Key Learning Coverage – Year 1

This table shows where the Key Learning is explicitly taught.
Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Wk 1		Wk 1		Wk 1	
• Count in multiples of twos, fives and tens	Wk 2		Wk 4			
• Read and write numbers to 100 in numerals	Wk 1		Wk 1		Wk 1	
• Read and write numbers from 1 to 20 in numerals and words	Wk 1		Wk 1		Wk 1	
• *Begin to recognise the place value of numbers beyond 20 (tens and ones)*	Wks 1 + 2		Wk 1		Wk 1	
• Identify and represent numbers using objects and pictorial representations including the number line	Wks 1 + 2		Wk 1		Wk 1	
• Use the language of: equal to, more than, less than (fewer), most, least	Ongoing					
• Given a number, identify one more and one less	Wk 2		Wk 1		Wk 1	
• *Given a number identify ten more or less.*			Wk 1		Wk 1	
• *Order numbers to 50*			Wk 1		Wk 1	
• *Recognise and create repeating patterns with numbers, objects and shapes*		Wk 1				Wk 5
• *Identify odd and even numbers linked to counting in twos from 0 and 1*		Wk 1				Wk 5
• *Solve problems and practical problems involving all of the above*	Wks 1 + 2		Wk 1		Wk 1	
Key Learning: Number - Addition and Subtraction	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Wks 4 + 5			Wk 2	Wk 2	
• Represent and use number bonds and related subtraction facts within 20	Wks 4 + 5			Wk 2	Wk 2	
• Add and subtract one-digit and two-digit numbers to 20, including zero *(using concrete objects and pictorial representations)*	Wks 4 + 5		Wk 5 + Wk 6 -	Wk 2	Wk 2	Wk 3
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9	Wks 4 + 5	Wk 4	Wk 2		Wks 2 + 3	Wk 3
Key Learning: Number - Multiplication and Division	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• *Recall and use doubles of all numbers to 10 and corresponding halves*			Wks 5 + 6			
• 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			Wks 5 + 6			Wk 2
Key Learning: Number - Fractions	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• *Understand that a fraction can describe part of a whole*		Wks 2 + 3		Wk 3	Wk 4	
• *Understand that a unit fraction represents one equal part of a whole*		Wks 2 + 3		Wk 3	Wk 4	
• Recognise, find and name a half as one of two equal parts of an object shape or quantity *(including measure)*		Wks 2 + 3		Wk 3	Wk 4	
• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity *(including measure)*		Wks 2 + 3		Wk 3	Wk 4	

Key Learning: Measurement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Measure and begin to record: - lengths and heights, *using non-standard and then manageable standard units (m/cm)* - mass/weight, *using non-standard and then manageable standard units (kg/g)* - capacity and volume *using non-standard and then manageable standard units (litres/ml)* - time (hours/minutes/seconds) *within children's range of counting competence*	Wk 3 – Length and Mass	Wk 3 – Volume and Capacity Wk 5 - Time	Wk 2 – Mass	Wk 1 – Length and Mass Wk 5 - Time	Wk 3 – Volume and Capacity	Wk 1 – Time Wk 4 – Length and Mass
• Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass/weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later)	Wk 3 – Length and Mass	Wk 3 – Volume and Capacity Wk 5 - Time	Wk 2 - Mass	Wks 1 + 2 - Length and Mass Wk 5 - Time	Wk 3 – Volume and Capacity	Wk 1 – Time Wk 4 – Length and Mass
• Recognise and use language relating to dates, including days of the week, weeks, months and years		Wk 5				Wk 1
• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening		Wk 5				Wk 1
• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times				Wks 4 + 5	Wk 5	
• Recognise and know the value of different denominations of coins and notes		Wk 4	Wk 4			

Key Learning: Geometry - Properties of Shape	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles	Wk 6		Wk 3		Wk 6	
• Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres	Wk 6		Wk 3		Wk 6	

Key Learning: Geometry - Position and Direction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Describe movement, including whole, half, quarter and three-quarter turns				Wk 4	Wk 5	
• *Recognise and create repeating patterns with objects and shapes*		Wk 1				Wk 5
• Describe position and direction				Wk 4	Wk 5	

Key Learning: Statistics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Sort objects, numbers and shapes to a given criterion and their own*		Wk 1				Wk 5
• *Present and interpret data in block diagrams using practical equipment*	Wk 5				Wk 2	Wk 3
• *Ask and answer simple questions by counting the number of objects in each category*	Wk 5				Wk 2	Wk 3
• *Ask and answer questions by comparing categorical data*	Wk 5				Wk 2	Wk 3

