

WEST TOWN LANE ACADEMY

Mathematics Curriculum Progression



Intent	Our mathematics intent is to design a broad and balanced curriculum, which is accessible to all and will help every child maximise their achievement using their individual talents and abilities. Our scheme of work is in-line with the recommendations of the National Curriculum for mathematics. We intend to develop a positive, determined attitude towards mathematics with a growth mindset. Consequently, all pupils will learn to use mathematics with confidence, fluency, understanding and enjoyment. We intend for mathematics to be an essential part of everyday life and provide us with a means for communicating and organising information. Arithmetic skills should be well-embedded throughout the school which are then used to attempt problem-solving and reasoning activities in various real-life contexts. Both conceptual and procedural variation should be used to expose pupils to as many mathematical scenarios as possible. Active learning is strongly encouraged within lessons to make learning an adventure.
Implementation	At West Town Lane Academy, children study mathematics following the White Rose Maths (WRM) Scheme of Learning. WRM is a blocked scheme, which allows for depth and breadth of learning within each strand of mathematics. The scheme follows a Concrete, Pictorial and Abstract model (CPA). Children engage with a wide and varied range of concrete manipulatives, pictorial representations and abstract methodologies. Cohesive use of CPA is a fundamental part of mathematics for all learners, not just those pupils with SEND. Concrete and pictorial references scaffold and strengthen understanding and are widely used as a teaching and learning tool from EYFS to Year 6. Every learning session includes the opportunity to develop fluency skills, construct chains of reasoning using relevant knowledge alongside relevant terminology and solve increasingly complex problems in a systematic and coherent way. Sessions include explicit reference to mathematical vocabulary and the use of stem sentences to support and encourage all children to communicate their ideas with mathematical precision and clarity. These sentence structures often express key conceptual ideas or generalities and provide a framework to embed conceptual knowledge and build understanding. Times Table Rockstars We are committed to ensuring that pupils secure their knowledge of Times Tables and Related Divisional Facts by the end of Year 4. Our pupils engage in regular low stakes testing through Times Tables Rock Stars to practise fluent recall. Early Years and Foundation Stage At West Town Lane Academy we understand the importance of early experiences of maths, and have committed to the Development Matters Framework within our Early Years setting. This approach places a significant emphasis on developing a strong grounding in number – understanding that this is a necessary building block for children to excel in the subject. The two key ELG's for mathematics are: • Number: Number composition, subitising, recall of bonds to 5 and 10 and doubling • Numerical Pattern: Verbally count beyond 20, Compare quantities, explore and represent patterns.

	Practitioners provide creative and engaging opportunities for children to ignite their curiosity and enthusiasm for the subject, while focusing on the three prime areas of: Communication and Language, Physical Development and Personal, Social and Emotional Development (PSED). Activities and experiences are frequent and varied, and allow children to build on and apply understanding of Numbers to 10. Concrete manipulatives are a key focus within sessions, as is the use of pictorial representations including Tens Frames and Part-Whole Models. Children are actively encouraged to use mathematical terminology within their understanding, with a focus on developing positive attitudes and interest in the subject.
Impact	At West Town Lane Academy, the majority of pupils will move through the programmes of study at broadly the same pace. We aim for each child to be confident in each yearly objective and develop their ability to use this knowledge to develop a greater depth understanding to solve varied fluency problems as well as problem solving and reasoning questions. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through rich and sophisticated problems before accelerating through new content. Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practise, before moving on. Where necessary, earlier material should consolidate their understanding, including through additional practise, before moving on. • Teachers carry out formative assessment through Assessment for Learning (AfL) in each session and feedback is given to children verbally, through self/peer assessment and through marking. Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support. • Teachers believe that all children can achieve in maths, and focus on whole class teaching. Where prerequisites are not secure, timely interventions will be carried out. As a school, we invest in a targeted intervention titled Catch-Up Numeracy that focuses on 10 key components of numeracy. This intervention is grounded in academic research conducted by Education Endowment Foundation (EEF). Following diagnostics, Learning Support Assistants (LSAs) access suitable material individual children (1:1 basis) to ensure that all children reach their full potential. • We use a range of low stakes testing throughout the teaching cycle to assess attainment and progress. From Year 1 to Year 6, children complete regular assessments in arithmetic, problem solving and Times Tables (Year 2 to 6). Children complete termly assessments for each phase of learning. Results are used to further inform planning and allow for tailored interventions groups to take place to ensure the objectives are secured. Our Assessment Calendar also includes 3 key dates for capturing progress and attainment against National Curriculum objectives. Assessments are carried out in Autumn, Spring and Summer terms. • We regularly monitor the quality and impact of our mathematics curriculum through targeted learning walks, book scrutiny and pupil interviews.

