

YEAR 1 AUTUMN

	Number: Place Value (within 10)	Number: Addition and Subtraction (within 10)	Geometry: Shape	Number: Place Value (within 20)	Consolidation
	Week 1-4	Week 5-8	Week 9	Week 10-11	Week 12
National Curriculum	<ul style="list-style-type: none"> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 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. 	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. 	<ul style="list-style-type: none"> Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres). 	<ul style="list-style-type: none"> 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. 	All
White Rose Small Steps	<ul style="list-style-type: none"> Sort objects. Count objects. Represent objects. Count, read and write forwards from any number 0 to 10. Count, read and writing backwards from any number 0 to 10. Count one more. Count one less. One to one correspondence to start to compare groups. Compare groups using language such as equal, more/greater, less/fewer. Introduce = , > and < symbols. Compare numbers. Order groups of objects. Order numbers. Ordinal numbers (1st, 2nd, 3rd). The number line. 	<ul style="list-style-type: none"> Part whole model. Addition symbol.. Fact families – Addition facts. Find number bonds for numbers within 10. Systematic methods for number bonds within 10. Number bonds to 10. Compare number bonds. Addition: Adding together. Addition: Adding more. Finding a part. Subtraction: Taking away, how many left? Crossing out. Subtraction: Taking away, how many left? Introducing the subtraction symbol. Subtraction: Finding a part, breaking apart. <ul style="list-style-type: none"> Fact families – The 8 facts. Subtraction: Counting back. Subtraction: Finding the difference. Comparing addition and subtraction statements $a + b > c$. Comparing addition and subtraction statements $a + b > c + d$. 	<ul style="list-style-type: none"> Recognise and name 3D shapes. Sort 3D shapes. Recognise and name 2D shapes. Sort 2D shapes. Patterns with 3D and 2D shapes. 	<ul style="list-style-type: none"> Count forwards and backwards and write numbers to 20 in numerals and words. Numbers from 11 to 20. Tens and ones. Count one more and one less. Compare groups of objects. Compare numbers. Order groups of objects. Order numbers. 	All

Teacher Assessment Framework	WT	Read and write numbers in numerals (to 10).	<ul style="list-style-type: none"> • Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts. 	<ul style="list-style-type: none"> • Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties. 	<ul style="list-style-type: none"> • Read and write numbers in numerals (to 20). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them. 	All
	WA	<ul style="list-style-type: none"> • Read scales in divisions (of ones). 	<ul style="list-style-type: none"> • Recall all the number bonds to and within 10. and use these to reason with. 	<ul style="list-style-type: none"> • Name and describe properties of 2D and 3D shapes. 	<ul style="list-style-type: none"> • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. 	All
	EXS	<ul style="list-style-type: none"> • Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking 	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> • Describe the similarities and differences of 2D and 3D shapes, using their properties. 	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involve more than one step. 	All
PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete and pictorial representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Begin to independently find a starting point to break into a problem • Use trial and improvement strategy • Independently find possibilities • With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors) • Independently pattern spot and copy and continue a pattern (objects, shapes, numbers, spatial) predicting what will come next • With support, investigate statements 					
R	<ul style="list-style-type: none"> • Describe and explain with reasons • Listen to others' explanations and try to make sense of them 					

YEAR 1 SPRING

	Number: Addition and Subtraction	Number: Place Value (within 50) (inc multiples of 2,5 and 10)	Measurement: Length & Height	Measurement: Weight & Volume	Consolidation
	Week 1-4	Week 5-7	Week 8-9	Week 10-11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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 $7 = \square - 9$. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Measurement: Weight 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]. 	All
White Rose Small Steps	<ul style="list-style-type: none"> • Add by counting on. • Find and make number bonds. • Add by making 10. • Subtraction – Not crossing 10. • Subtraction – Crossing 10 (1). • Subtraction – Crossing 10 (2). • Related Facts. • Compare Number Sentences. 	<ul style="list-style-type: none"> • Numbers to 50. • Tens and ones. • Represent numbers to 50. • One more one less. • Compare objects within 50 • Compare numbers within 50. • Order numbers within 50. • Count in 2s. • Count in 5s 	<ul style="list-style-type: none"> • Compare lengths and heights. • Measure length (1). • Measure length (2). 	<ul style="list-style-type: none"> • Introduce weight and mass. • Measure mass. • Compare mass. • Introduce capacity. • Measure capacity. • Compare capacity. 	All

Teacher Assessment asks	WT	<ul style="list-style-type: none"> • Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts. 	<ul style="list-style-type: none"> • Read and write numbers in numerals (to 50). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them 	N/A	N/A	All
	WA	<ul style="list-style-type: none"> • Recall all the number bonds to and within 10, and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. 	<ul style="list-style-type: none"> • Read scales in divisions of ones, twos, fives. • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. 	N/A	N/A	All
	EXS	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems & explain their thinking. • Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> • Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involve more than one step. 	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involve more than one step. 	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involve more than one step. 	All
PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete and pictorial representations, if required. • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Use trial and improvement strategy. • Independently find possibilities. • With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors). • Independently pattern spot and copy and continue a pattern (objects, shapes, numbers, spatial) predicting what will come next. • With support, investigate statements. 					
R	<ul style="list-style-type: none"> • Describe and explain with reasons. • Listen to others' explanations and try to make sense of them. 					

