

Curriculum map - Mathematics

Autumn Term

Curriculum maps outline the content covered in every test, enabling you to ensure that relevant content has been taught by the time the students take the tests.

Year 1: Autumn*	
Strand	Content Assessed
Number (N)	<p>Prior Learning: ELG</p> <p>From Year 1 curriculum: 1N1a - count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number (<i>questions only cover numbers to 10</i>) 1N2a - count, read and write numbers to 100 in numerals (<i>questions only cover numbers to 10</i>) 1N2b - given a number, identify one more and one less</p>
Calculation (C)	<p>Prior Learning: n/a</p> <p>From Year 1 curriculum: 1C1 - represent and use number bonds and related subtraction facts within 20 (<i>questions only cover numbers to 10</i>) 1C2a - add and subtract one-digit and two-digit numbers to 20, including zero. (<i>questions only cover numbers to 10</i>) 1C4 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$</p>
Fractions (F)	-
Measurement (M)	-
Geometry – properties of shapes (G)	<p>Prior Learning: ELG</p> <p>From Year 1 curriculum: 1G1a - recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles] 1G1b - recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]</p>
Geometry – position and direction (P)	-
Statistics (S)	-

*Note that some of the Year 1 test draws on content for the Mathematics Early Learning Goals

Year 2: Autumn	
Strand	Content Assessed
Number (N)	<p><u>Prior Learning from Year 1 curriculum:</u></p> <p>1N2a - count, read and write numbers to 100 in numerals 1N2b - given a number, identify one more and one less 1N4 - 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 and least</p> <p><u>From Year 2 curriculum:</u></p> <p>2N1 - count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward 2N3 - recognise the place value of each digit in a two-digit number (tens and ones) 2N4 - identify, represent and estimate numbers using different representations, including the number line</p>
Calculation (C)	<p><u>Prior Learning from Year 1 curriculum:</u></p> <p>1C2a - add and subtract one-digit and two-digit numbers to 20, including zero 1C2b - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs 1C8 - 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</p> <p><u>From Year 2 curriculum:</u></p> <p>2C2a - add and subtract numbers mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers</p> <p>2C2b - add and subtract numbers using concrete objects and pictorial representations, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers</p> <p>2C3 - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems 2C6 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 2C7 - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs 2C9a - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot 2C9b - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>
Fractions (F)	-
Measurement (M)	<p><u>Prior Learning:</u></p> <p>n/a</p>

	<p>From Year 2 curriculum:</p> <p>2M3a - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>2M3b - find different combinations of coins that equal the same amounts of money</p> <p>2M9 - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>
Geometry – properties of shapes (G)	-
Geometry – position and direction (P)	-
Statistics (S)	-

Year 3: Autumn	
Strand	Content Assessed
Number (N)	<p>Prior Learning from Year 1 curriculum:</p> <p>1N2b - given a number, identify one more and one less</p> <p>From Year 3 curriculum:</p> <p>3N1b - count from 0 in multiples of 4, 8, 50 and 100</p> <p>3N2a - compare and order numbers up to 1,000</p> <p>3N2b - find 10 or 100 more or less than a given number</p> <p>3N3 - recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p>
Calculation (C)	<p>Prior Learning from Years 1 and 2 curricula:</p> <p>1C2a - add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>1C4 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$</p> <p>2C2b - add and subtract numbers using concrete objects and pictorial representations, including:</p> <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers <p>2C4 - solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods <p>2C6 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>From Year 3 curriculum:</p> <p>3C1 - add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds <p>3C2 - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>3C3 - estimate the answer to a calculation and use inverse operations to check answers</p>

	<p>3C4 - solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction</p> <p>3C6 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p>
Fractions, decimals and percentages (FDP)	<p><u>Prior Learning from Year 2 curriculum:</u></p> <p>2F1a - 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</p> <p><u>From Year 3 curriculum:</u> n/a</p>
Measurement (M)	<p><u>Prior Learning from Years 1 and 2 curricula:</u></p> <p>1M1 - compare, describe and solve practical problems for: lengths and heights [e.g. long / short, longer / shorter, tall / short, double / half] mass / weight [e.g. heavy / light, heavier than, lighter than] capacity and volume [e.g. full / empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later]</p> <p>1M3 - recognise and know the value of different denominations of coins and notes</p> <p>1M4c - recognise and use language relating to dates, including days of the week; weeks; months and years</p> <p>2M2 - 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</p> <p>2M4a - 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</p> <p><u>From Year 3 curriculum:</u> 3M4d - estimate and read time with increasing accuracy to the nearest minute</p>
Geometry – properties of shapes (G)	<p><u>Prior Learning from Years 1 and 2 curricula:</u></p> <p>1G1b - recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]</p> <p>2G2b - identify and describe the properties of 3-D shapes including the number of edges, vertices and faces</p> <p><u>From Year 3 curriculum:</u> n/a</p>
Geometry – position and direction (P)	<p><u>Prior Learning from Year 2 curriculum:</u></p> <p>2P1 - order and arrange combinations of mathematical objects in patterns and sequences</p> <p><u>From Year 3 curriculum:</u> n/a</p>
Statistics (S)	<p><u>Prior Learning from Year 2 curriculum:</u></p> <p>2S1 - interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>2S2b - ask and answer questions about totalling and comparing categorical data</p> <p><u>From Year 3 curriculum:</u> n/a</p>

Year 4: Autumn	
Strand	Content Assessed
Number (N)	<p><u>Prior Learning from Years 2 and 3 curricula:</u></p> <p>2N2a - read and write numbers to at least 100 in numerals and in words 2N2b - compare and order numbers from 0 up to 100; use <, > and = signs 2N3 - recognise the place value of each digit in a two-digit number (tens and ones) 2N4 - identify, represent and estimate numbers using different representations, including the number line 3N1b - count from 0 in multiples of 4, 8, 50 and 100 3N2b - find 10 or 100 more or less than a given number 3N3 - recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p><u>From Year 4 curriculum:</u></p> <p>4N1 - count in multiples of 6, 7, 9, 25 and 1,000 4N2a - order and compare numbers beyond 1,000 4N2b - find 1,000 more or less than a given number 4N3b - read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 4N4b - round any number to the nearest 10, 100 or 1,000 4N5 - count backwards through zero to include negative numbers</p>
Calculation (C)	<p><u>Prior Learning from Years 2 and 3 curricula:</u></p> <p>2C2b - add and subtract numbers using concrete objects and pictorial representations, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers 2C6 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 3C2 - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C3 - estimate the answer to a calculation and use inverse operations to check answers 3C6 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3C7 - write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p><u>From Year 4 curriculum:</u></p> <p>4C2 - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C3 - estimate and use inverse operations to check answers to a calculation 4C6a - recall multiplication and division facts for multiplication tables up to 12×12 4C6b - 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</p>
Fractions, decimals and percentages (FDP)	<p><u>Prior Learning:</u> n/a</p> <p><u>From Year 4 curriculum:</u> 4F9 - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>

