Mathematics Curriculum at St. Oswald's C of E Primary School

Early Years Curriculum

In Early Years, Mathematics involves developing the necessary skills to excel mathematically and become confident in: counting; developing a deep understanding in numbers to 10 and understanding the relationships and patterns within those numbers; calculating simple addition and subtraction problems; and developing their spatial reasoning skills through working with shapes, spaces, and measure. Children are exposed to a range of manipulatives to build and apply their understanding and develop their mathematical vocabulary. Our aim is to develop all children's positive attitudes towards mathematics and not be afraid to make mistakes.

Pupils are taught to:

Number

- Have a **deep understanding of number to 10**, including the composition of each number;

- **Subitise** (recognise quantities without counting) **up to 5**;

- Automatically recall (without reference to rhymes, counting or other aids) **number bonds up to 5** (including subtraction facts) and some **number bonds to 10**, including double facts.

Numerical Patterns

- Verbally count **beyond 20**, recognising the pattern of the counting system;

- **Compare quantities up to 10** in different contexts, recognising when one quantity is **greater than, less than** or **the same** as the other quantity;

- Explore and represent **patterns within numbers up to 10,** including evens and odds, double facts and how quantities can be distributed equally.

Key Stage 1

The National Curriculum (2014) states that:

The principal focus of mathematics teaching in key stage 1 is to ensure that:

- pupils develop confidence and mental fluency with **whole numbers, counting** and **place value**
- this involves working with **numerals, words** and the **four operations**, including with practical resources [for example, concrete objects and measuring tools].
- pupils should develop their ability to **recognise, describe, draw, compare and sort different shapes** and use the related vocabulary
- teaching should also involve using a **range of measures** to describe and compare different quantities such as length, mass, capacity/volume, time and money

By the end of year 2 pupils should know the **number bonds to 20** and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Year 1 Yearly Overview and NC Objectives

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn		Number: Place Value (within 10)			Number: Addition and Subtraction (within 10)					Geometry: Shape	Number: Place Value (within 20)	
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	

Numbers and the number System
- count to and across 100, forwards and backwards
- count, read and write numbers to 100 in numerals
- count in multiples of twos, fives and tens
- identify one more and one less
- identify and present numbers using objects and pictorial representations including a number line
- use language of: *more than, less than (fewer), most, least, equal to*
- read and write numbers from 1 to 20 in numerals and words

Fractions and Decimals
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Addition and Subtraction
- read and write mathematical statements involving addition +, subtraction – and equals = signs
- use number bonds and related subtraction facts within 20

- add and subtract one digit and two digit numbers to 20, including zero
- solve one step problems, suing concrete and pictorial representations, including missing number problems

Multiplication and Division
- solve one step problems involving multiplication and division
- using concrete objects, pictorial representations and arrays with support from the teacher

Geometry
- recognise and name common 2-D shapes: rectangles, squares, circles and triangles
- recognise and name common 3-D shapes: cuboids, cubes, pyramids and spheres

Measurement
- solve practical problems for:

  - lengths/heights **(long/short, longer/shorter, tall/short, double/half**)
  - mass/weight **(heavy/light, heavier than, lighter than)**
  - capacity and volume **(full/empty, more than, less than, half, half full, quarter)**
  - time **(quicker, slower, earlier, later)**

- measure and being to record lengths, heights, mass/weight, capacity, volume and time **hours, minutes, seconds)**
- recognise and know the value of different coins and notes
- sequence events in chronological order using language like: **before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening**
- use language related to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw hands on a clock face to show these

Year 2 Yearly Overview and NC Objectives

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division	Consolidation
Spring	Number: Multiplication and Division				Statistics		Geometry: Properties of Shape		Number: Fractions			
Summer	Measurement: Length and Height		Geometry: Position and Direction		Consolidation and problem solving		Measurement: Time		Measurement: Mass, Capacity and Temperature			Consolidation

Numbers and the Number System
- count in steps of **2, 3, and 5 from 0**, and in **tens** from any number, forward and backward
- recognise the place value of each digit in a **two-digit number** (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order **numbers from 0 up to 100**; use > < and = signs
- read and write numbers to at **least 100 in numerals and in words**
- use place value and number facts to solve problems.