Year 1 – Summer

	Number: Multiplication and Division (including multiples of 2,5 and 10)	Number: Fractions	Geometry: Position and Direction	Number: Place Value (within 100)	Measurement: Money	Measurement: Time	Consolidation
	Week 1-3	Week 4-5	Week 6	Week 7-8	Week 9	Week 10-11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) • 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]. 	<ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three quarter turns 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. 	<ul style="list-style-type: none"> • 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 & half past the hour & draw 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). 	<ul style="list-style-type: none"> • All

White Rose Small Steps		<ul style="list-style-type: none"> Count in 10s. Make equal groups. Add equal groups. Make arrays. Make doubles. Make equal groups – grouping. Make equal groups – sharing. 	<ul style="list-style-type: none"> Halving shapes or objects. Halving a quantity. Find a quarter of a shape or object. Find a quarter of a quantity. 	<ul style="list-style-type: none"> Describe turns. Describe Position (1). Describe Position (2). 	<ul style="list-style-type: none"> Counting to 100. Partitioning numbers. Comparing numbers (1). Comparing numbers (2). Ordering numbers. One more, one less. 	<ul style="list-style-type: none"> Recognising coins. Recognising notes. Counting in coins 	<ul style="list-style-type: none"> Before and after. Dates. Time to the hour. Time to the half hour. Writing time. Comparing time. 	<ul style="list-style-type: none"> All
Teacher Assessment asks	WT	<ul style="list-style-type: none"> Count in 2s, 5s and 10s from 0 and use this to solve problems. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Read and write numbers in numerals (to 50). Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them. 	<ul style="list-style-type: none"> Know the value of different coins. 	<ul style="list-style-type: none"> Read the time on a clock 	<ul style="list-style-type: none"> All
	WA	<ul style="list-style-type: none"> Recall multiplication and division facts for 2 and 10 and use them to solve simple problems, demonstrating and understanding of the commutativity as necessary. 	<ul style="list-style-type: none"> Identify $\frac{1}{4}$ of a number or shape and know that all the parts must be equal parts of the whole. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Read scales in divisions of ones, twos, fives. Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. 	<ul style="list-style-type: none"> Use different coins to make the same amount 	<ul style="list-style-type: none"> Read the time on a clock (to half an hour) 	<ul style="list-style-type: none"> All

	EXS	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> • Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> • Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> • Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> • Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> • All
PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete and pictorial representations, if required. • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Use trial and improvement strategy. • Independently find possibilities. • With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors). • Independently pattern spot and copy and continue a pattern (objects, shapes, numbers, spatial) predicting what will come next. • With support, investigate statements. 							
R	<ul style="list-style-type: none"> • Describe and explain with reasons. • Listen to others' explanations and try to make sense of them. 							

YEAR 2 AUTUMN

	Number: Place Value	Number: Addition and Subtraction	Measurement: Money	Number: Multiplication and Division
	Week 1-3	Week 4-8	Week 9-10	Week 11-12
National Curriculum	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 (\times), division (\div) and equals ($=$) sign. • 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.

White Rose Small Steps

- Count objects to 100 and read and write numbers in numerals and words.
- Represent numbers to 100.
- Tens and ones with a part whole model.
- Tens and ones using addition.
- Use a place value chart.
- Compare objects.
- Compare numbers.
- Order objects and numbers.
- Count in 2s, 5s and 10s.
- Count in 3s.

- Fact families – Addition and subtraction bonds to 20.
- Check calculations.
- Compare number sentences.
- Related facts.
- Bonds to 100 (tens).
- Add and subtract 1s.
- 10 more and 10 less.
- Add and subtract 10s.
- Add a 2-digit and 1-digit number – crossing ten.
- Subtract a 1-digit number from a 2-digit number – crossing 10.
- Add two 2-digit numbers – not crossing ten – add ones and add tens.
- Add two 2-digit numbers – crossing ten – add ones and add tens.
- Subtract a 2-digit number from a 2-digit number – not crossing ten.
- Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens.
- Bonds to 100 (tens and ones).
- Add three 1-digit numbers.

- Count money – pence.
- Count money – pounds (notes and coins).
- Count money – notes and coins.
- Select money.
- Make the same amount.
- Compare money.
- Find the total.
- Find the difference.
- Find change.
- Two-step problems.

- Recognise equal groups.
- Make equal groups.
- Add equal groups.
- Multiplication sentences using the x symbol.
- Multiplication sentences from pictures.
- Use arrays.
- 2 times-table.
- 5 times-table.
- 10 times-table.

Teacher Assessment Framework	WT	<ul style="list-style-type: none"> • Read and write numbers in numerals up to 100 • Partition a two-digit number into tens and ones and demonstrate an understanding of place value, though they may use structures resources to support them 	<ul style="list-style-type: none"> • Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus • Recall at least four of the six number bonds for 10 and reason about associated facts 	<ul style="list-style-type: none"> • Know the value of different coins 	<ul style="list-style-type: none"> • N/A
	WA	<ul style="list-style-type: none"> • Read scales in divisions of ones, twos, fives and tens • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus 	<ul style="list-style-type: none"> • Recall all the number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships 	<ul style="list-style-type: none"> • Use different coins to make the same amount 	<ul style="list-style-type: none"> • Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating and understanding the commutativity as necessary
	EXS	<ul style="list-style-type: none"> • Read scales where not all numbers on the scale are given and estimate points in between • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking • Solve unfamiliar word problems that involve more than one step 	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking • Solve unfamiliar word problems that involve more than one step 	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking • Solve unfamiliar word problems that involve more than one step 	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known numbers facts. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking • Solve unfamiliar word problems that involve more than one step
PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Independently find a starting point to break into a problem • With support work systematically • Independently find possibilities • Independently check work (e.g. look for other possibilities, repeats, missing answers and errors) • Pattern spot and predict what will come next in a pattern/sequence (numbers, shapes, spatial) 				
R	<ul style="list-style-type: none"> • Explain with reasons and beginning to use given sentence stems and connectives to expand • Listen to others' explanations, make sense of them and compare and evaluate • Begin to edit and improve their own and a peer's explanation • With support, investigate statements and conjectures • Investigate 'what if?' questions 				

