.g. for a farction which lies between 0.4 and 0.5Describe and to asset baset band makers and percentages, shapes drawn on isometric pap			Multiply one-digit numbers		1/6	Position and Direction
by while numbers e.g. 0.06 x8 Use written division methods in cases where the answer has up to two decimal places e.g. 458 + 8 = 57.25 Multiply and divide numbers with up to two decimal places up to two decimal places up to two decimal places such as mm3 and km3. Multiply and divide numbers by one-digit and two-digit whole numbers e.g. 3.15 × 62 Multiply and divide numbers e.g. 3.15 × 62 Multiply one-digit numbers e.g. 3.15 × 62 Multiply one-digit numbers e.g. 3.15 × 62 Multiply one-digit numbers e.g. 3.15 × 62 Multiply and divide numbers e.g. 3.15 × 5 Multiply and divide numbers e.g. 3.1			with up to two decimal places	Calculate, estimate and		Describe positions on the full
Use written division methods in cases where the answer has up to two decimal places e.g. 458 + 8 - 57.25including centimetre cubed (cm3) and cubic metres (m3) and extending to other units, such as mm3 and km3.including centimetre cubed multiply and divide numbers and extending to other units, such as mm3 and km3.including centimetre cubed multiply and divide numbers answers are up to three decimal places e.g. + to 000 = 0.45Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.Multiply and divide numbers with up to two decimal places by one-digit and two-digit answers to be rounded to specified degrees of accurary and check the reasonableness between 0:4 and 0.5Properties of shapes Draw 2-D shapes using given dimensions and angles using to two decimal places e.g. to wold entimal places and to two decimal places by whole numbers e.g. 0.4Predict missing coordinate single axes.Solve problems which requir answers. Recall and use equivalences between simple fractions, decimals and percentages, between 0:4 and 0.5Properties of shapes to may be expressed algebraically up to two decimal places e.g. (and check the reasonableness and check the reasonableness between 0:4 and 0.5Multiply and divide numbers to may be expressed algebraically up to two decimal places e.g. (and a fraction which lies between 0:4 and 0.5Multiply and divide numbers to may be expressed algebraically up to two decimal places e.g. (and angles using to final the other with up to two decimal places e.g. (and angles using e.g. visualities 4.D.Multiply and divide numbers to final the other werk (a, b) to (a, b) and (a+d, do find the other werk (a, b) and (a+d, calcu			by whole numbers e.g. 0.06 x 8	compare volume of cubes and	to three desired places and	coordinate grid (all four
Observice in cases where the answer has up to two decimal places e.g. 458 + 8 = 57.25in diction metres (m3) and extending to other units, such as mm3 and km3.in dichty and divide numbers the answers are up to three decimal places e.g. to 00 = 0.45Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.Multiply and divide numbers with up to two decimal places e.g. by one-digit and two-digit whole numbers e.g. 3.15 × 52GEOMETRY Properties of shapes measuring tools and and extending tools and measuring tools and of answers to be rounded to specified degrees of accuracy and check the reasonableness of answers.Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.04 x 12Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed algebraically e.g. translating vertex (a, b) to in cases where the answer has up to two decimal places e.g. 693 + 15 = 14.2Predict missing coordinates of quadrilaterals by using the properties of shapes, moltich may be expressed algebraically e.g. translating vertex (a, b) to and check the reasonableness of answers.Draw and translate simple shapes or and the coordinate places e.g. 693 + 15 = 14.2Draw and translate simple shapes drawn on isometric by one-digit and two-digit whole numbers e.g. 93.15 + 5Draw and translate simple shapes drawn on isometric by one-digit and two-digit whole numbers e.g. 93.15 + 5Draw and translate simple shapes in toriaw 2-D shapes drawn on isometric by one-digit and two-digit whole numbers e.g. 93.15 + 5Draw and translate simple shapes in toriaw 2-D representations of 3-D shapes solve problems which require a			Lico writton division mothods	including continentro cubod	to three decimal places and	quadrants)
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Calculate and interpret the types of angles etc) and find charts and line graphs and use these to solve problems e g			mean as an average of a find	unknown angles in any	Recall and use oquivalances	these to solve problems or a
			inean as an average. e.g. iniu		Necali anu use equivalences	these to solve problems e.g.



Lowbrook Academy	Maths Overv	iew		Academy
Lowbrook Academy	Maths Overv the mean height of these children: 1.2m, 1.07m and 1.12m Competencies: -Square Roots -Time Facts	 triangles, quadrilaterals, and regular polygons Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles describing them algebraically e.g. a=180-(b+c). 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. Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed algebraically e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and (a+d, b+d) STATISTICS Use and interpret data Interpret and construct pie charts and line graphs and use these to solve problems e.g. create a conversion graph for 	between simple fractions, decimals and percentages, including in different contexts e.g. find a decimal which lies between 3/8 and ½ Ratio and Proportion Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. adjust a recipe for 6 people, to serve 15 people Solve problems involving similar shapes where the scale factor is known or can be found e.g. On a map 2cm represents 1km; a road measures 7cm on the map, how long is it in real life? Use the notation a : b to record ratio Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison Link percentages of 360° to calculating angles of pie charts Solve problems involving	Connect conversion from kilometres to miles in measure to its graphical representation. Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects. Sports Week: Creating scatter diagrams and interpreting data from athletic performances.
		(a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and (a+d, b+d) STATISTICS Use and interpret data Interpret and construct pie charts and line graphs and use these to solve problems e.g. create a conversion graph for	Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison Link percentages of 360° to calculating angles of pie charts Solve problems involving	
		pounds and Euros Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects. Competencies: Retest, revise and consolidate	unequal sharing and grouping using knowledge of fractions and multiples e.g. the ratio of boys to girls in class 6 is 1:2; there are 8 boys, how many girls are there?. Competencies:	



Lowbrook Academy	Maths Overview		Academy
		Retest, revise and consolidate	

Key: Reasoning (R) Mastery (M)

Problem solving (PS) Fluency (F)