Key Learning Coverage – Year 2

This table shows where the Key Learning is explicitly taught.
Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Wk 2	Wk 1	Wks 1, 2 + 4		Wk 1	
• Read and write numbers to at least 100 in numerals and in words	Wk 1		Wk 1	Ongoing		
• Recognise the place value of each digit in a two-digit number (tens, ones)	Wk 1		Wk 1		Wk 1	
• Identify, represent and estimate numbers using different representations, including the number line	Wks 1 + 2		Wk 1		Wk 1	
• *Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13)*	Wk 2				Wk 1	
• Compare and order numbers from 0 up to 100; use <, > and = signs	Wk 1		Wk 1		Wk 1	
• *Find 1 or 10 more or less than a given number*	Wk 2		Wk 1		Wk 1	
• *Round numbers to at least 100 to the nearest 10*	Wk 1		Wk 1		Wk 1	
• *Understand the connection between the 10 multiplication table and place value*			Wk 5			Wk 2
• *Describe and extend simple sequences involving counting on or back in different steps*	Ongoing					
• Use place value and number facts to solve problems	Wks 1 + 2				Wk 1	
Key Learning: Number - Addition and Subtraction	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting)*	Ongoing when calculating					
• *Select a mental strategy appropriate for the numbers involved in the calculation*	Ongoing when calculating					
• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Wk 4			Wk 2	Wk 2	
• *Understand subtraction as take away and difference (how many more, how many less/fewer)*	Wk 5	Wk 2				Wk 3
• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Wks 4 + 5			Wk 2	Wk 2	Wk 3
• *Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes)*				Wk 2		
• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers	Wks 4 + 5			Wk 2	Wk 2	Wk 3
• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Wk 5	Ongoing when calculating				Wk 3
• Solve problems with addition and subtraction *including with missing numbers:* - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods	Wks 4 + 5			Wk 2	Wk 2	

Key Learning Coverage – Year 3

This table shows where the Key Learning is explicitly taught.
Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Count from 0 in multiples of 4, 8, 50 and 100		Wk 1 – multiples of 4	Wk 1 – multiples of 50 and 100 Wk 5 - multiples of 8		Wk 1	Wk 1
• Count up and down in tenths	Ongoing in Starters				Wk 5	
• Read and write numbers up to 1000 in numerals and in words	Wk 1	Ongoing				Wk 1
• *Read and write numbers with one decimal place*	Ongoing in Starters				Wk 5	
• Identify, represent and estimate numbers using different representations *(including the number line)*	Wk 1	Ongoing				Wk 1
• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Wk 1	Ongoing especially when calculating				Wk 1
• *Identify the value of each digit to one decimal place*	Ongoing in Starters				Wk 5	
• *Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16)*	Wk 1	Ongoing especially when calculating				
• Compare and order numbers up to 1000	Wk 1	Ongoing in measurement and statistics				Wk 1
• *Compare and order numbers with one decimal place*	Ongoing in Starters				Wk 5	
• Find *1*, 10 or 100 more or less than a given number	Wk 2		Wk 1	Ongoing in Starters		
• *Round numbers to at least 1000 to the nearest 10 or 100*	Wk 1	Ongoing when estimating calculations				
• *Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer*	Ongoing when calculating and in Starters					
• *Describe and extend number sequences involving counting on or back in different steps*		Wk 1	Wks 1 and 5		Wk 1	
• *Read Roman numerals from I to XII*	Recommend teaching in history topic on Romans					
• Solve number problems and practical problems involving these ideas	Wk 1	Ongoing				
Key Learning: Number - Addition and Subtraction	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*	Wks 2, 5 and 6			Wk 2	Wks 2 and 5	Wk 2
• *Select a mental strategy appropriate for the numbers involved in the calculation*	Wks 2, 3 and 4		Wk 1		Wks 2 and 5	Wk 2
• *Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context*	Wks 2, 3 and 4		Wk 1	Wk 2	Wks 2 and 5	Wk 2

