

Reception		Term 1
Week 1	Week 7	
Assessment	Number 10 and Assessment	
	Days of the Week Subitising to 6 Numbers to 10	
Week 2	Week 8	
Assessment	Rainbow Facts to 10 (Addition)	
Chart to 30 (beginning of each term)	*Partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts *Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies	
Week 3	Week 9	
Days of the Week/Times of the day (ongoing)	Rainbow Facts to 10 (Addition)	
*Sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions	*Partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts *Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies	
Week 4	Week 10	
Numbers 0, 1, 2, 3	Rainbow Facts to 10 (Subtraction)	
*Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals *Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning *Recognise and name the number of objects within a collection up to 5 using subitising	*Partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts *Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies	
Week 5	Week 11	
Numbers 4, 5, 6	Subtraction (Rainbow Facts)/Assessment	
Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals *Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning *Recognise and name the number of objects within a collection up to 5 using subitising	Rainbow Facts Addition Rainbow Facts Subtraction	
Week 6		
Numbers 7, 8, 9		
*Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals *Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning *Recognise and name the number of objects within a collection up to 5 using subitising		

Reception		Term 2
Week 1	Week 6	
Numbers 11,12,13	Add within 20	
*Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals *Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning	*Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies	
Week 2	Week 7	
Numbers 14, 15, 16	Subtract within 20	
*Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals *Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning	*Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies	
Week 3	Week 8	
Numbers 17, 18, 19	Subtract within 20	
*Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals *Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning	*Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies	
Week 4	Week 9	
Number 20/Assessment	Add/Subtract within 20	
Numbers to 20 Rainbow Facts to 10	*Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies	
Week 5	Week 10	
Add within 20	Assessment - Revision	
*Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies	Rainbow Facts Addition Rainbow Facts Subtraction	

Reception		Term 3
Week 1	Week 6	
Equal Sharing within 20	Shapes	
* Represent practical situations involving equal sharing and grouping with physical and virtual materials and use counting or subitising strategies	*Sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons	
Week 2	Week 7	
Numbers 21, 22, 23	Shapes	
*Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals *Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning	*Sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons	
Week 3	Week 8	
Numbers 24, 25, 26	Patterns	
*Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals *Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning	*Recognise, copy and continue repeating patterns represented in different ways	
Week 4	Week 9	
Numbers 27, 28, 29	Patterns	
*Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals *Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning	*Recognise, copy and continue repeating patterns represented in different ways	
Week 5	Week 10	
Number 30/ Revision – Assessment	Assessment - Revision	
Numbers Equal Sharing Patterning Length	Length Capacity Mass Shapes	

Reception		Term 4
Week 1		Week 6
Measurement – Length		Data Collection and Representation
*Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning		*Collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations
Week 2		Week 7
Measurement – Capacity/Mass		Data Collection and Representation
*Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning		*Collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations
Week 3		
Location/Directional vocabulary		
*Describe the position and location of themselves and objects in relation to other people and objects within a familiar space		
Week 4		
Location/Directional vocabulary		
*Describe the position and location of themselves and objects in relation to other people and objects within a familiar space		
Week 5		
Report Assessment/Revision		
Location/Positioning		
*Report Assessment		

Year 1		Term 1
Week 1	Week 7	
Assessment	Count to 120	
	Recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts	
Week 2	Week 8	
Assessment	Count to 120	
Hundreds chart to 120 (beginning of each term)	Recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts	
Week 3	Week 9	
Days of the Week/Months of the Year (MR)	Count to 120	
*Describe the duration and sequence of events using years, months, weeks, days and hours	Recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts	
Week 4	Week 10	
Count to 120/Odd and Even Numbers	Assessment and Revision	
*Recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts (Odd and Even numbers not in curriculum, but I think it's important – but would it be better later?)	*Numbers to 120 *Teen Numbers	
Week 5	Week 11	
Count to 120/Teen Numbers	Shapes	
*Recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals and number lines and charts	*Make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them	
Week 6		
Teen Numbers and Assessment		
*Odd and Even Numbers *Teen Numbers		

Year 1		Term 2
Week 1	Week 6	
Patterning	Place Value	
*Recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit *Assessment – Hundreds Chart to 120	*Partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones	
Week 2	Week 7	
Rainbow Facts (Addition & Subtraction)	Add/Subtract within 20	
*Add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies	*Add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies	
Week 3	Week 8	
Place Value (Tens and Ones)	Add/Subtract within 20	
*Partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones	*Add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies	
Week 4	Week 9	
Place Value (Expanded Form)	Add/Subtract within 20	
*Partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones	*Add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	
*Patterning *Rainbow Facts *Place Value	*Place Value *Addition/Subtraction within 20	

Year 1		Term 3
Week 1		Week 6
Skip Counting in 10s		Money
<p>*Quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting</p> <p>*Recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens</p> <p>*Assessment – Hundreds Chart to 120</p>		<p>*Use mathematical modelling to solve practical problems involving additive situations, including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem</p>
Week 2		Week 7
Skip Counting in 2s		Money
<p>*Quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting</p> <p>*Recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens</p>		<p>*Use mathematical modelling to solve practical problems involving additive situations, including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem</p>
Week 3		Week 8
Skip Counting in 5s		Measurement – Length
<p>*Quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting</p> <p>*Recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens</p>		<p>*Compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning</p> <p>*Measure the length of shapes and objects using informal units, recognise that units need to be uniform and used end-to-end</p>
Week 4		Week 9
Equal Sharing		Measurement – Capacity
<p>*Quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting</p> <p>*Use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem</p>		<p>*Compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning</p>
Week 5		Week 10
Revision - Assessment		Assessment - Revision
<p>*Skip count in 10s</p> <p>*Skip count in 2s</p> <p>*Skip count in 5s</p> <p>*Equal Sharing</p>		<p>*Money</p> <p>*Length</p> <p>*Capacity</p>

Year 1		Term 4
Week 1	Week 6	
Location/Directional vocabulary	Data Collection and Representation	
*Give and follow directions to move people and objects to different locations within a space *Assessment – Hundreds Chart to 120	*Acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols *Represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings	
Week 2	Week 7	
Location/Directional vocabulary	Revision	
*Give and follow directions to move people and objects to different locations within a space	Opportunity to revise previous topics	
Week 3		
Data Collection and Representation		
*Acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols *Represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings		
Week 4		
Data Collection and Representation		
*Acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols *Represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings		
Week 5		
Report Assessment/Revision		
*Location/Positioning *Data Collection and Representation *Report Assessment		

Year 2		Term 1
Week 1	Week 7	
Assessment	Addition and Subtraction/Rainbow Facts to 20	
	<p>*Add and subtract one- and two-digit numbers, representing problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies</p> <p>*Recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts</p> <p>*Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation</p>	
Week 2	Week 8	
Assessment	Addition and Subtraction	
	<p>*Add and subtract one- and two-digit numbers, representing problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies</p> <p>*Recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts</p> <p>*Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation</p>	
Week 3	Week 9	
Calendars (MR)	Addition and Subtraction	
*Identify the data and determine the number of days between events using calendars	<p>*Add and subtract one- and two-digit numbers, representing problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies</p> <p>*Recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts</p> <p>*Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation</p>	
Week 4	Week 10	
Place Value (MR)	Assessment and Revision	
<p>*Recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines</p> <p>*Partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation</p>	<p>*Numbers to 120</p> <p>*Addition and Subtraction</p>	
Week 5	Week 11	
Place Value (MR)	Shapes	
<p>*Recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines</p> <p>*Partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation</p>	<p>*Make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them</p>	
Week 6		
Teen Numbers and Assessment		
*Calendars		
*Place Value (numbers to 1000)		

Year 2		Term 2
Week 1	Week 6	
Patterning with objects	5 times tables & division facts	
*Recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern	*Recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving. *Multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies.	
Week 2	Week 7	
Patterning with objects	Fractions - halves	
*Recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern	*Identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events *Identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations	
Week 3	Week 8	
2 times tables & division facts	Fractions – quarters	
*Recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving. *Multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies. * Assessment – Hundreds Chart to 120	*Identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events *Identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations	
Week 4	Week 9	
10 times tables & division facts	Fractions - eighths	
*Recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving. *Multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies.	*Identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events *Identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	
*Numbers to 1000 *Patterning *2 times tables/division *10 times tables/division	*Numbers to 1000 *Fractions – halves, quarters, eighths *5 times tables/division	

Year 2		Term 3
Week 1	Week 6	
Money	Time – hour	
*Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation *Assessment – Hundreds Chart to 120	*Recognise and read the time represented on an analogue clock to the hour, half-hour and quarter hour *Recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving	
Week 2	Week 7	
Money	Time – half hour	
*Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation	*Recognise and read the time represented on an analogue clock to the hour, half-hour and quarter hour *Recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving	
Week 3	Week 8	
Measurement – Length	Time – quarter past/quarter to (three-quarter time)	
*Measure and compare objects based on length, capacity and mass using appropriate uniform informal units and small units for accuracy when necessary	*Recognise and read the time represented on an analogue clock to the hour, half-hour and quarter hour *Recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving	
Week 4	Week 9	
Measurement – Capacity and Mass	Shapes	
*Measure and compare objects based on length, capacity and mass using appropriate uniform informal units and small units for accuracy when necessary	*Recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight”	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	
*Money *Length *Capacity and Mass	*Time – hour half hour, quarter past, quarter to *Shapes	

Year 2		Term 4
Week 1	Week 6	
Shapes	Data Collection and Representation	
*Recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight” * Assessment – 120 Chart	*Acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables *Create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common distinctive features in response to questions	
Week 2	Week 7	
Positioning/Mapping	Revision	
*Locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways	Opportunity to revise previous topics	
Week 3		
Positioning/Mapping		
*Locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways		
Week 4		
Data Collection and Representation		
*Acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables *Create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common distinctive features in response to questions		
Week 5		
Report Assessment/Revision		
*Shapes *Location/Positioning *Data Collection and Representation *Report Assessment		