Fractions and Decimals
- recognise, find, name and write fractions **1/3, ¼, 2/4, and ¾** of a length, shape, set of objects or quantity
- write simple fractions; **½ of 6 = 3** and recognise **equivalence of 2/4 and ½**

Addition and Subtraction
- solve problems with addition and subtraction: including those involving numbers, quantities and measures
- recall and use addition and subtraction **facts to 20 fluently**, use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including**: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers**
- show that addition of two numbers can be done in any order (commutative) and subtraction cannot
- use the inverse relationship between addition and subtraction to check calculations and solve missing number problems

Multiplication and Division
- recall and use multiplication and division facts for the **2, 5 and 10** multiplication tables
- recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context

Geometry
- identify and describe the properties of 2-D shapes; number of sides and **line symmetry in a vertical line**
- identify and describe the properties of 3-D shapes; number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [a circle on a cylinder and a triangle on a pyramid]
- compare and sort **common 2-D and 3-D shapes** and everyday objects
- order and arrange combinations of mathematical objects in **patterns and sequences**
- 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**)

Measurement

- 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
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for **pounds** (£) and **pence** (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the **time to five minutes**, including **quarter past/to the hour** and draw the hands on a clock face to show these times
- know the number of **minutes in an hour** and the number of **hours in a day**

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about **totalling and comparing data**

Lower Key Stage 2

The National Curriculum (2014) states that:

The principal focus of mathematics teaching in lower key stage 2 is to ensure that:
- pupils become increasingly fluent with whole numbers and the **four operations**, including number facts and the concept of **place value.**
- pupils develop efficient written and mental methods and perform calculations accurately with **increasingly large whole numbers.**
- pupils should develop their ability to solve a range of problems, including with **simple fractions** and **decimal place value**.
- pupils draw with increasing accuracy and develop mathematical reasoning so they can **analyse shapes and their properties**, and confidently describe the relationships between them.
- they can use **measuring** instruments with accuracy and make connections between measure and number.

By the end of year 4 pupils should have **memorised their multiplication tables** up to and including the 12-multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 3 Yearly Overview and NC Objectives

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

Numbers and the Number System
- count from 0 in multiples of 4, 8, 50 and 100
- find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

Fractions and Decimals
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above.

Addition and Subtraction
- add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Geometry
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Measurement
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events

Statistics
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Year 4 Yearly Overview and NC Objectives

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter		Number: Multiplication and Division		
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
Summer	Number: Decimals		Measurement: Money		Measurement: Time		Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation

Numbers and the Number System
- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- 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.

Fractions and Decimals
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents
- 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
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places

Addition and Subtraction
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division
- recall multiplication and division facts for multiplication tables up to 12 × 12
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Geometry
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Position and Direction
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Measurement
- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Statistics
- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Upper Key Stage 2

The National Curriculum (2014) states that:

The principal focus of mathematics teaching in upper key stage 2 is to ensure that:
- pupils extend their understanding of the number system and place value to include **larger integers**.
- this should develop the **connections** that pupils make between **multiplication and division with fractions, decimals, percentages and ratio**.
- pupils should develop their ability to solve a **wider range of problems**, including increasingly complex properties of numbers and arithmetic, and problems demanding **efficient written and mental methods** of calculation.
- pupils are introduced to the language of **algebra** as a means for solving a variety of problems.
- teaching in **geometry** and **measures** should consolidate and extend knowledge developed in number.
- pupils **classify shapes** with increasingly **complex geometric properties** and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be **fluent in written methods** for all **four operations**, including long multiplication and division, and in working with **fractions, decimals and percentages**.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Year 5 Yearly Overview and NC Objectives

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division			Measurement: Perimeter and Area	
Spring	Number: Multiplication and Division			Number: Fractions						Number: Decimals and Percentages		Consolidation
Summer	Consolidation	Number: Decimals			Geometry: Properties of Shape			Geometry: Position and Direction		Measurement: Converting Units		Measurement: Volume

Numbers and the Number System
- 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 numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Fractions and Decimals and Percentages
- 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 and write mathematical statements > 1 as a mixed number
- 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
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25

Addition and Subtraction
- 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 and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Geometry
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees
- identify angles at a point and one whole turn (total 360)
- angles at a point on a straight line and a turn (total 180)
- 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.

Measurement
- 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

Statistics
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Year 6 Yearly Overview and NC Objectives

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions				Geometry: Position and Direction
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Statistics
Summer	Geometry: Properties of Shape			Consolidation or SATs preparation	Consolidation, investigations and preparations for KS3							

Numbers and Place Value

- 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

Fractions, Decimals and Percentages

- 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
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

Ratio and proportion

- 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

Algebra

- 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

Multiplication, Division, Addition and Subtraction

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- 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
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where 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 calculations and determine, in the context of a problem, an appropriate degree of accuracy

Geometry

- 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

Measurement

- 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 when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.