KS1 Weston St Mary CE Primary School

Number	Measurement	Geometry

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Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	YR1	Place value within 10				Addition and subtraction within 10				Shape		Place Value within 20		Addition and subtraction within 20	
	YR2	Place value				Addition and subtraction				Shape		Multiplication and division			
Spring	YR 1	Place value within 50		Money		Length and height		Mass and volume		Multiplication and division		Fractions			
	YR 2	Autumn consolidation and revision		Money		Length and height		Mass, capacity, and volume		Fractions					
Summer	YR 1	Fractions	Time			Position and Direction		Place Value within 100		Consolidation					
	YR2	Fractions revision	Time			Position and direction		Statistics		Consolidation					

Links to NC objectives

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	YR1	**Place value within 10** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words				**Addition and subtraction within 10** • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0				**Shape- Geometry- properties of shape** • Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles]; • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]		**Place Value within 20** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words		**Addition and subtraction within 20** • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0	
	YR2	**Place value** • count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward • recognise the place value of each digit in a two-digit number (10s, 1s) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems				**Addition and subtraction** • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and 1s • a two-digit number and 10s • 2 two-digit numbers • adding 3 one-digit numbers • show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems				**Shape** • identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects		**Multiplication and division** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts			

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Spring	YR 1	**Place value within 50** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words		**Money** • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • recognise and know the value of different denominations of coins and notes.		**Length and height** Compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • measure and begin to record length and height		**Mass and volume** Compare, describe and solve practical problems for: • mass/weight and capacity and volume. • measure and begin to record mass/weight and capacity and volume.		**Multiplication and division** • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		**Fractions** • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.			
	YR 2	**Autumn consolidation Revision**		**Money** • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change		**Length and height** • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) • compare and order lengths, and record the results using >, < and =		**Mass, capacity, and volume** • choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, scales, thermometers and measuring vessels • compare and order mass, volume/capacity and record the results using >, < and =		**Fractions** • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$			

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Summer	YR 1	**Fractions** • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	**Time** • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Compare, describe and solve practical problems for time. • Tell the time to the hour and past the out and draw the hands on a clock face to show these times. • Measure and begin to record time (seconds, minutes and hours)			**Position and Direction** • describe position, direction and movement, including whole, half, quarter and three-quarter turns		**Place Value within 100** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words		**Consolidation**					
	YR2	**Fractions revision**	**Time** • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day			**Position and direction** • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		**Statistics** • interpret and construct simple pictograms, tally charts, block diagrams and tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask-and-answer questions about totalling and comparing categorical data		**Consolidation**			

LKS2 Weston St Mary CE Primary School

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<tr><td rowspan="2">Autumn</td><td>YR3</td><td colspan="4">Place value up to 1,000</td><td colspan="4">Addition and subtraction</td><td colspan="5">Multiplication and division</td><td>Shape consolidation from yr 2</td></tr>
<tr><td>YR4</td><td colspan="4">Place value up to 10,000 including negative numbers</td><td colspan="4">Addition and subtraction</td><td colspan="5">Multiplication and division</td><td>Area</td></tr>
<tr><td rowspan="2">Spring</td><td>YR3</td><td colspan="4">Multiplication and division</td><td colspan="4">Length and Perimeter</td><td colspan="4">(Term 4) Fractions</td><td colspan="2">Mass and Capacity</td></tr>
<tr><td>YR4</td><td colspan="4">Multiplication and division</td><td colspan="4">Length and Perimeter</td><td colspan="4">(Term 4) Fractions</td><td colspan="2">Decimals</td></tr>
<tr><td rowspan="2">Summer</td><td>YR3</td><td colspan="3">Money</td><td colspan="3">Time</td><td colspan="2">Shape</td><td colspan="2">Position and Direction</td><td colspan="2">Statistics</td><td rowspan="2">Consolidation</td></tr>
<tr><td>YR4</td><td colspan="3">Money</td><td colspan="3">Time</td><td colspan="2">Shape</td><td colspan="2">Position and direction</td><td colspan="2">Statistics</td></tr>
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Links to NC objectives

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	YR3	**Place value up to 1,000** • count from 0 in multiples of ~~4, 8~~, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • compare and order numbers up to 1,000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1,000 in numerals and in words • solve number problems and practical problems involving these ideas				**Addition and subtraction** • add and subtract numbers mentally, including: • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s • add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction				**Multiplication and division** • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • count from 0 in multiples of 4, 8, ~~50 and 100; find 10 or 100 more or less than a given number~~				**Shape consolidation from yr 2**
	YR4	**Place value up to 10,000 including negative numbers** • count in multiples of ~~6, 7, 9,~~ 25 and 1,000 • find 1,000 more or less than a given number • count backwards through 0 to include negative numbers • recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) • order and compare numbers beyond 1,000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1,000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value				**Addition and subtraction** • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why				**Multiplication and division** • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers				**Area** • find the area of rectilinear shapes by counting squares

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Spring	YR3	**Multiplication and division** • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects			**Length and Perimeter** • measure, compare, add and subtract: lengths (m/cm/mm); • measure the perimeter of simple 2-D shapes			**(Term 4) Fractions** • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above				**Mass and Capacity** • measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)			