YEAR 2 SPRING

	Number: Multiplication and Division	Statistics	Geometry: Properties of Shape	Number: Fractions	Measurement: Length and Height	Consolidation
	Week 1-2	Week 3-4	Week 5-7	Week 8-10	Week 11	Week 12
National Curriculum	<ul style="list-style-type: none"> 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 (\times), division (\div) 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$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 $=$. 	<ul style="list-style-type: none"> All

White Rose Small Steps		<ul style="list-style-type: none"> • Make equal groups – sharing • Make equal groups – grouping • Divide by 2 • Odd and even numbers • Divide by 5 • Divide by 10 	<ul style="list-style-type: none"> • Make tally charts • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10) • Block diagrams. 	<ul style="list-style-type: none"> • Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes • Lines of symmetry • Sort 2D shapes • Make patterns with 2D shapes • Count faces on 3D shapes • Count edges on 3D shapes • Count vertices on 3D shapes • Sort 3D shapes • Make patterns with 3D shapes. 	<ul style="list-style-type: none"> • Make equal parts • Recognise half • Find half • Recognise quarter • Find a quarter • Recognise a third • Find a third • Unit fractions • NonUnit fractions. • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ • Find three quarters • Count in fractions 	<ul style="list-style-type: none"> • Measure length (cm) • Measure length (m) • Compare lengths • Order lengths • Four operations with lengths. 	<ul style="list-style-type: none"> • All
	Teacher Assessment asks	WT	<ul style="list-style-type: none"> • Make equal groups – sharing • Make equal groups – grouping • Divide by 2 • Odd and even numbers • Divide by 5 • Divide by 10 	<ul style="list-style-type: none"> • Make tally charts • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10) • Block diagrams. 	<ul style="list-style-type: none"> • Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes • Lines of symmetry • Sort 2D shapes • Make patterns with 2D shapes • Count faces on 3D shapes • Count edges on 3D shapes • Count vertices on 3D shapes • Sort 3D shapes • Make patterns with 3D shapes. 	<ul style="list-style-type: none"> • Make equal parts • Recognise half • Find half • Recognise quarter • Find a quarter • Recognise a third • Find a third • Unit fractions • NonUnit fractions • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ • Find three quarters • Count in fractions 	<ul style="list-style-type: none"> • Measure length (cm) • Measure length (m) • Compare lengths • Order lengths • Four operations with lengths.

	WA	<ul style="list-style-type: none"> • Make equal groups – sharing • Make equal groups – grouping • Divide by 2 • Odd and even numbers • Divide by 5 • Divide by 10 	<ul style="list-style-type: none"> • Make tally charts • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10) • Block diagrams. 	<ul style="list-style-type: none"> • Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes • Lines of symmetry • Sort 2D shapes • Make patterns with 2D shapes • Count faces on 3D shapes • Count edges on 3D shapes • Count vertices on 3D shapes • Sort 3D shapes • Make patterns with 3D shapes. 	<ul style="list-style-type: none"> • Make equal parts • Recognise half • Find half • Recognise quarter • Find a quarter • Recognise a third • Find a third • Unit fractions • NonUnit fractions • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ • Find three quarters. • Count in fractions 	<ul style="list-style-type: none"> • Measure length (cm) • Measure length (m) • Compare lengths • Order lengths • Four operations with lengths. 	<ul style="list-style-type: none"> • All
	EXS	<ul style="list-style-type: none"> • Make equal groups – sharing • Make equal groups – grouping • Divide by 2 • Odd and even numbers • Divide by 5 • Divide by 10 	<ul style="list-style-type: none"> • Make tally charts • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10) • Block diagrams. 	<ul style="list-style-type: none"> • Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes • Lines of symmetry • Sort 2D shapes • Make patterns with 2D shapes. • Count faces on 3D shapes • Count edges on 3D shapes • Count vertices on 3D shapes • Sort 3D shapes • Make patterns with 3D shapes. 	<ul style="list-style-type: none"> • Make equal parts • Recognise half • Find half • Recognise quarter • Find a quarter • Recognise a third • Find a third • Unit fractions • NonUnit fractions • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. • Find three quarters • Count in fractions 	<ul style="list-style-type: none"> • Measure length (cm) • Measure length (m) • Compare lengths • Order lengths • Four operations with lengths. 	<ul style="list-style-type: none"> • All

PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Independently find a starting point to break into a problem • With support work systematically • Independently find possibilities • Independently check work (e.g. look for other possibilities, repeats, missing answers and errors) • Pattern spot and predict what will come next in a pattern/sequence (numbers, shapes, spatial • With support, investigate statements and conjectures
R	<ul style="list-style-type: none"> • connectives to expand • Listen to others' explanations, make sense of them and compare and evaluate • Begin to edit and improve their own and a peer's explanation • Investigate 'what if?' questions