• *Recall/use addition/subtraction facts for 100 (multiples of 5 and 10)*	Ongoing in Starters					
• *Derive and use addition and subtraction facts for 100*	Wks 3 and 4					Wk 2
• *Derive and use addition and subtraction facts for multiples of 100 totalling 1000*	Ongoing in Starters					
• Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds	Wks 2, 3 and 4		Wk 1		Wk 2	Wk 2
• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Wk 5 + Wk 6 -			Wk 2	Wk 2	
• Estimate the answer to a calculation and use inverse operations to check answers	Wks 5 and 6		Wk 1	Wk 2	Wks 2 and 5	Wk 2
• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Wks 5 and 6			Wk 2	Wk 2	
Key Learning: Number - Multiplication and Division	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*	Ongoing when calculating					
• *Select a mental strategy appropriate for the numbers involved in the calculation*		Wk 2 x Wk 3 ÷	Wk 3 ÷ Wks 5 and 6 x		Wk 3	
• *Understand that division is the inverse of multiplication and vice versa*	Applied when checking the results of a calculation and linked to objective below					
• *Understand how multiplication and division statements can be represented using arrays*			Wk 3 ÷			
• *Understand division as sharing and grouping and use each appropriately*			Wk 3			
• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		Wk 1 – 3x and 4x	Wk 5 – 8x		Wks 1 and 3	Wk 2
• *Derive and use doubles of all numbers to 100 and corresponding halves*	Ongoing in Starters					
• *Derive and use doubles of all multiples of 50 to 500*	Ongoing in Starters					
• 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		Wk 2 x Wk 3 ÷	Wk 3 ÷ Wks 5 and 6 x		Wk 3	
• *Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy*		Wk 2 x Wk 3 ÷	Wk 3 ÷ Wks 5 and 6 x		Wk 3	

• Solve problems, including missing number problems, involving multiplication and division *(and interpreting remainders),* including positive integer scaling problems and correspondence problems in which n objects are connected to m objects		Wk 2 x Wk 3 ÷	Wk 6		Wk 3	
Key Learning: Number - Fractions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as 3 ÷ 4)*			Wk 2	Wk 3		Wk 3
• *Understand that finding a fraction of an amount relates to division*			Wks 2 and 3	Ongoing when applied to division		
• Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10					Wk 5	
• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators			Wks 2 and 3			Wk 3
• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			Wk 2			Wk 3
• Recognise and show, using diagrams, equivalent fractions with small denominators				Wk 3		Wk 3
• Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$]				Wk 3		
• Compare and order unit fractions, and fractions with the same denominators *(including on a number line)*	Ongoing in Starters			Wk 3		
• *Count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$*	Ongoing in Starters					
• Solve problems that involve all of the above				Wk 3		
Key Learning: Measurement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Wk 3 – length		Wk 4 – volume and capacity and mass		Wk 2	Wk 4
• *Continue to estimate and measure temperature to the nearest degree (°C) using thermometers*	Ongoing in Starters					
• *Understand perimeter is a measure of distance around the boundary of a shape*	Wk 3				Wk 2	Wk 4
• Measure the perimeter of simple 2-D shapes	Wk 3				Wk 2	Wk 4
• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks		Wk 4		Wk 5		
• Estimate/read time with increasing accuracy to the nearest minute		Wk 4		Wk 5		
• Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight		Wk 4		Wk 5		
• Know the number of seconds in a minute and the number of days in each month, year and leap year		Wk 4		Wk 5		
• Compare durations of events [for example to calculate the time taken by particular events or tasks]				Wk 5		
• *Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence*	Ongoing when solving problems involving money					

• *Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1*	Ongoing when solving problems involving money					
• Add and subtract amounts of money to give change, using both £ and p in practical contexts					Wk 5	
• *Solve problems involving money and measures and simple problems involving passage of time*		Wks 2, 3 and 4	Wk 4 Wk 6	Wk 5	Wks 2, 3 and 5	Wks 1, 2 and 3
Key Learning: Geometry - Properties of Shape	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Wk 3 – 2-D	Wk 5 – 3-D		Wk 1	Wk 4 – 2-D Wk 6 – 3-D	
• Recognise angles as a property of shape or a description of a turn	Wk 3			Wk 1	Wk 4	
• 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				Wk 1	Wk 4	
• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines		Wk 5		Wk 1	Wk 4	
Key Learning: Geometry - Position and Direction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Describe positions on a square grid labelled with letters and numbers*				Wk 4		
Key Learning: Statistics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects*		Wks 1 and 5	Wk 5	Wk 1	Wks 4 and 6	
• Interpret and present data using bar charts, pictograms and tables	Wk 4				Wk 1	Wk 5
• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	Wk 4			Wk 2		Wk 5

