

**FULWELL INFANT SCHOOL ACADEMY**



# Maths Whole School Progression guide- 2022

# Nursery Coverage

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	<p><b>Birth to Three</b></p> <p>5. Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>6. Count in everyday contexts, sometimes skipping numbers – '1, 2, 3, 5'.</p> <p>10. Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>11. Notice patterns and arrange things in patterns.</p>	<p><b>Three and Four year olds</b></p> <p>11. Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>14. Make comparisons between objects relating to size, length, weight and capacity.</p> <p>17. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>18. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>19. Notice and correct an error in a repeating pattern.</p>	<p><b>Three and Four year olds</b></p> <p>7. Experiment with their own symbol and marks as well as numerals.</p> <p>10. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p>	<p><b>Three and Four year olds</b></p> <p>9. Compare quantities using language: 'more than', 'fewer than'.</p> <p>15. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p><b>Three and Four year olds</b></p> <p>8. Solve real world mathematical problems with numbers up to 5.</p> <p>16. Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p><b>Three and Four year olds</b></p> <p>12. Describe a familiar route.</p> <p>13. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Children in Reception</b></p> <p>21. Counts objects, actions and sounds.</p> <p>23. Link the number symbol (numeral) with its cardinal number value.</p>
	<p><b>Three and Four year olds</b></p> <p>1. Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>2. Recite numbers past 5.</p> <p>3. Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>5. Show 'finger numbers' up to 5</p> <p>6. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>					

## Reception Coverage

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>	<p><b>Three to Four year olds</b></p> <p>2. Recite numbers past 5.</p> <p>3. Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>5. Show 'finger numbers' up to 5</p> <p>6. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>7. Experiment with</p>	<p><b>Children in Reception</b></p> <p>21. Count objects, actions and sounds.</p> <p>23. Link the number symbol (numeral) with its cardinal number value.</p> <p>24. Count beyond 10.</p> <p>27. Explore the composition of numbers to 10.</p> <p>31. Continue, copy and create repeating patterns.</p>	<p><b>Children in Reception</b></p> <p>22. Subitise.</p> <p>25. Compare numbers.</p> <p>26. Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>32. Compare length, weight and capacity.</p>	<p><b>Children in Reception</b></p> <p>28. Automatically recall number bonds for numbers 0-10.</p> <p>29. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>30. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p><b>ELG – N</b></p> <p>1. Have a deep understanding of number to 10, including the composition of each number.</p> <p>2. Subitise (recognise quantities without counting up to 5.</p> <p><b>ELG – NP</b></p> <p>4. Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p><b>ELG – N</b></p> <p>3. Automatically recall (without references to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts).</p> <p><b>ELG – NP</b></p> <p>5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>

	<p>their own symbols and marks as well as numerals.</p> <p>8. Solve real world mathematical problems with numbers up to 5.</p>					<p>6. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<b>WHITE ROSE Maths guidance</b>	<ul style="list-style-type: none"> <li>• To match, sort and compare amounts</li> <li>• To compare size, mass and capacity</li> <li>• To explore pattern</li> <li>• To represent 1, 2 &amp; 3</li> <li>• To compare 1, 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the composition of 1, 2 &amp; 3</li> <li>• To explore circles and triangles</li> <li>• To explore positional language</li> <li>• To represent numbers to 5</li> <li>• To understand one more</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce zero</li> <li>• To compare numbers to 5</li> <li>• To explore the composition of 4 &amp; 5</li> <li>• To compare mass</li> <li>• To compare capacity</li> <li>• To explore 6, 7 &amp; 8</li> <li>• To make</li> </ul>	<ul style="list-style-type: none"> <li>• To combine two groups</li> <li>• To explore length and height</li> <li>• To further explore time</li> <li>• To explore 9 &amp; 10</li> <li>• To compare numbers to 10</li> <li>• To develop an understanding of number</li> </ul>	<ul style="list-style-type: none"> <li>• To build knowledge of numbers beyond 10</li> <li>• To count patterns beyond 10</li> <li>• To explore spatial reasoning</li> <li>• To explore adding more</li> <li>• To explore taking away</li> <li>• To compose</li> </ul>	<ul style="list-style-type: none"> <li>• To double numbers</li> <li>• To share and group numbers</li> <li>• To explore odd and even</li> <li>• To visualise and build</li> <li>• To develop a deeper understanding of patterns and relationships</li> </ul>