WEST TOWN LANE ACADEMY

Mathematics Curriculum Progression

Subject curriculum progression Nursery

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project title	<i>Who Am I?</i>	<i>Why is the winter wonderful?</i>	<i>What makes a good pet?</i>	<i>What happens on the farm?</i>	<i>Who helps me?</i>	<i>What's in the deep blue sea?</i>
Skills & knowledge		Number Develop fast recognition of up to 3 objects, without having to count them individually ('subsidising'). Say one number for each item in order: 1, 2, 3, 4, 5. Recite numbers past 5. Show 'finger numbers' up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principal'). Experiment with their own symbols and marks as well as numerals.	Number Develop fast recognition of up to 3 objects, without having to count them individually ('subsidising'). Say one number for each item in order: 1, 2, 3, 4, 5. Recite numbers past 5. Show 'finger numbers' up to 5. Link numerals and amounts [for example, showing the right number of objects to match the numeral, up to 5]. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principal').	Number Link numerals and amounts [for example, showing the right number of objects to match the numeral, up to 5]	Number Compare quantities using language: 'more than', 'fewer than'. Link numerals and amounts [for example, showing the right number of objects to match the numeral, up to 5] Solve real world mathematical problems with numbers up to 5.	Number Say one number for each item in order: 1, 2, 3, 4, 5. Recite numbers past 5. Show 'finger numbers' up to 5.
	Measure Shape and Spatial Thinking Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Measure Shape and Spatial Thinking Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Measure Shape and Spatial Thinking Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Measure Shape and Spatial Thinking Make comparisons between objects relating to size, length, weight and capacity.	Measure Shape and Spatial Thinking Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Compare quantities using language: 'more than', 'fewer than'. Combine shapes to make new ones – an arch, a bigger triangle etc. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Measure Shape and Spatial Thinking Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Vocabulary	Number One, two, three to twenty and beyond. None Count on/up/to/from/down Before, after More, less, many, few, fewer, fewest, smaller, smallest Equal to, the same as Odd, even Digit Numeral Compare Order Size Value Between, halfway between, Full, half, empty Holds Container Weigh, weighs, balance Heavy, heavier, heaviest, light, lighter, lightest Scales Time Days of the week: Monday, Tuesday etc. Seasons: Spring, Summer, Autumn, Winter Days, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night Bedtime.		Number One, two, three to twenty and beyond. None Count on/up/to/from/down Before, after More, less, many, few, fewer, fewest, smaller, smallest Equal to, the same as Odd, even Digit Numeral Compare Order Size Value Between, halfway between, Full, half, empty Holds Container Weigh, weighs, balance Heavy, heavier, heaviest, light, lighter, lightest Scales Time Days of the week: Monday, Tuesday etc. Seasons: Spring, Summer, Autumn, Winter Days, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night Bedtime, Odd, even Double, halve Share, share equally Group in pairs Equal groups of Divide, Over, under, underneath, above, below, top, bottom, side On, in, outside, inside In front, behind Front, back Before, after Beside, next to Middle Up, down, forwards, backwards. Sideways Close, far Through Towards, away from Side, roll, turn.		Number One, two, three to twenty and beyond. None Count on/up/to/from/down Before, after More, less, many, few, fewer, fewest, smaller, smallest Equal to, the same as Odd, even Digit Numeral Compare Order Size Value Between, halfway between, Full, half, empty Holds Container Weigh, weighs, balance Heavy, heavier, heaviest, light, lighter, lightest Scales Time Days of the week: Monday, Tuesday etc. Seasons: Spring, Summer, Autumn, Winter Days, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night Bedtime, Add, more, plus, make, sum, total, altogether Double Half, halve Equals, is the same (including equals sign) How many more to make...? How many more is,,, then,,,? How much more is...? Subtract, take away, minus.	

