Kingsthorne Primary School

Maths

Key Principles:

This intent document supports the implementation of mathematics at Kingsthorne, alongside the general mai progression in calculations policy and more in-depth individual year-group and key-stage progression maps. It reference and whole-school overview.



Intent

.

All pupils will: - become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and

proprension over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
 reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 1	Place Value	Fractions	Geometry – properties of shape	Commented [lp1]: This row indicates the titles of the
Strand of	Number	Measurement	 position and direction 	strands covered in each term
maths		Place Value	Statistics	
covered		Number	Place value	
during the			Number	
term				
	Autumn 1	Spring 1	Summer 1	
	Place Value (to 10 & 20)	Fractions	Place Value (to 100)	Commented [In2]: The title of the strand
	 count to and across 10 & 20, 	 recognise, find and name a half as 1 	 count to and across 100, forwards and 	commented [ip2]: me due of the strand
	forwards and backwards, beginning	of 2 equal parts of an object, shape or	backwards, beginning with 0 or 1, or from any	
	with 0 or 1, or from any given	quantity	given number.	
	number			Commented [In3]: The objective taken from the
		 recognise, find and name a quarter 	 count, read and write numbers to 100 in 	curriculum man for your year group
	 count, read and write numbers to 	as 1 of 4 equal parts of an object,	numerals.	curriculum map for your year group.
	10 & 20 in numerals	shape or quantity.		This people to be all the objectives for 'Diace Value' that are
			 given a number, identify one more and one 	listed in your place value section of the surriculum man
	 count in multiples of 2s and 10s 	Place Value (to 50)	less. Identify and represent numbers using	insted in your place value section of the curriculum map.
		 count to 50 forwards and 	objects and pictorial representations including	
	 given a number, identify 1 more 	backwards, beginning with 0 or 1, or	the number line, and use the language of:	
	and 1 less	from any number	equal to, more than, less than, most, least,	
		,		
	 identify and represent numbers 	 count, read and write numbers to 50 	 read and write numbers from 1 to 20 in 	
	using objects and pictorial	in numerals	words, in any order without any support or	
	representations including the		resources.	
	number line, and use the language	 given a number, identify one more 		
Year 1	of: equal to more than less than	or one less. Identify and represent	Number	
Learning	(fewer) most least	numbers using objects and pictorial	Addition and subtraction (to 50)	
objectives		representations including the number		
taught	•read and write numbers from 1 to	line and use the language of equal	 represent and use number bonds and related 	
taught	10 in words	to more than less than (fewer) most	subtraction facts within 20	
		least		
	Number		add and subtract 2-digit and 2-digit numbers	
	Addition and Subtraction (to 10	• count in multiples of 2s, 10s & 5s	to 50 including 0	
	and 20)			
	eread write and interpret	read and write numbers from 1 to 20	 use inverse independently when solving 	
	mathematical statements involving	in words	addition and subtraction calculations	
	addition (+) subtraction (-) and	in words.		
	adultion (1), subtraction (1) and	Number	 partition to solve 2-digit and 2-digit addition 	
		Addition and Subtraction (to 20)	and subtraction (step 2 and 4 of the	
	eroprosent and use number bonds	Addition and Subtraction (to 20)	calculation policy)	
	and related subtraction facts within	erepresent and use number bonds	calculation policy).	
		and related subtraction facts within	Multiplication and division using multiplas of	
	10		2s 10s and Es	
	add and subtract one-digit and	20	• use notation of multiplication (x) to show	
	two digit numbers to 10 % 20	add and subtract one digit and two	reported addition	
	including 0	digit numbers to 20, including 0	ובףכמוכט מטטונוטוו.	
		uigit numbers to 20, including 0	a group and share knowing the difference	
			 group and share knowing the difference 	
		l	petween snaring equally and taking groups	

	 introducing inverse to check 	away (repeated subtraction) and show arrays	
	calculations and moving on to blank	for this. (step 3 of the calculation policy).	
	number lines (from the calculation		
	policy step 2).		
