	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place V	alue						
COUNTING	Counts reliably and creates groups of numbers to 10 using a range of objects.  Is able to place numerals to 10 in order.  Count up to 10 forwards and backwards including from any given number.  Accurately counts fixed objects to 10 and recognises numerals to 10 out of sequence.  Verbally counts beyond 20.	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  given a number, identify one more and one less	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100;  find 10 or 100 more or less than a given number	count backwards through zero to include negative numbers  count in multiples of 6, 7, 9, 25 and 1 000  find 1000 more or less than a given number	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero  count forwards or backwards in steps of powers of 10 for any given number up to 1000 000	use negative numbers in context, and calculate intervals across zero
Number and Place V COMPARING NUMBERS	In everyday contexts children are able to demonstrate through talk or	use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1 000	order and compare numbers beyond 1 000	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also

	when responding				compare numbers	(appears also in Reading and	in Reading and Writing
	to questions an understanding of				with the same	Writing Numbers)	Numbers)
	the number				number of decimal		
	sequence, values,				places up to two		
	greater and less				decimal places		
	than, odd and				(copied from		
	even.				Fractions)		
	Use and understand what 'more than' and 'less than' mean in the context of comparing objects.  Understand when groups consist of an equal number of things.  Know what one more and one less of any given						
	number up to 20 is.						
Number and Place Vo	1						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
REPRESENTING AND ESTIMATING NUMBERS	Uses a range of objects to create 5 in different ways and recognises up to 5 objects (without counting) in a range of orientations.	identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		

						•	•
	Uses resources to create parts of a whole, to partition pairs of numbers up to 10, to distribute quantities equally and represent double facts. Will demonstrate thinking through use of verbal number sentences / number stories and may choose to record these.						
READING AND WRITING NUMBERS (including Roman Numerals)	Read and write numbers from 1 to 10 in numerals and read numbers up to 20.	read and write numbers from 1 to 20 in numerals and words.	read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1 000 in numerals and in word  tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks (copied from Measurement)	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers)  read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value

Number and Place Value					
UNDERSTANDING PLACE VALUE	recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)  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 units, tenths and hundredths (copied from Fractions)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)  recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (copied from Fractions)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers  identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places (copied from Fractions)
Number and Place value					
ROUNDING			round any number to the nearest 10, 100 or 1 000  round decimals with one decimal place to the nearest whole number (copied from Fractions)	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000  round decimals with two decimal places to the nearest whole number and to one decimal place (copied from Fractions)	round any whole number to a required degree of accuracy  solve problems which require answers to be rounded to specified degrees of accuracy (copied from Fractions)

Number and Place	/alue						
PROBLEM SOLVING			use place value and number facts to solve problems	solve number problems and practical problems involving these ideas.	solve number and practical problems that involve all of the above and with increasingly large positive numbers	solve number problems and practical problems that involve all of the above.	solve number and practical problems that involve all of the above
Number: Addition of	and Subtraction						
NUMBER BONDS	Is able to recall number bonds to 5 and knows some number pairs to 10, including double facts.  Uses manipulatives to demonstrate some number bonds within 10.	represent and use number bonds and related subtraction facts within 20					

MENTAL CALCULATIONS  Add and subtract one-digit and subtract in ones to find a total.  Add and subtract one-digit and two-digit numbers to 20, including zero  add and subtract numbers using concrete objects, pictorial representations,  add and subtract numbers mentally, including: * a three-digit number and  add and subtract numbers mentally, including: * a three-digit number and	
Recognise the symbols for addition (+), subtraction (-) and equals (=) and equals (=) signs (appears also in Written Methods)  Recognise the symbols for addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)  Recognise the symbols for addition; and mentally, subtractions, and mentally, ones ones * a three-digit number and tens ones * a two-digit number and tens * two two-digit number and tens * two two-digit numbers adding three one-digit numbers  * a two-digit number and tens ones * a three-digit number and hundreds  * a three-digit number and hundreds  * a three-digit number and hundreds  * show-digit numbers adding three one-digit numbers  * a three-digit number and hundreds  * a three-digit number and tens a three-digit number and hundreds  * a three-digit number and hundreds  * a three-digit number and tens a three-d	

WRITTEN METHODS		read, write and		add and subtract	add and subtract	add and subtract	
		interpret		numbers with up to	numbers with up to 4	whole numbers with	
		mathematical		three digits, using	digits using the formal	more than 4 digits,	
		statements		formal written	written methods of	including using formal	
		involving addition		methods of columnar	columnar addition and	written methods	
		(+), subtraction (-)		addition and	subtraction where	(columnar addition	
		and equals (=)		subtraction	appropriate	and subtraction)	
		signs					
		(appears also in					
		Mental					
		Calculation)					
Number: Addition	and Subtraction	l e					
INVERSE			recognise and use the	estimate the answer	estimate and use inverse	use rounding to check	use estimation to
OPERATIONS,			inverse relationship	to a calculation and	operations to check	answers to	check answers to
ESTIMATING AND			between addition and	use inverse	answers to a calculation	calculations and	calculations and
CHECKING ANSWERS			subtraction and use this	operations to check		determine, in the	determine, in the
			to check calculations and	answers.		context of a problem,	context of a
			solve missing number problems.			levels of accuracy	problem, levels of
A			problems.				accuracy.
Number: Addition	and Subtraction	ν -					
PROBLEM				solve problems,	1 100	solve addition and	solve addition
SOLVING	Solve problems	solve one-step	solve problems with addition and	including missing	solve addition and	subtraction multi-step	and subtraction
	that involve	problems that involve addition	subtraction:	number problems, using number facts,	subtraction two-step	problems in contexts, deciding which	multi-step
	adding and	and subtraction,	* using concrete	place value, and	problems in contexts, deciding which	operations and	problems in contexts, deciding
	subtracting,	using concrete	objects and pictorial	more complex	operations and methods	methods to use and	which operations
	using concrete	objects and	representations,	addition and	to use and why	why	and methods to
	objects and	pictorial	including those	subtraction	to use and wrig	Wing	use and why
	pictorial	representations,	involving numbers,				
	representations.	and missing	quantities and				Solve problems
		number problems	measures				involving
		such as	applying their increasing				addition,
		7 = -9	knowledge of mental and				subtraction,
			written methods				multiplication and
							division
			solve simple problems in				
			a practical context				
			involving addition and		1		1