	<p>4F10a - 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</p>
<p>Measurement (M)</p>	<p><u>Prior Learning from Years 2 and 3 curricula:</u> 2M9 - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 3M9b - add and subtract lengths (m / cm / mm)</p> <p><u>From Year 4 curriculum:</u> 4M5 - convert between different units of measurement [e.g. kilometre to metre; hour to minute] 4M7a - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 4M7b - find the area of rectilinear shapes by counting squares 4M9 - calculate different measures, including money in pounds and pence</p>
<p>Geometry – properties of shapes (G)</p>	<p><u>Prior Learning from Year 2 curriculum:</u> 2G2b - identify and describe the properties of 3-D shapes including the number of edges, vertices and faces 2G3 - identify 2-D shapes on the surface of 3-D shapes, [e.g. a circle on a cylinder and a triangle on a pyramid]</p> <p><u>From Year 4 curriculum:</u> n/a</p>
<p>Geometry – position and direction (P)</p>	-
<p>Statistics (S)</p>	<p><u>Prior Learning from Year 3 curriculum:</u> 3S1 - interpret and present data using bar charts, pictograms and tables 3S2 - solve one-step and two-step questions [e.g. ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts, pictograms and tables</p> <p><u>From Year 4 curriculum:</u> n/a</p>

Year 5: Autumn	
Strand	Content Assessed
<p>Number (N)</p>	<p><u>Prior Learning from Years 3 and 4 curricula:</u> 3N2a - compare and order numbers up to 1,000; read and write numbers to 1,000 in numerals and in words 3N2b - find 10 or 100 more or less than a given number 3N3 - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 4N2b - find 1,000 more or less than a given number 4N3a - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</p> <p><u>From Year 5 curriculum:</u> 5N1 – count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 5N2 - read, write, order and compare numbers to at least 1,000,000</p>

	<p>5N3a - determine the value of each digit in numbers up to 1,000,000</p> <p>5N3b - read Roman numerals to 1,000 (M) and recognise years written in Roman numerals</p> <p>5N4 - round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</p> <p>5N5 - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p>
Calculation (C)	<p>Prior Learning from Years 3 and 4 curricula:</p> <p>3C1 - add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds</p> <p>3C2 - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>3C4 - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>3C6 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>3C7 - write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>3C8 - solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>4C2 - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>4C3 - estimate and use inverse operations to check answers to a calculation</p> <p>4C4 - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>4C6a - recall multiplication and division facts for multiplication tables up to 12×12</p> <p>4C6b - 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</p> <p>4C7 - multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>4C8 - 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</p> <p>From Year 5 curriculum:</p> <p>5C1 - add and subtract numbers mentally with increasingly large numbers</p> <p>5C2 - add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>5C3 - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>5C4 - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>5C5d - recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p> <p>5C6b - multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p>
Fractions, decimals and percentages	<p>Prior Learning from Years 3 and 4 curricula:</p> <p>3F1b - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p>

(FDP)	<p>3F2 - recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>3F4 - add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$]</p> <p>3F10 - solve problems that involve 3F1–3F4</p> <p>4F4 - add and subtract fractions with the same denominator</p> <p>4F9 - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>From Year 5 curriculum: n/a</p>
Measurement (M)	<p>Prior Learning from Year 4 curriculum: n/a</p> <p>From Year 5 curriculum:</p> <p>5M7a - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>5M7b - calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p>
Geometry – properties of shapes (G)	<p>Prior Learning from Years 3 and 4 curricula:</p> <p>3G4b - 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</p> <p>4G2a - compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes</p> <p>From Year 5 curriculum: n/a</p>
Geometry – position and direction (P)	<p>Prior Learning from Year 4 curriculum:</p> <p>4P3b - plot specified points and draw sides to complete a given polygon</p> <p>From Year 5 curriculum: n/a</p>
Statistics (S)	<p>Prior Learning from Years 3 and 4 curricula:</p> <p>3S1 - interpret and present data using bar charts, pictograms and tables</p> <p>4S1 - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>4S2 - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>From Year 5 curriculum: n/a</p>

Year 6: Autumn

Strand	Content Assessed
Number (N)	<p>Prior Learning from Years 3–5 curricula:</p> <p>3N2b - find 10 or 100 more or less than a given number</p> <p>3N3 - recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>4N1 - count in multiples of 6, 7, 9, 25 and 1,000</p>

	<p>4N2a - order and compare numbers beyond 1,000</p> <p>4N2b - find 1,000 more or less than a given number</p> <p>5N2 - read, write, order and compare numbers to at least 1,000,000</p> <p>5N4 - round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</p> <p>5N5 - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>From Year 6 curriculum:</p> <p>6N2 - read, write, order and compare numbers up to 10,000,000</p> <p>6N4 - round any whole number to a required degree of accuracy</p> <p>6N5 - use negative numbers in context, and calculate intervals across zero</p>
Calculation (C)	<p>Prior Learning from Years 3–5 curricula:</p> <p>3C2 - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>4C2 - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>5C2 - add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>5C5d - recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p> <p>5C6b - multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>5C7a - 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</p> <p>5C7b - 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</p> <p>5C8a - solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>From Year 6 curriculum:</p> <p>6C7a - multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>6C7b - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>6C8 - solve problems involving addition, subtraction, multiplication and division</p>
Ratio and proportion (R)	-
Algebra (A)	-
Fractions, decimals and percentages (FDP)	<p>Prior Learning from Years 3–5 curricula:</p> <p>3F1b - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>4F9 - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>4F10a - 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</p> <p>5F4 - add and subtract fractions with the same denominator and denominators that are</p>