		<p>and one less</p> <ul style="list-style-type: none"> <li>To investigate shapes with 4 sides</li> <li>To know about time</li> </ul>	pairs	<p>bonds to 10</p> <ul style="list-style-type: none"> <li>To explore 3D shape</li> <li>To explore pattern</li> </ul>	and decompose	<ul style="list-style-type: none"> <li>To explore mapping</li> </ul>
<b>Understanding the World</b>	<p><b>3-4 year olds</b></p> <p>3. Talk about what they see, using a wide vocabulary.</p> <p>4. Begin to make sense of their own life story.</p> <p>9. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>12. Continue to develop positive attitudes about the differences between people.</p>	<p><b>Children in Reception</b></p> <p>20. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>Children in Reception</b></p> <p>16. Comment on images of familiar situations in the past.</p> <p>18. Draw information from a simple map.</p> <p>19. Understand that some places are special to members of their communities.</p>	<p><b>Children in Reception</b></p> <p>21. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>24. Recognise some environments that are different to the one in which they live.</p>	<p><b>Children in Reception</b></p> <p>17. Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG – PP</b></p> <p>1. Talk about the lives of the people around them and their roles in society.</p> <p>2. Know some similarities and differences between things in the past and now, drawing on their experiences</p>	<p><b>ELG – TNW</b></p> <p>8. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><b>ELG – PCC</b></p> <p>4. Describe their immediate environment using knowledge from observation, discussion, stories,</p>

	<p><b>Children in Reception</b></p> <p>14. Talk about members of their immediate family and community.</p> <p>15. Name and describe people who are familiar to them.</p> <p>24. Recognise some environments that are different to the one in which they live.</p>				<p>and what has been read in class.</p> <p><b>ELG – TNW</b></p> <p>7. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>non-fiction texts and maps.</p> <p>5. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
	<p><b>Children in Reception</b></p> <p>22. Explore the natural world around them.</p> <p>23. Describe what they see, hear and feel whilst outside.</p> <p>25. Understand the effect of changing seasons on the natural world around them.</p>					

# Year 1 Coverage

## Inspire Maths 1 Long-term Plan

Unit title	Key concepts
<b>1 Numbers to 10</b>	
Counting to 10	• Understand numbers from 0 to 10
Compare	• Two sets of objects can be compared using the method of one-to-one correspondence • The number of objects can be the same as, smaller than or greater than another set of objects
Order and pattern	• A sequence of objects and numbers can form a pattern
<b>2 Number Bonds</b>	
Making number bonds	• Adding two or more numbers gives another number
<b>Practice Book – Review 1</b>	
<b>Assessment Book – Test 1</b>	
<b>3 Addition within 10</b>	
Ways to add	• Adding is associated with the 'part-whole' and 'adding-on' concepts
Making up addition stories	
Solving word problems	• Applying the 'part-whole' and 'adding on' concepts in addition
<b>4 Subtraction within 10</b>	
Ways to subtract	• Subtracting is associated with the 'part-whole' and 'taking away' concepts
Making up subtraction stories	
Solving word problems	• Applying the 'part-whole' and 'taking away' concepts in subtraction
Making a family of number sentences	• A family of number sentences can be written from a set of three related numbers
<b>Practice Book – Review 2</b>	
<b>Assessment Book – Test 2, Challenging Problems 1, Check-up 1</b>	
<b>5 Shapes and Patterns</b>	
Getting to know shapes	• A circle has no corners and no sides • A square has 4 equal sides and 4 corners • A triangle has 3 sides and 3 corners • A rectangle has 4 sides (opposite sides are equal) and 4 corners
Making pictures from shapes	• Shapes such as circles, triangles, squares and rectangles can be used to make pictures
Seeing shapes in things around us	• When an object is viewed from different angles/sides, we can see different shapes. For example, the top view of a tin of soup is a circle
Getting to know patterns	• Patterns are formed by repeating a particular arrangement of shape, size and/or colour placed next to each other