Autumn 2		Summer 2	
		Geometry	
lumber	Spring 2	 recognise and name common 2-D and 3-D 	
Nultiplication and Division	Measurement	shapes, including:	
recall and use multiplication and	Compare, describe and solve	- 2-D shapes	
ivision facts for the 2x and 10x	practical problems for:	- 3-D shapes	
ultiplication tables, including	 lengths and heights [for 	 describe position, direction and movement, 	
ecognising odd and even numbers	example, long/short,	including whole, half, quarter and three-	
	longer/shorter, tall/short,	quarter turns	
recalling doubles to 10 & 20	double/half]		
-	- mass / weight	Statistics	
recalling halves to 10 & 20	- capacity and volume	 interpret and construct simple 	
Ũ	- time	pictograms, tally charts, block diagrams and	
roblem-solving and investigative		tables	
ork	Measure and begin to record the		
	following:	 ask and answer simple questions by 	
ddition & Subtraction	- lengths and heights	counting the number of objects in each	
solve one-step problems that	- mass/weight	category and sorting the categories by quantity	
volve addition and subtraction	- capacity and volume	category and sorting the categories by quantity	
sing concrete objects and nictorial	time (hours minutes seconds)	 ask and answer questions about totalling 	
anresentations	time (nours, ninutes, seconds)	and comparing categorical data	
epresentations	 recognise and know the value of 	and comparing categorical data.	
	different denominations of		
RICH Investigations	coins and notes	Drahlam asking and investigative work	
delition 8 Cubturation	 sequence events in 	Addition 8 Subtraction	
duition & Subtraction	chronological order using	Addition & Subtraction	
Dave Carrier	language	 solve missing number problems and 	
ne Box Game	 recognise and use language 	calculations that start with the answer such as	
https://nrich.maths.org/12/45	relating to dates, including days	/=3+?	
wo Dice	of the week, weeks, months and		
ttps://nrich.maths.org/150/note	years	 solve complex missing number problems 	
ort Them Out (1)	 tell the time to the hour and 	with equal sign between two sums such as 4 +	
ttps://nrich.maths.org/6885/note	half past the hour and draw the	3 = ? + 2	
airs of Numbers	hands on a clock face to show	×	
ttps://nrich.maths.org/7233/note	these times.	NRICH Investigations	Commented [lp4]: These can supplement activities
			throughout the year, or be taught in a 'block' in the summer
Aultiplication & Division	Multiplication and division using	<u>Statistics</u>	term.
	multiples of 2s, 10s and 5s.		
hare Bear	Using their counting knowledge of	Button Up	NRICH.org is where there are a huge range of KS1 and KS2
ttps://nrich.maths.org/2358/note	counting in 2s, 10s and 5s:	https://nrich.maths.org/7227/note	problems, that include a range of problem-solving
			techniques.
lapping Times	 complete blank number lines and 	Sticky Data	
ttps://nrich.maths.org/5482/note	show the calculation underneath	https://nrich.maths.org/7687/note	Working systematically, trail and error, working backwards
			visualising reasoning and convincing tacks all need to be
ouble or Halve?	 share equally using counters and are 	What Shape and Colour?	taught to the children as problem solving tachniques. These
ttps://nrich.maths.org/10654/note	now taking groups of the divisor away	https://nrich.maths.org/2185/note	can be accessed and taught NRICH has comprehensive
	to show grouping and repeated		toacher guides with worked examples and low questions
	subtraction (step 2 of the calculation	Geometry	teacher guides with worked examples and key questions.
	subtraction. (step 2 of the calculation		
	policy).	Matching Triangles	
		https://prich.maths.org/5638/pote	
	Problem-solving and investigative		
	work	lig Shanes	
		https://prich.maths.org/6006/pata	
	Addition & Subtraction	https://inicit.maths.org/0880/note	
	 solve one-step problems that involve 		
	addition and subtraction, using		
	concrete objects and pictorial		
	representations, and missing number		
	problems such as 7 = ? - 9.		