Year 2 – Summer

		Geometry: Position and Direction	Problem Solving and Efficient Methods	Measurement: Time	Measurement: Mass, Capacity and Temperature	Investigations
		Week 1-3	Week 4-5	Week 6-7	Week 8-10	Week 11-12
Teacher Assessment Tasks	WT	• N/A	• All	• Read the time on a clock	• N/A	• All
	WA	• N/A	• All	• Read the time on a clock to the nearest 15 minutes	• N/A	• All
	EXS	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking • Solve unfamiliar word problems that involve more than one step 	• All	<ul style="list-style-type: none"> • Read the time on a clock to the nearest 5 minutes • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking • Solve unfamiliar word problems that involve more than one step 	<ul style="list-style-type: none"> • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking • Solve unfamiliar word problems that involve more than one step 	• All
White Rose Small Steps		<ul style="list-style-type: none"> • Describing movement • Describing turns • Describing movement and turns • Making patterns with shapes. 	• All	<ul style="list-style-type: none"> • O'clock and half past • Quarter past and quarter to • Telling time to 5 minutes • Minutes in an hour, hours in a day • Find durations of time • Compare durations of time. 	<ul style="list-style-type: none"> • Compare mass • Measure mass in grams • Measure mass in kilograms • Compare capacity • Millilitres • Litres • Temperature 	• All
National Curriculum		<ul style="list-style-type: none"> • 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. 	• All	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 =. 	• All

PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Independently find a starting point to break into a problem • With support work systematically • Independently find possibilities • Independently check work (e.g. look for other possibilities, repeats, missing answers and errors) • Pattern spot and predict what will come next in a pattern/sequence (numbers, shapes, spatial) • With support, investigate statements and conjectures
R	<ul style="list-style-type: none"> • Explain with reasons and beginning to use given sentence stems and connectives to expand • Listen to others' explanations, make sense of them and compare and evaluate • Begin to edit and improve their own and a peer's explanation • Investigate 'what if?' questions

Maths Year 3 - Autumn

	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Consolidation
	Week 1-3	Week 4-8	Week 9-11	Week 12
National Curriculum	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> All
Whi White Rose Small Steps	<ul style="list-style-type: none"> Hundreds Represent numbers to 1,000 100s, 10s and 1s (1) 100s, 10s and 1s (2) Number line to 1,000 Find 1, 10, 100 more or less than a given number Compare objects to 1,000 Compare numbers to 1,000 Order numbers Count in 50s. 	<ul style="list-style-type: none"> Add and subtract multiples of 100 Add and subtract 3-digit numbers and ones – not crossing 10 Add 3-digit and 1-digit numbers – crossing 10 Subtract a 1-digit number from a 3-digit number – crossing 10 Add and subtract 3-digit numbers and tens – not crossing 100 Add a 3-digit number and tens – crossing 100 Add and subtract 100s Spot the pattern – making it explicit Add and subtract a 2-digit and 3-digit number – not crossing 10 or 100 	<ul style="list-style-type: none"> Multiplication – equal groups Multiplying by 3 Dividing by 3 The 3 times-table Multiplying by 4 Dividing by 4 The 4 times-table Multiplying by 8 Dividing by 8 The 8 times-table. 	<ul style="list-style-type: none"> All

		<ul style="list-style-type: none"> • Add a 2-digit and 3-digit number – crossing 10 or 100 • Subtract 2-digit number from a 3-digit number cross the 10 or 100 • Add two 3-digit numbers – not crossing 10 or 100 • Add two 3-digit numbers – crossing 10 or 100 • Subtract a 3 –digit number from a 3-digit number – no exchange • Subtract a 3-digit number from a 3-digit number – exchange • Exchange answers to calculation 		
PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Independently find an efficient way to solve a range of problems • Independently work systematically • Independently find possibilities using patterns spotted to support • Independently check and improve work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve) • Pattern spot and predict what will come next in a pattern/sequence (numbers, shape or spatial) • Independently investigate conjectures and provide examples and counter-examples • When they have solved a problem, pose a similar problem for a peer 			
R	<ul style="list-style-type: none"> • Provide a convinced argument • Reflect on others’ convinced explanations and use this to improve their work • Edit and improve their own and a peer’s convinced explanation • Investigate ‘what if?’ questions • Create ‘what if?’ questions 			

Maths Year 3 - Spring

	Number: Multiplication and Division	Measurement: Money	Statistics	Measurement: Length and Perimeter	Fractions	Consolidation
	Week 1-3	Week 4	Week 5-6	Week 7-9	Week 10-11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2D shapes. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • All

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">White Rose Small Steps</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> All
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PS</p>	<ul style="list-style-type: none"> Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate Independently find an efficient way to solve a range of problems Independently work systematically Independently find possibilities using patterns spotted to support Independently check and improve work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve) Pattern spot and predict what will come next in a pattern/sequence (numbers, shape or spatial) Independently investigate conjectures and provide examples and counter-examples When they have solved a problem, pose a similar problem for a peer 					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R</p>	<ul style="list-style-type: none"> Provide a convinced argument Reflect on others' convinced explanations and use this to improve their work Edit and improve their own and a peer's convinced explanation Investigate 'what if?' questions Create 'what if?' questions 					

