

## Maths Curriculum Map and Progression document

St Peter's is an active Catholic Community, inspired by the life of Jesus. It is a place where children learn and grow in a happy, secure and nurturing environment with Christ at its centre.

At St Peter's our aims are that:

- Everyone is encouraged to strive to achieve individual excellence in all learning experiences.
- As part of the Catholic Church in Winchester we support all members of the School community in their journey of faith, by acknowledging and celebrating the presence and active love of God.
- As a Christian community we reach out to parents, the community and the wider world.

The Vision and Mission statements underpin the school curriculum. From these a culture and ethos is generated that supports the spiritual development of all involved in the community. The school is committed to ensuring that the curriculum is broad and balanced in order that the needs of all children are provided for and the uniqueness of each individual is valued. We develop the whole child through striving for excellent academic achievement along with valuing the spiritual, social, moral, cultural, physical and creative development of each individual.

We believe that intelligence is multi-faceted, and children learn in different ways; the curriculum must support this.

In all subjects, **recalling pre-knowledge and skills** is fundamental to our rationale for all curriculum areas. This means that essential linked knowledge/ skills are **revised** and links made with children's current learning in all subjects. Key concepts/ end points for each topic are highlighted and **over-learning** of these areas occurs through **repetition, modelling and scaffolding of learning**. Through our subject-specific Schemes of Work, we make sure that learning for all is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects. Thus, key concepts become embedded in the **long-term memory**.

### **A curriculum that allows children to develop a conceptual and procedural understanding, using concrete, pictorial and abstract representations taught with an emphasis on challenge for all.'**

At St Peter's, we encourage children to develop maths skills that enable them to explore and solve problems encountered in the outside world. Our maths curriculum teaches and develops a logical approach to solving problems and develops mental strategies. We believe that every child has a right to these skills and through a range of activities, we aim to provide them with a 'tool box' that they can apply when solving 'real life' problems.

The majority of maths taught at St Peter's is done through a daily maths lesson, linked to the National Curriculum. Children explore the key concepts of Number, Measurement, Geometry and Statistics.

By making links between these areas and encouraging children to apply their maths skills and develop reasoning, we aim to ensure that they are confident and enthusiastic in their approach to maths learning.

## St. Peter's Catholic Primary School, Winchester

### School Scheme of Work (curriculum map)

Year	Teaching of Times Tables	Explicit Teaching of Number Facts to explore links between areas of the Mathematics curriculum	Topic	Key concepts supporting progression
Year 1	Counting in 2s, 5s and 10s	Number bonds to 5 Number bonds to 10 and 20 and related subtraction facts Days of the Week Coin Recognition Simple Fractions	<p>Within each Year group, Children learn aspects of Number across each term. They work with place value, the four operations and fractions. Links are made between these and other areas of the Mathematics curriculum including Measurement, Geometry (properties of shape, and position and direction) and Statistics.</p> <p>Variations include</p> <ul style="list-style-type: none"> <li>• No statistics expectations in Yr 1.</li> <li>• No Geometry position and direction expectations in Yr 3.</li> <li>• Yr 6 have additional content and expectations for Algebra across all four operations, and Ratio and Proportion.</li> </ul>	<p>The National Curriculum details progression of key concepts (see table below).</p> <p>The School Curriculum includes a calculation policy which details progression through written and mental methods.</p>
Year 2	2s, 5s and 10s and related division facts	Number facts for measure: 100p=£1, Whole hour= 60 minutes etc... Months of the year in a correct order Number bonds to 100 using multiples of 10 Recognise odd and even numbers Relating fractions to a part of a whole Recognise $\frac{1}{2}$ of even numbers to 20		
Year 3	3s, 4s and 8s and related division facts Link times tables to scaling: 3x40, 7x80 etc...	How Many days in each month Simple money multiplication facts: 50p x 2= £1.00 etc... Fractions of measure: $\frac{1}{2}$ kg=500g etc... Number bonds to 1000 using multiples of 10 and 100 Know x2 is doubling and $\div 2$ is halving		
Year 4	6s, 7s, 9s, 11s and 12 and related division facts Link times tables and related division facts to scaling with decimals: 9x0.9, 0.7x0.7 etc...	Counting in multiples of 25 Related multiplication of money facts: £5.00 x 2= £10.00 etc... Fractions of units of measure: 10cm= 1/10m etc... Units of time: 48 hours= 2 days, 120 minutes= 2 hours etc... Fraction/ Decimal Equivalences Related times tables to scaling: 5x2= 10 so 500 x 2 = 1000		
Year 5	Continued Revision of all times tables Link times tables to related facts when multiplying fractions: $\frac{1}{8} \times 7$ , $\frac{1}{9} \times 7$ etc...	Recognise all square numbers to 12x12 Recognise all prime numbers to 19 Using known facts about division/ multiplication and scaling $10 \div 2 = 5$ so $10,000 \div 2 = 5,000$ Fraction/ Decimal/ Percentage Equivalences Approximate conversions between metric and imperial measures Geometric number facts: Complements to 360 and 180 Angles in a triangle and quadrilateral etc...		
Year 6	Continued Revision of all times tables	Miles to KM approximate conversion Formulae for area of a triangle and quadrilateral Formula for finding the volume of a cube Recognising simple related percentage facts Finding the diameter Finding the radius		

