

Year 1A

<p>Chapter 1 Numbers to 10</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals • given a number, identify 1 more and 1 less • 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, least • read and write numbers from 1 to 20 in numerals and words
<p>Chapter 2 Number bonds</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, least
<p>Chapter 3 Addition within 10</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
<p>Chapter 4 Subtraction within 10</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
<p>Chapter 5 Positions</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe position
<p>Chapter 6 Numbers to 20</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • 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, least • read and write numbers from 1 to 20 in numerals and words
<p>Chapter 7 Addition and Subtraction within 20</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
<p>Chapter 8 Shapes and patterns</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
<p>Chapter 9 Length and height</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> ○ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • measure and begin to record the following: <ul style="list-style-type: none"> ○ lengths and heights

Year 1B

Chapter 10 Numbers to 40	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 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, least read and write numbers from 1 to 20 in numerals and words represent and use number bonds and related subtraction facts within 20
Chapter 11 Addition and subtraction word problems	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, <p><u>Not covered in MNP:</u></p> <ul style="list-style-type: none"> and missing number problems such as $7 = ? - 9$
Chapter 12 Multiplication	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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
Chapter 13 Division	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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
Chapter 14 Fractions	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
Chapter 15 Numbers to 100	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count in multiples of 2s, 5s and 10s 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, least read and write numbers from 1 to 20 in numerals and words
Chapter 16 Time	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> time [for example, quicker, slower, earlier, later] measure and begin to record the following: <ul style="list-style-type: none"> time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Chapter 17 Money	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes
Chapter 18 Volume and capacity	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] measure and begin to record the following: <ul style="list-style-type: none"> capacity and volume
Chapter 19 Mass	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> mass/weight [for example, heavy/light, heavier than, lighter than] measure and begin to record the following: <ul style="list-style-type: none"> mass/weight
Chapter 20 Space	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns

Chapter 1 Numbers to 100	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 <ul style="list-style-type: none"> • The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
Chapter 2 Addition and subtraction	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems with addition and subtraction: <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 • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and 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 <p><u>Not covered in MNP:</u></p> <ul style="list-style-type: none"> • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot <ul style="list-style-type: none"> • The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations. • The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100). • The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). • The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
Chapter 3 Multiplication of 2, 5 and 10	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one 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. <ul style="list-style-type: none"> • The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).

<p>Chapter 4 Multiplication and division of 2, 5 and 10</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
<p>Chapter 5 Length</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. • 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 • compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
<p>Chapter 6 Mass</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. • 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 • compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
<p>Chapter 7 Temperature</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
<p>Chapter 8 Picture graphs</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 categorical data.

Year 2B

<p>Chapter 9 More word problems</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods
<p>Chapter 10 Money</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
<p>Chapter 11 2D shapes</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • 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). • The pupil can describe properties of 2-D [and 3-D shapes] (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).
<p>Chapter 12 3D shapes</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, 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 • The pupil can describe properties of [2-D and] 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).
<p>Chapter 13 Fractions</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
<p>Chapter 14 Time</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p><u>Not covered in MNP:</u></p> <ul style="list-style-type: none"> • know the number of minutes in an hour and the number of hours in a day. • The pupil can read the time on the clock to the nearest 15 minutes.

Chapter 15
Volume

Pupils should be taught to:

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- 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
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- **The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).**

Year 3A

<p>Chapter 1 Numbers to 1000</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
<p>Chapter 2 Addition and subtraction</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> ○ 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,
<p>Chapter 3 Multiplication and division</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, <u>Not covered in MNP:</u> • including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
<p>Chapter 4 Further multiplication and division</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, <u>Not covered in MNP:</u> • including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
<p>Chapter 5 Length</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
<p>Chapter 6 Mass</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • solve problems, including missing number problems, involving multiplication and division, <u>Not covered in MNP:</u> • including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
<p>Chapter 7 Volume</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • solve problems, including missing number problems, involving multiplication and division, <u>Not in Maths No Problem</u> • including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Year 3B

<p>Chapter 8 Money</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • add and subtract amounts of money to give change, using both £ and p in practical contexts
<p>Chapter 9 Time</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 [for example to calculate the time taken by particular events or tasks]
<p>Chapter 10 Picture graphs and bar graphs</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
<p>Chapter 11 Fractions</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above
<p>Chapter 12 Angles</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
<p>Chapter 13 Lines and shapes</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • identify horizontal and vertical lines and pairs of perpendicular and parallel lines
<p>Chapter 14 Perimeter of figures</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • measure the perimeter of simple 2-D shapes