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
	YR4	**Multiplication and division** • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects			**Length and Perimeter** • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • estimate, compare and calculate different measures, including money in pounds and pence • convert between different units of measure (KM/M)			**(Term 4) Fractions** • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundreds • recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$				**Decimals** • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with 1 decimal place to the nearest whole number • compare numbers with the same number of decimal places up to 2 decimal places • solve simple measure and money problems involving fractions and decimals to 2 decimal places	

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Summer	YR3	**Money** • add and subtract amounts of money to give change, using both £ and p in practical contexts		**Time** • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example, to calculate the time taken by particular events or tasks]			**Shape** • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines		**Position and Direction** • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle		**Statistics** • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	Consolidation		
	YR4	**Money** • estimate, compare and calculate different measures, including money in pounds and pence		**Time** • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days • convert between different units of measure (hour to minutes).			**Shape** • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to 2 right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry		**Position and direction** • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon		**Statistics** • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs			

UKS2 Weston St Mary CE Primary School

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<tr><td rowspan="2">Autumn</td><td>YR5</td><td colspan="3">Place value</td><td colspan="2">Addition and subtraction</td><td colspan="2">Multiplication and division</td><td colspan="3">Fractions</td><td colspan="4">Multiplication and division</td></tr>
<tr><td>YR6</td><td colspan="3">Place value</td><td colspan="4">Four operations</td><td colspan="4">Fractions</td><td>Converting units</td><td colspan="2">Ratio</td></tr>
<tr><td rowspan="2">Spring</td><td>YR5</td><td colspan="3">Fractions</td><td colspan="4">Decimals and percentages</td><td colspan="2">Perimeter, area and volume</td><td>Statistics</td><td colspan="2">Shape</td><td rowspan="2" colspan="2"></td></tr>
<tr><td>YR6</td><td colspan="3">Algebra</td><td colspan="4">Decimals, fractions, and percentages</td><td colspan="2">Area, perimeter, and volume</td><td>Statistics</td><td colspan="2">Shape</td></tr>
<tr><td rowspan="2">Summer</td><td>YR5</td><td>Shape</td><td colspan="2">Position and direction</td><td colspan="3">Decimals</td><td>Negative numbers</td><td colspan="2">Converting units</td><td colspan="4">Consolidation and revision especially linking with measure</td><td rowspan="2"></td></tr>
<tr><td>YR6</td><td>Shape</td><td>Position and direction</td><td>Time</td><td>Revision</td><td>W/C 13th May (wk 5) YR6 SATS</td><td colspan="7">Consolidation</td></tr>
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Links to NC objectives

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	YR5	**Place value** • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1,000 (M) and recognise years written in Roman numerals			**Addition and subtraction** • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		**Multiplication and division** • identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes		**Fractions** • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] • add and subtract fractions with the same denominator, and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams			**Multiplication and division** • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally, drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates		

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
	YR6	**Place value** • read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across 0 • solve number and practical problems that involve all of the above			**Four operations** • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the 4 operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy			**Fractions** • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]			**Converting units** • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places • convert between miles and kilometres	**Ratio** • solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Spring	YR5	**Fractions** • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams			**Decimals and percentages** • read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • read, write, order and compare numbers with up to 3 decimal places • solve problems involving number up to 3 decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25				**Perimeter, area and volume** • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]	**Statistics** • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables	**Shape** • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (°) • identify: • angles at a point and 1 whole turn (total 360°) • angles at a point on a straight line and half a turn (total 180°) • other multiples of 90° • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles		

<table>
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<tr><td rowspan="2">Summer</td><td>YR6</td><td colspan="3">Algebra
use simple formulae
generate and describe linear number sequences
express missing number problems algebraically
find pairs of numbers that satisfy an equation with 2 unknowns
enumerate possibilities of combinations of 2 variables</td><td colspan="4">Decimals, fractions, and percentages
associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
multiply one-digit numbers with up to 2 decimal places by whole numbers
use written division methods in cases where the answer has up to 2 decimal places
solve problems which require answers to be rounded to specified degrees of accuracy
recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Solve problems involving the calculation of percentages and the use of percentages for comparison</td><td colspan="2">Area, perimeter, and volume
recognise that shapes with the same areas can have different perimeters and vice versa
recognise when it is possible to use formulae for area and volume of shapes
calculate the area of parallelograms and triangles
calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]</td><td>Statistics
interpret and construct pie charts and line graphs and use these to solve problems
calculate and interpret the mean as an average</td><td colspan="2">Shape
compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</td><td></td><td></td></tr>
<tr><td>YR5</td><td>Shape
identify 3-D shapes, including cubes and other cuboids, from 2-D representations</td><td>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</td><td colspan="2">Decimals
solve problems involving number up to 3 decimal places
multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</td><td>Negative numbers
interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</td><td>Converting units
convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
solve problems involving converting between units of time</td><td colspan="5">Consolidation and revision especially linking with measure</td><td></td><td></td></tr>
</table>

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
	YR6	**Shape** • recognise, describe and build simple 3-D shapes, including making nets • draw 2-D shapes using given dimensions and angles	**Position and direction** • describe positions on the full coordinate grid (all 4 quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes	**Time**	**Revision**	**W/C 13th May (wk 5) YR6 SATS**	**Consolidation**								