	Multiplication & Division		
	 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. <u>NRICH Investigations</u> <u>Addition & Subtraction</u> <u>What Could It Be?</u> <u>https://nrich.maths.org/10479/note</u> <u>Number Lines</u> <u>https://nrich.maths.org/number- lines/note</u> <u>Strike It Out</u> https://nrich.maths.org/6589/note	
	Number and Place Value	Measurement	Number and Place Value
	Fractions	Number and Place Value	Geometry
Year 2		Statistics	Statistics
		Geometry	Problem-Solving and Investigative work
	Number and Place Value	Measurement	Number and Place Value
		 choose and use appropriate 	What objectives are you revisiting from the
	 count in steps of 2, 3, and 5 	standard units to estimate and	autumn and spring terms number and place
	from 0, and in 10s from any	measure length/height in any	value to consolidate at Year 2 expected
	number, forward and backward	direction (m/cm); mass (kg/g);	standard and prepare for transition?
	 recognise the place value of 	temperature (°C); capacity	
	each digit in a two-digit number	(litres/ml) to the nearest	Ensure skills are embedded; develop column
	(10s, 1s)	appropriate unit, using rulers,	addition / subtraction as per calculations
	 identify, represent and estimate 	scales, thermometers and	policy;
	numbers using different	measuring vessels	Problem solving using the different operations;
	representations, including the	 choose and use appropriate 	
	number line	standard units to estimate and	Commuter.
	compare and order numbers	measure length/height in any	Geometry
	from 0 up to 100; use \langle , \rangle and =	direction (m/cm); mass (kg/g);	 Order and arrange combinations of mathematical chiects in patterns and
	signs	(litros (ml) to the pearest	sequences
	 read and write numbers to at 	appropriate unit using rulers	 use mathematical vocabulary to describe
	least 100 in numerals and in	scales thermometers and	nosition direction and movement
	words	measuring vessels	including movement in a straight line and
	use place value and number facts to solve problems	incusuring vessels	distinguishing between rotation as a turn
	lacts to solve problems.		and in terms of right angles for quarter.
	Number - Addition and Subtraction		half and three-guarter turns (clockwise and
	 solve problems with addition 		anti-clockwise).
	and subtraction:	Number and Place Value	
	 using concrete objects and 	What objectives are you revisiting	
	pictorial representations,	from the autumn term number and	Statistics
	including those involving	place value to consolidate at Year 2	 ask and answer questions about totalling
	numbers, quantities and measures	expected standard?	and comparing categorical data.
	 applying their increasing 	Revisiting addition and subtraction,	
	knowledge of mental and	multiplication and division –	
	written methods	independently using these processes	
	 recall and use addition and 	to solve problems and know which	Problem-Solving and Investigative work
	subtraction facts to 20 fluently,	operation to choose. Ensure children	
	and derive and use related facts	these onto a number line of a 24+25	inter investigations
	up to 100	start on 34 make 2 large jumps for	Place Value
	 add and subtract numbers using 	2tens + 5 small jumps for 5 ones	Two Digit Targets
	concrete objects, pictorial	Reverse for subtraction	https://nrich.maths.org/6343/note
	representations, and mentally,		, , , , , , , , , , , , , , , , , , ,
	including:		Five steps to 50
	 a two-digit number and 1s 		https://nrich.maths.org/10586/note
	 a two-digit number and 10s 	Statistics	
	2 two-digit numbers		Find the Difference
	 adding 3 one-digit numbers 		

 be able the large of the large	 show that addition of 2 nu cap be done in any order 	nbers• interpret and construct simple <u>https://nri</u>	ch.maths.org/6227/note
 tuderations and use the inverse relationship between addition and subtraction and use this to check calculations and subtraction and subtraction and use this to check calculations and subtraction and properties of 2-D shapes, including the number of sides and freet https://nich.maths.org/2354/note Number – Multiplication and division division division division division division of 2-D shapes, including the number of sides and free y roperties of 3-D shapes, including the number of sides and freet https://nich.maths.org/233/note calculate mathematical statements for multiplication ables, and uvery and division within the multiplication addivision within the multiplication (x), division (e) and equals (c) signs show that multiplication and division, using materials, arrays, repeated addition, metal methods, and multiplication and division, using materials, arrays, repeated addition, match and facts, including problems in contexts. Fercions recognise, find, name and write fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	(commutative) and subtra	tion diagrams and tables 6 Poods	