Maths Year 3 - Summer

	Factions	Measurement: Time	Geometry: Property of Shape	Measurement: Mass, Capacity and Temperature	Investigations
	Week 1-3	Week 4-6	Week 7-8	Week 8-10	Week 11-12
National Curriculum	<ul style="list-style-type: none"> • 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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]. • Solve problems that involve all of the above. 	<ul style="list-style-type: none"> • 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 & 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]. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). 	<ul style="list-style-type: none"> • All
White Rose Small Steps	<ul style="list-style-type: none"> • Equivalent fractions (1) • Equivalent fractions (2) • Equivalent fractions (3) • Compare fractions • Order fractions • Add fractions • Subtract fractions 	<ul style="list-style-type: none"> • Months and years • Hours in a day • Telling the time to 5 minutes • Telling the time to the minute • AM and PM • 24 hour clock • Finding the duration • Comparing the duration • Start and end times • Measuring time in seconds 	<ul style="list-style-type: none"> • Turns and angles • Right angles in shapes • Compare angles • Draw accurately • Horizontal and vertical • Parallel & perpendicular. • Recognise & describe 2D shapes • Recognise and describe 3D shapes • Make 3D shapes. 	<ul style="list-style-type: none"> • Measure mass (1) • Measure mass (2) • Compare mass • Add and subtract mass • Measure capacity (1) • Measure capacity (2) • Compare capacity • Add and subtract capacity 	<ul style="list-style-type: none"> • All

PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Independently find an efficient way to solve a range of problems • Independently work systematically • Independently find possibilities using patterns spotted to support • Independently check and improve work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve) • Pattern spot and predict what will come next in a pattern/sequence (numbers, shape or spatial) • Independently investigate conjectures and provide examples and counter-examples • When they have solved a problem, pose a similar problem for a peer
R	<ul style="list-style-type: none"> • Provide a convinced argument • Reflect on others' convinced explanations and use this to improve their work • Edit and improve their own and a peer's convinced explanation • Investigate 'what if?' questions • Create 'what if?' questions

Maths Year 4 - Autumn

	Number: Place Value	Number: Addition and Subtraction	Measurement: Length and Perimeter	Number: Multiplication and Division	Consolidation
	Week 1-4	Week 5-7	Week 8	Week 9-11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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. • Count backwards through zero to include negative numbers. 	<ul style="list-style-type: none"> • 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. • Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Convert between different units of measure [for example, kilometre to metre]. 	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for multiplication tables up to 12×12. • Count in multiples of 6, 7, 9, 25 and 1000. • 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. 	<ul style="list-style-type: none"> • All

White Rose Small Steps	<ul style="list-style-type: none"> • Roman numerals to 100 • Round to the nearest 10 • Round to the nearest 100 • Count in 1,000s • 1,000s, 100s, 10s and 1s • Partitioning • Number line to 10,000 • 1,000 more or less • Compare numbers • Order numbers • Round to the nearest 1,000 • Count in 25s • Negative numbers. 	<ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1000s • Add two 4-digit numbers – no exchange • Add two 4-digit numbers – one exchange • Add two 4-digit numbers – more than one exchange • Subtract two 4-digit numbers – no exchange • Subtract two 4-digit numbers – one exchange • Subtract two 4-digit numbers – more than one exchange. • Efficient subtraction • Estimate answers • Checking strategies. 	<ul style="list-style-type: none"> • Kilometres • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes. 	<ul style="list-style-type: none"> • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 100 • Multiply by 1 and 0 • Divide by 1 • Multiply and divide by 6 • 6 times-table and division facts • Multiply and divide by 9 • 9 times-table and division facts • Multiply and divide by 7 • 7 times-table and division facts. 	<ul style="list-style-type: none"> • All
PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Make suggestions of ways to solve a range of problems • Develop and apply a systematic approach • Find and predict possibilities that match the context using patterns spotted to support • Independently check and improve work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve) • Pattern spot and with support, express generalisations/rules in words • Make and investigate conjectures and provide examples and counter-examples • When they have solved a problem, pose a similar problem for a peer 				
R	<ul style="list-style-type: none"> • Provide a clear, correct, logical justification and with support, express generalisation/rules formed in words • Reflect on others' justifications and use this to improve their work • Edit and improve their own and a peer's justification • Investigate 'what if?' questions. • Create 'what if?' questions 				

Maths Year 4 - Spring

	Number: Multiplication and Division	Measurement: Area	Number: Fractions	Number: Decimals	Consolidation
	Week 1-3	Week 4	Week 5-8	Week 9-11	Week 12
National Curriculum	<ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12×12. 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. Recognise and use factor pairs and commutativity in mental calculations. 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. 	<ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. Convert between different units of measure [for example, kilometre to metre]. 	<ul style="list-style-type: none"> All

White Rose Small Steps	<ul style="list-style-type: none"> • 11 and 12 times-table. • Multiply 3 numbers. • Factor pairs. • Efficient multiplication. • Written methods. • Multiply 2-digits by 1 –digit. • Multiply 3-digits by 1-digit. • Divide 2-digits by 1-digit (1) • Divide 2-digits by 1-digit (2) • Correspondence problems. 	<ul style="list-style-type: none"> • What is area? • Counting squares • Making shapes. • Comparing area. 	<ul style="list-style-type: none"> • What is a fraction? • Equivalent fractions (1) • Equivalent fractions (2) • Fractions greater than 1 • Count in fractions • Add 2 or more fractions • Subtract 2 fractions • Subtract from whole amounts • Calculate fractions of a quantity • Problem solving – calculate quantities. 	<ul style="list-style-type: none"> • Recognise tenths and hundredths • Tenths as decimals • Tenths on a place value grid • Tenths on a number line • Divide 1 digit by 10 • Divide 2 digits by 10 • Hundredths • Hundredths as decimals • Hundredths on a place value grid • Divide 1 or 2 digits by 100. 	<ul style="list-style-type: none"> • All
PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Make suggestions of ways to solve a range of problems • Develop and apply a systematic approach • Find and predict possibilities that match the context using patterns spotted to support • Independently check and improve work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve) • Pattern spot and with support, express generalisations/rules in words • Make and investigate conjectures and provide examples and counter-examples • When they have solved a problem, pose a similar problem for a peer 				
R	<ul style="list-style-type: none"> • Provide a clear, correct, logical justification and with support, express generalisation/rules formed in words • Reflect on others' justifications and use this to improve their work • Edit and improve their own and a peer's justification • Investigate 'what if?' questions. • Create 'what if?' questions 				