Number: Multiplice	ation and Divis	ion YEAR 1	subtraction of money of the same unit, including giving change (copied from Measurement)	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MULTIPLICATION AND DIVISION FACTS	ETFS	count in multiples of twos, fives and tens (copied from Number and Place Value)	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value)  recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	count from 0 in multiples of 4, 8, 50 and 100 (copied from Number and Place Value)  recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	count in multiples of 6, 7, 9, 25 and 1 000 (copied from Number and Place Value)  recall multiplication and division facts for multiplication tables up to 12 × 12	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (copied from Number and Place Value)	TEAR U
Number: Multiplica MENTAL CALCULATIONS	ution and Divis	ion	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	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 (appears also in Written Methods)	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)	multiply and divide numbers mentally drawing upon known facts  multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	perform mental calculations, including with mixed operations and large numbers  associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a

Number: Multiplication and D	ivision				simple fraction (e.g. <sup>3</sup> /s) (copied from Fractions)
WRITTEN CALCULATIONS	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	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 (appears also in Mental Methods)	multiply two-digit and three-digit numbers by a one-digit number using formal written layout	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  divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	multiply multidigit 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 short division where appropriate for the context 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

						use written division methods in cases where the answer has up to two decimal places (copied from Fractions (including decimals)
Number: Multiplica	ition and Divisi	on				
PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES,_SQUARE AND CUBE NUMBERS				recognise and use factor pairs and commutativity in mental calculations (repeated)	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	identify common factors, common multiples and prime numbers  use common factors to simplify fractions; use common multiples to express fractions in the same denomination (copied from Fractions)
					Know and use 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	calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other

					recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	units such as mm³ and km³ (copied from Measures)
Number: Multiplica	tion and Division		I			
ORDER OF OPERATIONS						use their knowledge of the order of operations to carry out calculations involving the four operations
Number: Multiplica	tion and Division					
INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWER			estimate the answer to a calculation and use inverse operations to check answers (copied from Addition and Subtraction)	estimate and use inverse operations to check answers to a calculation (copied from Addition and Subtraction)		use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
Number: Multiplica	tion and Division					
PROBLEM SLOVING	solve one-step problems involvir multiplication an division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	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	solve problems involving addition, subtraction, multiplication and division

	,			connected to m objects		understanding the meaning of the equals sign	
						solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	solve problems involving similar shapes where the scale factor is known or can be found (copied from Ratio and Proportion)
Number: Fractions	(including Deci	mals and Percent					
COUNTING IN FRACTIONAL STEPS			Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)	count up and down in tenths	count up and down in hundredths		
Number: Fractions	(including decident	mals and Percent	ages)				
RECOGNISING FRACTIONS	recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find and name a half as one of two equal parts of an object, shape or quantity		recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)	
		recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.			