Unit title	Key concepts
Making more patterns	• Patterns can be formed by repeating a particular arrangement of objects placed next to each other
<b>6 Ordinal numbers</b>	
Knowing ordinal numbers	• Ordinal numbers are for describing the position of something
Naming left and right positions	• Positions from the left and right can be named using ordinal numbers
<b>Practice Book – Review 3</b>	
<b>7 Numbers to 20</b>	
Counting to 20	• Use one-to-one correspondence in counting
Place value	• Numbers to 20 can be represented as tens and ones in a place value chart
Compare	• Numbers to 20 can be compared using the terms 'greater than' and 'smaller than' as well as by arranging in ascending or descending order
Order and pattern	• Numbers can be arranged in order and made into a pattern
<b>Assessment Book – Test 3</b>	
<b>8 Addition and Subtraction within 20</b>	
Ways to add	• Two 1-digit numbers can be added by using the 'make 10' strategy and the 'regrouping into tens and ones' strategy
Ways to subtract	• 2-digit numbers can be regrouped into tens and ones
Solving word problems	• Applying the 'part-whole', 'adding on' and 'taking away' concepts in addition and subtraction
<b>9 Length</b>	
Comparing two things	• The lengths of two objects can be compared using the terms 'tall/taller', 'long/longer', 'short/shorter' and 'high/higher'
Comparing more things	• The lengths of more than two objects can be compared using the terms 'tallest', 'longest', 'shortest' and 'highest'
Using a start line	• A common starting point makes comparison of lengths easier
Measuring things	• Length can be measured using objects as non-standard units
Finding lengths in units	• Length can be described using the term 'unit' instead of paper clips or lolly sticks
<b>Practice Book – Revision 1</b>	
<b>Assessment Book – Test 4, Challenging Problems 2, Check-up 2</b>	
<b>10 Mass</b>	
Comparing things	• Compare masses using a pan balance
Finding the masses of things	• Mass can be measured using objects as non-standard units
Finding mass in units	• Mass can be described using the term 'units'

Unit title	Key concepts
<b>11 Picture graphs</b>	
Simple picture graphs	• Data can be collected and organised into a horizontal or vertical picture graph for interpretation
More picture graphs	• Data can be collected and organised into a horizontal or vertical picture graph using symbols
<b>Assessment Book – Test 5</b>	
<b>12 Numbers to 40</b>	
Counting to 40	• Using one-to-one correspondence in counting • 1 ten equals ten ones
Place value	• Numbers to 40 can be represented as tens and ones in a place value chart
Comparing, order and pattern	• Numbers to 40 can be compared using the terms 'greater than' / 'smaller than' and 'greatest' / 'smallest' as well as arranged in ascending or descending order
Simple addition	• 'Add on' and 'part-whole' concepts are used in adding numbers
More addition	• 'Add on' and 'part-whole' concepts are used in adding numbers • Regrouping concept can be applied in addition
Simple subtraction	• The 'taking away' concept is used in subtraction
More subtraction	
Adding three numbers	• 'Add on' and 'making ten' concepts are used in adding three numbers • The regrouping concept is also applied
Solving word problems	• The 'part-whole', 'taking away', 'adding on' and 'comparing' concepts are used to solve word problems involving addition and subtraction
<b>Practice Book – Review 4</b>	
<b>13 Mental calculations</b>	
Mental addition	• A 2-digit number can be conceptualised as tens and ones • Adding is conceptualised as adding or putting parts together
Mental subtraction	• A 2-digit number can be conceptualised as tens and ones • Subtracting is conceptualised as taking away from a whole
<b>14 Multiplication</b>	
Adding the same number	• Multiplication is conceptualised as repeated addition
Making multiplication stories	• Tell stories based on the multiplication concept and repeated addition
Solving word problems	• Applying the multiplication concept to solve word problems
<b>Practice Book – Review 5</b>	
<b>Assessment Book – Test 6, Challenging Problems 3, Check-up 3</b>	
<b>15 Division</b>	
Sharing equally	• Division is conceptualised as dividing a set of objects equally

