Year 3

Year 3	Autumn	Spring	Summer
NUMBER			
Number and place value	• Count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number *e.g. 10 more than 395* • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Identify, represent and estimate numbers using different representations *including those related to measure e.g. using place value cards to show 985 = 900 + 80 + 5; tally marks; base 10 apparatus.* • *Apply partitioning related to place value using varied and increasingly complex problems e.g. 146 = 100 and 40 and 6, 146 = 130 and 16* • Read and write numbers to at least 1000 in numerals • Compare and order numbers up to 1000 • Solve number problems and practical problems involving place value and rounding.	• 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) • Identify, represent and estimate numbers using different representations *including those related to measure* • *Apply partitioning related to place value using varied and increasingly complex problems* • Read and write numbers to at least 1000 in numerals and in words *e.g. three hundred and forty-six* • Compare and order numbers up to 1000 • Solve number problems and practical problems involving place value and rounding	• 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) • Identify, represent and estimate numbers using different representations *including those related to measure* • *Apply partitioning related to place value using varied and increasingly complex problems* • Read and write numbers to at least 1000 in numerals and in words • Compare and order numbers up to 1000 • Solve number problems and practical problems involving place value and rounding

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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 *e.g. 858 – 300* *two-digit numbers where the answer could exceed 100 e.g. 99+18* - Add and subtract numbers with up to three digits - Estimate the answer to a calculation and use inverse operations to check answers *e.g. 702 – 249 is approximately 700 – 250 = 450; check 453 + 249 = 702* - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction *e.g. investigate the numbers which could go in the boxes when* *2 × ☐ 7 + ☐*	- Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens *e.g. 476 + 50* - a three-digit number and hundreds. *two-digit numbers where the answer could exceed 100* - Add and subtract numbers with up to three digits, using formal written methods of columnar addition - 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 *e.g. There are 46 boys and 58 girls in Year 3, but 12 children are away; how many Year 3 children are at school?*	- Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens *e.g. 824 – 30* - a three-digit number and hundreds *two-digit numbers where the answer could exceed 100 e.g. 68+47* - Add and subtract numbers with up to three digits, using the efficient 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 *e.g. investigate the numbers which could go in the boxes when* ☐ 3 = 2 ☐ ☐ 6

| Multiplication and division | • Recall and use multiplication and division facts for the 3 and 4 multiplication tables
• *Develop efficient mental methods, for example, using commutativity e.g. 2 × 7 × 5 = 2 × 5 × 7 = 10 × 7 = 70 and multiplication and division facts to derive related facts e.g. using 3 × 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3 to derive 30 × 2 = 60, 60 ÷ 3 = 20 and 20 = 60 ÷ 3*
• 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 methods *e.g. 22×3*
• Solve problems, including missing number problems, involving multiplication and division *e.g. 90 = 3 ×* ☐ | • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
• *Develop efficient mental methods, for example, using commutativity and multiplication and division facts to derive related facts*
• 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 *e.g. 34×5 or 64÷4*
• Solve problems, including missing number problems, involving multiplication and division *e.g. 240 = ☐ × 4* | • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
• *Develop efficient mental methods, for example, using commutativity e.g. 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240 and multiplication and division facts to derive related facts*
• 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 *e.g. 46×8 or 81÷3*
• Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems *(e.g. change a recipe for 2 people to make enough for 6 people)* and correspondence problems in which n objects are connected to m objects. *e.g. 3 hats and 4 coats, how many different outfits? Or Share 6 cakes equally between 4 children.* |