Key Learning Coverage – Year 4

This table shows where the Key Learning is explicitly taught.
Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Count in multiples of 6, 7, 9, 25 and 1000		Wk 1 – 6 and 9	Wk 1 – 6, 8, 25 and 1000	Wk 3 - 7	Wk 1	
• Count backwards through zero to include negative numbers			Wk 1		Wk 1	
• Count up and down in hundredths	Wk 2				Wk 1	
• *Read and write numbers to at least 10 000*	Wk 1	Ongoing				
• *Read and write numbers with up to two decimal places*	Wk 2	Ongoing				
• Recognise the place value of each digit in a four-digit number	Wk 1			Wk 2		Wk 1
• *Identify the value of each digit to two decimal places*	Wk 2			Wk 2	Wk 2	
• *Partition numbers in different ways (e.g. 2.3 = 2+0.3 & 1+1.3)*	Wks 3 and 4	Wk 2	Ongoing particularly when selecting the most appropriate method of calculation			Wk 4
• Identify, represent and estimate numbers using different representations *(including the number line)*	Wk 1			Wk 2		Wk 1
• Order and compare numbers beyond 1000	Wk 1			Wk 2		Wk 1
• *Order and* compare numbers with the same number of decimal places up to two decimal places	Wk 2	Ongoing in Starters			Wk 2	
• Find *0.1, 1, 10, 100 or* 1000 more or less than a given number	Wk 1			Wk 2		
• Round any number to the nearest 10, 100 or 1000	Wk 1			Wk 2		Wk 1
• Round decimals (one decimal place) to the nearest whole number	Wk 2				Wk 2	
• Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer	Wk 2				Wk 2	
• *Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps*			Wk 1		Wks 1 and 6	
• Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value			Wk 1	Ongoing in Starters		
• Solve number and practical problems that involve all of the above and with increasingly large positive numbers	Wk 1			Wk 2		Wk 1
Key Learning: Number - Addition and Subtraction	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*	Wks 3 and 4		Wk 6			Wk 3
• *Select a mental strategy appropriate for the numbers involved in the calculation*	Wks 3 and 4	Ongoing when calculating and in Starters				Wk 3
• *Recall and use addition and subtraction facts for 100*	Ongoing when calculating and in Starters					

• *Recall and use +/- facts for multiples of 100 totalling 1000*	Ongoing when calculating and in Starters					
• *Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)*	Ongoing when calculating and in Starters					
• *Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place*	Wk 4	Ongoing when calculating and in Starters				
• Add and subtract numbers with up to 4 digits *and decimals with one decimal place* using the formal written methods of columnar addition and subtraction where appropriate	Wks 3 and 4		Wk 6	Wk 5		Wk 3
• Estimate; use inverse operations to check answers to a calculation	Wks 3 and 4		Wk 6			Wk 3
• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Wk 4		Wk 6			Wk 3
• *Solve addition and subtraction problems involving missing numbers*	Ongoing when calculating and in Starters					
Key Learning: Number - Multiplication and Division	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*		Wk 3		Wks 1 and 3		Wk 4
• *Select a mental strategy appropriate for the numbers involved in the calculation*		Wks 1 and 2	Wk 3	Wk 1		Wk 4
• Recognise and use factor pairs and commutativity in mental calculations		Wk 1		Wk 1		Wk 4
• Recall multiplication and division facts for multiplication tables up to 12 × 12		Wks 1 and 2 – 6x and 9x		Wk 1 – 7x and 11x	Wk 6 – 12x	
• *Use partitioning to double or halve any number, including decimals to one decimal place*		Wk 1		Wk 1		
• 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		Wk 1 x Wk 2 ÷		Wk 1		Wk 4
• Multiply two-digit and three-digit numbers by a one-digit number using formal written layout		Wk 3		Wk 3		Wk 4
• *Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context*	Link to finding fractions of amounts			Wk 1	Wk 3	
• *Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy*		Wk 3	Wk 3	Wks 1 and 3		Wk 4
• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, *division (including interpreting remainders),* integer scaling problems and harder correspondence problems such as n objects are connected to m objects		Wk 3 x		Wk 3		Wk 4
Key Learning: Number - Fractions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Understand that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as 3 ÷ 4)*			Wk 2		Wk 3	
• *Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators*			Wk 3	Link to division in context		

• Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	Wk 2					
• *Count on and back in steps of unit fractions*			Wk 2	Ongoing in Starters		
• *Compare and order unit fractions and fractions with the same denominators (including on a number line)*			Wk 2	Ongoing in Starters		
• Recognise and show, using diagrams, families of common equivalent fractions			Wk 2	Ongoing in Starters		
• Recognise and write decimal equivalents of any number of tenths or hundredths			Wk 2		Wk 2	
• Recognise and write decimal equivalents to $\frac{1}{4}\ \frac{1}{2}\ \frac{3}{4}$			Wk 2		Wk 2	
• Add and subtract fractions with the same denominator *(using diagrams)*			Wk 2	Ongoing in Starters		
• 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			Wk 3		Wk 3	
• Solve simple measure and money problems involving fractions and decimals to two decimal places			Wk 3		Wk 2	
Key Learning: Measurement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Estimate, compare and calculate different measures, including money in pounds and pence		Wk 4 - length			Wk 4 – perimeter, volume and capacity and mass	
• *Order temperatures including those below 0°C*			Wk 1	Ongoing in Starters		
• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres		Wk 4			Wk 4	
• *Know area is a measure of surface within a given boundary*			Wk 5		Wk 5	
• Find the area of rectilinear shapes by counting squares			Wk 5		Wk 5	
• Convert between different units of measure [e.g. kilometre to metre; hour to minute]		Wk 4 - length			Wk 2	
• Read, write and convert time between analogue and digital 12- and 24-hour clocks	Wk 6				Wk 6	
• *Write amounts of money using decimal notation*	Wk 2	Ongoing in problem solving contexts				
• *Recognise that one hundred 1p coins equal £1 and that each coin is $\frac{1}{100}$ of £1*	Wk 2					
• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days *and problems involving money and measures*	Wk 6	Link to multiplication and division			Wk 6 - time	
Key Learning: Geometry - Properties of Shape	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Wk 5			Wk 4		Wk 5
• Identify lines of symmetry in 2-D shapes presented in different orientations	Wk 5			Wk 4		Wk 5

• Complete a simple symmetric figure with respect to a specific line of symmetry			Wk 4		Wk 5	Wk 5
• *Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines*	Wk 5			Wk 4		Wk 5
• Identify acute and obtuse angles and compare and order angles up to two right angles by size	Wk 5			Wk 4		Wk 5
Key Learning: Geometry - Position and Direction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Describe positions on a 2-D grid as coordinates in the first quadrant			Wk 4	Wk 4	Wk 5	
• Plot specified points and draw sides to complete a given polygon			Wk 4	Wk 4	Wk 5	
• Describe movements between positions as translations of a given unit to the left/right and up/down			Wk 4		Wk 5	
Key Learning: Statistics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Use a variety of sorting diagrams to* compare and classify *numbers and* geometric shapes based on their properties and sizes	Wk 5			Wk 4		Wk 5
• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs		Wk 5		Wk 5		Wk 2
• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		Wk 5		Wk 5		Wks 2 and 3

Key Learning Coverage – Year 5

This table shows where the Key Learning is explicitly taught.
Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	Wk 1				Wk 1	Wk 1
• *Count forwards and backwards in decimal steps*	Wk 2				Wk 1	
• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	Wk 1	Ongoing			Wk 1	Wk 1
• Read, write, order and compare numbers with up to 3 decimal places	Wk 2	Ongoing			Wk 1	
• *Identify the value of each digit to three decimal places*	Wk 2				Wk 1	
• *Identify represent and estimate numbers using the number line*	Wks 1 and 2				Wk 1	
• *Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number*	Wks 1 and 2				Wk 1	
• Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	Wk 1	Ongoing when estimating calculations			Wk 1	Wk 1
• Round decimals with two decimal places to the nearest whole number and to one decimal place	Wk 2	Ongoing when estimating calculations			Wk 1	Wk 3
• Multiply/divide whole numbers and decimals by 10, 100 and 1000	Wk 2		Wk 4		Wk 6	
• Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero			Wk 1			Wk 1
• *Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal*	Wks 1 and 2		Wk 1		Wk 1	Wk 1
• Read Roman numerals to 1000 (M); recognise years written as such			Wk 1	Ongoing in Starters		
• Solve number and practical problems that involve all of the above	Wk 1				Wk 1	Wk 1
Key Learning: Number - Addition and Subtraction	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*	Wks 3 and 6		Wk 2	Wk 5	Wk 5	
• *Select a mental strategy appropriate for the numbers involved in the calculation*	Wk 6		Wk 2	Wk 5	Wk 5	
• *Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)*	Ongoing when selecting appropriate methods of calculation					
• *Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places)*	Ongoing when selecting appropriate methods of calculation					
• Add and subtract numbers mentally with increasingly large numbers *and decimals to two decimal places*	Wk 6		Wk 2	Wk 5	Wk 5	
• Add and subtract whole numbers with more than 4 digits *and decimals with two decimal places,* including using formal written methods (columnar addition and subtraction)	Wk 3		Wk 2	Wk 5	Wk 5	Wk 2
• *Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy*	Wk 3		Wk 2		Wk 5	Wk 2
• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Wk 3		Wk 2	Wk 5	Wk 5	