Resources	Outdoor classroom resources, Numicons, Counters, Blocks, 2D shapes 3D shapes	Outdoor classroom resources, Numicons, Counters, Blocks,	Outdoor classroom resources, Numicons, Counters, Blocks, 2D shapes 3D shapes Measuring apparatus.
ELGs	Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Have a deep understanding of number to 10, including the composition of each number.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Subject curriculum progression Reception

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project title	<i>What makes me marvellous?</i>	<i>What do we celebrate?</i>	<i>Who's the meanest story villain?</i>	<i>What's that twinkling in the sky?</i>	<i>What's lurking in the garden?</i>	<i>Do things change over time?</i>
Skills & knowledge	Number Count objects, actions and sounds, up to 5. Subitise (recognise quantities without counting) up to 5.	Number Count objects, actions and sounds, up to 5. Subitise (recognise quantities without counting) up to 5. Compare numbers using vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 5. Link the number symbol (numeral) with its cardinal number value, up to 10.	Number Subitise with patterns, 5 and 10 frames, dots on dice, fingers, etc (up to 5). Count objects, actions and sounds, up to 10. Understand the 'one more than/one less than' relationship between consecutive numbers. Subitise with patterns, 5 and 10 frames, dots on dice, fingers, etc (up to 10). Link the number symbol (numeral) with its cardinal number value, up to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Number Count objects, actions and sounds, up to 10. Have a deep understanding of number to 10, including the composition of each number. Link the number symbol (numeral) with its cardinal number value, up to 10. Explore the composition of numbers to 10. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Have a deep understanding of number to 10, including the composition of each number.	Number Subitise with patterns, 5 and 10 frames, dots on dice, fingers, etc (up to 5). Verbally count beyond 20, recognising the pattern of the counting system. Count beyond ten. Solve real world mathematical problems with numbers up to 10. Compare numbers using vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' Understand the 'one more than/one less than' relationship between consecutive numbers.	Number Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Understand the 'one more than/one less than' relationship between consecutive numbers. Solve real world mathematical problems with numbers up to 10.
	Measure Shape and Spatial Thinking Compare length, weight and capacity by making predictions and using vocabulary 'than' [for example, "This is heavier than that."]. Compare length, weight and capacity by making predictions and using vocabulary 'than' [for example, "This is heavier than that."]	Measure Shape and Spatial Thinking Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Measure Shape and Spatial Thinking Compare length, weight and capacity by making predictions and using vocabulary 'than' [for example, "This is heavier than that."]	Measure Shape and Spatial Thinking Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Measure Shape and Spatial Thinking Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Measure Shape and Spatial Thinking Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Vocabulary	Number One, two, three to twenty and beyond. None Count on/up/to/from/down Before, after More, less, many, few, fewer, fewest, smaller, smallest Equal to, the same as Odd, even Digit Numeral Compare Order Size Value Between, halfway between, Full, half, empty Holds Container Weigh, weighs, balance Heavy, heavier, heaviest, light, lighter, lightest Scales Time Days of the week: Monday, Tuesday etc. Seasons: Spring, Summer, Autumn, Winter Days, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night Bedtime.		Number One, two, three to twenty and beyond. None Count on/up/to/from/down Before, after More, less, many, few, fewer, fewest, smaller, smallest Equal to, the same as Odd, even Digit Numeral Compare Order Size Value Between, halfway between, Full, half, empty Holds Container Weigh, weighs, balance Heavy, heavier, heaviest, light, lighter, lightest Scales Time Days of the week: Monday, Tuesday etc. Seasons: Spring, Summer, Autumn, Winter Days, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night Bedtime, Add, more, plus, make, sum, total, altogether Double Half, halve Equals, is the same (including equals sign) How many more to make...? How many more is,,, then,,,? How much more is...? Subtract, take away, minus.		Number One, two, three to twenty and beyond. None Count on/up/to/from/down Before, after More, less, many, few, fewer, fewest, smaller, smallest Equal to, the same as Odd, even Digit Numeral Compare Order Size Value Between, halfway between, Full, half, empty Holds Container Weigh, weighs, balance Heavy, heavier, heaviest, light, lighter, lightest Scales Time Days of the week: Monday, Tuesday etc. Seasons: Spring, Summer, Autumn, Winter Days, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night Bedtime, Odd, even Double, halve Share, share equally Group in pairs Equal groups of Divide, Over, under, underneath, above, below, top, bottom, side On, in, outside, inside In front, behind Front, back Before, after Beside, next to Middle Up, down, forwards, backwards. Sideways Close, far Through Towards, away from Side, roll, turn.	
Resources	Numicons, Counters, Blocks, Measuring apparatus.		Numicons, Counters, Blocks, Measuring apparatus. 2D shapes 3D shapes Bead strings		Numicons, Counters, Blocks, Measuring apparatus, 2D shapes 3D shapes Bead strings	
ELGs	Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.		Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.		Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	