Progression of Skills

EYFS Mathematics Curriculum	
<b>Numbers</b>	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
<b>Shape, Space and Measure</b>	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place Value	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas.</li> </ul>	<ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>	<ul style="list-style-type: none"> <li>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1000 000</li> <li>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero</li> <li>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>solve number problems and practical problems that involve all of the above</li> <li>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<ul style="list-style-type: none"> <li>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>round any whole number to a required degree of accuracy</li> <li>use negative numbers in context, and calculate intervals across zero</li> <li>solve number and practical problems that involve all of the above.</li> </ul>

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and Subtraction (Yr 6 also includes algebra)	<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>	<ul style="list-style-type: none"> <li>solve problems with addition and subtraction:                             <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:                                     <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul> </li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:                             <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>add and subtract numbers mentally with increasingly large numbers</li> <li>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p><b>For Addition, Subtraction, Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>perform mental calculations, including with mixed operations and large numbers.</li> <li>identify common factors, common multiples and prime numbers</li> <li>use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>solve problems involving addition, subtraction, multiplication and division</li> <li>use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> </ul> <p><b>Algebra:</b></p> <ul style="list-style-type: none"> <li>use simple formulae</li> <li>generate and describe linear number sequences</li> <li>express missing number problems algebraically</li> <li>find pairs of numbers that satisfy number sentences involving two unknowns</li> <li>enumerate all possibilities of combinations of two variables.</li> </ul>
Multiplication and Division (Yr 6 also includes algebra)	<ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects.</li> </ul>	<ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects.</li> </ul>	<ul style="list-style-type: none"> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>recognise and use square numbers and cube numbers, and the notation for squared <math>^2</math> and cubed <math>^3</math></li> <li>Solve problems involving multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fractions (Yr 6 also includes ratio and proportion)</p>	<ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	<ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions e.g. <math>1/2</math> of <math>6 = 3</math> and recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</li> </ul>	<ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole (e.g. <math>5/7 + 1/7 = 6/7</math>)</li> <li>compare and order unit fractions, and fractions with the same denominators</li> <li>solve problems that involve all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</li> <li>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>add and subtract fractions with the same denominator</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to <math>1/4</math>; <math>1/2</math>; <math>3/4</math></li> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<ul style="list-style-type: none"> <li>compare and order fractions whose denominators are all multiples of the same number</li> <li>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number (e.g. <math>2/5 + 4/5 = 6/5 = 1 \frac{1}{5}</math>)</li> <li>add and subtract fractions with the same denominator and multiples of the same number</li> <li>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>read and write decimal numbers as fractions (e.g. <math>0.71 = 71/100</math>)</li> <li>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>read, write, order and compare numbers with up to three decimal places</li> <li>solve problems involving number up to three decimal places</li> <li>recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction</li> <li>solve problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those with a denominator of a multiple of 10 or 25.