• *Solve addition and subtraction problems involving missing numbers*	Ongoing when solving problems					
Key Learning: Number - Multiplication and Division	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*		Wks 1, 2 and 4	Wk 3	Wk 1	Wk 6	Wk 2
• *Select a mental strategy appropriate for the numbers involved in the calculation*		Wk 1	Wk 3	Wk 1	Wk 6	
• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers			Wk 3	Wk 1		
• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers		Wk 1	Ongoing in Starters			
• Establish whether a number up to 100 is prime and recall prime numbers up to 19		Wk 1	Ongoing in Starters			
• Recognise and use square (^{2}) and cube (^{3}) numbers, and notation		Wk 1			Wk 6	
• *Use partitioning to double or halve any number, including decimals to two decimal places*		Wk 1	Ongoing in Starters			
• Multiply and divide numbers mentally drawing upon known facts		Wk 1	Wk 3	Wk 1 ÷		
• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes		Wks 1 and 2	Wk 3			
• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers		Wk 4	Wk 3			Wk 2
• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context		Wk 2		Wk 1	Wk 6	Wk 2
• *Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy*	Ongoing when calculating					Wk 2
• Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		Wk 2 ÷		Wk 1 ÷		Wk 2
• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates		Wk 2 ÷	Wk 3	Wk 1 ÷	Wk 6	
Key Learning: Number - Fractions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Recognise mixed numbers and improper fractions and convert from one form to the other				Wk 3	Wk 2	
• Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)		Wk 3	Ongoing in Starters			
• *Count on and back in mixed number steps such as* $1\frac{1}{2}$		Wk 3	Ongoing in Starters			
• Compare and order fractions whose denominators are all multiples of the same number *(including on a number line)*		Wk 3			Wk 2	
• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths		Wk 3			Wk 2	
• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Wk 2	Ongoing application of knowledge when using decimals				
• Add and subtract fractions with denominators that are the same and that are multiples of the same number *(using diagrams)*				Wk 3	Wk 2	
• Write statements > 1 as a mixed number (e.g. $\frac{2}{5}+\frac{4}{5}=\frac{6}{5}=1\frac{1}{5}$)				Wk 3		

• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams					Wk 2	
• 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 100, and as a decimal						Wk 3
• *Solve problems involving fractions and decimals to three places*	Wk 2 - decimals	Wk 3 - fractions				Wk 3 - decimals
• Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25						Wk 3
Key Learning: Measurement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Use, read and write standard units of length and mass*			Wk 4	Wk 5		
• Estimate *(and calculate)* volume ((e.g., using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (e.g. using water)			Wk 4	Wks 4 and 5		Wk 5
• *Understand the difference between liquid volume and solid volume*				Wk 4		Wks 4 and 5
• *Continue to order temperatures including those below 0°C*			Wk 1			Wk 1
• *Calculate difference in temperature, including those that involve a positive and negative temperature*			Wks 1 and 2			
• Convert between different units of metric measure			Wk 4	Ongoing application when x ÷ by powers of 10		
• Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints					Wk 3	Wk 4
• Measure/calculate the perimeter of composite rectilinear shapes	Wk 5	Ongoing when learning about length				
• Calculate and compare the area of rectangle, use standard units square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes		Wk 4		Wk 4		Wk 5
• *Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks*		Wk 5			Wk 3	
• Solve problems involving converting between units of time		Wk 5			Wk 3	Wk 4
• Use all four operations to solve problems involving measure using decimal notation, including scaling			Wk 2 + -			Wk 4
Key Learning: Geometry - Properties of Shape	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	Wk 5		Wk 5	Wk 2	Wk 4	
• Use the properties of rectangles to deduce related facts and find missing lengths and angles	Wk 5			Wk 2	Wk 4	
• Identify 3-D shapes from 2-D representations				Wk 2	Wk 4	
• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes				Wk 2	Wk 4	
• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	Wk 4		Wk 6			
• Draw given angles, and measure them in degrees (°)	Wk 4		Wk 6			
• Identify:			Wk 6	Ongoing application when calculating		