Maths Year 4 - Summer

	Number: Decimals	Measurement: Money	Measurement: Time	Statistics	Geometry: Property of Shape	Geometry: Position and Direction	Consolidation
	Week 1-2	Week 3-4	Week 5	Week 6-7	Week 8-10	Week 11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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 $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Describe positions on a 2D 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. 	<ul style="list-style-type: none"> • All
White Rose Small Steps	<ul style="list-style-type: none"> • Make a whole • Write decimals • Compare decimals • Order decimals • Round decimals • Halves and quarters. 	<ul style="list-style-type: none"> • Pounds and pence • Ordering amounts of money • Using rounding to estimate money • Four operations 	<ul style="list-style-type: none"> • Hours, minutes and seconds • Years, months, weeks and days • Analogue to digital – 12 hour • Analogue to digital – 24 hour. 	<ul style="list-style-type: none"> • Interpret charts. • Comparison, sum and difference. • Introducing line graphs • Line graphs. 	<ul style="list-style-type: none"> • Identify angles. • Compare and order angles. • Triangles • Quadrilaterals • Lines of symmetry • Complete a symmetric figure. 	<ul style="list-style-type: none"> • Describe position • Draw on a grid • Move on a grid • Describe a movement on a grid 	<ul style="list-style-type: none"> • All

PS	<ul style="list-style-type: none"> •Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) •Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required •Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate •Make suggestions of ways to solve a range of problems •Develop and apply a systematic approach •Find and predict possibilities that match the context using patterns spotted to support •Independently check and improve work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve) •Pattern spot and with support, express generalisations/rules in words •Make and investigate conjectures and provide examples and counter-examples •When they have solved a problem, pose a similar problem for a peer
R	<ul style="list-style-type: none"> •Provide a clear, correct, logical justification and with support, express generalisation/rules formed in words •Reflect on others' justifications and use this to improve their work •Edit and improve their own and a peer's justification •Investigate 'what if?' questions. •Create 'what if?' questions

Maths Year 5 - Autumn

	Number: Place Value	Number: Addition and Subtraction	Statistics	Number: Multiplication and Division	Measurement: Perimeter and Area	Consolidation
	Week 1-3	Week 4-5	Week 6-7	Week 8-9	Week 10-11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables including timetables. 	<ul style="list-style-type: none"> • Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. • 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. • 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. • Multiply and divide numbers mentally, drawing upon known facts. • 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. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. • 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. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes. 	<ul style="list-style-type: none"> • All

White Rose Small Steps	<ul style="list-style-type: none"> • Number to 10,000. • Roman numerals to 1,000. • Round to the nearest 10, 100 and 1000. • Number to 100,000. • Compare and order numbers to 100,000. • Round numbers within 100,000. • Numbers to a million • Counting in 10s, 100s, 1,000s, 10,000s and 100,000s. • Compare and order numbers to a million. • Round numbers to a million. • Negative numbers. 	<ul style="list-style-type: none"> • Add whole numbers with more than 4 digits (column method). • Subtract whole numbers with more than 4-digits (column method). • Round to estimate and approximate. • Inverse operations (addition and subtraction). • Multi-step addition and subtraction problems. 	<ul style="list-style-type: none"> • Read and interpret line graphs. • Draw line graphs. • Use line graphs to solve problems. • Read and interpret tables. • Two way tables. • Timetables. 	<ul style="list-style-type: none"> • Multiples • Factors. • Common factors. • Prime numbers. • Square numbers. • Cube numbers. • Multiplying by 10, 100 and 1000. • Dividing by 10, 100 and 1000. • Multiples of 10, 100 and 1000 	<ul style="list-style-type: none"> • Measure perimeter. • Calculate perimeter. • Area of rectangles. • Area of compound shapes. • Area of irregular shapes. 	<ul style="list-style-type: none"> • All
PS	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Make suggestions of ways to solve a range of problems • Organise work from the outset, looking for ways to record and work systematically • Find and predict possibilities that match the context using patterns spotted to support • Independently check and improve work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve) • Pattern spot and independently express generalisations/rules in words • Make and investigate conjectures and provide examples and counter-examples • When they have solved a problem, pose a similar problem for a peer 					
R	<ul style="list-style-type: none"> • Provide a clear, correct, logical justification, expressing generalisation/rules in words. • Reflect on others' justifications and use this to improve their work. • Edit and improve their own and a peer's justification. • Investigate 'what if?' questions. • Create 'what if?' questions 					

Maths Year 5 - Spring

	Number: Multiplication and Division	Number: Fractions	Number: Decimals and Percentages	Consolidation
	Week 1-3	Week 4-9	Week 10-11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 other and write mathematical statements >1 as a mixed number [for example $\frac{7}{5} + \frac{4}{5} = \frac{11}{5} = 2\frac{1}{5}$]. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<ul style="list-style-type: none"> • 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 	<ul style="list-style-type: none"> • All