	<p>multiples of the same number</p> <p>5F10 - solve problems involving numbers up to three decimal places</p> <p>From Year 6 curriculum:</p> <p>6F2 - use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>6F3 - compare and order fractions, including fractions >1</p> <p>6F4 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>6F5a - multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>6F5b - divide proper fractions by whole numbers [e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$]</p> <p>6F9b - multiply one-digit numbers with up to two-decimal places by whole numbers (<i>use understanding of known facts from one calculation to work out the answer of another similar calculation</i>)</p>
Measurement (M)	<p>Prior Learning from Years 4 and 5 curricula:</p> <p>4M4b - read, write and convert time between analogue and digital 24-hour clocks</p> <p>5M4 - solve problems involving converting between units of time</p> <p>From Year 6 curriculum: n/a</p>
Geometry – properties of shapes (G)	<p>Prior Learning from Year 4 curriculum:</p> <p>4G2b - identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>4G2c - complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>From Year 6 curriculum: n/a</p>
Geometry – position and direction (P)	<p>Prior Learning from Years 4 and 5 curricula:</p> <p>4P3b - plot specified points and draw sides to complete a given polygon</p> <p>5P2 - 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</p> <p>From Year 6 curriculum:</p> <p>6P2 - draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes</p> <p>6P3 - describe positions on the full co-ordinate grid (all four quadrants)</p>
Statistics (S)	<p>Prior Learning from Years 3–5 curricula:</p> <p>3S1 - interpret and present data using bar charts, pictograms and tables</p> <p>5S1 - complete, read and interpret information in tables, including timetables</p> <p>From Year 6 curriculum: n/a</p>

Curriculum map- Mathematics

Spring Term

Curriculum maps outline the content covered in every test, enabling you to ensure that relevant content has been taught by the time the students take the tests.

Year 1: Spring	
Strand	Content Assessed
Number (N)	<p>Prior Learning: n/a</p> <p>From Year 1 curriculum: 1N1a – count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number 1N1b – count in multiples of twos, fives and tens 1N2b – given a number, identify one more and one less 1N2c – read and write numbers from 1 to 20 in numerals and words 1N4 – 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 and least</p>
Calculation (C)	<p>Prior Learning: n/a</p> <p>From Year 1 curriculum: 1C2a – add and subtract one–digit and two–digit numbers to 20, including zero. 1C2b – read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 1C4 – solve one–step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$</p>
Fractions (F)	-
Measurement (M)	<p>Prior Learning: n/a</p> <p>From Year 1 curriculum: 1M1 – compare, describe and solve practical problems for: lengths and heights [e.g. long / short, longer / shorter, tall / short, double / half] mass / weight [e.g. heavy / light, heavier than, lighter than] capacity and volume [e.g. full / empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later] 1M2 – measure and begin to record the following: lengths and heights mass / weight capacity and volume time (hours, minutes, seconds)</p>
Geometry – properties of shapes (G)	<p>Prior Learning: n/a</p>

	<p>From Year 1 curriculum:</p> <p>1G1a – recognise and name common 2–D shapes [e.g. rectangles (including squares), circles and triangles]</p> <p>1G1b – recognise and name common 3–D shapes [e.g. cuboids (including cubes), pyramids and spheres]</p>
Geometry – position and direction (P)	-
Statistics (S)	-

Year 2: Spring	
Strand	Content Assessed
Number (N)	<p>Prior Learning from Year 1 curriculum:</p> <p>1N1a – count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number</p> <p>1N1b – count in multiples of twos, fives and tens</p> <p>1N2b – given a number, identify one more and one less</p> <p>From Year 2 curriculum:</p> <p>2N2b – compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>2N4 – identify, represent and estimate numbers using different representations, including the number line</p>
Calculation (C)	<p>Prior Learning from Year 1 curriculum:</p> <p>1C2a – add and subtract one–digit and two–digit numbers to 20, including zero</p> <p>1C4 – solve one–step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$</p> <p>From Year 2 curriculum:</p> <p>2C2a – add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> a two–digit number and ones a two–digit number and tens two two–digit numbers adding three one–digit numbers <p>2C4 – solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods <p>2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>2C8 – solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>
Fractions (F)	<p>Prior Learning from Year 1 curriculum:</p> <p>1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>1F1b – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>

	<p>From Year 2 curriculum: 2F1a – 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 2F1b – write simple fractions [e.g. $\frac{1}{2}$ of 6 = 3]</p>
Measurement (M)	<p>Prior Learning from Year 1 curriculum: 1M2 – measure and begin to record the following: lengths and heights mass / weight capacity and volume time (hours, minutes, seconds) 1M3 – recognise and know the value of different denominations of coins and notes</p> <p>From Year 2 curriculum: 2M1 – compare and order lengths, mass, volume / capacity and record the results using >, < and = 2M2 – 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 2M3a – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. 2M9 – solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>
Geometry – properties of shapes (G)	<p>Prior Learning: n/a</p> <p>From Year 2 curriculum: 2G2b – identify and describe the properties of 3–D shapes including the number of edges, vertices and faces</p>
Geometry – position and direction (P)	-
Statistics (S)	<p>Prior Learning: n/a</p> <p>From Year 2 curriculum: 2S2b – ask and answer questions about totalling and comparing categorical data</p>

Year 3: Spring	
Strand	Content Assessed
Number (N)	<p>Prior Learning from Years 1 and 2 curricula: 1N2b – given a number, identify one more and one less 1N2c – read and write numbers from 1 to 20 in numerals and words 1N4 – 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 and least 2N1 – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward 2N2b – compare and order numbers from 0 up to 100; use <, > and = signs 2N3 – recognise the place value of each digit in a two–digit number (tens and ones)</p>

	<p>From Year 3 curriculum: 3N2b – find 10 or 100 more or less than a given number</p>
<p>Calculation (C)</p>	<p>Prior Learning from Years 1 and 2 curricula: 1C2a – add and subtract one–digit and two–digit numbers to 20, including zero 1C4 – solve one–step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$ 2C2a – add and subtract numbers mentally, including: a two–digit number and ones a two–digit number and tens two two–digit numbers adding three one–digit numbers 2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 2C8 – solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>From Year 3 curriculum: 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two–digit numbers times one–digit numbers, using mental and progressing to formal written methods 3C8 – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p>
<p>Fractions, decimals and percentages (FDP)</p>	<p>Prior Learning from Years 1 and 2 curricula: 1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity 1F1b – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 2F1a – recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity 2F2 – recognise the equivalence of $2/4$ and $1/2$</p> <p>From Year 3 curriculum: 3F1a – 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 3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non–unit fractions with small denominators 3F1c – recognise and use fractions as numbers: unit fractions and non–unit fractions with small denominators 3F2 – recognise and show, using diagrams, equivalent fractions with small denominators 3F3 – compare and order unit fractions and fractions with the same denominators</p>