Number: Fractions (including Decimals and Percentages)   Compare and order unit fractions with small denominators with small denominators   COMPARING   Compare and order unit fractions, and fractions with the same denominators   Compare and order unit fractions with the same denominators   Compare and order fractions whose denominators are all multiples of the same mumber   Compare number with the same denominators are all multiples of the same in the same denominators   Compare number with the same number of mumber   Compare numbers with underimal places up to two decimal places to the nearest whole number   Compare numbers with underimal places up to two decimal places to the nearest whole number   Compare numbers with underimal places to the nearest whole number   Compare numbers with underimal places to the nearest whole number   Compare numbers with underimal places to the nearest whole number   Compare numbers with underimal places to the nearest whole number   Compare numbers with underimal places   Compare numbers with u								
Number: Fractions (including Decimals and Percentages)  COMPARING FRACTIONS  Number: Fractions (including Decimals and Percentages)  COMPARING FRACTIONS  Number: Fractions (including Decimals and Percentages)  COMPARING DECIMALS  Number: Fractions (including Decimals and Percentages)  Number: Fractions (inclu		1						
Number: Fractions (including Decimals and Percentages)  Number: Fractions (including D								
Number: Fractions (including Decimals and Percentages)   Compare and order unit fractions, and fractions with the same denominators are all multiples of the same number								
Mumber: Fractions (including Decimals and Percentages)   Compare numbers with the same denominators   Compare numbers with the same number   Compare numbers with the same number of decimal places up to two decimal places up to two decimal places up to two decimal places with the nearest whole number   Compare numbers with the same number   Compare numbers with the same number of decimal places up to two decimal places up to two decimal places   Compare numbers with the same number   Compare numbers with of compare numbers with the same number   Compare numbers with the same number   Compare numbers with of compare numbers with of compare numbers with of each digit in number   Compare numbers with of compare numbers with of each digit in number   Compare numbers with of compare numbers with of the same number   Compare numbers with of compare numbers with of compare numbers with of compare numbers with of the same number   Compare numbers with of compare numbers with of compare numbers with of compare numbers with of the same number   Compare numbers with of comp					non-unit fractions			
Number: Fractions (including Decimals and Percentages)   Compare and order unit fractions, and fractions with the same denominators are all multiples of the same number of decimal places up to two decimal places up to two decimal places or the nearest whole number and to one decimal place to th					with small			
COMPARING FRACTIONS    Compare and order fractions whose denominators are all multiples of the same including processes.					denominators			
FRACTIONS    unit fractions, and fractions with the same denominators   fractions whose denominators are all multiples of the same number	Number: Fractions	(including Deci	mals and Percent	ages)				
Fractions with the same denominators are all multiples of the same number. Fractions (including Decimals and Percentages)   Compare numbers with the same number of decimal places up to two decimal places up to two decimal places up to the nearest whole number. Fractions (including Decimals and Percentages)   Number: Fractions (including Decimals and Percentages)   ROUNDING INCLUDING DECIMALS   DECIAMLS   DECIMALS   DECIMALS   Percentages	COMPARING							
Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING FRACTIONS, DECIMALS AND PERCENTAGES)  PERCENTAGES)  ROUNDING Including Decimals and Percentages)  Rounding Decimals and Percentages  Rounding Decimals with one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place to the nearest whole number and to one decimal place	FRACTIONS				unit fractions, and		fractions whose	order fractions,
Number: Fractions (including Decimals and Percentages)    Number: Fractions (including Decimals and Percentages)	T K/ (OTIONS				fractions with the		denominators are all	including
Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  ROUNDING INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES  ROUNDING INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  ROUNDING INCLUDING INCLUDING INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES					same denominators		multiples of the same	fractions >1
COMPARING DECIMALS  Compare numbers with the same number of decimal places up to two decimal places.  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING FRACTIONS, DECIMALS AND DECIMALS AND PERCENTAGES)  ROUNDING Including Decimals and Percentages  View is simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of ²¼ and ½.  View is simple fractions with small denominators  ROUNDING Including Incl							number	,
Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS AND DECIMALS AND DECIMALS AND PERCENTAGES)  ROUNDING INCLUDING Including Decimals and Percentages  ROUNDING INCLUDING Including Decimals and Percentages  ROUNDING INCLUDING Including Decimals and Percentages  ROUNDING Including Incl	Number: Fractions	(including Deci	mals and Percent	ages)				
Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIMALS  Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  ROUNDING Including Decimals and Percentages)  Percentages  Voite simple fractions equivalent fractions with small denominators  Rounding Decimals and Percentages  Voite problems which require answers to be rounded tor specified degrees of accuracy using diagrams, families of common equivalent fractions of a given fractions of a given fractions, represented visually, including tents and hundredths fractions with small denominators  Rounding Decimals and Percentages)  Rounding Decimals and Percentages  Voite problems which require answers to be rounded tor specified degrees of accuracy using diagrams, families of common equivalent fractions of a given fractions, represented visually, including tents and hundredths fractions in the same	COMPARING	_				compare numbers with	read, write, order and	identify the value