Year 3		Term 1
Week 1	Week 7	
Assessment	Add and Subtract 2 and 3 digit numbers Rainbow Facts to 100	
	*Add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator *Follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns *Recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences *Extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator	
Week 2	Week 8	
Assessment	Add and Subtract 2 and 3 digit numbers Rainbow Facts to 100	
	*Add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator *Follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns *Recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences *Extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator	
Week 3	Week 9	
Place Value/Numbers to 10 000 and Odd and Even Numbers Estimation (MR)	Add and Subtract 2 and 3 digit numbers Rainbow Facts to 100	
*Recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 *Estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations *Odd and Even not in the curriculum, but I think it's important???	*Add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator *Follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns *Recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences *Extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator	
Week 4	Week 10	
Place Value/Numbers to 10 000 Estimation (MR)	Add and Subtract 2 and 3 digit numbers Rainbow Facts to 100	
*Recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 *Estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations	*Add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator *Follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns *Recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences *Extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator	
Week 5	Week 11	
Place Value/Numbers to 10 000 Estimation (MR)	Revision and Assessment	
*Recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 *Estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations	*Place Value *Addition and Subtraction	
Week 6		
Revision and Assessment		
*Place Value		

Year 3		Term 2
Week 1	Week 6	
10 times tables and division facts	Fractions – half and quarter	
<p>*Multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies</p> <p>*Recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts</p>	<p>*Recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole</p>	
Week 2	Week 7	
5 times tables and division facts	Fractions – fifths	
<p>*Multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies</p> <p>*Recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts</p>	<p>*Recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole</p>	
Week 3	Week 8	
3 times tables and division facts	Fractions – thirds	
<p>*Multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies</p> <p>*Recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts</p>	<p>*Recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole</p>	
Week 4	Week 9	
4 times tables and division facts	Fractions - tenths	
<p>*Multiply and divide one- and two-digit numbers, representing problems using number sentences, diagram and arrays, and using a variety of calculation strategies</p> <p>*Recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts</p>	<p>*Recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole</p>	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	
<p>*10x and 10÷</p> <p>*5x and 5÷</p> <p>*3x and 3÷</p> <p>*4x and 4÷</p>	<p>*Fractions – halves, quarters, fifths, thirds, tenths</p> <p>*Times Tables</p>	

Year 3		Term 3
Week 1	Week 6	
Money	Time	
<p>*Recognise the relationships between dollars and cents and represent money values in different ways</p> <p>*Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation</p>	<p>*Recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events</p> <p>*Describe the relationship between hours and minutes on analogue and digital clocks, and read the time to the nearest minute</p>	
Week 2	Week 7	
Money	Time	
<p>*Recognise the relationships between dollars and cents and represent money values in different ways</p> <p>*Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation</p>	<p>*Recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events</p> <p>*Describe the relationship between hours and minutes on analogue and digital clocks, and read the time to the nearest minute</p>	
Week 3	Week 8	
Measure - Length	Shapes	
<p>*Identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates</p> <p>*Measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings</p>	<p>*Make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses</p>	
Week 4	Week 9	
Measure – Capacity and Mass	Angles	
<p>*Identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates</p> <p>*Measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings</p>	<p>*Identify angles as measures of turn and compare angles with right angles in everyday situations</p>	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	
<p>*Money</p> <p>*Capacity and Mass</p>	<p>*Time</p> <p>*Shapes</p> <p>*Angles</p>	

Year 3		Term 4
Week 1	Week 6	
Mapping	Data Collection and Representation	
*Interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other	*Acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets *Create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context *Conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest	
Week 2	Week 7	
Probability	Revision	
*Conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation *Identify practical activities and everyday events involving chance; describe possible outcomes and events as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' explaining reasoning	Opportunity to revise previous topics	
Week 3		
Data Collection and Representation		
*Acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets *Create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context *Conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest		
Week 4		
Data Collection and Representation		
*Acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets *Create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context *Conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest		
Week 5		
Report Assessment/Revision		
*Location/Positioning *Data Collection and Representation *Report Assessment		

Year 4		Term 1
Week 1	Week 7	
Assessment	Addition	
<p>*Place Value not explicitly in new curriculum, but I think it's important?</p> <p>**FACTORS NOT CURRICULUM – SHOULD BE TAUGHT?*</p>	<p>*Develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder</p> <p>*Follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns</p> <p>*Find unknown values in numerical equations involving addition and subtraction, using the properties of numbers and operations</p>	
Week 2	Week 8	
Assessment	Addition	
	<p>*Develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder</p> <p>*Follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns</p> <p>*Find unknown values in numerical equations involving addition and subtraction, using the properties of numbers and operations</p>	
Week 3	Week 9	
Place Value/Numbers to 10 000 & Odd and Even Numbers	Subtraction	
*Explain and use the properties of odd and even numbers	<p>*Develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder</p> <p>*Follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns</p> <p>*Find unknown values in numerical equations involving addition and subtraction, using the properties of numbers and operations</p>	
Week 4	Week 10	
Place Value/Rounding	Subtraction	
*Choose and use estimation and rounding to check and explain the reasonableness to check and explain the reasonableness of calculations including the results of financial transactions	<p>*Develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder</p> <p>*Follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns</p> <p>*Find unknown values in numerical equations involving addition and subtraction, using the properties of numbers and operations</p>	
Week 5	Week 11	
Place Value/Rounding	Chance and Revision and Assessment	
*Choose and use estimation and rounding to check and explain the reasonableness to check and explain the reasonableness of calculations including the results of financial transactions	<p>*Describe possible everyday events and the possible outcomes of chance experiments and order outcomes or events based on their likelihood of occurring; identify independent or dependent events</p> <p>*Conduct repeated chance experiments to observe relationships between outcomes; identify and describe the variation in results</p> <p>ASSESSMENT</p> <p>*Place Value</p> <p>*Addition and Subtraction</p> <p>*Chance</p>	
Week 6		
Revision and Assessment		
*Place Value		

Year 4		Term 2
Week 1	Week 6	
4 & 6 times tables and division facts	Multi-digit Division	
<p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p> <p>*Recall and demonstrate proficiency with multiplication facts up to 10 x 10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator</p> <p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p>	<p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p> <p>*Recall and demonstrate proficiency with multiplication facts up to 10 x 10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator</p> <p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p>	
Week 2	Week 7	
9 & 7 times tables and division facts	Multi-digit Division	
<p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p> <p>*Recall and demonstrate proficiency with multiplication facts up to 10 x 10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator</p> <p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p>	<p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p> <p>*Recall and demonstrate proficiency with multiplication facts up to 10 x 10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator</p> <p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p>	
Week 3	Week 8	
8 times tables and division facts/multi-digit multiplication	Money – 4 operations	
<p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p> <p>*Recall and demonstrate proficiency with multiplication facts up to 10 x 10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator</p> <p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p>	<p>*Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation</p>	
Week 4	Week 9	
Multi-digit multiplication	Time – reading timetables/24 hour time	
<p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p> <p>*Recall and demonstrate proficiency with multiplication facts up to 10 x 10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator</p> <p>*Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits</p>	<p>*Solve problems involving the duration of time including situations involving “am” and “pm” and conversions between units of time</p>	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	
<p>*10x and 10÷</p> <p>*5x and 5÷</p> <p>*3x and 3÷</p> <p>*4x and 4÷</p>	<p>*Multi-digit multiplication</p> <p>*Multi-digit division</p> <p>*Money</p> <p>*Time</p>	

Year 4		Term 3
Week 1	Week 6	
Fractions – number lines, locate and represent	Measurement – Length/Temperature	
*Find equivalent representations of fractions using related denominators and make connections between fractions and decimal notation	*Interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units	
Week 2	Week 7	
Fractions – improper/mixed numerals	Measurement – Capacity/Mass	
*Count by fractions including mixed numerals; locate and represent these fractions as numbers on a number line	*Interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units	
Week 3	Week 8	
Fractions to Decimals/Place Value	Measurement – Perimeter and Area	
*Recognise and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals	*Recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units *Represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects	
Week 4	Week 9	
Fractions to Decimals/Place Value	Measurement – Perimeter and Area	
*Recognise and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals	*Recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units *Represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	
*Fractions *Fractions to Decimals	*Length *Temperature *Mass/Capacity *Perimeter and Area	

Year 4		Term 4
Week 1	Week 6	
Angles – straight/right/acute	Data Collection and Representation	
*Estimate and compare angles using angle names including acute, obtuse, straight angle, reflex and revolution, and recognise their relationship to a right angle	*Acquire data for categorical and discrete numerical variables to address a question of interest or purpose using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created *Analyse the effectiveness of different displays or visualisations in illustrating and comparing data distribution, then discuss the shape of distributions and the variation in the data *Conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results	
Week 2	Week 7	
Angles – obtuse/reflex/revolution	Revision	
*Estimate and compare angles using angle names including acute, obtuse, straight angle, reflex and revolution, and recognise their relationship to a right angle	Opportunity to revise previous topics	
Week 3		
Mapping/Shapes		
*Create and interpret grid reference systems using grid references and directions to locate and describe positions and pathways *Recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures, using dynamic geometric software where appropriate		
Week 4		
Data Collection and Representation		
*Acquire data for categorical and discrete numerical variables to address a question of interest or purpose using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created *Analyse the effectiveness of different displays or visualisations in illustrating and comparing data distribution, then discuss the shape of distributions and the variation in the data *Conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results		
Week 5		
Report Assessment/Revision		
*Angles *Location/Positioning *Data Collection and Representation *Report Assessment		