Measurement (M)	<p><u>Prior Learning from Year 2 curriculum:</u> 2M1 – compare and order lengths, mass, volume / capacity and record the results using >, < and = 2M3a – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p><u>From Year 3 curriculum:</u> 3M2a – measure lengths (m / cm / mm) 3M7 – measure the perimeter of simple 2–D shapes 3M9a – add and subtract amounts of money to give change, using both pounds (£) and pence (p) in practical contexts</p>
Geometry – properties of shapes (G)	<p><u>Prior Learning from Years 1 and 2 curricula:</u> 1G1a – recognise and name common 2–D shapes [e.g. rectangles (including squares), circles and triangles] 1G1b – recognise and name common 3–D shapes [e.g. cuboids (including cubes), pyramids and spheres] 2G3 – identify 2–D shapes on the surface of 3–D shapes, [e.g. a circle on a cylinder and a triangle on a pyramid]</p> <p><u>From Year 3 curriculum:</u> n/a</p>
Geometry – position and direction (P)	<p><u>Prior Learning from Year 1 curriculum:</u> 1P2 – describe position, directions and movement, including half, quarter and three–quarter turns</p> <p><u>From Year 3 curriculum:</u> n/a</p>
Statistics (S)	<p><u>Prior Learning:</u> n/a</p> <p><u>From Year 3 curriculum:</u> 3S1 – interpret and present data using bar charts, pictograms and tables 3S2 – solve one–step and two–step questions [e.g. ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts, pictograms and tables</p>

Year 4: Spring	
Strand	Content Assessed
Number (N)	<p><u>Prior Learning from Year 3 curriculum:</u> 3N1b – count from 0 in multiples of 4, 8, 50 and 100 3N2a – compare and order numbers up to 1000 / read and write numbers to 1000 in numerals and in words 3N2b – find 10 or 100 more or less than a given number</p> <p><u>From Year 4 curriculum:</u> 4N1 – count in multiples of 6, 7, 9, 25 and 1,000 4N2b – find 1,000 more or less than a given number</p>
Calculation (C)	<p><u>Prior Learning from Years 2 and 3 curricula:</u> 2C2a – add and subtract numbers mentally, including: a two-digit number and ones</p>

	<p>a two-digit number and tens two two-digit numbers adding three one-digit numbers</p> <p>2C4 – solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two–digit numbers times one–digit numbers, using mental and progressing to formal written methods</p> <p>3C8 – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>From Year 4 curriculum:</p> <p>4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>4C6a – recall multiplication and division facts for multiplication tables up to 12×12</p> <p>4C6b – 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</p> <p>4C6c – recognise and use factor pairs and commutativity in mental calculations</p> <p>4C7 – multiply two–digit and three–digit numbers by a one–digit number using formal written layout</p> <p>4C8 – 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</p>
<p>Fractions, decimals and percentages (FDP)</p>	<p>Prior Learning from Years 2 and 3 curricula:</p> <p>2F1a – recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity</p> <p>2F2 – recognise the equivalence of $2/4$ and $1/2$</p> <p>3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non–unit fractions with small denominators</p> <p>3F2 – recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>3F4 – add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$]</p> <p>From Year 4 Curriculum:</p> <p>4F1 – count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten</p> <p>4F2 – recognise and show, using diagrams, families of common equivalent fractions</p> <p>4F4 – add and subtract fractions with the same denominator</p> <p>4F9 – find the effect of dividing a one– or two–digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>

	<p>4F10a – 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</p>
Measurement (M)	<p><u>Prior Learning from Years 2 and 3 curricula:</u> 2M3a – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 3M1a – compare lengths (m / cm / mm) 3M4a – tell and write the time from an analogue clock; 12–hour 3M9a – add and subtract amounts of money to give change, using both pounds (£) and pence (p) in practical contexts</p> <p><u>From Year 4 Curriculum:</u> 4M5 – convert between different units of measurement [e.g. kilometre to metre; hour to minute] 4M7a – measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 4M7b – find the area of rectilinear shapes by counting squares</p>
Geometry – properties of shapes (G)	<p><u>Prior Learning from Years 2 and 3 curricula:</u> 2G1b – compare and sort common 3–D shapes and everyday objects 2G3 – identify 2–D shapes on the surface of 3–D shapes, [e.g. a circle on a cylinder and a triangle on a pyramid] 3G2 – identify horizontal, vertical lines and pairs of perpendicular and parallel lines 3G3a – draw 2–D shapes</p> <p><u>From Year 4 curriculum:</u> n/a</p>
Geometry – position and direction (P)	-
Statistics (S)	<p><u>Prior Learning from Year 2 curriculum:</u> 2S2a – ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p><u>From Year 4 curriculum:</u> n/a</p>

Year 5: Spring	
Strand	Content Assessed
Number (N)	<p><u>Prior Learning from Years 3 and 4 curricula:</u> 3N2b – find 10 or 100 more or less than a given number 3N3 – recognise the place value of each digit in a three–digit number (hundreds, tens, ones) 4N1 – count in multiples of 6, 7, 9, 25 and 1,000 4N3b – read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 4N4b – round any number to the nearest 10, 100 or 1,000</p> <p><u>From Year 5 curriculum:</u> 5N3b – read Roman numerals to 1,000 (M) and recognise years written in Roman numerals</p>

<p>Calculation (C)</p>	<p><u>Prior Learning from Years 3 and 4 curricula:</u></p> <p>3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>3C3 – estimate the answer to a calculation and use inverse operations to check answers</p> <p>3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>4C4 – solve addition and subtraction two–step problems in contexts, deciding which operations and methods to use and why</p> <p>4C6a – recall multiplication and division facts for multiplication tables up to 12×12</p> <p>4C6b – 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</p> <p>4C7 – multiply two–digit and three–digit numbers by a one–digit number using formal written layout</p> <p>4C8 – 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</p> <p><u>From Year 5 curriculum:</u></p> <p>5C2 – add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>5C5d – recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p> <p>5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>5C7a – 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</p> <p>5C7b – 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</p> <p>5C8a – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>5C8b – solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p>
<p>Fractions, decimals and percentages (FDP)</p>	<p><u>Prior Learning from Years 3 and 4 curricula:</u></p> <p>3F2 – recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>3F3 – compare and order unit fractions and fractions with the same denominators</p> <p>3F4 – add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$]</p> <p>4F1 – count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten</p> <p>4F4 – add and subtract fractions with the same denominator</p> <p>4F6b – recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>4F7 – round decimals with one decimal place to the nearest whole number</p> <p>4F9 – find the effect of dividing a one– or two–digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>4F10a – 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</p> <p><u>From Year 5 curriculum:</u></p>