 ask and answer simple questions integration and use this conceptions and use this to check calculations and subtraction and Bivision facts for the 2,5 and 10 mituplication tables, including the number of edges, vertices and faces recall and use multiplication and Division facts, including the number of all oscillations (x), division (+) and equals (-) signs calculate mathematical statements for multiplication and division (x), division (+) and equals (-) signs calculate mathematical statements for multiplication and division (x), division (+) and equals (-) signs show that multiplication of 2 numbers y another cannot solve problems in contexts. Erections Freactions Freactions Freactions Freactions Freactions Freactions (x), 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantify wire simple fractions, for example 1/2, 2/4 and 3/4 of a length, shape, set of objects or quantify wire simple fractions, for example 1/2, 2/4 and 3/4 of a length, shape, set of objects or quantify wire simple fractions, for example 1/2, 2/4 and 3/4 of a length, shape, set of objects or quantify wire simple fractions, for example 1/2, 2/4 and 3/4 of a length, shape, set of objects or quantify wire simple fractions, for example 1/2, 2/4 and 3/4 of a length, shape, set of objects or quantify wire simple fractions, for example 1/2, 2/4 and 3/4 of a length, shape, set of objects or quantify wire simple fractions, for example 1/2, 2/4 and 3/4 of a length, shape, set of objects or quantify wire simple fractions, for example 1/2, 2/4 and 3/4 of a length, shape, set of objects or quantify wire simple fractions, for example 1/2, 2/4 and 3/4 of a length, shape, set of objects or q		tion diagrams and tables o beaus	ab maths are (152 / acts
 by counting the number of objects by counting the number of objects and subtraction and use this to check calculations and solve missing number problems. Number – Multiplication and Division recall and use multiplication and Division to tables, including the number of sides and inclusion tables, including the number of edges, vertices and faces calculate mathematical statements for multiplication and equals (-) signs show that multiplication of 2 numbers by another cannot (x), division (c) and equals (-) signs show that multiplication and division within the multiplication and division grant multiplication and division facts, including problems incontexts. Freations recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantify writes simple fractions, for example 1/2, 20 f6 = 3 and recognise the equivalence of 2/4 and 1/2. 	of one number from anoth	 ask and answer simple questions <u>https://mil</u> 	chimaths.org/152/hote
 recognise and use the inverse relationship between addition as subtraction and subtraction and use this to check calculations and subtraction and <i>Division</i> recoll and use multiplication and <i>Division</i> recoll and use multiplication and <i>Division</i> and division facts for the 2, 5 and 10 multiplication tables, including the number of sides and line symmetry in a vertical line symmetry in a vertical line symmetry is a vertical and set to the properties of 3-D shapes, including the number of edges, each symmetry is a vertical and set to the symmetry is a vertical line symmetry is a vertical and set to the symmetry is a vertical line symmetry is a vertical and set to the symmetry is a vertical and set to the symmetry is a vertical line symmetry is a vertical and set to the symmetry is a vertical line symmetry is a vertical and set is a shown that multiplication and division for 1 number by another cannot solve problems involving multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	cannot	by counting the number of objects	6 J:
 relationship between addition and subtraction and use his to check calculations and solve missing number problems. Number – Multiplication and Division recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division (sha and equals (=) signs calculate mathematical statements for multiplication of 2 numbers can be done in any order (commutative) and division (sha and equals (=) signs show that multiplication for numbers can be done in any order (commutative) and division for 1 number by another cannot solve problems involving multiplication and division, suing materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. reactions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	 recognise and use the inve 	in each category and sorting the Addition 8	Subtraction
 and subtraction and use this to check calculations and solve missing number problems. Number - Multiplication and Division facts for the 2, 5 and 10 multiplication tables, including the number of sides and line symmetry in a vertical line the properties of 3-0 shapes, including the number of edges, vertices and faces calculate mathematical statements for multiplication (2) and 3-0 shapes and everyday objects. calculate mathematical statements for multiplication (2) and 3-0 shapes and everyday objects. calculate mathematical statements for multiplication (2) and 3-0 shapes and everyday objects. show that multiplication of 2 numbers can be done in any order (commutative) and division and division facts, including problems in contexts. Frections recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	relationship between addit	ion categories by quantity The Tall To	wer
 check calculations and solve missing number problems. Number – Multiplication and Division recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including the number of edges, including the number of edges, vertices and faces identify and describe the properties of 3-0 shapes, including the number of edges, vertices and faces calculate mathematical statements for multiplication and division (±h) and equals (=) signs calculate mathematical statements for multiplication of 2 numbers and be done in any order (commutative) and division facts, including roophies in colving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including roophies in contexts. 	and subtraction and use th	s to https://nri	ch.maths.org/2354/note