Year 5		Term 1
Week 1	Week 7	
Assessment	Division of Multidigit Numbers	
*Addition and Subtraction of whole numbers not in curriculum, only multiplication and division???	<p>*Solve problems involving multiplication of larger numbers by one- or two-digit numbers, choosing efficient calculation strategies and using digital tools where appropriate; check the reasonableness of answers</p> <p>*Solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction</p> <p>*Recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts</p> <p>*Find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations</p>	
Week 2	Week 8	
Assessment	Money	
	*Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation	
Week 3	Week 9	
Factors/Rounding/Estimation	Money	
<p>*Express natural numbers as products of their factors, recognise multiples and determine if one number is divisible by another</p> <p>*Check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to the context</p> <p>*Create and use algorithms involving a sequence of steps and decision and digital tools to experiments with factors, multiples and divisibility. Identify, interpret and describe emerging patterns.</p>	*Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation	
Week 4	Week 10	
Factors/Rounding/Estimation	Revision/Assessment	
<p>*Express natural numbers as products of their factors, recognise multiples and determine if one number is divisible by another</p> <p>*Check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to the context</p> <p>*Create and use algorithms involving a sequence of steps and decision and digital tools to experiments with factors, multiples and divisibility. Identify, interpret and describe emerging patterns.</p>	<p>*Division of Multidigit Numbers</p> <p>*Money</p>	
Week 5	Week 11	
Multiplication of Multidigit Numbers	Probability	
<p>*Solve problems involving multiplication of larger numbers by one- or two-digit numbers, choosing efficient calculation strategies and using digital tools where appropriate; check the reasonableness of answers</p> <p>*Solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction</p> <p>*Recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts</p> <p>*Find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations</p>	<p>*List the possible outcomes of chance experiments involving equally likely outcomes and compare to those which are not equally likely</p> <p>*Conduct repeated chance experiments including those with and without equally likely outcomes, observe and record the results; use frequency to compare outcomes and estimate their likelihoods</p>	
Week 6		
Revision and Assessment		
<p>*Factors</p> <p>*Rounding</p> <p>*Estimation</p> <p>*Multiplication of Multi-Digit Numbers</p>		

Year 5		Term 2
Week 1	Week 6	
Fractions – compare and order (number lines)	Fractions to Decimals	
*Compare and order fractions with the same and related denominators including mixed numerals, applying knowledge of factors and multiples; represent these fractions on a number line	*Interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line *Recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents	
Week 2	Week 7	
Fractions – compare and order (number lines)	Fractions to Decimals	
*Compare and order fractions with the same and related denominators including mixed numerals, applying knowledge of factors and multiples; represent these fractions on a number line	*Interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line *Recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents	
Week 3	Week 8	
Fractions – addition and subtraction (same denominators)	Fractions/Decimals to Percentages	
*Solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies	*Interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line *Recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents	
Week 4	Week 9	
Fractions – addition and subtraction (related denominators)	Fractions/Decimals to Percentages	
*Solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies	*Interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line *Recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	
*Fractions – compare and order *Fractions – addition and subtraction (same denominators) *Fractions – addition and subtraction (related denominators)	*Fractions to Decimals *Fractions and Decimals to Percentages	

Year 5		Term 3
Week 1	Week 6	
Measurement – Length	Measurement – Perimeter and Area (irregular shapes)	
*Choose appropriate metric units when measuring the lengths, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure	*Solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units	
Week 2	Week 7	
Measurement – Mass	Time – 12 hour and 24 hour	
*Choose appropriate metric units when measuring the lengths, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure	*Compare 12- and 24-hour time systems and solve practical problems involving the conversion between them	
Week 3	Week 8	
Measurement – Capacity	Time – 12 hour and 24 hour	
*Choose appropriate metric units when measuring the lengths, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure	*Compare 12- and 24-hour time systems and solve practical problems involving the conversion between them	
Week 4	Week 9	
Measurement – Perimeter and Area (regular shapes)	Angles (protractors)	
*Solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units	*Estimate, construct and measure angles in degrees, using appropriate tools including a protractor, and relate these measures to angle names	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	
*Length *Mass *Capacity *Perimeter and Area (regular shapes)	*Perimeter and Area (irregular shapes) *Time – 12 hour and 24 hour *Angles (protractors)	

Year 5		Term 4
Week 1	Week 6	
Coordinates	Data Collection and Representation	
*Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement	*Interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made *Plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation	
Week 2	Week 7	
Translations, reflections and rotations	Revision	
*Describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate; recognise what changes and what remains the same, and identify any symmetries	Opportunity to revise previous topics	
Week 3		
Shape Nets		
*Connect objects to their nets and build objects from their nets using spatial and geometric reasoning		
Week 4		
Data Collection and Representation		
*Acquire, validate and represent data for nominal and ordinal categorical and discrete numerical variables to address a question of interest or purpose using software; discuss and report on data distributions in terms of highest frequency (mode) and shape, in the context of the data		
Week 5		
Report Assessment/Revision		
*Coordinates *Translations, reflections and rotations *Shape Nets *Data Collection and Representation *Report Assessment		

Year 6		Term 1
Week 1	Week 7	
Assessment	Addition and Subtraction of multi-digit numbers	
	<p>*Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using he properties of numbers and operations</p> <p>*Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns</p>	
Week 2	Week 8	
Assessment	Multiplication and Division of multi-digit numbers	
	<p>*Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using he properties of numbers and operations</p> <p>*Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns</p>	
Week 3	Week 9	
Factors/Rounding/Estimation	Multiplication and Division of multi-digit numbers	
<p>*Express natural numbers as products of their factors, recognise multiples and determine if one number is divisible by another</p> <p>*Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using he properties of numbers and operations</p> <p>*Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns</p>	<p>*Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using he properties of numbers and operations</p> <p>*Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns</p>	
Week 4	Week 10	
Factors/Rounding/Estimation	BEDMAS/BODMAS/BIDMAS	
<p>*Express natural numbers as products of their factors, recognise multiples and determine if one number is divisible by another</p> <p>*Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using he properties of numbers and operations</p> <p>*Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns</p>	<p>*Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using he properties of numbers and operations</p> <p>*Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns</p>	
Week 5	Week 11	
Addition and Subtraction of multi-digit numbers	Assessment/Revision	
<p>*Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using he properties of numbers and operations</p> <p>*Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns</p>		
Week 6		
Revision and Assessment		
*Place Value		

Year 6		Term 2
Week 1	Week 6	
Patterning/Growing patterns	Fractions to Decimals	
<p>*Recognise and use rules that generate visually growing patterns and number patterns involving rational numbers</p> <p>*Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using the properties of numbers and operations</p>	<p>*Multiply and divide decimals by multiples of powers of 10 without a calculator, applying knowledge of 10 without a calculator, applying knowledge of place value and proficiency with multiplication facts; using estimation and rounding to check the reasonableness of answers</p>	
Week 2	Week 7	
Fractions – Equivalent Fractions	Decimals – Addition and Subtraction	
<p>*Apply knowledge of equivalent to compare, order and represent common fractions including halves, thirds and quarters on the same number line and justify their order</p>	<p>*Apply knowledge of place value to add and subtract decimals, using digital tools where appropriate; use estimation and rounding to check the reasonableness of answers</p>	
Week 3	Week 8	
Fractions – Compare and Order	Fractions and Decimals to Percentages	
<p>*Apply knowledge of equivalent to compare, order and represent common fractions including halves, thirds and quarters on the same number line and justify their order</p>	<p>*Solve problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts, choosing efficient calculation strategies and using digital tools where appropriate</p> <p>*Approximate numerical solutions to problems involving rational numbers and percentages, including financial contexts, using appropriate estimation strategies</p> <p>*Use mathematical modelling to solve practical problems, involving rational numbers and percentages, including in financial contexts, formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made</p>	
Week 4	Week 9	
Fractions – Addition and Subtraction	Fractions and Decimals to Percentages	
<p>*Solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions</p>	<p>*Solve problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts, choosing efficient calculation strategies and using digital tools where appropriate</p> <p>*Approximate numerical solutions to problems involving rational numbers and percentages, including financial contexts, using appropriate estimation strategies</p> <p>*Use mathematical modelling to solve practical problems, involving rational numbers and percentages, including in financial contexts, formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made</p>	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	

Year 6		Term 3
Week 1	Week 6	
Money	Measurement – Mass	
<p>*Recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane</p> <p>*Use mathematical modelling to solve practical problems, involving rational numbers and percentages, including in financial contexts, formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made</p>	<p>*Convert between metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem</p>	
Week 2	Week 7	
Money	Perimeter and Area	
<p>*Recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane</p> <p>*Use mathematical modelling to solve practical problems, involving rational numbers and percentages, including in financial contexts, formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made</p>	<p>*Establish the formulae for the area of a rectangle and use it to solve practical problems</p>	
Week 3	Week 8	
Measurement – Length	Perimeter and Area	
<p>*Convert between metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem</p>	<p>*Establish the formulae for the area of a rectangle and use it to solve practical problems</p>	
Week 4	Week 9	
Measurement – Capacity	Angles	
<p>*Convert between metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem</p>	<p>*Identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning</p>	
Week 5	Week 10	
Revision - Assessment	Assessment - Revision	

Year 6		Term 4
Week 1	Week 6	
Timetables	Data Collection and Representation	
*Interpret and use timetables and itineraries to plan activities and determine the duration of events and journeys	*Interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape *Identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions *Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation *Recognise that probabilities lie on numerical scales of 0-1 or 0%-100% and use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals *Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss that effect on variation of increasing the number of trials	
Week 2	Week 7	
Cartesian Plane	Revision	
*Locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane *Recognise and use combinations of transformations to create tessellations and other geometric patterns, using dynamic geometric software where appropriate	Opportunity to revise previous topics	
Week 3		
Shapes		
*Compare the parallel cross-sections of objects and recognise their relationships to right prisms		
Week 4		
Data Collection and Representation & Chance		
*Interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape *Identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions *Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation *Recognise that probabilities lie on numerical scales of 0-1 or 0%-100% and use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals *Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss that effect on variation of increasing the number of trials		
Week 5		
Report Assessment/Revision		
*Report Assessment		

