NUTFIELD CHURCH CE PRIMARY SCHOOL
MATHS CURRICULUM OVERVIEW 2025/2026

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Autumn		Spring		Summer	
RECEPTION **White Rose**	**Match, sort & Compare** **Measures & Patterns** **It's Me 1,2,3!**	**Circles & Triangles** **1,2,3,4,5** **Shapes with 4 sides**	**Alive in 5** **Mass & Capacity** **Growing 6,7,8**	**Length, height & time** **Building 9 & 10** **Explore 3D Shapes**	**To 20 & beyond** **How many now?** **Manipulate, compose & decompose**	**Sharing & Grouping** **Visualise, build & map** **Make connections**
Development Matters Links	3 and 4-year-olds: • Make comparisons between objects relating to size, length, weight and capacity • Talk about and identify the patterns around them • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind' • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Reception: • Compare numbers • Continue, copy and create repeating patterns • Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value • Subitise • Understand the 'one more than/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10 • Link the number symbol (numeral) with its cardinal number value • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can		3 and 4-year olds: • 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' • Notice and correct an error in a repeating pattern Reception: • Link the number symbol (numeral) with its cardinal number value • Count objects, actions and sounds • Subitise • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10 • Automatically recall number bonds for numbers 0–5 and some to 10 • Compare length, weight and capacity • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Select, rotate and manipulate shapes to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Continue, copy and create repeating patterns		3 and 4-year olds: • Discuss routes and locations, using words like 'in front of' and 'behind' • Describe a familiar route • 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...' Reception: • Count beyond ten • Compare numbers • Explore the composition of numbers to 10 • Automatically recall number bonds for numbers 0–5 and some to 10 • Select, rotate and manipulate shapes to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Continue, copy and create repeating patterns	

NUTFIELD CHURCH CE PRIMARY SCHOOL
MATHS CURRICULUM OVERVIEW 2025/2026

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YEAR 1 **White Rose**	**Place Value (within 10)** **Addition & Subtraction (within 10)**	**Addition & Subtraction (within 10) cont.** **Shape**	**Place Value (within 20)** **Addition & Subtraction (within 20)**	**Place Value (within 50)** **Length & Height** **Mass & Volume**	**Multiplication & Division** **Fractions** **Position & Direction**	**Place Value (within 100)** **Money** **Time**
National Curriculum Links	• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Compare numbers using <, > and = signs • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) • 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 1-digit and 2-digit numbers to 20, including zero • Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]		• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • Read and write numbers from 1 to 20 in numerals and words • Given a number, identify 1 more and 1 less • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Add and subtract 1-digit and 2-digit numbers to 20, including zero • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 • Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time • Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time		• Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • 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 • Describe position, direction and movement, including whole, half, quarter and three-quarter turns • Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance) • Practise counting (1, 2, 3…), ordering (for example, 1st, 2nd, 3rd …) (non-statutory guidance) • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) • Recognise and use language relating to dates, including days of the week, weeks, months and years • Compare, describe and solve practical problems for time • Measure and begin to record time (hours, minutes, seconds) • Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times	

NUTFIELD CHURCH CE PRIMARY SCHOOL
MATHS CURRICULUM OVERVIEW 2025/2026

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	Autumn		Spring		Summer	
YEAR 2 **White Rose**	**Place Value** **Addition & Subtraction**	**Addition & Subtraction** **Shape**	**Money** **Multiplication & Division**	**Length & Height** **Mass, capacity & temperature**	**Fractions** **Time**	**Statistics** **Position & direction**
National Curriculum Links	• Read and write numbers from 1 to 20 in numerals and words (Y1) • Represent and use number bonds and related subtraction facts within 20 (Y1) • 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 • Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward • Recognise the place value of each digit in a 2-digit number (tens, ones) • Compare and order numbers from 0 up to 100; use <, > and = signs • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers • Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line • Compare and sort common 2-D and 3-D shapes and everyday objects • 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		• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and = • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		• Recognise, find, name and write fractions ⅓, ¼, ¾, 2/4 of a length, shape, set of objects or quantity • Write simple fractions, for example ½ of 6 = 3 and recognise the equivalence of 2/4 and ½ • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times • Know the number of minutes in an hour and the number of hours in a day • 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 • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • 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 anticlockwise)	

NUTFIELD CHURCH CE PRIMARY SCHOOL
MATHS CURRICULUM OVERVIEW 2025/2026

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	Autumn		Spring		Summer	
YEAR 3 **White Rose**	**Place Value** **Addition & Subtraction**	**Addition & Subtraction** **Multiplication & Division**	**Multiplication & Division** **Length & perimeter**	**Fractions** **Mass & Capacity**	**Fractions** **Money** **Time**	**Shape** **Statistics**

National Curriculum Links	• Identify, represent and estimate numbers using different representations
	• Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)
	• Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
	• Read and write numbers up to 1,000 in numerals and words
	• Compare and order numbers up to 1,000
	• Add and subtract numbers mentally, including:
	  ○ a 3-digit number and ones
	  ○ a 3-digit number and tens
	  ○ a 3-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
	• Estimate the answer to a calculation and use inverse operations to check answers
	• Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods
	• Show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot (Y2)
	• Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2)
	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)
	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
			• Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)
			• Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-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
			• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
			• Measure the perimeter of simple 2-D shapes
			• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
			• Compare and order unit fractions, and fractions with the same denominators
			• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
			• Recognise and show, using diagrams, equivalent fractions with small denominators
					• Add and subtract fractions with the same denominator within one whole
					• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
					• Add and subtract amounts of money to give change, using both £ and p in practical contexts
					• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
					• Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
					• Know the number of seconds in a minute and the number of days in each month, year and leap year
					• Compare durations of events
					• Recognise angles as a property of shape or 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
					• Measure the perimeter of simple 2-D shapes
					• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
					• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
					• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
					• Interpret and present data using bar charts, pictograms and tables •
					• Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables	