Subject curriculum progression Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project title	<i>What am I?</i>	<i>What makes Brislington & Bristol brilliant?</i>	<i>What did Brunel do for us?</i>	<i>Who are the ground-breaking figures from Bristol's diverse history?</i>	<i>Where are our capital cities?</i>	<i>How have holidays changed in Weston-super-Mare?</i>
Skills & knowledge	Place Value (within 10) Identify and represent numbers using objects and pictorial representations. Read and write numbers to 100 in numerals.	Shape Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]. Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Place Value (within 20) Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words.	Place Value (within 50). Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number. Count numbers to 50 in numerals; count in multiples of twos, fives and tens.	Multiplication and Division Count in 2s, 5s and 10s up to 100. 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.	Place Value (within 100) Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count numbers to 100 in numerals; count in multiples of twos, fives and tens.
	Addition and Subtraction (within 10) Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.		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 zero. Given a number, identify one more and one less. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	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 the following: - lengths and heights.	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.	Money Recognise and know the value of different denominations of coins and notes.
				Mass and Volume Compare, describe and solve practical problems for: - mass/weight [for example, heavy/light, heavier/lighter, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. Measure and begin to record the following: - mass/weight - capacity and volume.	Position and Direction Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	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 Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for: - time [for example, quicker, slower, earlier, later] Measure and begin to record the following: - time (hours, minutes, seconds)
Vocabulary	Ones, tens, digit, number. Number bonds Pairs, match. Squares, rectangles, circles, triangles Venn and Carroll diagram, Add, subtract Order numbers.		Ones, tens, digit, number. Number bonds Pairs, match. Odd and even Half and quarter Weeks, days hours minutes, time Analogue, digital Number, digit		One more, one less Two more, two less cube, cuboid, cone, cylinder and sphere Properties of shape Days of the week Months of the year, Compare and order Place value Quarter hour Pictogram Months of the year	

Resources	Dienes blocks Number lines 2D shapes 100 squares Numicon	100 squares Numicon	Weight apparatus, Capacity apparatus Whiteboards, 100 squares Numicon.	Fraction apparatus, Whiteboards, 100 squares Numicon.	Coins and notes Clocks Measuring resources Money, notes, coins 100 squares Number lines
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Subject curriculum progression Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project title	<i>What happened on Pudding Lane?</i>	<i>How has travel changed over time?</i>	<i>How are all forests the same?</i>		<i>How have people's rights changed?</i>	What can we do to look after ourselves and our planet?
Skills & knowledge	Place Value Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Read and write numbers to at least 100 in numerals and in words. Identify, represent and estimate numbers using different representations, including the number line. Recognise the place value of each digit in a two-digit number. Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems.	Shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. 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 shapes and everyday objects. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Compare and sort common 3-D shapes and everyday objects.	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, mass, volume/capacity and record the results using >, < and =. Mass, Capacity and Temperature Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres, ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	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. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3.	Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.
	Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ➤ a two-digit number and ones ➤ a two-digit number and tens ➤ two two-digit numbers ➤ adding three one-digit numbers. Solve problems with addition and subtraction including: ➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➤ applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by any other cannot. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Solve problems using multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.		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).
Vocabulary	Compare, between, more, less, greater, fewer, bigger, smaller, digits, tens, units, Dienes, rod, cube, biggest, smallest, number fact, addition fact, double, adding, partition, tens, units subtraction fact. Bond, blank number line, addition, units, jumps.	Shape, shape, 2D, triangle, rectangle, square, circle, 3D, shape, cube, cuboid, sphere, pyramid, cylinder, cone, triangular prism, face, edge, vertex/corner.	Location, place value, tens, units, ones, tens, addition, place value, number lines, 2-digit, crossing tens, compare, order, greater than, less than, bigger smaller, partition, pounds and pence.	Length, centimetre, metre, height, distance, longer, taller, shorter, longest, tallest, shortest, furthest, in, on, under, over, behind, above, in front of, next to, between, left, right, forward, backward, top, middle, bottom, inside, outside, position, location, place value, tens, units, ones, tens, addition, place value, number lines, 2-digit, crossing tens, compare, order,	Time, o'clock, half past, quarter past, quarter to, second, minute, hour, digital, analogue, compare, interval, place value, digits, tens, ones, units, represent, identify, tens, units, ones, tens, add, addition, subtract, subtraction, 2-digit, word problem, addition, solve, total, altogether, measure, centimetre, metre, millimetres, litres, degrees Celsius, grams, kilograms, order, smallest, largest, arithmetic, addition, subtraction, number line, multiplication, times, multiply, divide, sharing, division, equal, fraction, money, coins, pounds, pence, total, value, change.	