Unit title	Key concepts
Finding the numbers of groups	<ul style="list-style-type: none"><li>• Division is conceptualised as sharing a set of items equally into groups</li></ul>
16 Time	
Telling the time to the hour	<ul style="list-style-type: none"><li>• Time can be used to measure the duration of an event</li></ul>
Telling the time to the half hour	<ul style="list-style-type: none"><li>• Measuring half an hour using the term 'half past'</li></ul>
Practice Book – Review 6	
Assessment Book – Test 7	
17 Numbers to 100	
Counting	<ul style="list-style-type: none"><li>• Using one-to-one correspondence in counting</li><li>• 1 ten is the same as 10 ones</li><li>• 10 tens is 100</li></ul>
Place value	<ul style="list-style-type: none"><li>• Numbers to 100 can be represented as tens and ones in a place value chart</li></ul>
Comparing, order and pattern	<ul style="list-style-type: none"><li>• Numbers to 100 can be compared using the terms 'greater than' and 'smaller than'</li><li>• Numbers to 100 can be arranged in ascending or descending order</li></ul>
Simple addition	<ul style="list-style-type: none"><li>• The 'adding on' and 'part-whole' concepts are used in adding numbers</li></ul>
More addition	<ul style="list-style-type: none"><li>• The 'adding on' and 'part-whole' concepts are used in adding numbers</li><li>• The regrouping concept is applied in addition</li></ul>
Simple subtraction	<ul style="list-style-type: none"><li>• The 'taking away' concept is used in subtraction</li></ul>
More subtraction	
18 Money (1)	
Getting to know our money	<ul style="list-style-type: none"><li>• Coins and notes in pounds and pence can be used to pay for goods and services</li></ul>
Exchanging money	<ul style="list-style-type: none"><li>• A coin or note of one denomination can be used as the equivalent of another set of coins or notes of a smaller denomination</li></ul>
Work out the amount of money	<ul style="list-style-type: none"><li>• The amount of money can be counted in pence (up to £1) and pounds (up to £100)</li></ul>
19 Money (2)	
Adding and subtracting in pence	<ul style="list-style-type: none"><li>• Addition and subtraction concepts in numbers are used in addition and subtraction of money</li></ul>
Adding and subtracting in pounds	
Solving word problems	<ul style="list-style-type: none"><li>• The 'part-whole', 'adding on', 'taking away' and 'comparing' concepts in addition and subtraction are used in solving word problems</li></ul>
Practice Book – Revision 2	
Assessment Book – Test 8, Challenging Problems 4, Check-up 4	



