Primary Maths Curriculum Map

The objectives in red are matched with the NCETM's Ready to Progress criteria **plus** extra objectives chosen by extensive research and fitting for our school curriculum. These form the crucial objectives for ALL children to secure as there is evidence that these objectives will enable the children to progress into the next year and beyond in their mathematical journey.

The objectives in green are non-statutory in the national curriculum guidance but are included in the WRH planning schemes.

	Autumn	**Spring**	**Summer**
Reception	**Baseline** Getting to know you – Continuous provision – positional language where are things. **Number:** Match and sort. Compare amounts. Representing, comparing and composition of 1, 2 and 3. Representing numbers to 5. One more and less. **Measure, Shape and Spatial thinking:** Compare size, mass and capacity. Exploring pattern. Circles and triangles. Positional Language. Shapes with 4 sides. Time.	**Number:** Introducing 0. Comparing numbers to 5. Composition of 4 and 5. 6, 7 and 8. Making pairs. Combining 2 groups. 9 and 10. Comparing numbers to 10. Bonds to 10. **Measure, Shape and Spatial thinking:** Compare Mass. Compare Capacity. Length and height. Time. 3-D shape. Pattern.	**Number:** Building number beyond 10. Counting patterns beyond 10. Adding more. Taking away. Doubling. Sharing and Grouping. Even and Odd. Deepening understanding. Patterns and Relationships. **Measure, Shape and Spatial thinking:** Spatial reasoning x 4 blocks. Match, Rotate, Manipulate. Compose and Decompose. Visualise and Build. Mapping.

	Autumn	Spring	Summer
Year 1	**Place Value – within 10** Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words. Compare numbers using and = signs Given a number, identify one more or one less. 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. **Addition and Subtraction within 10** Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit and 2digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. **Geometry – Shape** Recognise and name common 2-D shapes, including: (for example, rectangles (including	**Addition and Subtraction within 20** Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ☐–9 **Place Value – Within 20** Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. 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. **Place Value – within 50** Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less.	**Multiplication and Division** Count in multiples of twos, fives and tens. 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. **Fractions** Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Geometry – Position and Direction** Describe position, direction and movement, including whole, half, quarter and three quarter turns. **Place Value –within 100** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than, most, least.

	squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens. **Measurement – Length and Height** Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) **Measurement – Mass and Volume** Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for 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]	**Measurement – Money** Recognise and know the value of different denominations of coins and notes. **Measurement – Time** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)

	Autumn	Spring	Summer
Year 2	**Place Value** Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. **Addition and Subtraction** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.	**Measurement – Money** Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. **Multiplication and Division** Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. **Measurement – Length and Height** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	**Fractions** Recognise, find, name and write fractions ½ ¼ ¾ and 1/3 of a length, shape, set of objects or quantity. Write simple fractions for example ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet $\frac{3}{4}$ as the first example of a non-unit fraction. Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than 1 **Measurement – Time** 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. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.

	Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Pupils extend their understanding of the language of addition and subtraction to include sum and difference. **Geometry – Properties of Shape** Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects.	Compare and order lengths, mass, volume/capacity and record the results using >, < and =. **Measurement- Mass, Capacity and Temperature** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =	**Statistics** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. **Geometry – Position and Direction** 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). Order and arrange combinations of mathematical objects in patterns and sequences.

	Autumn	Spring	Summer
Year 3	**Place Value** Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100. Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100 **Addition and Subtraction** Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers.	**Multiplication and Division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. **Measurement- Length and Perimeter** Measure, compare, add and subtract: lengths (m/cm/mm) Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm). Measure the perimeter of simple 2-D shapes **Fractions** 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 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	**Fractions** Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] Solve problems that involve all of the above. **Measurement – Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Measurement – Time** Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].

	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Multiplication and Division** Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above. **Measurement – Mass and Capacity** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	**Geometry – Properties of Shape** Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. **Statistics** Interpret and present data using bar charts, pictograms and tables. 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.

	Autumn	Spring	Summer
Year 4	**Place Value** Count in multiples of 6, 7, 9. 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100. Count backwards through zero to include negative numbers. **Addition and Subtraction** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation.	**Multiplication and Division** Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Recognise and use factor pairs and commutativity in mental calculations. Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers. Multiply two digit and three digit numbers by a one digit number using formal written layout. 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 n objects are connected to m objects. **Measurement – Length and Perimeter** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit Convert between different units of measure [for example, kilometre to metre] **Fractions** Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	**Decimals** Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to ¼ ½ and ¾ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. **Measurement – Money** Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places. **Measurement – Time** Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

	Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. **Measurement – Area** Find the area of rectilinear shapes by counting squares. They relate area to arrays and multiplication. **Multiplication and Division** Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Count in multiples of 6, 7, 9. 25 and 1000 Multiply by 10 and 100. 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. 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 n objects are connected to m objects.	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. Add and subtract fractions with the same denominator. **Decimals** Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Solve simple measure and money problems involving fractions and decimals to two decimal places.	**Geometry – Properties of Shape** Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. **Statistics** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Geometry – Position and Direction** Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.

	Autumn	Spring	Summer
Year 5	**Place Value** Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Addition and Subtraction** Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	**Multiplication and Division** Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. 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. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. **Fractions** Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example 0.71 = 71/100] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Perimeter and Area** Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm2,m2 estimate the area of irregular shapes.	**Geometry – Properties of Shapes** Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (o) Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o **Geometry – Position and Direction** 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. **Decimals** Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Use all four operations to solve problems involving measure [for example, length, mass,

	Multiplication and Division Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. **Fractions** Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the	**Decimals and Percentages** Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. 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. Solve problems which require knowing percentage and decimal equivalents of ½ ¼ ¾ 1/5 2/5 4/5 and those fractions with a denominator of a multiple of 10 or 25. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	volume, money] using decimal notation, including scaling. **Number -** Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. **Measurement – Converting Units** Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. **Measurement – Volume** Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] Use all four operations to solve problems involving measure.

	other and write mathematical statements >1 as a mixed number [for example 2/5 + 4/5 = 6/5 = 1 whole and 1/5] Add and subtract fractions with the same denominator and denominators that are multiples of the same number.		
	Autumn	**Spring**	**Summer**
Year 6	**Place Value** Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. **Four Operations** Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.	**Algebra** Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. **Ratio** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Decimals** Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.	**Geometry –Shape** Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Geometry - Position and direction** Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

	Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. **Fractions** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.	Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8] **Percentages** Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. **Perimeter, Area and Volume** Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare Volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3)	

	Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example ¼ x ½ = 1/8] Divide proper fractions by whole numbers [for example 1/3 ÷ 2 = 1/6] **Measurement – Converting Units** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres.	**Statistics** Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.	