</li> </ul>	<ul style="list-style-type: none"> <li>use common factors to simplify fractions; use common multiples to express fractions in the same denominator</li> <li>compare and order fractions, including fractions <math>&gt; 1</math></li> <li>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. <math>1/4 \times 1/2 = 1/8</math>)</li> <li>divide proper fractions by whole numbers (e.g. <math>1/3 \div 2 = 1/6</math>)</li> <li>associate a fraction with division and calculate decimal fraction equivalents (e.g. <math>0.375</math>) for a simple fraction (e.g. <math>3/8</math>)</li> <li>identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</li> <li>multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>use written division methods in cases where the answer has up to two decimal places</li> <li>solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul> <p><b>Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison</li> <li>solve problems involving similar shapes where the scale factor is known or can be found</li> <li>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement	<ul style="list-style-type: none"> <li>• compare, describe and solve practical problems for:</li> <li>• lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> <li>• mass or weight (e.g. heavy/light, heavier than, lighter than)</li> <li>• capacity/volume (full/empty, more than, less than, quarter)</li> <li>• time (quicker, slower, earlier, later)</li> <li>• measure and begin to record the following:               <ul style="list-style-type: none"> <li>• lengths and heights</li> <li>• mass/weight</li> <li>• capacity and volume</li> <li>• time (hours, minutes, seconds)</li> </ul> </li> <li>• recognise and know the value of different denominations of coins and notes</li> <li>• sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• compare and sequence intervals of time</li> <li>• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>• Know the number of minutes in an hour and the number of hours in a day</li> </ul>	<ul style="list-style-type: none"> <li>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• measure the perimeter of simple 2-D shapes</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events, for example to calculate the time taken by particular events or tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Convert between different units of measure (e.g. kilometre to metre; hour to minute)</li> <li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• find the area of rectilinear shapes by counting squares</li> <li>• estimate, compare and calculate different measures, including money in pounds and pence</li> <li>• read, write and convert time between analogue and digital 12 and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>	<ul style="list-style-type: none"> <li>• convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>• understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) and estimate the area of irregular shapes</li> <li>• estimate volume (e.g. using <math>1\text{ cm}^3</math> blocks to build cubes and cuboids) and capacity (e.g. using water)</li> <li>• solve problems involving converting between units of time</li> <li>• use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>• convert between miles and kilometres</li> <li>• recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• recognise when it is possible to use formulae for area and volume of shapes</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units such as <math>\text{mm}^3</math> and <math>\text{km}^3</math>.</li> </ul>

## St. Peter's Catholic Primary School, Winchester

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry Properties of Shape	<ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:</li> <li>2-D shapes (e.g. rectangles (including squares), circles and triangles)</li> <li>3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>draw given angles, and measure them in degrees (<math>^{\circ}</math>)</li> <li>identify: <ul style="list-style-type: none"> <li>angles at a point and one whole turn (total <math>360^{\circ}</math>)</li> <li>angles at a point on a straight line and <math>1/2</math> a turn (total <math>180^{\circ}</math>)</li> <li>other multiples of <math>90^{\circ}</math></li> </ul> </li> <li>use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul>	<ul style="list-style-type: none"> <li>draw 2-D shapes using given dimensions and angles</li> <li>recognise, describe and build simple 3-D shapes, including making nets</li> <li>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul>
Geometry Position & Direction	<ul style="list-style-type: none"> <li>describe position, directions and movements, including half, quarter and three-quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns</li> <li>use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>		<ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul>	<ul style="list-style-type: none"> <li>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> </ul>	<ul style="list-style-type: none"> <li>describe positions on the full coordinate grid (all four quadrants)</li> <li>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul>
Statistics		<ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul>	<ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables</li> <li>solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</li> </ul>	<ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in a line graph</li> <li>complete, read and interpret information in tables, including timetables.</li> </ul>	<ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> <li>calculate and interpret the mean as an average.</li> </ul>