Number: Fractions (including Decimals and Percentages)   ROUNDING   INCLUDING   DECIAMLS	DECIMALS					the same number of	compare numbers with	of each digit in
Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIAMLS  ROUNDING INCLUDING DECIAMLS  ROUNDING INCLUDING DECIAMLS  ROUNDING INCLUDING DECIAMLS  ROUNDING INCLUDING DECIMALS and Percentages  ROUNDING INCLUDING DECIMALS and Percentages  ROUNDING INCLUDING INCLU						decimal places up to two	up to three decimal	numbers given to
Number: Fractions (including Decimals and Percentages)  ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  ROUNDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  PERCENTAGES)  Number: Fractions (including Decimals and Percentages)  PERCENTAGES)  ROUNDING RO						decimal places	places	three decimal
ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  PERCENTAGES)  FRACTORS, DECIMALS AND PERCENTAGES  FRACTIONS, DECIMALS AND PERCENTAGES  FRACTIONS, DECIMALS AND PERCENTAGES  FRACTIONS, DECIMALS AND PERCENTAGES  FRACTIONS, DECIMALS AND PERCENTAGES)  FRACTIONS, DECIMALS AND PERCENTAGES  FRACTIONS PERCENTAGES								places
ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  PERCENTAGES)  FRACTORS, DECIMALS AND PERCENTAGES  FRACTIONS, DECIMALS AND PERCENTAGES  FRACTIONS, DECIMALS AND PERCENTAGES  FRACTIONS, DECIMALS AND PERCENTAGES  FRACTIONS, DECIMALS AND PERCENTAGES)  FRACTIONS, DECIMALS AND PERCENTAGES  FRACTIONS PERCENTAGES								
ROUNDING INCLUDING DECIAMLS  Number: Fractions (including Decimals and Percentages)  EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  PERCENTAGES)  PERCENTAGES  Tround decimals with one decimal place to the nearest whole number and to one decimal place which require answers to be rounded to specified degrees of accuracy  recognise and show, using diagrams, equivalent fractions with small denominators  Tround decimals with one decimal place to the nearest whole number and to one decimal place or specified degrees of accuracy  Tround decimals with one decimal place to the nearest whole number and to one decimal place or specified degrees of accuracy  Tround decimals with one decimal place to the nearest whole number and to one decimal place or specified degrees of accuracy  Tround decimals with one decimal place to the nearest whole number and to one decimal place or specified degrees of accuracy  Tround decimals with one decimal place to the nearest whole number and to one decimal place or specified degrees of accuracy  Tround decimal place to the nearest whole number and tor one decimal place or specified degrees of accuracy  Tround decimal place to the nearest whole number and tor one decimal place or specified degrees of accuracy  Trounded to one decimal place or the nearest whole number and tor one decimal place or specified degrees of accuracy  Trounded to the nearest whole number and tor one decimal place or specified degrees of accuracy  Trounded to the nearest whole number or the nearest whole number and tor one decimal place or specified degrees of accuracy  Trounded to the nearest whole number or the nearest whole number of the nearest whole number of accuracy  Trounded to the nearest whole number of the nearest whole number of accuracy  Trounded to the nearest whole number of the nearest whole number of accuracy  Trounded to the number of acc								
INCLUDING DECIAMLS    DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIAMLS   DECIMALS	Number: Fractions	(including Deci	mals and Percent	ages)				
DECIAMLS    DECIAMLS   Decimals and Percentages								
Number: Fractions (including Decimals and Percentages)  EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  PERCENTAGES)  Rumber: Fractions (including Decimals and Percentages)  write simple fractions e.g. \( \frac{1}{2} \) of 6 = 3 and recognise the equivalence of \( \frac{2}{2} \) and \( \frac{1}{2} \).  ### Common equivalent fractions with small denominators.  #### Common equivalent fractions with small denominators.  ###################################	INCLUDING							
Number: Fractions (including Decimals and Percentages)  EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)    DECIMALS AND   DECIMALS and Decimals and Percentages	DECIAMLS					nearest whole number	the nearest whole	
Number: Fractions (including Decimals and Percentages)  EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)    DECIMALS AND   DECIMAL								
EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  Write simple fractions e.g. \( \frac{1}{2} \) of 6 = 3 and recognise the equivalence of \( \frac{2}{4} \) and \( \frac{1}{2} \).  PERCENTAGES)    Tecognise and show, using diagrams, families of common equivalent fractions with small denominators.    Tecognise and show, using diagrams, families of common equivalent fractions with small denominators.    Tecognise and show, using diagrams, families of common equivalent fractions with small denominators.    Tecognise and show, using diagrams, families of common equivalent fractions of a given fraction, represented visually, including to express fractions in the same.							decimal place	specified degrees
EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES) write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ . write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise and show, using diagrams, families of common equivalent fractions with small denominators. Fractions of a given fractions of a given fractions, represented visually, including to express fractions in the same								of accuracy
(INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)  e.g. ½ of 6 = 3 and recognise the equivalence of ¼ and ½.  using diagrams, families of common equivalent fractions with small denominators  using diagrams, families of common equivalent fractions with small denominators    volume of common equivalent fractions of a given fraction, represented visually, including tenths and hundredths fractions in the same	Number: Fractions	(including Deci	mals and Percent					
FRACTIONS, DECIMALS AND PERCENTAGES)    PERCENTAGES   PERC	EQUIVALENCE			write simple fractions				
FRACTIONS, DECIMALS AND PERCENTAGES)  DECIMALS AND PERCENTAGES  DECIMA	(INCLUDING			e.g. 1/ of 6 = 3 and				
DECIMALS AND PERCENTAGES)  of \(^2/_4\) and \(^1/_2\).  denominators  denominators  to express fractions in the same	`			_				
PERCENTAGES)  Tenths and hundredths fractions in the same	1			, ,		fractions		
PERCENTAGES) tenths and hundredths fractions in the same				of '/, and '/3.	denominators			
	PERCENTAGES)			4 2			tenths and hundredths	fractions in the
denomination								same
								denomination