# Year 2 Coverage

## Inspire Maths 2 Long-term Plan

Unit title	Key concepts
<b>1 Numbers to 1000</b>	
Counting	<ul style="list-style-type: none"> <li>Counting numbers up to 1000 by using concrete representations</li> <li>Strategies for counting in ones, tens and hundreds</li> </ul>
Place value	<ul style="list-style-type: none"> <li>Each digit of a number has its own value</li> </ul>
Comparing numbers within 1000	<ul style="list-style-type: none"> <li>Identify the place and value of the digits of corresponding numbers and then compare</li> </ul>
Order and pattern	<ul style="list-style-type: none"> <li>Numbers are said to form a pattern when they are arranged in a systematic order. To find the next number in a pattern, we add or subtract a certain fixed number</li> </ul>
<b>2 Addition and Subtraction within 1000</b>	
Simple addition within 1000	<ul style="list-style-type: none"> <li>The 'adding on' concept is related to calculation in addition</li> <li>The digit at each place has its own value</li> </ul>
Simple subtraction within 1000	<ul style="list-style-type: none"> <li>The 'taking away' concept is related to calculation in subtraction</li> <li>The digit at each place has its own value</li> </ul>
Addition with regrouping the ones	<ul style="list-style-type: none"> <li>The regrouping concept in addition</li> </ul>
Addition with regrouping the tens	
Addition with regrouping the tens and ones	
Subtraction with regrouping the tens and ones	<ul style="list-style-type: none"> <li>The regrouping concept in subtraction</li> </ul>
Subtraction with regrouping the hundreds and tens	<ul style="list-style-type: none"> <li>Regrouping in hundreds and tens in subtraction</li> </ul>
Subtraction with regrouping the hundreds, tens and ones	<ul style="list-style-type: none"> <li>Regrouping in hundreds, tens and ones in subtraction</li> </ul>
Subtraction with numbers that have zeros	<ul style="list-style-type: none"> <li>Regrouping involving zeros in hundreds to tens and tens to ones</li> </ul>
<b>Practice Book – Review 1</b>	
<b>Assessment Book – Test 1</b>	
<b>3 Using Models: Addition and Subtraction</b>	
Simple word problems (1)	<ul style="list-style-type: none"> <li>Using models to find the whole from two or more parts</li> <li>Using models to find a part of a whole</li> </ul>
Simple word problems (2)	<ul style="list-style-type: none"> <li>Using models to make a whole by joining one or more parts to another</li> <li>Using models to show when one or more sets are taken away</li> </ul>
Simple word problems (3)	<ul style="list-style-type: none"> <li>The 'comparing' concept can be represented by models</li> </ul>

Unit title	Key concepts
Two-step word problems	<ul style="list-style-type: none"> <li>Using model drawings to represent various concepts in addition and subtraction when solving problems</li> </ul>
<b>4 Multiplication and Division</b>	
How to multiply	<ul style="list-style-type: none"> <li>Multiplication is conceptualised as multiplying a fixed number of objects by a certain number of times. The fixed number of objects refers to the number of objects in a group. The number of groups refers to the number of times it is multiplied</li> </ul>
How to divide	<ul style="list-style-type: none"> <li>Division is conceptualised as sharing or dividing a set of items into equal groups so that each group has the same number of items</li> </ul>
<b>Practice Book – Review 2</b>	
<b>Assessment Book – Test 2, Challenging Problems 1, Check-up 1</b>	
<b>5 Multiplying by 2 and 3</b>	
Multiplying by 2: skip-counting	<ul style="list-style-type: none"> <li>Multiplication is interpreted as repeated addition and as groups of items</li> </ul>
Multiplying by 2: using dot paper	<ul style="list-style-type: none"> <li>The 'relating facts' concept can be used to find a more difficult multiplication fact using dot paper</li> </ul>
Multiplying by 3: skip-counting	<ul style="list-style-type: none"> <li>Multiplication is interpreted as repeated addition and as groups of items</li> </ul>
Multiplying by 3: using dot paper	<ul style="list-style-type: none"> <li>The 'relating facts' concept can be used to find a more difficult multiplication fact using dot paper</li> </ul>
Division	<ul style="list-style-type: none"> <li>Division is the inverse of multiplication</li> </ul>
<b>6 Multiplying by 4, 5 and 10</b>	
Multiplying by 4: skip-counting	<ul style="list-style-type: none"> <li>Multiplication is conceptualised as repeated addition, groups of items, or multiplying</li> </ul>
Multiplying by 4: using dot paper	<ul style="list-style-type: none"> <li>The 'group and number of items in each group' concept is applied</li> </ul>
Multiplying by 5: skip-counting	<ul style="list-style-type: none"> <li>Multiplication is conceptualised as groups of items and as sequential numbers in the 'skip-counting' strategy</li> </ul>
Multiplying by 5: using dot paper	<ul style="list-style-type: none"> <li>The 'group and number of items in each group' concept is applied</li> </ul>
Multiplying by 10: skip-counting and using dot paper	<ul style="list-style-type: none"> <li>Multiplication is interpreted as groups of items and as sequential numbers in the 'skip-counting' strategy</li> </ul>
Division	<ul style="list-style-type: none"> <li>Division is conceptualised as the inverse of multiplication and as the equal sharing of items</li> </ul>
<b>Practice Book – Review 3</b>	
<b>Assessment Book – Test 3</b>	

