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

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|  | **Number**  **Number and Place Value** | | | | | | **Number**  **Addition and Subtraction** | | | |
| **Nat Curriculum Objective** | Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 | Interpret negative nos in context, count forwards & backwards with positive & negative whole nos, including through 0 | Round any number up to  1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 | Solve number problems & practical problems that involve all of the above | Read Roman numerals to 1000 (M) & recognise years written in Roman numerals. | Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) | Add and subtract numbers mentally with increasingly large numbers | Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy | Solve addition & subtraction multi-step problems in contexts, deciding which operations & methods to use and why. |
| **AP1** | | | | | | | | | | |
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| **AP3** | | | | | | | | | | |
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|  | **Number: Multiplication and Division** | | | | | | | | | | |
| **Nat Curriculum Objective** | Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers | Know and use the vocabulary of prime numbers, prime factors & composite (non-prime) numbers | Establish whether a number up to 100 is prime and recall prime numbers up to 19 | Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers | Multiply and divide numbers mentally drawing upon known facts | Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 | Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) | Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes | Solve problems involving +, -, × and ÷, and a combination of these, including understanding the meaning of the equals sign | Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |
| **AP1** | | | | | | | | | | | |
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|  | **Number: Fractions and Decimals** | | | | | | | | | | | |
| **Nat Curriculum Objective** | Compare and order fractions whose denominators are all multiples of the same number | Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths | Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 11/5] | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | Read and write decimal numbers as fractions [for example, 0.71 = 71/100] | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place | Read, write, order and compare numbers with up to 3 decimal places | Solve problems involving number up to 3 decimal places | Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal | Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. |
| **AP1** | | | | | | | | | | | | |
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**Measurement:**

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|  | **Measurement** | | | | | | |
| **Nat Curric Objective** | Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) | Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints | Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres | 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 | Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] | Solve problems involving converting between units of time | Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. |
| **AP1** | | | | | | | |
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**Shape and Data:** *Pin*

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| **Geometry:**  **Properties of Shape** | | | | | | | **Geometry:**  **Position and Direction** | **Statistics** | |
| **Nat Curric Objective** | Identify 3-D shapes, including cubes & other cuboids, from 2-D representations | Know angles are measured in degrees: estimate & compare acute, obtuse and reflex angles | Draw given angles, and measure them in degrees (o) | Identify angles at a point and one whole turn (total 360o, angles at a point on a straight line and 2  1 a turn (total 180o), other multiples of 90o | Use the properties of rectangles to deduce related facts and find missing lengths and angles | Distinguish between regular and irregular polygons based on reasoning about equal sides and angles | 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. | Solve comparison, sum and difference problems using information presented in a line graph | Complete, read and interpret information in tables, including timetables |
| **AP1** | | | | | | | | | | |
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