MATHS CURRICULUM

Reception

Thread	Content Descriptor	What to cover	Vocabulary
Number	Name, represent and order numbers including zero to at least 20 , using physical and virtual materials and numerals (AC9MFN01)	<ul style="list-style-type: none"> ★ Read and write numbers from 0 to 30 ★ Count forwards and backwards within 30 ★ Collecting a quantity of objects ★ Matching numbers (oral command) to numerals (written) ★ Matching numerals to quantities ★ Identify and locate numbers (including on number lines) ★ One Less, One More ★ Ordinal numbers ★ Counting forwards and backwards to 30 ★ Engage in picture books and rhymes around counting/counting stories from other cultures ★ Circle counting games ★ Count on from any number between 0 and 30 ★ Ordinal numbers 	above after backwards before below count (on, back, forward) first forwards fourth fifth less more next one less one more second teen Number third zero
	Recognise and name the number of objects within a collection up to 5 using subitising (AC9MFN02)	<ul style="list-style-type: none"> ★ Subitise regular patterns initially up to 6 and then up to 10 ★ Subitise irregular patterns initially up to 6 and then up to 10 ★ Introduce doubles 	doubles irregular regular subitise
	Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning (AC9MFN03)	<ul style="list-style-type: none"> ★ Compare and order numbers within 30 ★ Compare and order quantities within 30 ★ Connect number names to quantities ★ Understand that the arrangement of objects does not affect the quantity ★ Develop 1 to 1 correspondence 	compare how many? order
	Partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts (AC9MFN05)	<ul style="list-style-type: none"> ★ Rainbow Facts to 10 ★ Number Bonds within 10 ★ Understand and use 'more than' and 'less than' ★ Introduce and use Part-Part-Whole strategy ★ Recognise relationship between addition and subtraction ★ Compare two numbers by subtraction ★ Solve picture problems involving comparison by subtraction ★ Compare quantities of collections, explaining the differences 	between big/bigger/biggest collect/collections compare digit (2-digit number) large/larger/largest less/less than more/more than nearly numeral(s) order quantity same as/not the same as small/smaller/smallest
	Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies (AC9MFN05)	<ul style="list-style-type: none"> ★ Use manipulatives and visual representations of addition and subtraction within 10 ★ Make and complete number bonds within 10 initially and then 20 ★ Rainbow Facts to 10 ★ Tell number stories ★ Solve simple worded problems involving addition and subtraction 	part-part-whole add/adding/added/addition altogether answer combine double equal(s) each how many take away
	Represent practical situations involving equal sharing and grouping with physical and virtual materials and use counting or subitising strategies (AC9MFN06)	<ul style="list-style-type: none"> ★ Use manipulatives and visual representations of equal sharing and grouping ★ Tell number stories ★ Solve simple worded problems involving equal sharing and grouping 	equal groups grouping make share/sharing
	Algebra	Recognise, copy and continue repeating patterns represented in different ways (AC9MFA01)	<ul style="list-style-type: none"> ★ Sort and classify objects ★ Copy and identify patterns AB, AAB, ABC ★ Copy, continue and identify patterns AB, AAB, ABB, ABC ★ Create patterns AB, AAB, ABB, ABC ★ Observe patterns in the world around us

MATHS CURRICULUM

Reception

Thread	Content Descriptor	What to cover	Vocabulary
Measurement	Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning (AC9MFM01)	<ul style="list-style-type: none"> ★ Using language such as tall, short, wide, long, high ★ Directly comparing pairs of objects and being able to explain why ★ Starting two events at the same time to decide which takes longer 	capacity compare/comparing duration explaining high length long/longer mass reasoning short tall wide
	Sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions (AC9MFM02)	<ul style="list-style-type: none"> ★ Sequence days of the week ★ Order images of daily events and justify placement ★ Use vocabulary such as 'This happened first', 'This happened next' ★ Discussing yesterday, today and tomorrow 	days of the week first next today tomorrow yesterday
Space	Sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons (AC9MFSP01)	<ul style="list-style-type: none"> ★ Sort collections of shapes into groups based on different features (eg number of sides, colour, size) and describe how they have been sorted ★ Create a picture using a variety of shapes and a range of materials, including objects to trace around ★ Recognise and name shapes that are part of everyday items (e.g. rectangles, squares, triangles and circles) 	circle(s) colour objects rectangle(s) sides size sort square(s) triangle(s)
	Describe the position and location of themselves and objects in relation to other people and objects within a familiar space (AC9MFSP02)	<ul style="list-style-type: none"> ★ Use positional language to describe where objects are, such as 'inside', 'underneath', 'on top of', 'in between' 	behind in between inside/inside of location on top of position underneath
Statistics	Collect, sort and compare data represented by objects and image in response to given investigative questions that relate to familiar situations (AC9MFST01)	<ul style="list-style-type: none"> ★ Collect and sort data and justify reasoning ★ Collect data to answer Yes/No questions ★ Create pictograms based on simple questions 	collect compare data no question reason represent/representation sort yes

MATHS CURRICULUM

Year 1

Thread	Content Descriptor	What to cover	Vocabulary
Number	Recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts (AC9M1N01)	<ul style="list-style-type: none"> ★ Count forwards and backwards within 120 ★ Read numbers within 120 on number lines ★ Read and write numbers from 0 to 120 ★ Find the number which is 1 or 10 more or less than a number within 120 ★ Compare and order numbers within 120 ★ Describe, continue and create number patterns to 120 ★ Read and write ordinal numbers 	compare backwards forwards number lines numerals order ordinal numbers pattern(s)
	Partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones (AC9M1N02)	<ul style="list-style-type: none"> ★ Read and write numbers from 0 to 120 ★ Write a 2-digit number in tens and ones ★ Compare and order numbers to 120 using number lines, number charts and place value ★ Break numbers into 2 groups ★ Create number bonds ★ Use part-part-whole strategy 	compare count digit(s) hundreds/hundreds place numeral ones/ones place order tens/tens place value
	Quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting (AC9M1N03)	<ul style="list-style-type: none"> ★ Estimate the number of objects in a group ★ Count numbers to 120 by making tens ★ Write 3-digit numbers in Hundreds, Tens and Ones ★ Partition numbers using Hundreds, Tens and Ones 	collection digit(s) estimate/estimation equal groups quantity skip counting
	Add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies (AC9M1N04)	<ul style="list-style-type: none"> ★ Know the meaning of addition and subtraction ★ Tell number stories for addition and subtraction sentences ★ Solve 1-step worded problems by addition or subtraction ★ Add and subtract using number bonds, number lines and part-part-whole strategy ★ Write addition and subtraction number sentences ★ Understand the symbol for addition (+) and subtraction (-) ★ Add and subtract numbers to make 10 (Rainbow Facts) ★ Use the 'counting on' method to add ★ Use the 'counting back' method to subtract ★ Add two numbers using doubles facts (up to 10 + 10) ★ Subtract two numbers using halving facts ★ Write a family of addition and subtraction facts ★ Create and read tallies 	difference between digit(s) doubles equals sign equal to estimate/estimation join minus near doubles number line numeral ones/ones place part-part-whole plus partition/split rainbow Facts subtract/subtraction sum tally/tallies ten(s)/tens place total/in total trade turn around
	Use mathematical modelling to solve practical problems involving additive situations, including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem (AC9M1N05)	<ul style="list-style-type: none"> ★ Recognise and name coins and notes ★ Order coins and notes according to their value ★ Add and subtract amount of money in a group of coins or notes of the same value ★ Compare amounts of money 	buy cents coin(s) compare cost dollars exchange money notes sell sold
	Use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem (AC9M1N06)	<ul style="list-style-type: none"> ★ Group or share a collection of objects into two equal groups including objects and numbers ★ Group or share a collection of objects into four equal groups including objects and numbers ★ Solve 1-step worded problems involving grouping and sharing 	equal groups equal parts group(s) half halves one half part sharing whole

MATHS CURRICULUM

Year 2

	Content Descriptor	What to cover	Vocabulary
Number	Recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines (AC9M2N01)	<ul style="list-style-type: none"> ★ Recognise and read numbers within 1000 ★ Read and write numbers from 0 to 1000 ★ Compare and order numbers within 1000 ★ Describe, continue and create number patterns within 1000 ★ Read and write ordinal numbers 	compare backwards/forwards number lines numerals order ordinal numbers pattern(s)
	Partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation (AC9M2N02)	<ul style="list-style-type: none"> ★ Partition and write 2 and 3 digit numbers by place value ★ Partition 2 and 3 digit numbers using number bonds and part-part-whole strategy by non-standard groupings ★ Find a number which is 1, 10 or 100 more or less than a number within 1000 ★ Compare and order numbers using number lines, number charts and place values ★ Understand the role of zero in place value 	compare count digit(s) hundreds/hundreds place numeral ones/ones place order tens/tens place value
	Recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving (AC9M2N04)	<ul style="list-style-type: none"> ★ Recognise and name one half, one quarter and one eighth of a whole which is divided into equal parts ★ Recognise and name the fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ ★ Divide collections into 2, 4 and 8 equal groups ★ Divide numbers into 2, 4 and 8 equal groups ★ Find a fraction that must be added to a given fraction to make a whole ★ Compare and order the unit fractions of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ 	equal groups equal parts group(s) half halves one half part sharing whole
	Add and subtract one- and two-digit numbers, representing problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies (AC9M2N04)	<ul style="list-style-type: none"> ★ Find the missing number in an addition or subtraction sentences ★ Add and subtract using Part-Part-Whole strategy ★ Add and subtract within 20 using split (number bonds), count on/count back, jump and doubles/halving facts strategies ★ Write addition and subtraction fact families (Rainbow Facts to 10, 100, 1000) ★ Add 1-digit numbers to 2-digit numbers without and with regrouping ★ Subtract 1-digit numbers from 2-digit numbers without and with regrouping ★ Add and subtract two 2-digit and two 3-digit numbers without and with regrouping ★ Add and subtract 2- and 3-digit numbers without and with regrouping (introduce vertical addition/subtraction) 	difference between digit(s) doubles equals sign equal to estimate/estimation join minus near doubles number line numeral ones/ones place part-part-whole plus partition/split rainbow Facts subtract/subtraction sum tally/tallies ten(s)/tens place total/in total trade turn around
	Multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies (AC9M2N05)	<ul style="list-style-type: none"> ★ Make connections between skip counting and multiplication ★ Know that numbers can be multiplied in any order to get the same answer ★ Write multiplication number sentences ★ Solve 1-step worded multiplication problems ★ Multiply numbers within the multiplication tables of 2, 5, 10 ★ Understand multiplication and division as equal groups ★ Understand multiplication as repeated addition ★ Understand division as repeated subtraction ★ Represent multiplication and division as arrays 	arrays column/row equal groups of exact groups of group in lots of multiply multiplication multiplied by repeated addition represents
	Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation (AC9M2N06)	<ul style="list-style-type: none"> ★ Recognise and name coins and notes ★ Count and tell the amount of money in a group of coins or notes ★ Make an amount of money using a group of coins or notes ★ Exchange money ★ Compare amounts of money ★ Add and subtract small quantities of coins and notes ★ Give change from \$1, \$2, \$5 and \$10 ★ Identify equivalent values (e.g. $2 \times 5c = 1 \times 10c$) ★ Solve 1-step worded questions involving money 	buy cents change coin(s) compare cost dollars exchange money notes sell sold