Year 4A

<p>Chapter 1 Numbers to 10000</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • 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
<p>Chapter 2 Addition and subtraction within 10000</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
<p>Chapter 3 Multiplication and division</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12×12 • 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 • recognise and use factor pairs and commutativity in mental calculations • 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.
<p>Chapter 4 Further multiplication and division</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12×12 • 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 • recognise and use factor pairs and commutativity in mental calculations • 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.
<p>Chapter 5 Graphs</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
<p>Chapter 6 Fractions</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
<p>Chapter 7 Time</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Convert between different units of measure [for example, kilometre to metre; hour to minute] • 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.

Year 4B

<p>Chapter 8 Decimals</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • 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
<p>Chapter 9 Money</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve simple measure and money problems involving fractions and decimals to two decimal places. • estimate, compare and calculate different measures, including money in pounds and pence
<p>Chapter 10 Mass, volume and length</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve simple measure and money problems involving fractions and decimals to two decimal places. • 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 • estimate, compare and calculate different measures, including money in pounds and pence
<p>Chapter 11 Area of figures</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • find the area of rectilinear shapes by counting squares
<p>Chapter 12 Geometry</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
<p>Chapter 13 Position and movement</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
<p>Chapter 14 Roman numerals</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

Year 5A

<p>Chapter 1 Numbers to 1 000 000</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 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
<p>Chapter 2 Whole numbers: addition and subtraction</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
<p>Chapter 3 Whole numbers: multiplication and division</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 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
<p>Chapter 4 Whole numbers: word problems</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
<p>Chapter 5 Graphs</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables
<p>Chapter 6 Fractions</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$] • 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

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Chapter 7 Decimals	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 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
Chapter 8 Percentage	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25
Chapter 9 Geometry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 ($^{\circ}$) • identify: <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 half a turn (total 180°) ○ other multiples of 90° ○ 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
Chapter 10 Position and movement	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
Chapter 11 Measurements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 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. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Chapter 12 Area and perimeter	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 (cm^2) and square metres (m^2) and estimate the area of irregular shapes
Chapter 13 Volume	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
Chapter 14 Roman numerals	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Not covered in MNP:

- solve problems involving addition, subtraction, multiplication and division 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

Chapter 1 Numbers to 10 million	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • solve number and practical problems that involve all of the above. <ul style="list-style-type: none"> • The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541? ; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9?$; $28.13 = 28 + + 0.03$).
Chapter 2 Four operations on whole numbers	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$). • The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6 m long: how much is left when 5 pieces of 1.15 m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175 ml can be filled from the bottle, and how much drink is left?).
Chapter 3 Fractions	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] <ul style="list-style-type: none"> • The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake). • The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70).
Chapter 4 Decimals	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • associate a fraction with division and calculate decimal fraction equivalents [for example,

	<p>0.375] for a simple fraction [for example, $\frac{3}{8}$]</p> <ul style="list-style-type: none"> • 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 • 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 <ul style="list-style-type: none"> • The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake). • The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70).
Chapter 5 Measurements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6 m long: how much is left when 5 pieces of 1.15 m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175 ml can be filled from the bottle, and how much drink is left?). • The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05 km into m and then into cm).
Chapter 6 Word problems	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 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. • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate <ul style="list-style-type: none"> • The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6 m long: how much is left when 5 pieces of 1.15 m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175 ml can be filled from the bottle, and how much drink is left?).

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<p>Chapter 7 Percentage</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake). The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70).
<p>Chapter 8 Ratio</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
<p>Chapter 9 Algebra</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
<p>Chapter 10 Area and perimeter</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
<p>Chapter 11 Volume</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise when it is possible to use formulae for area and volume of shapes calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]. The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05 km into m and then into cm).
<p>Chapter 12 Geometry</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

Chapter 13 Position and movement	Pupils should be taught to: <ul style="list-style-type: none">• use negative numbers in context, and calculate intervals across zero• 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.
Chapter 14 Graphs and averages	Pupils should be taught to: <ul style="list-style-type: none">• interpret and construct pie charts and line graphs and use these to solve problems• calculate and interpret the mean as an average.
Chapter 15 Negative numbers	Pupils should be taught to: <ul style="list-style-type: none">• use negative numbers in context, and calculate intervals across zero• solve number and practical problems that involve [all of] the above.