	<p>5F2a – recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements >1 as a mixed number [e.g. $2/5 + 4/5 = 6/5 = 1\ 1/5$]</p> <p>5F3 – compare and order fractions whose denominators are all multiples of the same number</p> <p>5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>5F5 – multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>5F6a – read and write decimal numbers as fractions [e.g. $0.71 = 71/100$]</p> <p>5F7 – round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>5F10 – solve problems involving numbers up to three decimal places</p> <p>5F12 – solve problems that require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25</p>
Measurement (M)	<p>Prior Learning from Years 3 and 4 curricula:</p> <p>3M9a – add and subtract amounts of money to give change, using both pounds (£) and pence (p) in practical contexts</p> <p>4M1 – compare different measures, including money in pounds and pence</p> <p>From Year 5 curriculum:</p> <p>5M4 – solve problems involving converting between units of time</p> <p>5M5 – convert between different units of metric measure [e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</p> <p>5M6 – understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p>
Geometry – properties of shapes (G)	<p>Prior Learning from Year 3 curriculum:</p> <p>3G2 – identify horizontal, vertical lines and pairs of perpendicular and parallel lines</p> <p>3G3b – make 3–D shapes using modelling materials; recognise 3–D shapes in different orientations and describe them</p> <p>From Year 5 curriculum:</p> <p>5G2a – use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>5G3b – identify 3–D shapes including cubes and other cuboids, from 2–D representations</p>
Geometry – position and direction (P)	-
Statistics (S)	<p>Prior Learning from Years 3 and 4 curricula:</p> <p>3S1 – interpret and present data using bar charts, pictograms and tables</p> <p>4S2 – solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>From Year 5 curriculum:</p> <p>n/a</p>

Year 6: Spring

Strand

Content Assessed

Number (N)	<p><u>Prior Learning from Years 3–5 curricula:</u> 3N3 – recognise the place value of each digit in a three–digit number (hundreds, tens, ones) 4N2a – order and compare numbers beyond 1,000 4N4b – round any number to the nearest 10, 100 or 1,000 5N5 – interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero 5N1 – count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p><u>From Year 6 curriculum:</u> n/a</p>
Calculation (C)	<p><u>Prior Learning from Years 3–5 curricula:</u> 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two–digit numbers times one–digit numbers, using mental and progressing to formal written methods 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4C6a – recall multiplication and division facts for multiplication tables up to 12×12 4C7 – multiply two–digit and three–digit numbers by a one–digit number using formal written layout 5C2 – add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) 5C5a – identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers 5C5b – know and use the vocabulary of prime numbers, prime factors and composite (non–prime) numbers 5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 5C7b – 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</p> <p><u>From Year 6 curriculum:</u> 6C7a – multiply multi–digit numbers up to 4 digits by a two–digit whole number using the formal written method of long multiplication 6C7b – divide numbers up to 4 digits by a two–digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context 6C8 – solve problems involving addition, subtraction, multiplication and division 6C9 – use their knowledge of the order of operations to carry out calculations involving the four operations</p>
Ratio and proportion (R)	<p><u>Prior Learning:</u> n/a</p> <p><u>From Year 6 curriculum:</u></p>

	<p>6R4 – solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>
Algebra (A)	<p>Prior Learning: n/a</p> <p>From Year 6 curriculum: 6A1 – express missing number problems algebraically 6A2 – use simple formulae 6A3 – generate and describe linear number sequences 6A4 – find pairs of numbers that satisfy an equation with two unknowns</p>
Fractions, decimals and percentages (FDP)	<p>Prior Learning from Years 3–5 curricula: 3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non–unit fractions with small denominators 3F1c – recognise and use fractions as numbers: unit fractions and non–unit fractions with small denominators 3F4 – add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$] 3F10 – solve problems that involve 3F1–3F4 4F4 – add and subtract fractions with the same denominator 5F2a – recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements >1 as a mixed number [e.g. $2/5 + 4/5 = 6/5 = 1\ 1/5$] 5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number 5F7 – round decimals with two decimal places to the nearest whole number and to one decimal place 5F10 – solve problems involving numbers up to three decimal places</p> <p>From Year 6 curriculum: 6F3 – compare and order fractions, including fractions >1 6F4 – add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 6F5a – multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $1/4 \times 1/2 = 1/8$] 6F5b – divide proper fractions by whole numbers [e.g. $1/3 \div 2 = 1/6$] 6F6 – associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction [e.g. $3/8$] 6F9b – multiply one–digit numbers with up to two–decimal places by whole numbers 6F9c – use written division methods in cases where the answer has up to two–decimal places</p>
Measurement (M)	<p>Prior Learning from Year 4 curriculum: 4M4a – read, write and convert time between analogue and digital 12–hour clocks 4M7a – measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 4M7b – find the area of rectilinear shapes by counting squares</p> <p>From Year 6 curriculum: 6M9 – solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p>

Geometry – properties of shapes (G)	<p><u>Prior Learning from Year 5 curriculum:</u> 5G4b – identify:</p> <ul style="list-style-type: none"> • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and 12 a turn (total 180°) • other multiples of 90° <p><u>From Year 6 curriculum:</u> 6G2a – compare and classify geometric shapes based on their properties and sizes 6G2b – describe simple 3–D shapes</p>
Geometry – position and direction (P)	<p>-</p>
Statistics (S)	<p><u>Prior Learning from Year 4 curriculum:</u> 4S2 – solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p><u>From Year 6 curriculum:</u> n/a</p>

Curriculum map - Mathematics

Summer Term

Curriculum maps outline the content covered in every test, enabling you to ensure that relevant content has been taught by the time the students take the tests.