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Fractions			
	• 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 *e.g. 3 cakes shared between 10 children gives $^3/_{10}$ each.* • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators *e.g. find $^1/_3$ of 9 beads, then $^2/_3$ of 9 beads* • *understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $^1/_3$, you divide by 3; to find $^1/_5$, you divide by 5* • Recognise and use fractions as numbers *on the number line*: unit fractions and non-unit fractions with small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators *e.g. ½ = $^3/_6$* • Solve problems that involve fractions *e.g. Amy ate ¼ of her 12 sweets and Ben ate ½ of his 8 sweets, who ate more sweets?*	• 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 • *Connect tenths to place value, decimal measures and to division by 10 e.g. $^7/_{10}$ = 0.7* • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators *e.g. there are 8 marbles and three of them are red; what fraction of the marbles are red?* • *Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $^1/_3$, you divide by 3; to find $^1/_5$, you divide by 5* • Recognise and use fractions as numbers *on the number line:* unit fractions and non-unit fractions with small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators • Compare and order unit fractions, and fractions with the same denominators *e.g. put in order $^3/_8$, $^1/_8$, $^7/_8$, $^5/_8$* • Solve problems that involve fractions	• 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 • *Connect tenths to place value and decimal measures (not restricted to decimals between 0 and 1) and to division by 10 e.g. $^{13}/_{10}$ = 1.3* • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators *e.g. find $^4/_5$ of 30* • *Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $^1/_3$, you divide by 3; to find $^1/_5$, you divide by 5* • Recognise and use fractions as numbers *on the number line:* 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 *e.g. If $^1/_3$ of a cake is eaten then $^2/_3$ remains or $^5/_7$ + $^1/_7$ = $^6/_7$* • Compare and order unit fractions, and fractions with the same denominators *e.g. put in order $^1/_2$, $^1/_8$, $^1/_4$, $^1/_6$* •

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			• Solve problems that involve fractions *e.g. Ali, Ben and Cara have 24 fish. $^2/_3$ of them belong to Ali, ¼ belong to Ben and the rest belong to Cara; how many fish belong to Cara?*

MEASUREMENT			
Measurement	• Measure, compare, add and subtract: **length** (m/cm/mm) *e.g. how much ribbon is left when 36cm is cut from 1m? Which is longer: 6½cm or 62mm? 5m or 450cm? Measure and draw lines to the nearest ½ cm. Know the approximate length of a book, a room, a handspan…* • Add and subtract amounts of money to give change, using both £ and p in practical contexts *e.g. I buy2 packs of sweets for 75p each; how much change will I get from £2?* • Tell and write the time from an analogue clock *e.g. draw hands on a clock face to show 'ten to four', making sure the hour hand is located correctly* • Record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight • Compare durations of events, for example to calculate the time taken by particular events or tasks.	• Measure, compare, add and subtract: length (m/cm/mm) **mass** (kg/g) *e.g. find 3 vegetables which weigh between 100g and 300g. Read 250g on a scale labelled every 100g. Which is heavier: 1kg 300g or 1½kg? Know the approximate mass of a book, an apple, a baby, a man…* • Add and subtract amounts of money to give change, using both £ and p in practical contexts *e.g. I have a £2 coin, two £1 coins, three 50p coins, a 20p and seven 5p coins; how much more do I need to make £10?* • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour *digital* clocks • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight • Compare durations of events, for example to calculate the time taken by particular events or tasks.	• measure, compare, add and subtract: length (m/cm/mm); mass (kg/g); **volume/capacity** (l/ml) *e.g. Read 300ml on a scale labelled every 200ml. Order a set of containers by capacity, using a measuring jug and water to check. Know the approximate capacity of a cup, a jug, a bucket…* • measure the perimeter of simple 2-D shapes *e.g. measure accurately the sides of a triangle in cm or mm, in order to find the perimeter* • add and subtract amounts of money to give change, using both £ and p in practical contexts *e.g. Ali is saving 80p each week, to buy a toy costing £5; how many weeks will it take him?* • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour *digital* clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning,