 solve missing number problems. Mumber – Multiplication and Division identify and describe the properties of 2-0 shapes, including the number of sides and line symmetry in a vertical line including the number of sides and line symmetry in a vertical line properties of 3-D shapes, including the number of edges, victices and faces identify and describe the properties of 3-D shapes, including the number of edges, victices and faces identify 2-D shapes on the surface of 3-D shapes and everyday objects. identify 2-D shapes on the surface of 3-D shapes and everyday objects. shadow Play nttps://nrich.maths.org/2350/note Shadow Play nttps://nrich.maths.org/2350/note Statistics Lots of Iollies nttps://nrich.maths.org/2350/note show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, array, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	check calculations and		
Number - Multiplication and Division Geometry - properties of shape Identify and describe the properties of 2-0 shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-0 shapes, including the number of sides and line symmetry in a vertical line identify 2-D shapes on the surface of 3-D shapes, including the number of sides and line symmetry in a vertical line identify 2-D shapes on the surface of 3-D shapes, including the number of sides and line symmetry in a vertical line identify 2-D shapes on the surface of 3-D shapes and faces Break it up • calculate mathematical statements for multiplication and division (±) and equals (=) signs • compare and sort common 2-D and 3-D shapes and everyday objects. Shadow Play nutps://nrich.maths.org/2350/note • signs • show that multiplication of 2 numbers in contexts. • show that multiplication and division, using multiplication and division facts, including the number of sides or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	solve missing number prob	lems. Multiplicat	tion and Division
Number - Multiplication and Division identify and describe the properties of 3-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface • calculate mathematical statements for multiplication and division (±) and equals (=) signs • of and equals (=) signs • of and equals (=) signs • shapes and everyday objects. Shadow Play • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Numbers vanother same Length Trains https://nrich.maths.org/12670/note Ferctions • vertoespise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. • write simple fractions, for		Heads and	Feet
 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line if yand describe the properties of 3-D shapes, including the number of sides and line symmetry in a vertical line if yand describe the properties of 3-D shapes, including the number of edges, vertices and faces calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot show that multiplication and division, musing materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 		Geometry - properties of shape https://nri	ch.maths.org/924/note
 Number – Multiplication and Division recall and use multiplication and division facts for the 2, 5 and 10 undiplication tables, including the number of sides and multiplication tables, including the number of edges, vertices and faces calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantify write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 		 identify and describe the 	
Number – Multiplication and Division including the number of sides and line symmetry in a vertical line properties of 3-D shapes, including the number of edges, vertices and faces Geometry identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Beometry identify and describe the properties of 3-D shapes Break it up identify 2-D shapes on the surface of 3-D shapes and everyday objects. Cubes cut into 4 pieces identify 2-D shapes on the surface of 3-D shapes and everyday objects. Shadow Play https://nrich.maths.org/2350/note Shad that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication s 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity Now Numbers and every https://nrich.maths.org/4332/note Fractions recognise, find, name and write fractions 1/2, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Measurement Same Length Trains		properties of 2-D shapes	
Division Geometry Geometry 9 recall and use multiplication and division fatts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers e identify and describe the properties of 3-0 shapes, including the number of edges, vertices and faces e thtps://nrich.maths.org/2284/note 0 calculate mathematical statements for multiplication and division (±) and equals (=) signs e compare and sort common 2-D and 3-D shapes and everyday objects. Shadow Play https://nrich.maths.org/2350/note 9 shadow play https://nrich.maths.org/2350/note Shadow Play https://nrich.maths.org/2350/note 9 shadow play https://nrich.maths.org/2350/note Shadow Play https://nrich.maths.org/2350/note 9 shapes and everyday objects. Shadow Play https://nrich.maths.org/2350/note 9 numbers on be done in any order (commutative) and division of 1 number by another cannot e Numbers under the microscope https://nrich.maths.org/2350/note 9 recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantify e Measurement Same length Trains https://nrich.maths.org/4332/note 9 recognise the equivalence of 2/4 and 1/2. i i i	Number – Multiplication and	including the number of sides and	
 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including mecognising odd and even numbers calculate mathematical statements for multiplication and division (±) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division for 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	Division	line symmetry in a vertical line Geometry	
 Identify and describe the groperties of 3-D shapes, including the number of edges, vertices and faces calculate mathematical statements for multiplication tables and write them using the multiplication of 2 and 3-D shapes and everyday objects. calculate mathematical statements for multiplication and division (÷) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division facts, including problems involving multiplication and division facts, including problems in contexts. Eractions Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantify write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	 recall and use multiplication 	and identify and describe the	