				greater than, less than, bigger smaller, partition.		
Resources	Place value sliders Dienes blocks Place value counters Number lines 2D shapes 100 squares, Clocks Numicon Bead strongs	2D shapes 3D shapes Place value sliders Dienes blocks Place value counters Number lines 2D shapes 100 squares, Clocks Numicon Bead strongs	Money, coins, notes Arrays Rulers 100 squares Bead strings Numicon	Money, coins, notes Arrays Times table squares Rulers Weight apparatus Capacity equipment	Dienes blocks Place value counters Fraction apparatus Number lines Bead strings Clocks	Arrays

Subject curriculum progression Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Project title	How did Britain change from the Stone Age to the Iron Age?		How has Ancient Greece shaped our lives?		How do UK capital cities compare?		
Timetables Knowledge			Doubles (5 Weeks)	2 Times Table (5 Weeks)	Square Times Table (5 Weeks)	5 Times Table (5 Weeks)	Consolidation (3-5 Weeks)
Skills & knowledge	Place Value	Multiplication and Division			Fractions		Shape
	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Read and write numbers to at least 1000 in numerals and in words. Identify, represent and estimate numbers using different representations. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Solve number problems and practical problems involving these ideas. Solve problems, including missing number problems, using number facts, place value, [and more complex addition and subtraction].	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 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.	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and 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. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]. Solve problems that involve all of the above.		Draw 2-D shapes. Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape of a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.		
	Addition and Subtraction		Length and Perimeter	Mass and Capacity	Money	Statistics	
	Estimate the answer to the calculation and use inverse operations to check answers. Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Measure, compare, add and subtract: lengths (m/cm/mm). Measure the perimeter of simple 2-D shapes.	Measure, compare, add and subtract mass (kg/g); volume/capacity (l/ml).	Add and subtract amounts of money to give changes, using both £ and p in practical contexts.	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.		
					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, a.m./p.m., 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].		
Vocabulary	Ones, tens, hundreds, thousands, digit, number.	Multiple, number bonds, rounding, multiplication, division, inverse.	Multiple, number bonds, rounding,	Doubling, halving Fraction, numerator, denominator, length,	Doubling, halving Fraction, numerator, denominator,	Right angles, degrees. Quarter turn, full turn.	

	Add, column, altogether, plus, sum, total, increase, Subtract, minus, less than, difference, reduce, fewer.		multiplication, division, inverse, Perimeter.	measure, ruler, centimeter (cm), Litre, millilitre.	Time, analogue, digital, minutes, seconds, hours, 24 hour clock.	2D shapes, sides, corners, Horizontal, vertical, perpendicular, parallel and diagonal lines. Angles and symmetry. Time, analogue, digital, minutes, seconds, hours, 24 hour clock.
Resources	100 squares, Place value sliders Dienes blocks Place value counters Number lines	Times table squares, Times table squares Arrays Place value sliders Number lines	Times table squares Arrays Place value sliders Number lines, Rulers	Fraction apparatus Fraction walls, Weight equipment	Clocks, Coins and notes	3D shapes, 2D shapes, Clocks, Graph paper

