**Number:** *Pink = Significant focus, Yellow = some focus, Blue = light touch*

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|  | **Number: Number and Place Value** |
| **Nat Curriculum Objective**  | 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 |
| **AP1** |
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| **AP2** |
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| **AP3** |
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**Number:**

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|  | **Number: Addition, Subtraction, Multiplication and Division** |
| **Nat Curriculum Objective**  | Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication | Divide nos 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 nos up to 4 digits by a 2-digit number using the formal written method of short divisionwhere appropriate, 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 addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | Solve problems involving addition, subtraction, multiplication and division | Use estimation to check answers to calculationsand determine, in the context of a problem, an appropriate degree of accuracy |
| **AP1** |
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| **AP2** |
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| **AP3** |
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**Number:**

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|  | **Number: Fractions and Decimals** |
| **Nat Curriculum Objective**  | 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 [for example, ¼ × ½ = 1/8] | Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] | Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] | Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 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 useequivalences between simple fractions, decimals and percentages, including in different contexts |
| **AP1** |
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**Ratio & proportion, Algebra:**

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|  | **Ratio and proportion** | **Algebra** |
| **Nat Curriculum Objective** | 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 the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | 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 | 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 |
| **AP2** |
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| **AP3** |
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**Measurement:**

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| **Measurement**  |
| **Nat Curriculum Objective** | 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 three decimal places | Convert between miles and kilometres | Recognise that shapes with the same areas can have different perimeters and vice versa | Recognise whenit is possibleto 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 cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3] |
| **AP1** |
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**Shape and Data:**

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| **Geometry:** **Properties of Shape**  | **Geometry:** **Position and Direction** | **Statistics** |
| **Nat Curriculum Objective** | Draw 2-D shapes using given dimensions and angles | Recognise, describe and build simple 3-D shapes, including making nets | Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius | Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | Describe positions on the full coordinate grid (all four quadrants) | Draw and translate simple shapes on the coordinate plane, and reflect them in the axes | Interpret and construct pie charts and line graphs and use these to solve problems | Calculate and interpret the mean as an average |
| **AP1** |
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| **AP3** |
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