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">White Rose Small Steps</p>	<ul style="list-style-type: none"> • Multiply 4-digits by 1-digit. • Multiply 2-digits (area model). • Multiply 2-digits by 2-digits. • Multiply 3-digits by 2-digits. • Multiply 4-digits by 2-digits. • Divide 4-digits by 1-digit. • Divide with remainders. 	<ul style="list-style-type: none"> • Equivalent fractions. • Improper fractions to mixed numbers. • Mixed numbers to improper fractions. • Number sequences. • Compare and order fractions less than 1. • Compare and order fractions greater than 1. • Add and subtract fractions. • Add fractions within 1. • Add 3 or more fractions. • Add fractions. • Add mixed numbers. • Subtract fractions. • Subtract mixed numbers. • Subtract – breaking the whole. • Subtract 2 mixed numbers. • Multiply unit fractions by an integer. • Multiply non-unit fractions by an integer. • Multiply mixed numbers by integers. • Fraction of an amount. • Using fractions as operators. 	<ul style="list-style-type: none"> • Decimals up to 2 d.p. • Decimals as fractions (1). • Decimals as fractions (2). • Understand thousandths. • Thousands as decimals. • Rounding decimals. • Order and compare decimals. • Understand percentages. • Percentages as fractions and decimals. • Equivalent F.D.P. 	<ul style="list-style-type: none"> • All
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PS</p>	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Make suggestions of ways to solve a range of problems • Organise work from the outset, looking for ways to record and work systematically • Find and predict possibilities that match the context using patterns spotted to support • Independently check and improve work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve) • Pattern spot and independently express generalisations/rules in words • Make and investigate conjectures and provide examples and counter-examples • When they have solved a problem, pose a similar problem for a peer 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R</p>	<ul style="list-style-type: none"> • Provide a clear, correct, logical justification, expressing generalisation/rules in words. • Reflect on others' justifications and use this to improve their work. • Edit and improve their own and a peer's justification. • Investigate 'what if?' questions. • Create 'what if?' questions 			

Maths Year 5 - Summer

	Number: Decimals	Geometry: Property of Shape	Geometry: Position and Direction	Measurements: Converting Units	Measurement: Volume	Consolidation
	Week 1-4	Week 5-7	Week 8	Week 9-10	Week 11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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, volume, money] using decimal notation, including scaling. 	<ul style="list-style-type: none"> • 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. • Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • All
White Rose Small Steps	<ul style="list-style-type: none"> • Adding decimals within 1. • Subtracting decimals within 1. • Complements to 1. • Adding decimals – crossing the whole. • Adding decimals with the same number of decimal places. • Subtracting decimals with the same number of decimal places. 	<ul style="list-style-type: none"> • Measuring angles in degrees. • Measuring with a protractor (1). • Measuring with a protractor (2) • Drawing lines and angles accurately. • Calculating angles on a straight line. • Calculating angles around a point. • Calculating lengths and angles in shapes. • Regular and irregular polygons. • Reasoning about 3D shapes 	<ul style="list-style-type: none"> • Position in the first quadrant. • Reflection. • Reflection with coordinates. • Translation. • Translation with coordinates. 	<ul style="list-style-type: none"> • Kilograms and kilometres. • Milligrams and millilitres. • Metric units. • Imperial units. • Converting units of time. • Timetables. 	<ul style="list-style-type: none"> • What is volume? • Compare volume. • Estimate volume. • Estimate capacity. 	<ul style="list-style-type: none"> • All

<ul style="list-style-type: none"> • Adding decimals with a different number of decimal places. • Subtracting decimals with a different number of decimal places. • Adding and subtracting whole and decimals. • Decimal sequences. • Multiplying decimals by 10, 100 and 1000. • Dividing decimals by 10, 100 and 1,000. 					
<p style="text-align: center;">PS</p>	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate • Make suggestions of ways to solve a range of problems • Organise work from the outset, looking for ways to record and work systematically • Find and predict possibilities that match the context using patterns spotted to support • Independently check and improve work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve) • Pattern spot and independently express generalisations/rules in words • Make and investigate conjectures and provide examples and counter-examples • When they have solved a problem, pose a similar problem for a peer 				
<p style="text-align: center;">R</p>	<ul style="list-style-type: none"> • Provide a clear, correct, logical justification, expressing generalisation/rules in words. • Reflect on others' justifications and use this to improve their work. • Edit and improve their own and a peer's justification. • Investigate 'what if?' questions. • Create 'what if?' questions 				

Maths Year 6 - Autumn

	Number: Place Value	Number: Addition, Subtraction, Multiplication and Division	Number: Fractions	Geometry: Position and Direction	Consolidation
	Week 1-2	Week 3-6	Week 7-10	Week 11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions >1. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$). • Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$). • Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$). • Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. • Multiply one digit numbers with up to two decimal places by whole numbers. • Use written division methods in cases where the answer has up to two decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between 	<ul style="list-style-type: none"> • Describe positions on the full coordinate grid (all four quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect t 	<ul style="list-style-type: none"> • All