- angles at a point and one whole turn (total 360°) - angles at a point on a straight line and half a turn (total 180°) - other multiples of 90°						
Key Learning: Geometry - Position and Direction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Describe positions on the first quadrant of a coordinate grid*			Wk 5		Wk 4	
• *Plot specified points and complete shapes*			Wk 5		Wk 4	
• 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			Wk 5		Wk 4	
Key Learning: Statistics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes)*	Ongoing in Starters			Wk 2 shape		
• Complete, read and interpret information in tables and timetables		Wk 5			Wk 3	
• Solve comparison, sum and difference problems using information presented in *all types of graph including* a line graph	Wk 6				Wk 3	
• *Calculate and interpret the mode, median and range*	Ongoing when ordering numbers (median) and calculating (range)			Wk 5		

Key Learning Coverage – Year 6

This table shows where the Key Learning is explicitly taught.
Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Count forwards or backwards in steps of integers, decimals, powers of 10*	Wk 1		Wk 1		Wk 1	Wk 4
• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	Wk 1	Ongoing				
• Identify the value of each digit to three decimal places	Wk 1	Ongoing particularly when ordering and calculating				
• *Identify, represent and estimate numbers using the number line*	Wks 1, 2 and 5			Wk 1	Wks 1 and 2	
• *Order and compare numbers including integers, decimals and negative numbers*	Wk 1		Wk 3		Wk 1	Wk 4
• *Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/less than a given number*	Wk 1	Applied when calculating			Wk 1	Wk 4
• Round any whole number to a required degree of accuracy	Wk 1	Ongoing when estimating calculations				
• *Round decimals with three decimal places to the nearest whole number or one or two decimal places*	Wk 1	Ongoing when estimating calculations			Wk 1	Wk 4
• Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	Applied when converting between metric units of measure					
• Use negative numbers in context, and calculate intervals across zero	Wk 1		Wk 3			Wk 4
• *Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal*			Wk 1		Wk 5	Wk 4
• Solve number and practical problems that involve all of the above	Wk 1	Ongoing				
Key Learning: Number - Addition and Subtraction	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*	Wk 2 + Wk 5 -			Wk 1	Wk 2	Wk 2
• *Select a mental strategy appropriate for the numbers in the calculation*	Wk 2 + Wk 5 -			Wk 1	Wk 2	Wk 2
• *Recall and use addition and subtraction facts for 1 (with decimals to two decimal places)*	Wk 1	Ongoing in Starters and also applied when calculating mentally				
• Perform mental calculations including with mixed operations and large numbers *and decimals*	Wk 2 + Wk 5 -	Ongoing in calculation units			Wk 1	Wk 2
• *Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction)*	Wk 2 + Wk 5 -			Wk 1	Wk 2	Wk 2
• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	Wk 2 + Wk 5 -	Ongoing when calculating			Wk 2	
• Use knowledge of the order of operations to carry out calculations				Wk 1	Wk 2	Wk 2
• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Wk 2 + Wk 5 -			Wk 1	Wk 2	Wk 2
• Solve problems involving all four operations, *including those with missing numbers*	Wk 2 + Wk 5 -			Wk 1 + -	Wk 2	Wk 2