7 Using Models: Multiplication and Division	
Multiplication	<ul style="list-style-type: none"> <li>Multiplication is conceptualised as the total number of items, given groups of items</li> </ul>
Division	<ul style="list-style-type: none"> <li>Division is conceptualised as sharing or dividing a set of items into equal groups so that each group has the same number of items</li> </ul>
8 Length	
Measuring in metres	<ul style="list-style-type: none"> <li>Length is a concept of measurement to determine how long or short an object is</li> <li>The metre (m) is a unit of measurement for length</li> </ul>
Comparing lengths in metres	<ul style="list-style-type: none"> <li>The metre is a medium for measuring and comparing</li> </ul>
Measuring in centimetres	<ul style="list-style-type: none"> <li>Length is a concept of measurement to determine how long or short an object is</li> <li>The centimetre (cm) is a unit of measurement for length</li> </ul>
Comparing lengths in centimetres	<ul style="list-style-type: none"> <li>The centimetre is used to measure and compare the lengths of two or more objects</li> </ul>
Addition and subtraction of length	<ul style="list-style-type: none"> <li>The 'addition' and 'subtraction of numbers' concepts and techniques are applied in this section</li> </ul>
Multiplication and division of length	<ul style="list-style-type: none"> <li>The 'multiplication' and 'division' concepts in numbers are applied in this section</li> </ul>
9 Mass	
Measuring in kilograms	<ul style="list-style-type: none"> <li>The kilogram (kg) is a unit of measurement for mass</li> </ul>
Comparing masses in kilograms	<ul style="list-style-type: none"> <li>The kilogram (kg) is used as a medium to find the masses of objects and compare masses</li> </ul>
Measuring in grams	<ul style="list-style-type: none"> <li>The gram (g) is a unit of measurement for mass</li> </ul>
Comparing masses in grams	<ul style="list-style-type: none"> <li>An object can be heavier or lighter than another based on the masses of the two objects</li> </ul>
Addition and subtraction of mass	<ul style="list-style-type: none"> <li>The process of addition and subtraction of mass is similar to addition and subtraction of whole numbers</li> </ul>
Multiplication and division of mass	<ul style="list-style-type: none"> <li>Pupils can use concepts in multiplication and division to solve multiplication and division problems</li> </ul>
Practice Book – Revision 1	
Assessment Book – Test 4, Challenging Problems 2, Check-up 2	
10 Mental Calculations	
Mental addition	<ul style="list-style-type: none"> <li>Using number bonds in mental addition</li> </ul>
Mental subtraction	<ul style="list-style-type: none"> <li>Using number bonds in mental subtraction</li> </ul>