MATHS CURRICULUM

Year 2

	Content Descriptor	What to cover	Vocabulary
Algebra	Recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern (AC9M2A01)	<ul style="list-style-type: none"> ★ Recognise and describe growing patterns and identify the unit of growth ★ Create growing patterns using objects and describe the unit of growth ★ Create growing patterns using numbers and describe the unit of growth ★ Identify missing elements in patterns ★ Identify missing elements in a number sentence 	continue create groups of missing element number pattern(s) sequence(s) skip counting
	Recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts (AC9M2A02)	<ul style="list-style-type: none"> ★ Understand relationship between addition and subtraction ★ Use a range of strategies to solve addition and subtraction problems involving using doubles/halving, counting on, counting back, bridging to 10 	bridging to 10 counting on counting back doubles/doubling halves/halving strategy/strategies
	Recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving (AC9M2A03)	<ul style="list-style-type: none"> ★ Understand relationship between multiplication and division ★ Recall multiplication and division facts for twos, fives and tens ★ Look for patterns in multiplication and division facts 	equal groups/parts group(s) half halves one half part sharing whole
Measurement	Measure and compare objects based on length, capacity and mass using appropriate uniform informal units and small units for accuracy when necessary (AC9M2M01)	<ul style="list-style-type: none"> ★ Use informal units to measure the length of objects and compare them ★ Use informal units of measure the weight of objects and compare them ★ Use informal units to measure the capacity of objects and compare them ★ Compare the capacity of 3 or more containers 	capacity compare heavy/heavier/ heaviest holds least length light/lighter/lightest long/longer/longest most weight
	Identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events (AC9M2M03)	<ul style="list-style-type: none"> ★ Recognise and name one half, one quarter and one eighth of a whole which is divided into equal parts ★ Recognise and name the fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ ★ Divide collections into 2, 4 and 8 equal groups ★ Divide numbers into 2, 4 and 8 equal groups ★ Find a fraction that must be added to a given fraction to make a whole ★ Compare and order the unit fractions of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ 	equal groups equal parts group(s) half halves one half part sharing whole
	Identify the date and determine the number of days between events using calendars (AC9M2M03)	<ul style="list-style-type: none"> ★ Read and write the date daily ★ Connect the month to the number (e.g. April – 4) ★ Use a calendar to identify upcoming events 	calendar date
	Recognise and read the time represented on an analog clock to the hour, half-hour and quarter hour (AC9M2M04)	<ul style="list-style-type: none"> ★ Understand the parts of a clock ★ Understand the hour hand and the clock numbers ★ Understand the minute hand and that each number represents 5 minutes ★ Read a clock to the half-hour and know it is 30 mins ★ Understand why 15 mins is a quarter ★ Read a clock to quarter past ★ Read a clock to quarter to 	clock face half past hour/hour hand minute/minute hand quarter past/to
	Identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situation (AC9M2M05)	<ul style="list-style-type: none"> ★ Investigate hands turning on a clock ★ Understand half turn, quarter turn, three-quarter turn and full turn 	anti-clockwise clockwise
Space	Recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as "opposite", "parallel", "curved" and "straight" (AC9M2SP01)	<ul style="list-style-type: none"> ★ Recognise and compare a variety of shapes ★ Classify a collection of shapes according to their features ★ Recognise shapes in the environment 	curved opposite parallel straight
	Locate positions in two dimensional representations of a familiar space; move positions by following directions and pathways (AC9M2SP02)	<ul style="list-style-type: none"> ★ Understand the term two-dimensional ★ Understand and follow directions using positional language ★ Give directions using positional language ★ Interpret maps of familiar places and identify the position of key features 	above/below forwards/ backwards in front/behind left/right next to on top of/ under straight ahead

MATHS CURRICULUM
Year 2

Statistics	Acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables (AC9M2ST01)	<ul style="list-style-type: none"> ★ Understand why people collect data ★ Collect and record data for yes/no questions ★ Collect and record data for questions that have a set of answers (e.g. Favourite Fruit) ★ Record data in a variety of ways 	collect/collecting data image(s) question record/recording represent(s)/representation symbols tally marks variables
	Create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions (AC9M2ST02)	<ul style="list-style-type: none"> ★ Record data in a variety of ways ★ Read the data provided ★ Compare the data using frequencies ★ Discuss the findings 	collect/collecting data image(s) question record/recording represent(s)/representation symbols tally marks variables

MATHS CURRICULUM

Year 3

	Content Descriptor	What to cover	Vocabulary
Number	Recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 (AC9M3N01)	<ul style="list-style-type: none"> ★ Read and write numbers within 10 000 ★ Compare and order numbers within 10 000 ★ Write 5-digit numbers in Ten thousands, thousands, hundreds, tens and ones ★ Understand Place Value and Expanded Form ★ Identify the values of digits in numbers ★ Continue, describe and create number patterns 	compare backwards/forwards number lines numerals order ordinal numbers pattern(s)
	Recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole (AC9M3N02)	<ul style="list-style-type: none"> ★ Recognise and name $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ ★ Recognise the multiples of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ to create a whole ★ Divide collections and numbers into 2, 3, 4, 5, 8 and 10 equal groups ★ Find a fraction that must be added to a given fraction to make a whole ★ Compare and order the unit fractions of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ ★ Write fractions in correct order on a number line 	equal groups equal parts fraction(s) group(s) half halves one half part sharing whole
	Add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator (AC9M3N03)	<ul style="list-style-type: none"> ★ Find 1, 10, 100 or 1000 more or less than a given number ★ Add up to 4-digit numbers without and with regrouping ★ Subtract up to 4-digit numbers without and with regrouping ★ Use the strategy of vertical addition and subtraction up to 4-digits 	Digit(s) Partition Ten Thousands (TTh) Thousands (Th) Hundreds (H) Tens (T) Ones (O)
	Multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies (AC9M3N04)	<ul style="list-style-type: none"> ★ Know that numbers can be multiplied in any order to get the same answer ★ Write multiplication number sentences ★ Solve 1-step worded multiplication problems ★ Multiply by zero and tens ★ Understand multiplication and division as equal groups ★ Understand multiplication as repeated addition ★ Understand division as repeated subtraction ★ Represent multiplication and division as arrays ★ Multiply 2-digit numbers by single digits or 2-digit numbers using manipulatives, pictorial, area model, lattice model and traditional method 	area model arrays divide/division equal to equal groups lattice model multiply/multiplication number sentences repeated strategy/strategies traditional method
	Estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations (AC9M3N05)	<ul style="list-style-type: none"> ★ Estimate the quantity of objects in collections ★ Estimate the answers of calculations based on rounding to the nearest 10 	estimate rounding sensible estimation
	Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation (AC9M3N06)	<ul style="list-style-type: none"> ★ Know that numbers can be multiplied in any order to get the same answer ★ Write multiplication stories ★ Write multiplication sentences ★ Multiply numbers within the multiplication tables of 2, 3, 5 and 10 ★ Multiply within the multiplication tables of 4, 6, 7 and 8 ★ Make division stories ★ Write division sentences ★ Divide 2-digit numbers by 2, 3 and 5 ★ Divide numbers within the multiplication tables of 2, 3, 5 and 10 ★ Divide numbers within the multiplication tables of 4, 6, 7 and 8 ★ Write related multiplication and division facts ★ Add and subtract amounts of money 	altogether amount by divide/divided by double/doubles/ doubling equal/equal groups groups of half/halves/halving lots of multiply/multiplication number sentence product quotient share shared between times zero
	Follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns (AC9M3N07)	<ul style="list-style-type: none"> ★ Identify patterns in multiplication and division ★ Use knowledge of doubling and halving to complete problems ★ Apply knowledge of multiplication and division to complete problems 	division doubles/doubling halves/halving multiplication patterns

MATHS CURRICULUM

Year 3

	Content Descriptor	What to cover	Vocabulary
Algebra	Recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences (AC9M3A01)	<ul style="list-style-type: none"> ★ Understand relationship between addition and subtraction ★ Using knowledge of addition and subtraction as inverse operations to find unknown values in number sentences 	addition inverse number sentence(s) relationship solve subtraction unknown value
	Extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator (AC9M3A02)	<ul style="list-style-type: none"> ★ Use a range of strategies to solve addition and subtraction problems involving using doubles/halving, counting on, counting back, bridging to 10 	bridging to 10 counting on counting back doubles/doubling halves/halving strategy/strategies
	Recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts (AC9M3A03)	<ul style="list-style-type: none"> ★ Multiply numbers within the multiplication tables of 2, 3, 4, 5 and 10 ★ Understand multiplication and division as equal groups ★ Understand multiplication as repeated addition ★ Understand division as repeated subtraction ★ Represent multiplication and division as arrays 	arrays division multiplication repeated represent solve times table
Measurement	Identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates (AC9M3M01)	<ul style="list-style-type: none"> ★ Introduce metric units ★ Identify best units and tools to use for length – mm, cm or m ★ Identify best units and tools to use for weight – g or kg ★ Identify best units and tools to use for capacity – ml and L 	capacity centimetre(s) gram(s) kilogram(s) length litre(s) metre(s) millilitre(s) millimetre(s) weight
	Measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings (AC9M3M02)	<ul style="list-style-type: none"> ★ Measure the length of objects using cm and m and compare them ★ Measure the weight of objects using g and kg and compare them ★ Measure the capacity of objects using ml and L and compare them 	
	Recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events (AC9M3M03)	<ul style="list-style-type: none"> ★ Read and write the date daily ★ Connect the month to the number (e.g. April – 4) ★ Connect months to the number of days in each month ★ Use a calendar to identify upcoming events ★ Connect months to seasons 	calendar day(s) of the week hour(s) minute(s) months of the year seasons second(s)
	Describe the relationship between the hours and minutes on analog and digital clocks, and read the time to the nearest minute (AC9M3M04)	<ul style="list-style-type: none"> ★ Understand how to read a digital clock ★ Understand the hour hand and the clock numbers ★ Understand the minute hand and that each number represents 5 minutes ★ Read a clock to the nearest minute 	anti-clockwise clockwise clock face half past hour/hour hand minute/minute hand quarter past/to
	Identify angles as measures of turn and compare angles with right angles in everyday situations (AC9M3M05)	<ul style="list-style-type: none"> ★ Identify right angles ★ Identify angles as being larger than right angles ★ Identify angles that are smaller than right angles as acute ★ Identify right angles inside and outside the classroom 	acute angles larger right smaller
	Recognise the relationships between dollars and cents and represent money values in different ways (AC9M3M06)	<ul style="list-style-type: none"> ★ Understand that \$1.00 is 100 cents ★ Represent money amounts in different ways using part-part-whole knowledge (e.g. \$1 can be \$1, 50c+50c, 20c x5, 10c x 10, etc) 	cents dollars money represent values
Space	Make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses (AC9M3SP01)	<ul style="list-style-type: none"> ★ Understand the term three dimensional and how it differs from two dimensional ★ Classify a collection of 3D objects based on their features 	2D/3D cone(s) cube(s) cylinder(s) prism(s) pyramid(s) sphere(s)
	Interpret and create two dimensional representations of familiar environments, locating key landmarks and objects relative to each other (AC9M3SP02)	<ul style="list-style-type: none"> ★ Understand the term two-dimensional ★ Read and interpret simple maps and identify the position of key features ★ Create simple 2D maps of familiar environments ★ Create simple keys indicating landmarks 	above/below forwards/backwards in front/behind left/right next to on top of/ under straight ahead