 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantify write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	division facts for the 2 E a	d 10 another of 2 Disharas	ch maths arg/2284/pata
 including the number of edges, vertices and faces identify 2-D shapes on the surface identify 2-D shapes and everyday objects. 	multiplication to blog	https://nri	unimatins.org/2284/note
 vertices and faces vertices and everyday <l< td=""><td>multiplication tables, inclu</td><td>ing including the number of edges,</td><td></td></l<>	multiplication tables, inclu	ing including the number of edges,	
 identify 2-D shapes on the surface https://nrich.maths.org/233/note calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication of 2 and 3-D shapes and everyday objects. show that multiplication of 2 numbers can be done in any order (commutative) and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. identify 2-D shapes on the surface of 3-D shapes on the surface of 3-D shapes and everyday objects. 	recognising odd and even	vertices and faces Cubes cut	nto 4 pieces
 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	numbers	 identify 2-D shapes on the surface https://nri 	ch.maths.org/233/note
 statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. compare and sort common 2-D and 3-D shapes and everyday objects. Shadow Play https://nrich.maths.org/2350/note Statistics Lots of follies https://nrich.maths.org/2360/note 	 calculate mathematical 	of 3-D shapes	
and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions • recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	statements for multiplicati	 compare and sort common 2-D Shadow Play 	ау
 multiplication tables and write them using the multiplication (x), division (+) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	and division within the	and 3-D shapes and everyday https://nri	ch.maths.org/2350/note
them using the multiplication (x), division (±) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions • recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Statistics Lots of Iollies https://nrich.maths.org/2360/note Two Numbers under the microscope https://nrich.maths.org/12670/note Measurement Same Length Trains https://nrich.maths.org/4332/note	multiplication tables and w	rite objects.	
 (x), division (÷) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	them using the multiplicat	on Statistics	
 signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. https://nrich.maths.org/2360/note https://nrich.maths.org/2360/note Two Numbers under the microscope https://nrich.maths.org/8059/note Always, sometimes or never https://nrich.maths.org/12670/note Measurement Same Length Trains https://nrich.maths.org/4332/note 	(×), division (÷) and equals	=) Lots of Iolli	es
 show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	signs	https://nri	ch.maths.org/2360/note
Final intervention of the intervent	 show that multiplication of 	2	
 Industry and the commutative and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	numbers can be done in ar	Two Numh	ers under the microscope
 b) def (confinited we) and defined with the solution of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	order (commutative) and	https://pri	ch maths org/8059/note
 Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	division of 1 number by an	thor	<u>enimatio.org/0000/note</u>
 solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	cannot		motimos or povor
 Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 		https://pri	sh maths org/12670/noto
multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions • recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	 solve problems involving 	nttps.//mi	LII.IIIaliis.org/12070/11010
 using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	multiplication and division		
addition, mental methods, and multiplication and division facts, including problems in contexts. Same Length Trains https://nrich.maths.org/4332/note Fractions • recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	using materials, arrays, rep	eated Measurem	ent .
multiplication and division facts, including problems in contexts. https://nrich.maths.org/4332/note Fractions • recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	addition, mental methods,	and Same Leng	th Trains
including problems in contexts. Fractions • recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	multiplication and division	facts, https://nri	ch.maths.org/4332/note
 Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	including problems in cont	exts.	
 Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 			
 Fractions recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 			
 recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	Fractions		
 fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	 recognise, find, name and 	vrite	
of a length, shape, set of objects or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	fractions 1/3, 1/4, 2/4 and	3/4	
or quantity • write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	of a length, shape, set of o	ojects	
 write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	or quantity		
example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	 write simple fractions for 		
recognise the equivalence of 2/4 and 1/2.	example $1/2$ of $6 = 3$ and		
and 1/2.	recognise the equivalance	of 2/4	
	and 1/2	<i>1 2</i> / 7	
	anu 1/2.		