Year 1: Summer	
Strand	Content Assessed
Number (N)	<p><u>Prior Learning:</u> n/a</p> <p><u>From Year 1 curriculum:</u> 1N1b – count in multiples of twos, fives and tens 1N2a – count, read and write numbers to 100 in numerals 1N2b – given a number, identify one more and one less 1N2c – read and write numbers from 1 to 20 in numerals and words 1N4 – 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 and least</p>
Calculation (C)	<p><u>Prior Learning:</u> n/a</p> <p><u>From Year 1 curriculum:</u> 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero. 1C2b – read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$ 1C8 – 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</p>
Fractions (F)	<p><u>Prior Learning:</u> n/a</p> <p><u>From Year 1 curriculum:</u> 1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity 1F1b – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>
Measurement (M)	<p><u>Prior Learning:</u> n/a</p> <p><u>From Year 1 curriculum:</u> 1M1 – compare, describe and solve practical problems for: <ul style="list-style-type: none"> • lengths and heights [e.g. long / short, longer / shorter, tall / short, double / half] • mass / weight [e.g. heavy / light, heavier than, lighter than] • capacity and volume [e.g. full / empty, more than, less than, half, half full, quarter] </p>

	<ul style="list-style-type: none"> time [e.g. quicker, slower, earlier, later]
Geometry – properties of shapes (G)	<p>Prior Learning: n/a</p> <p>From Year 1 curriculum: 1G1a – recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles] 1G1b – recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]</p>
Geometry – position and direction (P)	<p>Prior Learning: n/a</p> <p>From Year 1 curriculum: 1P2 – describe position, directions and movement, including half, quarter and three-quarter turns</p>
Statistics (S)	-

Year 2: Summer	
Strand	Content Assessed
Number (N)	<p>Prior Learning from Year 1 curriculum: 1N1a – count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number 1N2b – given a number, identify one more and one less</p> <p>From Year 2 curriculum: 2N1 – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward 2N2b – compare and order numbers from 0 up to 100; use <, > and = signs 2N3 – recognise the place value of each digit in a two-digit number (tens and ones) 2N4 – identify, represent and estimate numbers using different representations, including the number line</p>
Calculation (C)	<p>Prior Learning from Year 1 curriculum: 1C2a – add and subtract one-digit and two-digit numbers to 20, including zero. 1C4 – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$</p> <p>From Year 2 curriculum: 2C2a – add and subtract numbers mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers 2C2b – add and subtract numbers using concrete objects and pictorial representations, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers 2C3 – recognise and use the inverse relationship between addition and subtraction and use </p>

	<p>this to check calculations and missing number problems</p> <p>2C4 – solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods <p>2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>2C8 – solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>
Fractions (F)	<p><u>Prior Learning from Year 1 curriculum:</u></p> <p>1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p><u>From Year 2 curriculum:</u></p> <p>2F1a – 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</p>
Measurement (M)	<p><u>Prior Learning from Year 1 curriculum:</u></p> <p>1M1 – compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights [e.g. long / short, longer / shorter, tall / short, double / half] • mass / weight [e.g. heavy / light, heavier than, lighter than] • capacity and volume [e.g. full / empty, more than, less than, half, half full, quarter] • time [e.g. quicker, slower, earlier, later] <p>1M4c – recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><u>From Year 2 curriculum:</u></p> <p>2M2 – choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature ($^{\circ}\text{C}$); capacity (litres / ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels</p> <p>2M4a – 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</p> <p>2M4c – know the number of minutes in an hour and the number of hours in a day</p> <p>2M9 – solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>
Geometry – properties of shapes (G)	<p><u>Prior Learning from Year 1 curriculum:</u></p> <p>n/a</p> <p><u>From Year 2 curriculum:</u></p> <p>2G1b – compare and sort common 3-D shapes and everyday objects</p>
Geometry – position and direction (P)	<p><u>Prior Learning from Year 1 curriculum:</u></p> <p>1P2 – describe position, directions and movement, including half, quarter and three-quarter turns</p> <p><u>From Year 2 curriculum:</u></p> <p>2P1 – order and arrange combinations of mathematical objects in patterns and sequences</p>
Statistics (S)	<p><u>Prior Learning from Year 1 curriculum:</u></p> <p>n/a</p>

	<p>From Year 2 curriculum:</p> <p>2S1 – interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>2S2b – ask and answer questions about totalling and comparing categorical data</p>
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Year 3: Summer	
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Strand	Content Assessed
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Number (N)	<p><u>Prior Learning from Year 1 and Year 2 curricula:</u></p> <p>1N2b – given a number, identify one more and one less</p> <p>2N1 – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward</p> <p>2N2a – read and write numbers to at least 100 in numerals and in words</p> <p>2N2b – compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>2N4 – identify, represent and estimate numbers using different representations, including the number line</p> <p>2N6 – use place value and number facts to solve problems</p> <p><u>From Year 3 curriculum</u></p> <p>3N2a – compare and order numbers up to 1,000; read and write numbers to 1,000 in numerals and in words</p> <p>3N2b – find 10 or 100 more or less than a given number</p>
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Calculation (C)	<p><u>Prior Learning from Year 1 and Year 2 curricula:</u></p> <p>1C1 – represent and use number bonds and related subtraction facts within 20</p> <p>1C2a – add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>1C2b – read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>2C2a – add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers <p>2C2b – add and subtract numbers using concrete objects and pictorial representations, including:</p> <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers <p>2C7 – calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p>2C9b – show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p><u>From Year 3 curriculum:</u></p> <p>3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>
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	<p>3C6 – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>3C8 – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p>
Fractions (F)	<p>Prior Learning from Year 1 and Year 2 curricula:</p> <p>1F1a – recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>1F1b – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>2F1a – 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</p> <p>2F1b – write simple fractions [e.g. $\frac{1}{2}$ of $6 = 3$]</p> <p>2F2 – recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>From Year 3 curriculum:</p> <p>3F1a – 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</p> <p>3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>3F1c – recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>3F2 – recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]</p>
Measurement (M)	<p>Prior Learning from Year 1 and Year 2 curricula:</p> <p>1M4b – sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>1M4c – recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>2M2 – choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature ($^{\circ}\text{C}$); capacity (litres / ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels</p> <p>2M3b – find different combinations of coins that equal the same amounts of money</p> <p>From Year 3 curriculum:</p> <p>3M4a – tell and write the time from an analogue clock; 12-hour clocks</p> <p>3M4b – tell and write the time from an analogue clock; 24-hour clocks</p> <p>3M4e – know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>3M4f – compare durations of events, [e.g. to calculate the time taken by particular events or tasks]</p> <p>3M7 – measure the perimeter of simple 2-D shapes</p> <p>3M9c – add and subtract mass (kg / g)</p> <p>3M9d – add and subtract volume / capacity (l / ml)</p>
Geometry – properties of shapes (G)	<p>Prior Learning from Year 2 curriculum:</p> <p>2G2b – identify and describe the properties of 3-D shapes including the number of edges, vertices and faces</p>