11 Money	
Counting pounds and pence	<ul style="list-style-type: none"> <li>The dot separates the pounds from the pence</li> </ul>
Changing pounds and pence	<ul style="list-style-type: none"> <li>£1 = 100p</li> <li>When changing pence to pounds, use the dot to separate the pounds from the pence</li> <li>When changing pounds to pence, remove the dot from the pounds</li> </ul>
Comparing amounts of money	<ul style="list-style-type: none"> <li>Comparing amounts of money by comparing the pounds followed by the pence</li> </ul>
Word problems	<ul style="list-style-type: none"> <li>Solving one-step or two-step word problems involving money using addition and subtraction</li> <li>Solving one-step or two-step word problems involving money using multiplication and division</li> </ul>
Practice Book – Review 4	
Assessment Book – Test 5	
12 Fractions	
Understanding fractions	<ul style="list-style-type: none"> <li>Fractions make up equal parts of a whole. Conversely, unequal parts are not fractions of a whole</li> <li>The symbol <math>\frac{1}{2}</math> represents 1 out of 2 parts</li> <li><math>\frac{2}{2}</math> is a whole</li> </ul>
More fractions	<ul style="list-style-type: none"> <li>Using modelling as a concept to represent fraction contexts</li> </ul>
Comparing and ordering fractions	<ul style="list-style-type: none"> <li>Quantifying and comparing fractions</li> </ul>
Adding and subtracting like fractions	<ul style="list-style-type: none"> <li>Quantifying, adding and subtracting fractions</li> </ul>
Solving word problems	<ul style="list-style-type: none"> <li>Applying the 'adding on', 'taking away', 'part-whole' and comparing concepts in solving word problems involving fractions</li> </ul>
13 Time	
The minute hand	<ul style="list-style-type: none"> <li>The minute is a measure of time</li> <li>The minute hand of the clock is used to indicate the time in minutes</li> </ul>
Reading and writing the time	<ul style="list-style-type: none"> <li>Hours and minutes are measures of time</li> </ul>
Learning a.m. and p.m.	<ul style="list-style-type: none"> <li>Time is told in a.m. and p.m.</li> <li>'a.m.' is used for time after 12 midnight to just before 12 noon</li> <li>'p.m.' is used for time after 12 noon to just before 12 midnight</li> </ul>
Time taken in hours and minutes	<ul style="list-style-type: none"> <li>'Hour' is written as h and 'minutes' is written as mins</li> <li>Time taken between two given times is measured in h and mins</li> </ul>
Practice Book – Review 5	
Assessment Book – Test 6, Challenging Problems 3, Check-up 3	

<b>14 Volume</b>	
Getting to know volume	<ul style="list-style-type: none"> <li>The capacity of a container is the amount of space it can hold</li> <li>The volume of a container is the amount of space it contains</li> </ul>
Measuring in litres	<ul style="list-style-type: none"> <li>The litre (l) is a unit of measurement for volume</li> </ul>
Addition and subtraction of volumes	<ul style="list-style-type: none"> <li>Volume in litres can be added and subtracted like whole numbers</li> </ul>
Multiplication and division of volumes	<ul style="list-style-type: none"> <li>Volume in litres can be multiplied and divided like whole numbers</li> </ul>
<b>15 Graphs</b>	
Reading picture graphs	<ul style="list-style-type: none"> <li>Picture graphs represented by symbols can be compared and interpreted</li> </ul>
Making picture graphs	<ul style="list-style-type: none"> <li>Picture graphs can be made using different symbols and scales</li> </ul>
More graphs	<ul style="list-style-type: none"> <li>Interpreting picture graphs to solve problems</li> </ul>
<b>Practice Book – Review 6</b>	
<b>Assessment Book – Test 7</b>	
<b>16 Lines and Surfaces</b>	
Straight lines and curves	<ul style="list-style-type: none"> <li>Represent lengths with straight lines</li> <li>Interpret straight lines with given lengths</li> </ul>
Flat surfaces	<ul style="list-style-type: none"> <li>Identifying flat surfaces and curved surfaces</li> </ul>
<b>17 Shapes and Patterns</b>	
2D shapes	<ul style="list-style-type: none"> <li>Identifying semicircles and quarter circles</li> </ul>
3D shapes	<ul style="list-style-type: none"> <li>Shapes can be visualised as 3D shapes</li> </ul>
Making patterns	<ul style="list-style-type: none"> <li>Patterns are made by repeating sequences</li> </ul>
<b>Practice Book – Revision 2</b>	
<b>Assessment Book – Test 8, Challenging Problems 4, Check-up 4</b>	