NUTFIELD CHURCH CE PRIMARY SCHOOL
MATHS CURRICULUM OVERVIEW 2025/2026

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YEAR 4 **White Rose**	**Place Value** **Addition & Subtraction**	**Area** **Multiplication & Division**	**Multiplication & Division** **Length & perimeter**	**Fractions** **Decimals**	**Decimals** **Money** **Time**	**Shape** **Statistics** **Position & directions**
National Curriculum Links	• Read and write numbers up to 1,000 in numerals and words (Y3) • Identify, represent and estimate numbers using different representations • Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) (Y3) • Count in multiples of 6, 7, 9, 25 and 1,000 • Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) • Find 1,000 more or less than a given number • Order and compare numbers beyond 1,000 • 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 • Round any number to the nearest 10, 100 or 1,000 • Add and subtract numbers with up to four digits using the 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 • Estimate and use inverse operations to check answers to a calculation • Find the area of rectilinear shapes by counting squares • Recall multiplication and division facts for multiplication tables up to 12 × 12 • Recognise and use factor pairs and commutativity in mental calculations • 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 • Recall multiplication and division facts for multiplication tables up to 12 × 12 • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (Y5) • Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects • Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers • Convert between different units of measure [for example, kilometre to metre; hour to minute] • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (Y3) • Recognise and show, using diagrams, families of common equivalent fractions • Add and subtract fractions with the same denominator • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3) • Recognise and write decimal equivalents of any number of tenths or hundredths • Compare numbers with the same number of decimal places up to 2 decimal places • Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		• Recognise and write decimal equivalents of any number of tenths or hundredths • Solve simple measure and money problems involving fractions and decimals to 2 decimal places • Compare numbers with the same number of decimal places up to 2 decimal places • Round decimals with 1 decimal place to the nearest whole number • Recognise and write decimal equivalents to ¼, ½ and ¾ • Estimate, compare and calculate different measures, including money in pounds and pence • Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days • Read, write and convert time between analogue and digital 12- and 24-hour clocks • Recognise angles as a property of shape or a description of a turn (Y3) • Identify acute and obtuse angles and compare and order angles up to two right angles by size • 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 • Complete a simple symmetric figure with respect to a specific line of symmetry • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs • Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon • Describe movements between positions as translations of a given unit to the left/right and up/down	

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MATHS CURRICULUM OVERVIEW 2025/2026

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YEAR 5 **White Rose**	**Place Value** **Addition & Subtraction**	**Multiplication & Division** **Fractions**	**Multiplication & Division** **Fractions**	**Decimals & percentages** **Perimeter & area** **Statistics**	**Shape** **Position & direction** **Decimals**	**Negative Numbers** **Converting units** **Volume**
National Curriculum Links	• Read Roman numerals to 1,000 (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 • Solve number problems and practical problems involving the above • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Add and subtract numbers mentally with increasingly large numbers • Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • 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 1,000 • Multiply and divide numbers mentally, drawing upon known facts • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number • 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		• Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers • Divide up to four digits by a 1-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 • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • 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 (Y4) • Read, write, order and compare numbers with up to 3 decimal places • Read and write decimal numbers as fractions • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Solve problems which require knowing percentage and decimal equivalents of 1 2 , 1 4 , 1 5 , 2 5 , 4 5 and those fractions with a denominator of a multiple of 10 or 25 • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Solve problems involving numbers up to 3 decimal places • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm2) and square metres (m2), and estimate the area of irregular shapes • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables		• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°) • Identify angles at a point and 1 whole turn (total 360°) • Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°) • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • 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 • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Solve problems involving number up to 3 decimal places • Read, write, order and compare numbers with up to 3 decimal places • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Solve problems involving converting between units of time • Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity • Estimate volume and capacity [for example, using water]	

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MATHS CURRICULUM OVERVIEW 2025/2026

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YEAR 6 **White Rose**	**Place Value** **Addition, Subtraction, Multiplication & Division**	**Fractions** **Converting units**	**Ratio** **Algebra** **Decimals**	**Fractions, decimals & percentages** **Area, perimeter & volume** **Statistics**	**Shape** **Position & direction**	**Consolidation & problem solving**
National Curriculum Links	• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across zero • Solve number and practical problems that involve the above • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • Identify common factors, common multiples and prime numbers • Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication • Perform mental calculations, including with mixed operations and large numbers • Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Divide numbers up to four digits by a 2-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 their knowledge of the order of operations to carry out calculations involving the four operations • 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 proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5)		• 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 unequal sharing and grouping using knowledge of fractions and multiples • Solve problems involving similar shapes where the scale factor is known or can be found • Use simple formulae • Generate and describe linear number sequences • Find pairs of numbers that satisfy an equation with two unknowns • Enumerate possibilities of combinations of two variables • Express missing number problems algebraically • Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Multiply 1-digit numbers with up to 2 decimal places by whole numbers • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Use written division methods in cases where the answer has up to 2 decimal places • Solve problems involving addition, subtraction, multiplication and division • 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		• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • Draw given angles, and measure them in degrees (°) (Y5) • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5) • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • 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 Recap over all problem solving/reasoning objectives.	

	• Multiply simple pairs of proper fractions, writing the answer in its simplest form • Divide proper fractions by whole numbers • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Associate a fraction with division and calculate decimal fraction equivalents • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places	• 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 • Interpret and construct pie charts and line graphs and use these to solve problems • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (Year 4) • Calculate and interpret the mean as an average	