	<p>From Year 3 curriculum: 3G4b – 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.</p>
Geometry – position and direction (P)	<p>Prior Learning: n/a</p> <p>Prior Learning from Year 2 curriculum: 2P2 – 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)</p>
Statistics (S)	<p>Prior Learning from Year 2 curriculum: 2S2a – ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 2S2b – ask and answer questions about totalling and comparing categorical data</p> <p>From Year 3 curriculum: 3S1 – interpret and present data using bar charts, pictograms and tables 3S2 – solve one-step and two-step questions [e.g. ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts, pictograms and tables</p>

Year 4: Summer	
Strand	Content Assessed
Number (N)	<p>Prior Learning from Year 2 and Year 3 curricula: 2N1 – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward 2N3 – recognise the place value of each digit in a two-digit number (tens and ones) 3N1b – count from 0 in multiples of 4, 8, 50 and 100 3N2b – find 10 or 100 more or less than a given number 3N4 – identify, represent and estimate numbers using different representations</p> <p>From Year 4 curriculum: 4N1 – count in multiples of 6, 7, 9, 25 and 1,000 4N2b – find 1,000 more or less than a given number 4N4a – identify, represent and estimate numbers using different representations 4N5 – count backwards through zero to include negative numbers</p>
Calculation (C)	<p>Prior Learning from Year 2 and 3 curricula: 2C2a – add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers <p>2C6 – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>

	<p>3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>From Year 4 curriculum:</p> <p>4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>4C3 – estimate and use inverse operations to check answers to a calculation</p> <p>4C4 – solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>4C6a – recall multiplication and division facts for multiplication tables up to 12×12</p> <p>4C6c – recognise and use factor pairs and commutativity in mental calculations</p> <p>4C7 – multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>4C8 – 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</p>
<p>Fractions (F)</p>	<p>Prior Learning from Year 2 and Year 3 curricula:</p> <p>2F1a – 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</p> <p>3F1b – recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>3F3 – compare and order unit fractions and fractions with the same denominators</p> <p>3F4 – add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]</p> <p>3F10 – solve problems that involve 3F1–3F4</p> <p>From Year 4 curriculum:</p> <p>4F4 – add and subtract fractions with the same denominator</p> <p>4F6b – recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>4F7 – round decimals with one decimal place to the nearest whole number</p> <p>4F8 – compare numbers with the same number of decimal places up to two decimal places</p> <p>4F9 – find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>4F10b – solve simple measure and money problems involving fractions and decimals to two decimal places</p>
<p>Measurement (M)</p>	<p>Prior learning from Year 2 and 3 curriculum:</p> <p>2M3a – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>3M4b – tell and write the time from an analogue clock; 24-hour clocks</p> <p>3M4d – estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock / a.m. / p.m., morning, afternoon, noon and midnight</p> <p>3M4f – compare durations of events, [e.g. to calculate the time taken by particular events or tasks]</p> <p>3M9d – add and subtract volume / capacity (l / ml)</p> <p>From Year 4 curriculum:</p> <p>4M2 – estimate different measures, including money in pounds and pence</p> <p>4M4c – solve problems involving converting from hours to minutes; minutes to seconds;</p>

	years to months; weeks to days 4M7a – measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 4M7b – find the area of rectilinear shapes by counting squares 4M9 – calculate different measures, including money in pounds and pence
Geometry – properties of shapes (G)	<u>Prior Learning from Year 2 curriculum:</u> 2G2b – identify and describe the properties of 3-D shapes including the number of edges, vertices and faces <u>From Year 4 curriculum:</u> 4G2c – complete a simple symmetric figure with respect to a specific line of symmetry
Geometry – position and direction (P)	-
Statistics (S)	<u>Prior Learning:</u> n/a <u>From Year 4 curriculum:</u> 4S1 – interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 4S2 – solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Year 5: Summer	
Strand	Content Assessed
Number (N)	<u>Prior Learning from Year 3 and 4 curricula:</u> 3N2a – compare and order numbers up to 1,000 read and write numbers to 1,000 in numerals and in words 3N2b – find 10 or 100 more or less than a given number 3N4 – identify, represent and estimate numbers using different representations 4N2a – order and compare numbers beyond 1,000 <u>From Year 5 curriculum:</u> 5N1 – count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 5N3a – determine the value of each digit in numbers up to 1,000,000 5N3b – read Roman numerals to 1,000 (M) and recognise years written in Roman numerals 5N4 – round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
Calculation (C)	<u>Prior Learning from Year 3 and 4 curricula:</u> 3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 4C2 – add and subtract numbers with up to 4 digits using the formal written methods of

	<p>columnar addition and subtraction where appropriate</p> <p>4C6b – 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</p> <p>4C6c – recognise and use factor pairs and commutativity in mental calculations</p> <p>4C7 – multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>From Year 5 curriculum:</p> <p>5C2 – add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>5C4 – solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>5C5d – recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p> <p>5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>5C7a – 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</p> <p>5C7b – 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</p> <p>5C8a – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>5C8b – solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p>
<p>Fractions (F)</p>	<p>Prior Learning from Year 3 and 4 curricula:</p> <p>3F4 – add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$]</p> <p>3F10 – solve problems that involve 3F1–3F4</p> <p>4F2 – recognise and show, using diagrams, families of common equivalent fractions</p> <p>4F4 – add and subtract fractions with the same denominator</p> <p>4F8 – compare numbers with the same number of decimal places up to two decimal places</p> <p>4F10a – 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</p> <p>4F10b – solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>From Year 5 curriculum:</p> <p>5F2a – recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements >1 as a mixed number [e.g. $2/5 + 4/5 = 6/5 = 1\ 1/5$]</p> <p>5F3 – compare and order fractions whose denominators are all multiples of the same number</p> <p>5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>5F5 – multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>5F7 – round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>5F8 – read, write, order and compare numbers with up to three decimal places</p>