<u> </u>	,						
	'				recognise and write	read and write decimal	associate a
					decimal equivalents of	numbers as fractions	fraction with
					any number of tenths or	(e.g. 0.71 = 71/100)	division and
					hundredths		calculate decimal
						recognise and use thousandths and relate	fraction
							equivalents (e.g.
						them to tenths,	0.375) for $\alpha$
						hundredths and	simple fraction
						decimal equivalents	(e.g. <sup>3</sup> / <sub>8</sub> )
					recognise and write	recognise the per cent	recall and use
					decimal equivalents to $^{1}/_{_{4}}$ ;	symbol (%) and	equivalences
						understand that per	between simple
					<sup>1</sup> / <sub>2</sub> ; <sup>3</sup> / <sub>4</sub>	cent relates to "number	fractions,
						of parts per hundred",	decimals and
						and write percentages	percentages,
						as a fraction with denominator 100 as a	including in
						decimal fraction	different contexts.
N 1 5 4	<i>"</i>	1 15 1	•			deciriai fraction	
Number: Fractions	(including Decim	ials and Percento	iges)				
ADDITION AND				add and subtract	add and subtract	add and subtract	add and subtract
SUBTRACTION OF				fractions with the	fractions with the same	fractions with the	fractions with
FRACTIONS				same denominator	denominator	same denominator and	different
				within one whole		multiples of the same	denominators and
				$(e.g.^{5}/_{7} + ^{1}/_{7} = ^{6}/_{7})$		number	mixed numbers,
						recognise mixed	using the
						numbers and improper	concept of
						fractions and convert	equivalent
						from one form to the	fractions
						other and write	
						mathematical	
						statements > 1 as a mixed number (e.g. <sup>2</sup> / <sub>5</sub>	
						-	
						$+\frac{4}{5} = \frac{6}{5} = \frac{1}{5}$	
Number Fractions	(including Decim	ials and Percenta	iges)				