Key Learning: Number - Multiplication and Division	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*	Wk 3 x Wk 6 ÷		Wk 5 ÷ Wk 6 x			Wk 2
• *Select a mental strategy appropriate for the numbers in the calculation*	Wk 3		Wk 6 x			Wk 2
• Identify common factors, common multiples and prime numbers		Wk 1	Wk 4			
• *Use partitioning to double or halve any number*	Ongoing in Starters and also applied when calculating mentally					
• Perform mental calculations, including with mixed operations and large numbers	Wk 3 x Wk 6 ÷		Wk 5 ÷ Wk 6 x		Wk 1	Wk 2
• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	Wk 3		Wk 6		Wk 2	Wk 2
• Multiply one-digit numbers with up to two decimal places by whole numbers	Wk 3		Wk 6	Ongoing when calculating		
• Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	Wk 6		Wk 5		Wk 2	Wk 2
• Use written division methods in cases where the answer has up to two decimal places	Wk 6		Wk 5	Ongoing when calculating		
• Use estimation *and inverse* to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	Wk 3 x Wk 6 ÷	Ongoing when calculating			Wk 2	Wk 2
• Solve problems involving all four operations, *including those with missing numbers*	Wk 3 x Wk 6 ÷		Wk 5 ÷ Wk 6 x	Ongoing		
Key Learning: Number – Fractions, Decimals and Percentages	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• Compare and order fractions, including fractions > 1 *(including on a number line)*		Wk 1			Wk 1	Wk 3
• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination			Wk 4		Wk 1	Wk 3
• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		Wks 1 and 2	Ongoing in Starters			
• Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 and $\frac{3}{8}$)		Wk 1	Wk 4		Wk 1	
• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions		Wk 1	Wk 4		Wk 1	Wk 3
• Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)			Wk 4		Wk 3	Wk 3
• Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)			Wk 4		Wk 3	Wk 3
• *Find simple percentages of amounts*		Wk 2		Wk 2		
• *Solve problems involving fractions*		Wk 1	Ongoing			
• Solve problems which require answers to be rounded to specified degrees of accuracy		Wks 2, 3, 5 and 6	Wks 5 and 6	Ongoing		
• Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison		Wk 2		Wk 2	Wk 3	

Key Learning: Number - Ratio and Proportion						
• Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication/division facts		Wk 2		Wk 2	Wk 3	
• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples		Wk 2		Wk 2	Wk 3	
• Solve problems involving similar shapes where the scale factor is known or can be found		Wk 2		Wk 2	Wk 3	
Key Learning: Number – Algebra						
• Use simple formulae			Wk 1		Wk 5	
• Generate and describe linear number sequences			Wk 1		Wk 5	
• Express missing number problems algebraically	Wks 2, 3 and 5	Ongoing when solving calculation word problems				
• Find pairs of numbers that satisfy an equation with two unknowns	Wks 2, 3 and 5	Ongoing when calculating				
• Enumerate possibilities of combinations of two variables			Wk 6	Ongoing when solving problems		
Key Learning: Measurement	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• Use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places	Wk 3 time	Wk 4 length and mass Wk 5 area and volume		Wk 2	Wk 6 length and time	Wk 1 – mass, volume and capacity
• Convert between standard units of length, mass, volume and time using decimal notation to three decimal places	Wk 3 time	Wk 4 length and mass		Wk 2	Wk 6 length and time	Wk 1 – mass, volume and capacity
• Convert between miles and kilometres		Wk 4		Wk 5	Wk 5	
• Recognise that shapes with the same areas can have different perimeters and vice versa		Wk 5		Wk4		
• Calculate the area of parallelograms and triangles		Wk 5		Wk 4		
• Recognise when it is possible to use formulae for area and volume of shapes		Wk 5		Wk 4		
• Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (e.g. mm^3 and km^3)		Wk 5		Wk 4		Wk 1
• *Calculate differences in temperature, including those that involved a positive and negative temperature*	Wk 1		Wk 3			Wk 4
• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	Wk 3 time	Wk 4		Wk 2	Wk 6	Wk 1
Key Learning: Geometry - Properties of Shape	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• Compare/classify geometric shapes based on the properties and sizes	Wk 4			Wk 3		Wk 5
• Draw 2-D shapes using given dimensions and angles	Wk 4			Wk 3	Wk 4	Wk 5
• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius				Wk 3		Wk 5

• Recognise, describe and build simple 3-D shapes, including making nets	Wk 4			Wk 3		Wk 5
• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles		Wk 3		Wk 3		Wk 5
• Find unknown angles in any triangles, quadrilaterals, regular polygons		Wk 3		Wk 3		Wk 5
Key Learning: Geometry - Position and Direction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Describe positions on the full coordinate grid (all four quadrants)			Wks 1 and 2		Wk 4	
• Draw and translate simple shapes on the coordinate plane, and reflect them in the axes			Wk 2		Wk 4	
Key Learning: Statistics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Continue to complete and interpret information in a variety of sorting diagrams (including sorting properties of numbers and shapes)*	Wk 4			Wk 3		Wk 5
• Interpret and construct pie charts and line graphs and use these to solve problems		Wk 3		Wk 5		
• *Solve comparison, sum and difference problems using information presented in all types of graph*		Wk 3		Wk 5	Wk 6	
• Calculate and interpret the mean as an average			Wk 3		Wk 6	