MATHS CURRICULUM

Year 3

	Content Descriptor	What to cover	Vocabulary
Statistics	Acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets (AC9M3ST01)	<ul style="list-style-type: none"> ★ Understand why people collect data ★ Collect and record data for yes/no questions ★ Interpret data from a range of data sets ★ Read data when the key equals more than one 	collect/collecting data image(s) key question record/recording represent(s)/ representation symbols tally marks variables
	Create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context (AC9M3ST02)	<ul style="list-style-type: none"> ★ Record data in a variety of ways – tables with tallies, column graphs, bar graphs, lists, pictographs ★ Select appropriate formats or layout styles based on the data 	bar graphs column graphs lists pictographs table(s) tally/tallies
	Conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest (AC9M3ST03)	<ul style="list-style-type: none"> ★ Collect and record data for questions that have a broader set of answers (e.g. instead of 'What's your favourite colour', to 'What is the most popular colour amongst Year 3 students in our class?') ★ Include features of graphs including Titles, Labels (x and y axis) and Keys 	collect data key label question record statistics titles x-axis y-axis
Probability	Identify practical activities and everyday events involving chance; describe possible outcomes and events as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' explaining reasoning (AC9M3P01)	<ul style="list-style-type: none"> ★ Predicting whether a range of events involving chance are likely or unlikely ★ Identify events as certain or impossible and explain reasoning 	certain identify impossible likely possible unlikely
	Conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation (AC9M3P02)	<ul style="list-style-type: none"> ★ Identify the possible outcomes of a chance experiment (e.g. tossing a coin, throwing a dice, colour spinners) ★ Create charts to record results of chance experiments ★ Explain what the data shows 	data experiment outcomes possible record results

MATHS CURRICULUM

Year 4

	Content Descriptor	What to cover	Vocabulary
Number	Recognise and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals (AC9M4N01)	<ul style="list-style-type: none"> ★ Read numbers within 100 000 ★ Write numbers in numerals within 100 000 ★ Write 6-digit numbers in words ★ Represent numbers within 100 000 ★ Order numbers within 100 000 ★ Round a whole number up to 5 digits to the nearest ten, hundred or thousand ★ Write numbers up to 2 decimal places 	decimal (point/place) Millions (M) Ten Thousands (TTh) Thousands (Th) Hundreds (H) Ones (O) tenths (t) hundredths (h)
	Explain and use the properties of odd and even numbers (AC9M4N02)	<ul style="list-style-type: none"> ★ Explain what makes an odd number odd or even ★ Identify odd and even numbers ★ Tell if the sum and difference of odd and/or even numbers is odd or even ★ Tell if the product of odd and/or even numbers is odd or even 	even odd
	Find equivalent representations of fractions using related denominators and make connections between fractions and decimal notation (AC9M4N03)	<ul style="list-style-type: none"> ★ Understand equivalent fractions ★ Identify and calculate equivalent fractions ★ Express a fraction in its simplest form ★ Compare fractions using equivalent fractions ★ Convert between improper fractions and mixed number fractions ★ Convert fractions to decimals using division 	common denominator denominator decimals equivalent fractions factors hundredths (h) tenths (t) numerator
	Count by fractions including mixed numerals; locate and represent these fractions as numbers on number lines (AC9M4N04)	<ul style="list-style-type: none"> ★ Add and subtract two fractions with the same denominator ★ Add and subtract fractions from whole numbers ★ Write simple fractions with different denominators on a number line ($1/2$, $1/3$, $1/4$, $1/5$, $1/6$, $1/8$, $1/10$) 	fraction same denominator unit fraction
	Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits (AC9M4N05)	<ul style="list-style-type: none"> ★ Understand the rule when multiplying or dividing by 10 	digit(s) multiples place value
	Develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder (AC9M4N06)	<ul style="list-style-type: none"> ★ Find 1, 10, 100, 1000 or 10 000 more or less than a given number ★ Add and subtract up to 5-digit numbers efficiently without and with regrouping ★ Multiply up to 3 x 3-digit numbers using area model, lattice model or traditional method ★ Divide using lattice model or short division ★ Solve 2-step worded problems using a variety of strategies 	digit divisible by divisibility division multiply multiplication product quotient
	Choose and use estimation and rounding to check and explain the reasonableness of calculations including the results of financial transactions (AC9M4N07)	<ul style="list-style-type: none"> ★ Round a whole number up to 4 digits to the nearest ten, hundred or thousand ★ Estimate the quantity of objects in collections ★ Estimate the answers of calculations based on rounding to the nearest 10 or 100 	estimate estimation round rounding
	Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation (AC9M4N08)	<ul style="list-style-type: none"> ★ Know that numbers can be multiplied in any order to get the same answer ★ Write multiplication and division fact families ★ Add and subtract amounts of money ★ Multiply and divide quantities of money ★ Complete 2-step worded questions involving money 	add/addition answer difference divide/division multiply/multiplication product quotient subtract/subtraction sum
	Follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns (AC9M4N09)	<ul style="list-style-type: none"> ★ Find unknown quantities in number sentences ★ Use the part-part-whole strategy to find unknown quantities in number sentences ★ Identify equivalent number sentences ★ Use multiplication and division facts to identify unknown quantities in number sentences 	division multiplication number sentences part-part-whole patterns quantities unknown

MATHS CURRICULUM

Year 4

	Content Descriptor	What to cover	Vocabulary
Algebra	Find unknown values in numerical equations involving addition and subtraction, using the properties of numbers and operations (AC9M4A01)	<ul style="list-style-type: none"> ★ Understand relationship between addition and subtraction ★ Using knowledge of addition and subtraction as inverse operations to find unknown values in number sentences ★ Use a range of strategies to solve addition and subtraction problems 	add/addition number sentences part-part-whole patterns quantities subtract/subtraction unknown
	Recall and demonstrate proficiency with multiplication facts up to 10 x 10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator (AC9M4A02)	<ul style="list-style-type: none"> ★ Multiply numbers within the multiplication tables up to 10 x 10 ★ Recall related division facts for multiplication tables up to 10 x 10 ★ Use the vocabulary product and quotient 	arrays division multiplication product quotient repeated represent solve times table
Measurement	Interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units (AC9M4M01)	<ul style="list-style-type: none"> ★ Identify best units and tools to use for length – mm, cm or m ★ Identify best units and tools to use for mass – g or kg ★ Identify best units and tools to use for capacity – ml and L ★ Identify unit and tools used to measure temperature – Celsius 	capacity Celsius centimetre(s) gram(s)/kilogram(s) length mass metre(s) millilitre(s)/ litre(s) millimetre(s) temperature
	Recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units (AC9M4M02)	<ul style="list-style-type: none"> ★ Measure and compare areas in square centimetres ★ Measure and compare areas in square metres ★ Measure perimeter ★ Find the perimeter and area of regular shapes ★ Solve worded problems 	area measure perimeter regular
	Solve problems involving the duration of time including situations involving “am” and “pm” and conversions between units of time (AC9M4M03)	<ul style="list-style-type: none"> ★ Convert between units of time (e.g. 60 minutes in an hour, 60 seconds in a minute) ★ Read and interpret a range of timetables 	hour(s) minute(s) second(s) timetable(s) unit(s)/ units of time
	Estimate and compare angles using angle names including acute, obtuse, straight, angle, reflex and revolution, and recognise their relationship to a right angle (AC9M4M04)	<ul style="list-style-type: none"> ★ Classify angles ★ Know the degrees of an angle and their relationship to a right angle 	acute angle degrees obtuse reflex revolution right straight
Space	Represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects (AC9M4SP01)	<ul style="list-style-type: none"> ★ Make 3D shapes ★ Recognise how familiar shapes and objects are used in logos and other graphics ★ Identify 3D shapes in the environment ★ Draw pictures that involve combining familiar shapes 	three dimensional
	Create and interpret grid reference systems using grid references and directions to locate and describe positions and pathways (AC9M4SP02)	<ul style="list-style-type: none"> ★ Read a legend and a scale on a map ★ Follow directions on a map ★ Read and interpret simple maps and identify the position of key features ★ Create keys indicating landmarks 	direction key features landmarks legend map scale
	Recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures, using dynamic geometric software where appropriate (AC9M4SP03)	<ul style="list-style-type: none"> ★ Identify symmetry of shapes and in the environment ★ Create symmetrical patterns 	symmetry symmetrical patterns
Statistics	Acquire data for categorical and discrete numerical variables to address a question of interest or purpose, using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created (AC9M4ST01)	<ul style="list-style-type: none"> ★ Understand why people collect data ★ Collect and record data ★ Interpret data from a range of data sets ★ Read data when the key equals more than one 	collect data key label question record statistics titles x-axis y-axis