MULTIPLICATION OF AND DIVISION OF FRACTIONS	,				multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	multiply simple pairs of proper fractions, writing the answer in its simplest form  (e.g. 1/4 × 1/2 = 1/8)  multiply one-digit
						numbers with up to two decimal places by whole numbers
						divide proper fractions by whole numbers $(e.g.^{1}/_{3} \div 2 = ^{1}/_{6})$
Number: Fractions	lincluding Deci	male and Dorront	agas)			
	(accuracy beca		uges)	find the effect of dividing		multiply one-digit
MULTIPLICATION				a one- or two-digit		numbers with up
AND DIVISION OF				number by 10 and 100,		to two decimal
DECIMALS				identifying the value of		places by whole
				the digits in the answer		numbers
				as ones, tenths and		multiply and
				hundredths		divide numbers by
						10, 100 and 1000
						where the
						answers are up to three decimal
						places
						identify the value
						of each digit to
						three decimal
						places and
						multiply and
						divide numbers by
						10, 100

						and 1000 where the answers are up to three decimal places associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. <sup>3</sup> / <sub>8</sub> ) use written division methods in cases where the answer has up to two decimal places
	<i>*</i>					
Number: Fractions	(including Decimals (	and Percentages)				
			solve problems that involve all of the above	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	solve problems involving numbers up to three decimal places	
				solve simple measure and money problems involving fractions and decimals to two decimal places.	solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.	

atio and Proportion			
			solve problems
			involving the
			relative sizes of
			two quantities
			where missing
			values can be
			found by using
			integer
			multiplication of
			division facts
			solve problems
			involving the
			calculation of
			percentages [for
			example, of
			measures, and
			such as 15% of
			360] and the us
			of percentages
			comparison
			solve problems
			involving simila
			shapes where t
			scale factor is
			known or can b
			found
			solve problems
			involving unequ
			sharing and
			grouping using
			knowledge of
			fractions and
			multiples.
lgebra			

objects and pictorial representations. (copied from addition and subtraction)	objects and pictorial representations, and missing number problems such as 7 = -9 (copied from Addition and Subtraction) represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)	to check calculations and missing number problems. (copied from Addition and Subtraction)  recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)	place value, and more complex addition and subtraction. (copied from Addition and Subtraction)  solve problems, including missing number problems, involving multiplication and division, including integer scaling (copied from Multiplication and Division)		angles (copied from Geometry: Properties of Shapes)	find pairs of numbers that satisfy number sentences involving two unknowns enumerate all possibilities of combinations of two variables
				Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. (Copied from NSG measurement)		use simple formulae  recognise when it is possible to use formulae for area and volume of shapes (copied from Measurement)
	pictorial representations. (copied from addition and	pictorial representations. (copied from addition and subtraction)   representations, and missing number problems such as  7 = -9 (copied from Addition and Subtraction)  represent and use number bonds and related subtraction facts within 20 (copied from Addition and Addition and Addition and Addition and	pictorial representations. (copied from addition and subtraction)  representations, and missing number problems such as 7 = -9 (copied from Addition and Subtraction)  represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and (copied from Addition)	pictorial representations. (copied from addition and subtraction)    pictorial representations. (copied from Addition and subtraction)   problems   (copied from Addition and Subtraction)	pictorial representations, (copied from addition and subtraction)    Positional representations, (copied from addition and subtraction)   Positional representations, and missing and missing and missing and missing and missing such as 7 = -9 (copied from Addition and Subtraction)   Positional represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)   Positional representations, and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)   Positional representations, and missing and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)   Positional representations, and missing and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)   Positional representations, and missing and subtraction including integer scaling (copied from Multiplication and Division)      Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. (Copied from NSG)	pictorial representations, (copied from addition and subtraction)    Possible from addition and subtraction and subtraction and subtraction

SEQUENCES	sequence events in chronological order using language such as: before and after, next, first. (copied from Measurement)	sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)	compare and sequence intervals of time (copied from Measurement)  order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)				generate and describe linear number sequences
Measurement COMPARING AND ESTIMATING	Use every day language of measure (size, weight, capacity) when solving and comparing problems. E.g. Longer/shorter Heaviest/lightest  sequence events in chronological order using language such as: before and after, next, first.	compare, describe and solve practical problems for:  * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]  * mass/weight [e.g. heavy/light, heavier than, lighter than]  * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later]	compare and order lengths, mass, volume/capacity and record the results using >, < and =	compare durations of events, for example to calculate the time taken by particular events or tasks	estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring)	calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (also included in measuring)	calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units such as mm³ and km³.

		sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	compare and sequence intervals of time	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Telling the Time)		estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)	
Measurement				,			
MEASURING AND CALCULATING	In practical activities, use every day language of measure (size, weight, capacity) when solving and comparing problems. E.g. Longer/shorter Heaviest/lightest	measure and begin to record the following:  * lengths and heights  * mass/weight  * capacity and volume  * time (hours, minutes, seconds)	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	estimate, compare and calculate different measures, including money in pounds and pence (appears also in Comparing)	use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Converting)
	Treaviessy agraess			measure the <b>perimeter</b> of simple 2-D shapes	measure and calculate the <b>perimeter</b> of a rectilinear figure (including squares) in centimetres and metres	measure and calculate the <b>perimeter</b> of composite rectilinear shapes in centimetres and metres	recognise that shapes with the same areas can have different perimeters and vice versa
Measurement							
MEASURING AND CALCULATING		recognise and know the value of different	recognise and use symbols for pounds (£) and pence (p); combine	add and subtract amounts of <b>money</b> to give change, using	find the area of rectilinear shapes by counting squares	calculate and compare the area of squares and rectangles	calculate the area of parallelograms and triangles

	denominations of coins and notes  amounts to make particular value  find different combinations of combinations of combinations of money	practical contexts  coins me	including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes  recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) (copied from Multiplication and Division)	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 [e.g. mm³ and km³].
Measurement	solve simple prob in a practical cont involving addition subtraction of mo the same unit, inc giving change	text r and mey of		recognise when it is possible to use formulae for area and volume of shapes

TELLING THE TIME	tell the time to the	tell and write the	tell and write the time	read, write and	solve problems	
	hour and half past	time to five minutes,	from an analogue	convert time between	involving converting	
	the hour and draw	including quarter	clock, including using	analoque and digital	between units of time	
	the hands on a clock	past/to the hour and	Roman numerals from I	12 and 24-hour clocks		
	face to show these	draw the hands on a	to XII, and 12-hour and	(appears also in		
	times.	clock face to show	24-hour clocks	Converting)		
		these times.		<b>5</b> .		
	recognise and use	know the number of	estimate and read	solve problems		
	language relating to	minutes in an hour	time with increasing	involving converting		
	dates, including days	and the number of	accuracy to the nearest	from hours to		
	of the week, weeks,	hours in a day.	minute; record and	minutes; minutes to		
	months and years	(appears also in	compare time in terms	seconds; years to		
		Converting)	of seconds, minutes,	·		

	'		hours and o'clock; use	months; weeks to		
			vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating)	days (appears also in Converting)		
Measuren						
CONVERTIN	G	know the numbe minutes in an ho and the number hours in a day. (appears also in Telling the Time	seconds in a minute of and the number of days in each month, year and leap year	convert between different units of measure (e.g. kilometre to metre; hour to minute)	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre; centimetre; and millimetre; gram and kilogram; litre and millilitre)	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
				read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)	solve problems involving converting between units of time	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating)
				solve problems involving converting from hours to minutes; minutes to seconds; years to	understand and use equivalences between metric units and common imperial	convert between miles and kilometers

Geometry: Proper IDENTIFYING SHAPES AND THIER PROPERTIES	rties of Shapes  Can talk about the properties of shape and patterns.	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].	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		months; weeks to days (appears also in Telling the Time)  identify lines of symmetry in 2-D shapes presented in different orientations	identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing) illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Geometry: Prope	rties of Shanes		pyramid]				
DRAWING AND	in the second se			draw 2-D shapes and	complete a simple	draw given angles,	draw 2-D shapes
CONSTRUCTING				make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	symmetric figure with respect to a specific line of symmetry	and measure them in degrees (°)	using given dimensions and angles

						recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties)
Geometry: Properties COMPARING	s of Shapes	compare and sort		compare and classify	use the properties of	compare and classify
AND CLASSIFYING		common 2-D and 3-D shapes and everyday objects		geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	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	geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
Geometry: Properties	s of Shapes					
ANGLES			recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a halfturn, three make three	identify acute and obtuse angles and compare and order angles up to two right angles by size	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles identify:	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry: Positi	an, and Direction			quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines		* angles at a point and one whole turn (total 360°)  * angles at a point on a straight line and ½ a turn (total 180°)  * other multiples of 90°	
POSITION, DIRECTION AND MOVEMENT	Use vocabulary to describe position, direction and movement.	describe position, direction and movement, including half, quarter and three-quarter turns.	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)		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	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	describe positions on the full coordinate grid (all four quadrants)  draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Geometry: Positi PATTERN  Statistics	on and Direction		order and arrange combinations of mathematical objects in patterns and sequences				