	<p>5F10 – solve problems involving numbers up to three decimal places</p> <p>5F12 – solve problems that 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</p>
Measurement (M)	<p><u>Prior Learning from Year 3 and 4 curricula:</u></p> <p>3M7 – measure the perimeter of simple 2-D shapes</p> <p>3M9d – add and subtract volume / capacity (l / ml)</p> <p>4M5 – convert between different units of measurement [e.g. kilometre to metre; hour to minute]</p> <p><u>From Year 5 curriculum:</u></p> <p>5M9a – use all four operations to solve problems involving measures [money] using decimal notation, including scaling</p> <p>5M9c – use all four operations to solve problems involving measure [e.g. mass] using decimal notation, including scaling</p>
Geometry – properties of shapes (G)	<p><u>Prior Learning from Year 3 and Year 4 curricula:</u></p> <p>3G4a – recognise that angles are a property of shape or a description of a turn</p> <p>4G2b – identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>4G4 – identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p><u>From Year 5 curriculum:</u></p> <p>5G2a – use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>5G3b – identify 3-D shapes including cubes and other cuboids, from 2-D representations</p> <p>5G4b – Identify:</p> <ul style="list-style-type: none"> • angles at a point and one whole turn (total 360o) • angles at a point on a straight line and 12 a turn (total 180o) • other multiples of 90°
Geometry – position and direction (P)	<p><u>Prior Learning from Year 4 curriculum:</u></p> <p>4P3a – describe positions on a 2-D grid as co-ordinates in the first quadrant</p> <p><u>Year 5 curriculum:</u></p> <p>5P2 – 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</p>
Statistics (S)	<p><u>Prior Learning:</u></p> <p>n/a</p> <p><u>From Year 5 curriculum:</u></p> <p>5S2 – solve comparison, sum and difference problems using information presented in a line graph</p>

Year 6: Summer	
Strand	Content Assessed
Number (N)	<p><u>Prior Learning from Years 3, 4 and 5 curricula:</u></p> <p>3N1b – count from 0 in multiples of 4, 8, 50 and 100</p> <p>3N2b – find 10 or 100 more or less than a given number</p> <p>4N2a – order and compare numbers beyond 1,000</p> <p>4N2b – find 1,000 more or less than a given number</p>

	<p>5N1 - count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p>5N5 – interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>From Year 6 curriculum:</p> <p>6N3 – determine the value of each digit in numbers up to 10,000,000</p> <p>6N5 – use negative numbers in context, and calculate intervals across zero</p>
Calculation (C)	<p>Prior Learning from Years 3, 4 and 5 curricula:</p> <p>3C2 – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>3C4 – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>3C8 – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>4C2 – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>4C3 – estimate and use inverse operations to check answers to a calculation</p> <p>4C8 – 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</p> <p>5C5a – identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers</p> <p>5C5c – establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>5C5d – recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>5C7a – 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</p> <p>5C7b – 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</p> <p>5C8a – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>From Year 6 curriculum:</p> <p>6C3 – use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>6C7a – multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>6C7b – divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>6C8 – solve problems involving addition, subtraction, multiplication and division</p> <p>6C9 – use their knowledge of the order of operations to carry out calculations involving the four operations</p>
Fractions (F)	<p>Prior Learning from Year 4 and 5 curricula:</p> <p>4F4 – add and subtract fractions with the same denominator</p> <p>4F10a – solve problems involving increasingly harder fractions to calculate quantities and</p>

	<p>fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>5F2b – identify name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>5F4 – add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>5F7 – round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>5F10 – solve problems involving numbers up to three decimal places</p> <p>5F12 – solve problems that require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25</p> <p>From Year 6 curriculum:</p> <p>6F2 – use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>6F4 – add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>6F5a – multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $1/4 \times 1/2 = 1/8$]</p> <p>6F5b – divide proper fractions by whole numbers [e.g. $1/3 \div 2 = 1/6$]</p> <p>6F6 – associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction [e.g. $3/8$]</p> <p>6F9a – identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places</p> <p>6F9b – multiply one-digit numbers with up to two-decimal places by whole numbers</p>
Ratio (R)	<p>Prior Learning: n/a</p> <p>From Year 6 curriculum:</p> <p>6R1 – solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts</p> <p>6R2 – solve problems involving the calculation of percentages [e.g. of measures such as 15% of 360] and the use of percentages for comparison</p> <p>6R3 – solve problem involving similar shapes where the scale factor is known or can be found</p>
Algebra (A)	<p>Prior Learning: n/a</p> <p>From Year 6 curriculum:</p> <p>6A2 – use simple formulae</p> <p>6A3 – generate and describe linear number sequences</p> <p>6A4 – find pairs of numbers that satisfy an equation with two unknowns</p>
Measurement (M)	<p>Prior Learning from Year 4 and 5 curricula:</p> <p>4M4b – read, write and convert time between analogue and digital 24-hour clocks</p> <p>4M9 – calculate different measures, including money in pounds and pence</p> <p>5M6 - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Year 6 curriculum:</p>

	<p>6M6 – convert between miles and kilometres</p> <p>6M7a – recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>6M7b – calculate the area of parallelograms and triangles</p> <p>6M7c – recognise when it is possible to use the formulae for the area of shapes</p> <p>6M8a – calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units [e.g. mm^3 and km^3]</p> <p>6M8b – recognise when it is possible to use the formulae for the volume of shapes</p> <p>6M9 – solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p>
Geometry – properties of shapes (G)	<p><u>Prior Learning from Year 5 and 6 curricula:</u></p> <p>4G2b – identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>5G2a – use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p><u>From Year 6 curriculum:</u></p> <p>6G3b – recognise and build simple 3-D shapes, including making nets</p>
Geometry – position and direction (P)	<p><u>Prior Learning:</u></p> <p>n/a</p> <p><u>From Year 6 Curriculum:</u></p> <p>6P2 – draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes</p>
Statistics (S)	<p><u>Prior Learning from Year 4 curriculum:</u></p> <p>4S1 – interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p><u>From Year 6 curriculum:</u></p> <p>6S1 – interpret and construct pie charts and line graphs and use these to solve problems</p> <p>6S3 – calculate and interpret the mean as an average</p>