MATHS CURRICULUM

Year 4

	Content Descriptor	What to cover	Vocabulary
Statistics	Analyse the effectiveness of different displays or visualisations in illustrating and comparing data distributions, then discuss the shapes of distributions and the variation in the data (AC9M4ST02)	<ul style="list-style-type: none"> ★ Record data in a variety of ways – tables with tallies, column graphs, bar graphs, lists, pictographs ★ Select appropriate formats or layout styles based on the data ★ Solve problems using data in tables ★ Compare data displays ★ Analyse different graphs showing the same data 	bar graphs column graphs lists pictographs table(s) tally/tallies
	Conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results (AC9M4ST03)	<ul style="list-style-type: none"> ★ Collect and record data for questions that have a broader set of answers (e.g. instead of 'What's your favourite colour', to 'What is the most popular colour amongst Year 4 students in our class?') ★ Include features of graphs including Titles, Labels (x and y axis) and Keys 	collect data key label question record statistics titles x-axis y-axis
Probability	Describe possible everyday events and the possible outcomes of chance experiments and order outcomes or events based on their likelihood of occurring; identify independent or dependent events (AC9M4P01)	<ul style="list-style-type: none"> ★ Predicting whether a range of events involving chance are likely or unlikely ★ Identify events as certain or impossible and explain reasoning ★ Order events based on their likelihood ★ Identify independent or dependent events 	certain identify impossible likely possible unlikely
	Conduct repeated chance experiments to observe relationships between outcomes; identify and describe the variation in results (AC9M4P02)	<ul style="list-style-type: none"> ★ Identify the possible outcomes of a chance experiment (e.g. tossing a coin, throwing a dice, colour spinners) ★ Create charts to record results of chance experiments ★ Explain what the data shows ★ Conduct experiments and change variables 	conduct data experiment(s) outcomes possible record results

MATHS CURRICULUM

Year 5

	Content Descriptor	What to cover	Vocabulary
Number	Interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line (AC9M5N01)	<ul style="list-style-type: none"> ★ Read and write numbers within 1 000 000 ★ Identify the values of digits and place values in numbers up to 7-digits ★ Compare and order numbers within 1 000 000 ★ Write sets of numbers in order on open number lines ★ Write numbers up to 3 decimal places ★ Read and write decimals up to 3 decimal places on a number line ★ Compare and order decimals ★ Identify the values of digits in decimals with 3 decimal places ★ Add and subtract decimals without and with regrouping 	decimal (point/place) Millions (M) Ten Thousands (TTh) Thousands (Th) Hundreds (H) Ones (O) tenths (t) hundredths (h) thousandths (th)
	Express natural numbers as products of their factors, recognise multiples and determine if one number is divisible by another (AC9M5N02)	<ul style="list-style-type: none"> ★ List factors of whole numbers and common factors of pairs of numbers ★ Find the highest common factors (HCF) and lowest common factor (LCF) of two numbers 	common factors factors highest common factor (HCF) lowest common factor (LCF)
	Compare and order fractions with the same and related denominators including mixed numerals, applying knowledge of factors and multiples; represent these fractions on a number line (AC9M5N03)	<ul style="list-style-type: none"> ★ Compare and order unit fractions ★ Compare and order fractions and mixed numbers with the same denominator ★ Locate fractions and mixed numbers on a number line ★ Convert between improper fractions and mixed numbers ★ Calculate equivalent fractions and use this to compare fractions 	compare denominator equivalent fraction improper fraction mixed number number line order related denominator same denominator unit fraction(s)
	Recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents (AC9M5N04)	<ul style="list-style-type: none"> ★ Understand that percent means 'of one hundred' ★ Divide 2-, 3- and 4-digit numbers by 1-digit and 2-digit numbers up to 3 decimal places ★ Understand the relationship between fractions, decimals and percentages ★ Convert fractions to decimals ★ Convert decimals to percentages ★ Know some common fraction, decimal and decimal relationships ($1/2 = 0.5 = 50%$, $3/4 = 0.75 = 75%$, $1/3 = 0.33 = 33%$, $1/5 = 0.2 = 20%$) 	decimals decimal point/place digit equivalent fractions percent percentages
	Solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies (AC9M5N05)	<ul style="list-style-type: none"> ★ Add and subtract fractions and mixed numbers with the same denominator ★ Add and subtract fractions and mixed numbers with related denominators 	addition common denominator denominator numerator related denominator subtraction
	Solve problems involving multiplication of larger numbers by one- or two-digit numbers, choosing efficient calculation strategies and using digital tools where appropriate; check the reasonableness of answers (AC9M5N06)	<ul style="list-style-type: none"> ★ Find 1, 10, 100, 1000, 10 000 and 100 000 more or less than a given number ★ Add and subtract up to 6-digit numbers efficiently without and with regrouping ★ Multiply up to 3 x 3-digit numbers using area model, lattice model or traditional method ★ Solve 2-step worded problems using a variety of strategies 	area model arrays division lattice model multiplication product quotient times table traditional model
	Solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction (AC9M5N07)	<ul style="list-style-type: none"> ★ Divide using lattice model or short division/bracket method ★ Divide 2-, 3- and 4-digit numbers by 1-digit and 2-digit numbers up to 3 decimal places ★ Express the remainder as a whole number, fraction or decimal 	bracket method decimal decimal point/places express fraction lattice model remainder short division whole number(s)
	Check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to the context (AC9M5N08)	<ul style="list-style-type: none"> ★ Round a whole number up to 5 digits to the nearest ten thousand, thousand, hundred, or ten ★ Estimate the answers of calculations using the four operations based on rounding 	digit estimate estimation round rounding

MATHS CURRICULUM

Year 5

	Content Descriptor	What to cover	Vocabulary
	Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation (AC9M5N09)	<ul style="list-style-type: none"> ★ Know that numbers can be multiplied in any order to get the same answer ★ Add and subtract amounts of money ★ Multiply and divide amounts of money ★ Complete 2-step worded problems involving money 	add/addition amounts of money calculate difference divide/division inverse operations multiply/multiplication product quotient solve subtract/subtraction sum
	Create and use algorithms involving a sequence of steps and decisions and digital tools to experiment with factors, multiples and divisibility; identify interpret and describe emerging patterns (AC9M5N010)	<ul style="list-style-type: none"> ★ Use knowledge of the four operations to complete a range of problems ★ List factors of whole numbers and common factors of pairs of numbers ★ Find the highest common factors (HCF) and lowest common factor (LCF) of two numbers 	factors four operations highest common factor (HCF) lowest common factor (LCF) multiples
Algebra	Recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts (AC9M5A01)	<ul style="list-style-type: none"> ★ Write addition and subtraction fact families ★ Write multiplication and division fact families 	add/addition difference divide/division fact families inverse operations multiply/multiplication product quotient subtract/subtraction sum
	Find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations (AC9M5A02)	<ul style="list-style-type: none"> ★ Find unknown quantities in number sentences ★ Use the part-part-whole strategy to find unknown quantities in number sentences ★ Identify equivalent number sentences ★ Use addition and subtraction facts to identify unknown quantities in number sentences ★ Use multiplication and division facts to identify unknown quantities in number sentences 	add/addition number sentences part-part-whole patterns quantities subtract/subtraction unknown
Measurement	Choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure (AC9M5M01)	<ul style="list-style-type: none"> ★ Identify best units and tools to use for length – km, m, cm or mm ★ Identify best units and tools to use for mass – g or kg ★ Identify best units and tools to use for capacity – ml or L 	capacity Celsius centimetre(s) gram(s)/kilogram(s) length mass kilometre(s)/metre(s) millilitre(s)/ litre(s) millimetre(s) temperature
	Solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units (AC9M5M02)	<ul style="list-style-type: none"> ★ Measure the perimeter and area of regular shapes using metric units ★ Measure the perimeter and area of irregular shapes using metric units 	area irregular perimeter regular
	Compare 12- and 24-hour time systems and solve practical problems involving the conversion between them (AC9M5M03)	<ul style="list-style-type: none"> ★ Introduce 24 hour time ★ Read and interpret a range of timetables involving 12 hour time and 24 hour time ★ Convert between 12- and 24-hour time 	convert data interpret read timetables
	Estimate, construct and measure angles in degrees, using appropriate tools including a protractor, and relate these measures to angle names (AC9M5M04)	<ul style="list-style-type: none"> ★ Identify and name angles (acute, obtuse, right, reflex, revolution) ★ Classify angles using angle names ★ Use a protractor to measure angles in degrees and name the angles ★ Use a protractor to construct angles ★ Estimate angles ★ Measure angles ★ Compare angles using degrees 	acute angle(s) angles compare estimate measure obtuse angle(s) protractor reflex angle(s) revolution right

MATHS CURRICULUM

Year 5

	Content Descriptor	What to cover	Vocabulary
Space	Connect objects to their nets and build objects from their nets using spatial and geometric reasoning (AC9M5SP01)	<ul style="list-style-type: none"> ★ Match nets to their shapes ★ Design and construct shapes from nets 	2D/3D construct design net(s) reasoning
	Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement (AC9M5SP02)	<ul style="list-style-type: none"> ★ Read a legend and a scale on a map ★ Follow directions on a map ★ Read and interpret simple maps and identify the position of key features ★ Create simple grid maps including keys and all labels 	direction key features landmarks legend map scale
	Describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate; recognise what changes and what remains the same, and identify any symmetries (AC9M5SP03)	<ul style="list-style-type: none"> ★ Understand that translations, rotations and reflections can change the position and orientation of a shape but not the shape or size ★ Perform translations, reflections and rotations of shapes ★ Identify symmetry of shapes and in the environment ★ Create symmetrical patterns 	reflect/reflections rotate/rotation(s) symmetry/symmetrical translate/translations
Statistics	Acquire, validate and represent data for nominal and ordinal categorical and discrete numerical variables, to address a question of interest or purpose using software including spreadsheets; discuss and report on data distributions in terms of highest frequency (mode) and shape, in the context of the data (AC9M5ST01)	<ul style="list-style-type: none"> ★ Understand why people collect data ★ Collect and record data ★ Interpret data from a range of data sets ★ Read data when the key equals more than one 	collect data frequency interpret key label question record statistics titles variables x-axis y-axis
	Interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made (AC9M5ST02)	<ul style="list-style-type: none"> ★ Read and interpret line graphs ★ Compare data displays showing change over time ★ Analyse different graphs showing the same data 	data graphs line graphs represent/representation
	Plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation (AC9M5ST03)	<ul style="list-style-type: none"> ★ Collect and record data for a question of interest ★ Interpret and analyse the data (does data generated provide the necessary information) ★ Include features of graphs including Titles, Labels (x and y axis) and Keys 	collect conduct data features frequency interpret key label plan question record titles variables x-axis y-axis
Probability	List the possible outcomes of chance experiments involving equally likely outcomes and compare to those which are not equally likely (AC9M5P01)	<ul style="list-style-type: none"> ★ Discuss what it means for outcomes to be equally likely ★ Compare the number of possible and equally likely outcomes of chance events (e.g. a card deck has 2 colours, 4 suits and 52 cards, so it is dependent on what you are looking for) ★ Discussing and investigating what makes experiments fair or unfair ★ Investigating how variables can change the outcomes of an experiment 	certain equally likely identify impossible likely possible unlikely variables
	Conduct repeated chance experiments including those with and without equally likely outcomes, observe and record the results; use frequency to compare outcomes and estimate their likelihoods (AC9M5P02)	<ul style="list-style-type: none"> ★ Identify the possible outcomes of a chance experiment (e.g. tossing a coin, throwing a dice, colour spinners) ★ Create charts to record results of chance experiments ★ Explain what the data shows ★ Conduct experiments and change variables 	charts conduct data experiment(s) outcomes possible record results variables