INTERPRETING, CONSTRUCTING AND PRESENTING DATA			interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totaling and comparing categorical data	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems
	1		1			T .	
SOLVING PROBLEMS				solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency							
ADDITION AND SUBTRACTION FACTS	<ul> <li>Numbers within 5 and then 10</li> <li>Partition single digit numbers</li> </ul>	Numbers within 20 (including adding 10 to single digit numbers)	<ul> <li>Recap number bonds within 20</li> <li>Numbers within 100 (including bridging ten</li> </ul>	<ul> <li>Numbers up to 3 digits (999), finding 10 or 100 more or less.</li> <li>Mentally add/subtract a 3-digit</li> </ul>	<ul> <li>Numbers up to 4 digits (9999), finding a 1000 more or less.</li> <li>Count backwards</li> </ul>	Numbers greater than 4-digits (up to 1,000,000) Add and subtract large	Numbers greater than 4-digits (up to 10,000,000)     Add and subtract large

using the language part, part and whole (e.g., 4 is a part, 2 is a part and of is the whole, 4 and 2 is of 2 is of 2 is of 2 is of 3 is the provide a consect for papalis (e.g., 1 illie pig so come running in for shelter. 3 little pigs come running in the house and 2 little pigs come running in for shelter. 3 little pigs come running in for shelter. 3 little pigs come running in for shelter. 3 little pigs come running in the house and 2 little pigs come running in for shelter. 3 little pigs come running in for shelter. 4 little pigs are in the house and 2 little pigs are in the house and 2 little pigs are in the house and 2 little pigs are in the house and 3 little pigs are in the house and 4 little and 5 little pigs are in the house and 4 little and 5 little pigs are in the minhors to a little pigs are in the minhor to a little pigs are in the minhor to a little pigs are in the minhor to a little pigs are in the									
language part, part and whole (eg, 4 is a part and should should should should expose the patterns in the number system (eg, system (eg, that 14 is than 14 is than 14 is than 15 is the number started and we call this pupils (eg, "furteen"), "furteen", "pupils (eg, "furteen"), "furteen", and the house numbers to for shelters a little pigs crome numbers to 100.  Introduce the organisation of discrete highest or in the allower furteen numbers to 100. Introduce the organisation of discrete highest on a five furteen furner's and resource to discrete highest on a five furner furner's and resource to grantition to decide if an answer is appropriate    Second a numbers to 100. Introduce the organisation of discrete highest on a five furner furner's and source and the content of discrete highest on a five furner furner's and source a	using the	•	Identify one		with two	number and	through	numbers	numbers
• Teachers should (e.g., 4 is a part and part, 2 is a part and for more stories will provide a context for pupils (e.g., 11 little pig lives in a house and 2 little pigs come running in for shelter. 3 little pigs are in the house now.")  Introduce the organization of discrete objects in to runnibers by nambers by nambers by form more and to runnibers by the tor a little partition. Single digit numbers by making 10 (e.g., 8 + 4 is a partition.)  • Record a little partition. Single digit number to a 3-digit number to a 3-digit number to a 3-digit number to a 3-digit number to a did/subtract up to 4-digit and 4-digit number to a did/subtract up to 4-digit number to a did/subtract up to 4-digit number to a did/subtract up to 4-digit and 4-digit number to a did/subtract up to 4-digit number to a did-subtract up to 4-digit number t	language		more and		single digit	ones, tens or	zero.	mentally.	mentally.
(eg. 4 is a part, 2 is a part and 6 is the whole. 4 and 2 is that 14 is whole. 4 and 2 is 6 0)  Number stories will provide a context for pupils (eg. "I little pig lives in a house and 2 little pigs are in the house and 12 little pigs are in the house and whole a mumber to more house and 13 little pigs are in the house numbers to more." I ntroduce the organisation of discrete objects in to to linear model, based on a five/ten frame/bar model.  **Add two 1-digit numbers by "making 10" (eg. 8 + 4 is numbers by "making 10" (eg. 8 + 6 is numbers by "making 10" (eg. 8 + 6 is numbers by "making 10" (eg. 8 + 6 is numbers by "making 10" (eg. 8 + 6 is numbers by "making 10" (eg. 8 + 6 is numbers by "making 10" (eg. 6 is numbers by "making 10" (eg. 6 is numbers by "making 10" (eg. 6 is n	part, part		one less		numbers)	hundreds.	• Use a	<ul> <li>Count</li> </ul>	<ul> <li>Count</li> </ul>
part, 2 is a part and 6 is the whole 4 and 2 is 6)  • Number stories will provide a comtext for pupils (eq. 1) little pig lives in a house and 2 little pigs come running in for shelter numbers to now."  • Number stories will provide a comtext for pupils (eq. 1) little pig lives in a house and 2 little pigs come running in for shelter numbers to 100.  • Record a numbers to a 3-digit numbers to method (teachers method (teachers should expose and we call this figure and we call this pigs come running in for shelter.  • Record a numbers to 3 did the potterns in the number susing a written method (teachers should expose she method (teachers should expose and ensure children con then be used to identify the relationships between numbers to 100.  • Record a number to 3 did the potterns in the number susing a written method (teachers should expose she method (teachers should expose should expose she method (teachers should expose should expose she method (teachers should expose should expo	and whole	•	Teachers	•	<b>Teachers</b>	<ul> <li>Add/subtract</li> </ul>	written	forwards	forwards
a patterns in the number whole 4 ord 2 is between the number strategies and ensure children and 2 little pigs come running in for shelter. 3 little pig strate the house now.")  Introduce the organization of discrete objects in the numbers to round former model, based on a five/ten firme/bar model.    a patterns in the number under the number using a written method. 1 number using a written method. 2 little number used to identify the relationships between numbers to four more and we call this content for identify the relationships between numbers to former model, based on a five/ten firme/bar model.    a patterns in the number using a did/subtract unwher using a written method. 2 little number using a written method. 3 didition and written method. 4 digit and 4-digit numbers used to reduce to identify the relationships between numbers to 100.    a little pigs are in the house now.") Introduce the organization of discrete objects in to a linear model, based on a five/ten firme/bar model.    A dd towo! - (eg. 8 + 4 is 8 + 2 = 10, 10 + 2 = 12)   0 + 2 = 12   0 + 10 to a linear model, based on a five/ten firme/bar model.    b context for pupils (eg. "fourteen"). This pattern. can then be used to identify the relationships between numbers to 100.   context for pupils (eg. "fourteen"). This pattern. can then be used to identify the relationships between numbers to 100.   digit numbers by a partitioning one and the number using a written method. (eachers, should expose the concept of estimation to decide if an answer is appropriate.    D set the concept of estimation to decide if an answer is appropriate.    D set the concept of estimation to decide if an answer is appropriate.    D set the concept of estimation to decide if an answer is appropriate.    D set the concept of estimation to decide if an answer is appropriate.    D set the concept of estimation to decide if an answer is appropriate.    D set the concept of estimation to decide if an answer is appropriate.    D set the concept of estimation to decide if	(eg, 4 is a		should		should	up to a 3-digit	column	and	and
fis the whole 4 and 2 is that 14 is 5 (transport of the number system (eg, that 14 is 6)  Number stories will provide a context for pupils (eg, "" little pig lives in a house and 2 little pigs are in the house now now.")  Introduce the organisation of discrete objects in to a linear model, based on a fjav/ten frame/bar model.  Introduce the organisation of discrete objects in to a linear model, based on a fjav/ten frame/bar model.  Introduce the organisation of discrete objects in a house and form model.  Introduce the organisation of discrete objects in to a linear model, based on a fjav/ten frame/bar model.  Introduce the organisation of discrete objects in to a linear model, based on a fjav/ten frame/bar model.  Introduce the organisation of discrete objects in to a linear model, based on a fjav/ten frame/bar model.  Introduce the organisation of decide if this method addition and subtraction. Use the concept of estimation to decide if an answer is appropriate  Introduce the organisation of discrete objects in to a linear model, based on a fjav/ten frame/bar model.  Introduce the organisation of decide if this method, tidently the relationships between numbers to 100.  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriate  Introduce the organisation of decide if an answer is appropriat			expose the		expose the	number to a		backwards	backwards
whole. 4 and 2 is 6 is 1 that 14 is 5 that 14 is 6 is 6 is 1 that 14 is 5 is 1 that 14 is 1 that 14 is 5 is 1 that 14 is 1 that	a part and	ا ا	patterns in		patterns in	3-digit	add/subtract	through	through
that 14 is "ten and by the name of the to name of the	6 is the		the number		the number	number using	up to 4-digit	zero.	zero.
**Ten and four more" and we call this context for pupils (eg. "I little pig lives in a house and 2 little pigs come running in for shelter. 3 little pigs rare in the house now.")  Introduce the organisation of discrete objects in to a linear model, based on a five/ten frame/bar model.  **Ten and four more" four more" and we call this context of four more" and we call this context of this "fourteen"). This pattern can then be used to identify the relationships between numbers to 100.  **Record a nower is appropriate*  **Ten and four more" four more" should expose the concept of exchange within working out, eg. 7 + 5 = 1 to used to identify the relationships between numbers to 100.  **Record a numbers to four more" should expose the two concept of exchange within working out, eg. 7 + 5 = 1 to used to identify the relationships between numbers to 100.  **Record a numbers to four more" should expose the two concept of exchange within working out, eg. 7 + 5 = 1 to used to identify the relationships between numbers to 100.  **Record a numbers to four more" should expose the concept of exchange within working out, eg. 7 + 5 = 1 to used to ones)  **Use the concept of exchange within working out, eg. 7 + 5 = 1 to and an sum choose the MOST of efficient method addition and subtraction. Use the concept of estimation to decide if an answer is appropriate  **Use the concept of exchange within working out, eg. 7 + 5 = 1 to en and an and ensure children. Choose the MOST of exchange within working out, eg. 7 + 5 = 1 to an and ensure children choose the month of exchange within working out, eg. 7 + 5 = 1 to en and on an	whole, 4		system (eg,		system (eg,	a written	and 4-digit	<ul> <li>Embed</li> </ul>	<ul> <li>Embed</li> </ul>
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8 + 2 = 10, number 10 + 2 = 12) sentence				•	Record a				
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	• Number stories will provide a context for pupils (eg, "15 carrots in a bag and I take out 3 carrots, how many are left?" 15 - 3 = 12)	accurately and manipulate these to show the range of applicable known facts.				
Fluency						
MULTIPLICATION AND DIVISTION FCATS	2's, 5's and 10's (summer term)	4's and 8's (2's, 5's and 10's to be consolidated)	3's, 6's, 9's (2's, 4's, 5's, 8's and 10's to be consolidated)	7's, 11's and 12's (2's, 3's, 4's, 5's, 6's, 8's, 9's, 10's to be consolidated)	Application of all multiplication and division facts in a range of contexts	Application of all multiplication and division facts in a range of contexts