		<ul style="list-style-type: none"> •Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. 	<p>simple fractions, decimals and percentages, including in different contexts.</p>		
White Rose Small Steps	<ul style="list-style-type: none"> •Numbers to ten million. •Compare an order any number. •Round any numbers. •Negative numbers. 	<ul style="list-style-type: none"> •Add and subtract whole numbers. •Multiply up to 4-digit by 1-digit number. •Short division. •Division using factors. •Long division (1). •Long division (2). •Long division (3). •Long division (4). •Common factors. •Common multiples. •Primes. •Squares and cubes. •Order of operations. •Mental calculations and estimation. •Reasoning from known facts. 	<ul style="list-style-type: none"> •Simplify fractions. •Fractions on a number line. •Compare & order (denominator). •Compare & order (numerator). •Add & subtract fractions (1). •Add & subtract fractions (2). •Adding fractions. •Subtracting fractions. •Mixed addition and subtraction. •Multiply fractions by integers. •Multiply fractions by fractions. •Divide fractions by integers (1). •Divide fractions by integers (2). •Four rules with fractions. •Fraction of an amount. •Finding the whole 	<ul style="list-style-type: none"> •Coordinates in the first quadrant. •Coordinate in four quadrants. •Translations. •Reflections. 	<ul style="list-style-type: none"> •All
PS	<ul style="list-style-type: none"> •Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) •Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required. •Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. •Make suggestions of ways to solve a range of problems. •Organise work from the outset, looking for ways to record and work systematically. •Find and predict possibilities that match the context using patterns spotted to support. •Independently check and improve their work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve). •Pattern spot and begin to express generalisations/proof using words and symbolic notation. •Make and investigate conjectures and provide examples and counter-examples. •When they have solved a problem, pose a similar problem for a peer. 				
R	<ul style="list-style-type: none"> •Provide proof of reasoning, expressing generalisations in words and symbolic notation. •Reflect on others' proof and use this to improve their own work. •Edit and improve their own and a peer's proof. •Investigate 'what if?' questions. •Create 'what if?' questions. 				

Maths Year 6 - Spring

	Number: Decimals	Number: Percentages	Number: Algebra	Measurement: Converting Units	Measurement: Perimeter, Area and Volume	Number: Ratio	Consolidation
	Week 1-2	Week 3-4	Week 5-6	Week 7	Week 8-9	Week 10-11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 3 d.p. • Convert between miles and kilometres. 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • All

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">White Rose Small Steps</p>	<ul style="list-style-type: none"> • Three decimal places. • Multiply by 10, 100 and 1,000. • Divide by 10, 100 and 1,000. • Multiply decimals by integers. • Divide decimals by integers. • Division to solve problems. • Decimals as fractions. • Fractions to decimals (1). • Fractions to decimals (2). 	<ul style="list-style-type: none"> • Fractions to percentages. • Equivalent FDP. • Percentage of an amount (1). • Percentage of an amount (2). • Percentages – missing values. • Percentage increase and decrease. • Order FDP. 	<ul style="list-style-type: none"> • Find a rule – one step. • Find a rule – two step. • Use an algebraic rule. • Substitution. • Formulae. • Word problems. • Solve simple one step equations. • Solve two step equations. • Find pairs of values. • Enumerate possibilities. 	<ul style="list-style-type: none"> • Metric measures. • Convert metric measures. • Calculate with metric measures. • Miles and kilometres. • Imperial measures. 	<ul style="list-style-type: none"> • Shapes – same area. • Area and perimeter. • Area of a triangle (1). • Area of a triangle (2). • Area of a triangle (3). • Area of a parallelogram. • Volume – counting cubes. • Volume of a cuboid 	<ul style="list-style-type: none"> • Use ratio language. • Ratio and fractions. • Introducing the ratio symbol. • Calculating ratio. • Using scale factors. • Calculating scale factors. • Ratio and proportion problems 	<ul style="list-style-type: none"> • All
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PS</p>	<ul style="list-style-type: none"> • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required. • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. • Make suggestions of ways to solve a range of problems. • Organise work from the outset, looking for ways to record and work systematically. • Find and predict possibilities that match the context using patterns spotted to support. • Independently check and improve their work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve). • Pattern spot and begin to express generalisations/proof using words and symbolic notation. • Make and investigate conjectures and provide examples and counter-examples. • When they have solved a problem, pose a similar problem for a peer. 						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R</p>	<ul style="list-style-type: none"> • Provide proof of reasoning, expressing generalisations in words and symbolic notation. • Reflect on others' proof and use this to improve their own work. • Edit and improve their own and a peer's proof. • Investigate 'what if?' questions. • Create 'what if?' questions. 						

Maths Year 6 - Summer

	Geometry: Properties of Shapes	Problem Solving	Statistics	Investigations	Consolidation
	Week 1-2	Week 3-5	Week 6-7	Week 8-11	Week 12
National Curriculum	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • All
White Rose Small Steps	<ul style="list-style-type: none"> • Measure with a protractor. • Introduce angles. • Calculate angles. • Vertically opposite angles. • Angles in a triangle. • Angles in a triangle – special cases. • Angles in a triangle – missing angles. • Angles in special quadrilaterals. • Angles in regular polygons. • Draw shapes accurately. • Nets of 3D shapes. 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Read and interpret line graphs. • Draw line graphs. • Use line graphs to solve problems. • Circles. • Read and interpret pie charts. • Pie charts with percentages. • Draw pie charts. • The mean. 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • All

PS	<ul style="list-style-type: none"> •Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) •Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required. •Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. •Make suggestions of ways to solve a range of problems. •Organise work from the outset, looking for ways to record and work systematically. •Find and predict possibilities that match the context using patterns spotted to support. •Independently check and improve their work (e.g. look for other possibilities, repeats, missing answers, errors and ways to improve). •Pattern spot and begin to express generalisations/proof using words and symbolic notation. •Make and investigate conjectures and provide examples and counter-examples. •When they have solved a problem, pose a similar problem for a peer.
R	<ul style="list-style-type: none"> •Provide proof of reasoning, expressing generalisations in words and symbolic notation. •Reflect on others' proof and use this to improve their own work. •Edit and improve their own and a peer's proof. •Investigate 'what if?' questions. •Create 'what if?' questions.