MATHS CURRICULUM

Year 6

	Content Descriptor	What to cover	Vocabulary
Number	Recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane (AC9M6N01)	<ul style="list-style-type: none"> ★ Introduce negative integers ★ Identify real-life situations that make use of integers ★ Identify, read and place integers on number lines ★ Compare and order integers on number lines ★ Introduce the Cartesian plane 	Cartesian plane coordinate(s) integer negative number(s) number line positive number(s) quadrant
	Identify and describe the properties of prime, composite and square numbers and use these properties to solve problems and simplify calculations (AC9M6N02)	<ul style="list-style-type: none"> ★ Identify prime numbers and explain reasoning ★ Identify composite numbers and explain reasoning ★ Identify square numbers and explain reasoning 	composite number cubed/cubic number prime number property/properties square number squared
	Apply knowledge of equivalence to compare, order and represent common fractions including halves, thirds and quarters on the same number line and justify their order (AC9M6N03)	<ul style="list-style-type: none"> ★ Compare and order fractions and mixed numbers with the same denominator ★ Compare, order and represent fractions with different denominators on a number line 	compare fraction mixed numbers order same denominator
	Apply knowledge of place value to add and subtract decimals, using digital tools where appropriate; use estimation and rounding to check the reasonableness of answers (AC9M6N04)	<ul style="list-style-type: none"> ★ Add and subtract decimals with and without regrouping ★ Use rounding to estimate answers ★ Perform mixed operations on decimals 	add/addition decimals estimate/estimation round/rounding subtract/subtraction
	Solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions (AC9M6N05)	<ul style="list-style-type: none"> ★ Add and subtract fractions with the same denominator ★ Add and subtract fractions with related denominators 	add/addition estimate/estimation fraction(s) round/rounding subtract/subtraction
	Multiply and divide decimals by multiples of powers of 10 without a calculator, applying knowledge of place value and proficiency with multiplication facts; using estimation and rounding to check the reasonableness of answers (AC9M6N06)	<ul style="list-style-type: none"> ★ Multiply decimals by powers of 10 ★ Divide decimals by powers of 10 ★ Convert between fractions, decimals and percentages ★ Perform calculations involving fractions, decimals and percentages ★ Understand the percentage of a whole 	digit(s) multiples place value power of 10
	Solve problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts, choosing efficient calculation strategies and using digital tools where appropriate (AC9M6N07)	<ul style="list-style-type: none"> ★ Understand that percent means 'of one hundred' ★ Divide 2-, 3- and 4-digit numbers by 1-digit and 2-digit numbers up to 3 decimal places ★ Understand the relationship between fractions, decimals and percentages ★ Convert fractions to decimals and percentages ★ Know some common fraction, decimal and decimal relationships ($1/2 = 0.5 = 50%$, $1/4 = 0.25 = 25%$, $3/4 = 0.75 = 75%$, $1/3 = 0.33 = 33%$, $1/5 = 0.2 = 20%$) 	decimals decimal point/place digit(s) equivalent fraction(s) percent percentages
	Approximate numerical solutions to problems involving rational numbers and percentages, including financial contexts, using appropriate estimation strategies (AC9M6N08)	<ul style="list-style-type: none"> ★ Use knowledge of familiar fractions, decimals and percentages to approximate calculations ★ Round numbers to estimate answers 	decimals decimal point/place digit(s) equivalent fraction(s) percent/percentages
	Use mathematical modelling to solve practical problems involving natural and rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made (AC9M6N09)	<ul style="list-style-type: none"> ★ Calculate amounts of money saved and spent ★ Create a savings plan ★ Calculate discounts ★ Use the four operations for solving money problems ★ Plan for an event using a budget 	add/addition amounts of money calculate difference divide/division inverse operations multiply/multiplication product quotient solve subtract/subtraction sum

MATHS CURRICULUM

Year 6

	Content Descriptor	What to cover	Vocabulary
Algebra	Recognise and use rules that generate visually growing patterns and number patterns involving rational numbers (AC9M6A01)	<ul style="list-style-type: none"> ★ Describe, continue and create number patterns involving whole numbers, fractions and decimals ★ Continue and create geometric patterns and number patterns and be able to describe the rule 	continue create missing element number pattern(s) sequence(s)
	Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using the properties of numbers and operations (AC9M6A02)	<ul style="list-style-type: none"> ★ Find unknown quantities in number sentences ★ Use the part-part-whole strategy to find unknown quantities in number sentences ★ Identify equivalent number sentences ★ Use addition and subtraction facts to identify unknown quantities in number sentences ★ Use multiplication and division facts to identify unknown quantities in number sentences 	add/addition number sentences part-part-whole patterns quantities subtract/subtraction unknown
	Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns (AC9M6A03)	<ul style="list-style-type: none"> ★ Calculate mixed operation number sentences without and with brackets ★ Write appropriate number sentences to solve worded problems 	Brackets BIDMAS Index Indices Number sentence Order of operations Parenthesis
Measurement	Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem (AC9M6M01)	<ul style="list-style-type: none"> ★ Identify and understand prefixes used in units of measurement (milli, centi, kilo) ★ Convert between km and m ★ Convert between cm and mm ★ Convert between g and kg ★ Convert between ml and L 	capacity centimetre(s) gram(s)/kilogram(s) length mass kilometre(s)/metre(s) millilitre(s)/ litre(s) millimetre(s) temperature
	Establish the formula for the area of a rectangle and use it to solve practical problems (AC9M6M02)	<ul style="list-style-type: none"> ★ Understand the formula for Area ($A = L \times W$) ★ Calculate the perimeter and area of regular and irregular shapes 	area formula length perimeter width
	Interpret and use timetables and itineraries to plan activities and determine the duration of events and journeys (AC9M6M03)	<ul style="list-style-type: none"> ★ Read a range of timetables ★ Understand that timetables are dependent on purpose ★ Plan a trip involving one or more modes of public transport ★ Develop a timetable of daily activities for a planned event 	duration itinerary/itineraries plan timetable(s)
	Identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning (AC9M6M04)	<ul style="list-style-type: none"> ★ Investigate the properties of supplementary and complementary angles ★ Find the size of unknown angles ★ Investigate straight, vertically opposite and angles at a point 	angles at a point complementary properties straight supplementary unknown angles vertically opposite
Space	Compare the parallel cross-sections of objects and recognise their relationships to right prisms (AC9M6SP01)	<ul style="list-style-type: none"> ★ Investigate how dissecting through different cross-sections changes the shape 	cross-section dissect investigate parallel prisms
	Locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane (AC9M6SP02)	<ul style="list-style-type: none"> ★ Understand how to read the Cartesian plane and the 4 quadrants ★ Read and locate points in the 4 quadrants ★ Read and write coordinates 	Cartesian plane coordinate(s) integer negative number(s) number line positive number(s) quadrant
	Recognise and use combinations of transformations to create tessellations and other geometric patterns (AC9M6SP03)	<ul style="list-style-type: none"> ★ Create tessellations of shapes ★ Identify shapes or combinations of shapes that will or will not tessellate ★ Investigate symmetry and symmetrical patterns 	combinations geometric geometric patterns shapes symmetrical patterns symmetry tessellations

MATHS CURRICULUM

Year 6

	Content Descriptor	What to cover	Vocabulary
Statistics	Interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape (AC9M6ST01)	<ul style="list-style-type: none"> ★ Understand why people collect data ★ Collect and record data ★ Interpret data from a range of data sets ★ Read data when the key equals more than one 	collect data frequency interpret key label record statistics titles variables x-axis/y-axis
	Identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions (AC9M6ST02)	<ul style="list-style-type: none"> ★ Read and interpret line graphs ★ Compare data displays showing change over time ★ Analyse different graphs showing the same data 	data graphs line graphs represent/representation
	Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation (AC9M6ST03)	<ul style="list-style-type: none"> ★ Collect and record data for a question of interest ★ Interpret and analyse the data (does data generated provide the necessary information) ★ Include features of graphs including Titles, Labels (x and y axis) and Keys 	collect conduct data features frequency interpret key label plan question record titles variables x-axis y-axis
Probability	Recognise that probabilities lie on numerical scales of 0-1 or 0%-100% and use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals (AC9M6P01)	<ul style="list-style-type: none"> ★ Discuss what it means for outcomes to be equally likely ★ Compare the number of possible and equally likely outcomes of chance events (e.g. a card deck has 2 colours, 4 suits and 52 cards, so it is dependent on what you are looking for) ★ Discussing and investigating what makes experiments fair or unfair ★ Investigating how variables can change the outcomes of an experiment 	certain equally likely identify impossible likely possible unlikely variables
	Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss the effect on variation of increasing the number of trials (AC9M6P02)	<ul style="list-style-type: none"> ★ Identify the possible outcomes of a chance experiment (e.g. tossing a coin, throwing a dice, colour spinners) ★ Create charts to record results of chance experiments ★ Explain what the data shows ★ Conduct experiments and change variables 	charts conduct data experiment(s) outcomes possible record results variables