Subject curriculum progression Year 4

	Term 1		Term 2	Term 3			Term 4			Term 5		Term 6	
Project title	What are the achievements of the Ancient Egyptians?			How do we know the Roman empire was here?						Where in the world do they speak Spanish?			
Timetables Knowledge	Recap (3 Weeks)	3 Times Table (5 Weeks)	4 Times Table (4 Weeks)	6 TT (3 Weeks)	7 TT (3 Weeks)	8 TT (2 Weeks)	9 TT (3 Weeks)	Squares (1 Week)	10 & 11 TT (1 Week)	12 Times Table (4 Weeks)	MTC Prep (3 Weeks)	MTC (1 Week)	Consolidation (3-5 Weeks)
Skills & knowledge	Place Value		Measurement (Area)	Multiplication and Division			Decimals					Shape	
	Identify, represent and estimate numbers using different representations. 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. Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones). Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above with increasingly large positive numbers.		Find the area of rectilinear shapes by counting squares.	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 numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.			Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to ¼, ½, ¾. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. Find the effect of dividing a one- of two-digit number by 10 and 100, identifying the value of digits in the answer as ones, tenths and hundredths.					Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Complete a simple symmetric figure with respect to a specific line of symmetry.	
			Multiplication and Division	Length and Perimeter						Money		Statistics	
			Recall multiplication and division facts for multiplication tables up to 12 x 12. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Count in multiples of 6, 7, 9, 25 and 1000.	Convert between different units of measure [for example, kilometre to metre; hour to minute]. Estimate, compare and calculate different measures. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.						Recognise and write decimal equivalents of any number of tenths or hundredths. Round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence.		Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison sum and different problems using information presented in bar charts, pictograms, tables and other graphs.	

	Addition and Subtraction Estimate and use inverse operations to check answers to a calculation. Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.		Fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator. 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.		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.	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.
Vocabulary	Ones, tens, hundreds, thousands, digit, number. Add, column, altogether, plus, sum, total, increase. Subtract, minus, less than, difference, reduce, fewer.	Multiplication, times, product, lots of, times tables. Division, groups of, shared equally, divisibility, quotient. Perimeter, area, squared, length, width.	Multiplication, times, product, lots of, times tables. Division, groups of, shared equally, divisibility, quotient. Perimeter, area, squared, length, width. Numerator, denominator, whole, part, equivalent, non-unit fraction, fraction of quantity.	Numerator, denominator, whole, part, equivalent, non-unit fraction, fraction of quantity. Decimal, tenths, hundredths, place value, digit, decimal places, decimal point.	Pounds, pence, convert, change, coins, notes, decimal point. Analogue, digital, 12 hour & 24 hour clock, half past, quarter past, quarter to, hours, minutes, seconds, days, months, years.	Bar chart, pictogram, line graph, data, scale interpret, compare, plot, analyse. Acute, obtuse, right & reflex angles, isosceles, equilateral, scalene triangles, quadrilaterals, rhombus, square, rectangle, parallelogram, trapezium, polygon, horizontal, vertical & diagonal symmetry, length, mm, cm, m, mass, g, kg, capacity, ml, l.
Resources	Place value sliders Dienes blocks Place value counters Number lines	Times table squares Arrays Place value sliders Number lines Post-it notes	Times table squares Arrays Place value sliders Fraction apparatus Fraction walls	100 squares, 100 th squares Fraction apparatus Fraction walls Place value sliders Decimal place value counters	Coins and notes Clocks Calendars	Graph paper 2D shapes Weight equipment Capacity equipment

Subject curriculum progression Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project title	Why did the Anglo Saxons, Scots and Vikings raid and invade?		How do China and the UK compare?		Who were the Mayans?	
Timetables Knowledge	Daily Consolidation (2 to 12 timetables as well as squared numbers)		Weekly Consolidation (2 to 12 timetables as well as squared numbers)			
Skills & knowledge	Place Value Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. Count forwards and backwards with positive (and negative whole) numbers, including through zero. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number and practical problems that involve all of the above.	Fractions Identify, name and write equivalent fractions of a give 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, $\frac{7}{5} + \frac{4}{5} = \frac{11}{5} = 1 \frac{1}{5}$]. Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator and denominators that are multiples of the same number.	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 multiplication and division, including scaling by simple fractions and problems involving simple rates. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal sign.	Perimeter and Area Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes.	Shapes Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Know angles are measure in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees identify: ➤ 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°	Negative Numbers Count forwards and backwards with positive (and negative whole) numbers, including through zero. Interpret negative numbers in context.
	Addition and Subtraction Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. 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. Solve addition and subtraction multi-step problems and contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal sign.		Fractions Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$].	Statistics Complete, read and interpret information in tables, including timetables. Solve comparison, sum and difference problems using information presented in a line graph.	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.	Measurement 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. Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling. Solve problems involving converting between units of time. Estimate volume (for example, using 1 cm ³ blocks to build cuboids (including cubes)) and capacity (for example, using water).
	Multiplication and Division Identify multiples and factors, including finding all factor pairs of a numbers, and common factors of two 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. Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³). Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	Decimals and Percentage 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. Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of ½, ¼, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.		Decimals Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places.		

Vocabulary	Inequalities, greater than, less than, equal to, Compare, decimal, tenth, hundredth, decimal point, place value, doubling, halving, Counting up, multiple, rules of divisibility, Multiples, factors.	Rules of divisibility, Multiples, factors, Equivalent fractions, simplify fractions, Division, bus stop method.	Rules of divisibility, Multiples, factors, Equivalent fractions, simplify fractions, Division, bus stop method, Decimals, rounding, percentage, 6 digit numbers, decimal, tenths, hundredths, rules of divisibility, prime numbers, factors, Short division, remainders, fractions, numerators, denominators, mixed numbers.	Perimeter, cm , mm Counting up, multiple, perimeter, regular and irregular shapes.	Equilateral, scalene, isosceles and right angle triangles, polygon, obtuse, acute, reflex angles, perpendicular, parallel, quadrilateral, ordinates, x and y axis, 2D and 3D shapes, nets.	Grams, kilograms, meters, kilometers, millilitres, litres, conversion graph, tenths, hundredths, thousandths, rounding, negative numbers.
Resources	Place value sliders Dienes blocks Place value counters 100 th squares Number lines Rulers	Times table squares Arrays Fraction apparatus Fraction walls	Times table squares Arrays Fraction apparatus	Timetables Squares, Tape measure.	Protractors, 2D shapes	Weight apparatus Capacity apparatus

Subject curriculum progression Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project title	What happened after the Bristol Blitz?		Could we ever run out of water?		How do animals and plants adapt to suit their environment?	
Timetables Knowledge	Weekly Consolidation (2 to 12 timetables as well as squared numbers)					
Skills & knowledge	Place Value Read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.	Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. 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, $\frac{1}{3} \div 2 = \frac{1}{6}$]. Recall and use equivalences between simple fractions (decimals and percentages), including in different contexts.	Ratio Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages [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.	Fractions, Decimals and Percentages Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Identify the value of each digit in numbers given to three decimal places.	Shape Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise, describe and build simple 3-D shapes, including making nets. Find unknown angles in any triangles, quadrilaterals, and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	Consolidation Teachers focus on areas of learning where misconceptions still exist. The themed projects in WR can be used.
	Four Operations Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve addition and subtraction multi-step problems and contexts, deciding which operations and methods to use and why. Identify common factors, common multiples and prime numbers. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. 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 four 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. Solve problems involving addition, subtraction, multiplication and division. Use their knowledge of the order of operations to carry out calculations involving the four operations.	Measurement Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. Convert between miles and kilometres.	Algebra Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.	Area, Perimeter and Volume Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa. 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 (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³].	Position and Direction Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	

Vocabulary	Ones, tens, hundreds, thousands, ten thousands, hundred thousands, digit, decimal, rounding, whole number, column addition, equations, unknowns, brackets, negative numbers, short and long multiplication, common factors, common multiples, prime numbers, composite numbers. Division, quotient, divisor, long multiplication, two decimal places, short division, remainder, divisor, quotient, formulae, sequence, ratio, simplify, compare, order, number line, negative numbers.	Compare fractions, numerator, denominator, improper fraction, mixed number, improper fractions, mixed numbers, convert, commutatively, equivalent, partitioning, estimation.	Equivalent, partitioning, decimal places, estimation, formula, letters,	Improper fractions, mixed numbers, convert, commutatively, , equivalent, partitioning, decimal places, estimation, line graph, conversion graph, pie chart, co-ordinates, quadrants, axis, vertex, polygon, vertical, horizontal, diagonal, intersect, fraction, decimal & percentage equivalents.	Quadrilaterals, diagonal, bisect, compass, circle, circumference, diameter and radius, Protractor, angle, degrees, equivalents, mean average, co-ordinates, quadrants, compasses, area, perimeter, volume.	Recap of the terminology previously taught.
Resources	Place value sliders Dienes blocks Place value counters Number lines Place value sliders Counters	Times table squares Arrays Fraction apparatus Counters	Times table squares Arrays Fraction apparatus Fraction walls	Fraction apparatus Fraction walls	2D & 3D shapes Protractors Compasses String Graph paper Co-ordinate whiteboards	