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		• Know the number of seconds in a minute and the number of days in each month, year and leap year	afternoon, noon and midnight • Compare durations of events, for example to calculate the time taken by particular events or tasks. • Know the number of seconds in a minute and the number of days in each month, year and leap year
GEOMETRY			
Properties of shapes	• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them *e.g. number of faces, edges and vertices (singular: vertex), e.g. guess my shape: it has a square face and four triangular faces (square-based pyramid)*	• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them • Recognise that angles are a property of shape or a description of 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 • *Describe the properties of shapes using accurate language, including symmetrical/not symmetrical, lengths of lines, and acute and obtuse angles e.g. sort triangles into those with an obtuse angle and those without*	• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them • Recognise that angles are a property of shape or a description of 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 • *Describe the properties of shapes using accurate language, including symmetrical/not symmetrical, lengths of lines, and acute and obtuse angles* • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

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STATISTICS			
Use and interpret data	• Interpret and present data using bar charts, pictograms and tables, *understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.* • Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. • *Interpret data presented in many contexts*	• Interpret and present data using bar charts, pictograms and tables, *understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.* • Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. • *Interpret data presented in many contexts*	• Interpret and present data using bar charts, pictograms and tables, *understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.* • Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. • *Interpret data presented in many contexts*

Mathematics Long Term Plan – Lower Key Stage 2

Year 4			
Year 4	**Autumn**	**Spring**	**Summer**
NUMBER			
Number and place value	- Count in multiples of 6, 9, 25 and 1000 *e.g. 625, 600, 575, 550, 525, 500, …* - Find 1000 more or less than a given number *e.g. 45 + 1000, 8904 – 1000* - 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 *including measures and measuring instruments* - Round any number to the nearest 10 or 100 - Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers	- 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 *e.g. 8, 6, 4, 2, 0, -2, -4, -6,…* - 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 *including measures and measuring instruments* - Round any number to the nearest 10 or 100 - Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers	- 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 *including measures and measuring instruments* - Round any number to the nearest 10, 100 or 1000 - Solve number and practical problems that involve place value and rounding 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. *e.g. 49 = XLIX*

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Addition and subtraction	• *Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 400 or 900 – 360* • 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 *e.g. 8702 – 499 is approximately 9000 – 500 = 8500; check 8203 + 499 = 8702* • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why *e.g. It costs £3.50 for Ben to go swimming and £5:70 for his mum; how much change is there from £10?*	• *Use both mental and written methods with increasingly large numbers to aid fluency* • 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 *e.g. investigate which amounts of money cannot be made using exactly three coins.*	• *Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 270 or 900 – 365* • 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 *e.g. Mr Smith sets out on a 619 mile journey; he drives 320 miles before lunch and 185 miles after lunch; how much farther does he need to drive?*
Multiplication and division	• Recall multiplication and division facts for multiplication tables up to 10 × 10 • 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 *e.g. 600 ÷ 3 = 200; 4 × 6 × 2* • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout *(see appendix)* • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit *e.g.34 × 6 = (30 ×6) + (4 × 6),* integer	• 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 *e.g. 420 = 70 × 6; 5 × 4 × 9* • Recognise and use factor pairs and commutativity in mental calculations *e.g. factor pairs of 20 are 1 and 20, 2 and 10, 4 and 5; addition and multiplication are commutative e.g. 2×6×5=2×5×6=10×6* • Multiply two-digit and three-digit numbers by a one-digit number using	• 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 *e.g. 640 ÷ 8 = 80; 4 × 6 × 20* • 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 • *Use the formal written method for short division with exact answers when*

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	scaling problems and harder correspondence problems such as n objects are connected to m objects *e.g. 3 skirts and 4 tops, how many different outfits?*	formal written layout • *Use the formal written method for short division with exact answers when dividing by a one-digit number e.g. 456 ÷ 3* • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit *e.g.34 × 6 = (30 ×6) + (4 × 6)*, integer scaling problems and harder correspondence problems such as n objects are connected to m objects *e.g. the number of different choices on a menu*	*dividing by a one-digit number e.g. 736 ÷ 8* • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit *e.g.34 × 6 = (30 ×6) + (4 × 6)*, integer scaling problems and harder correspondence problems such as n objects are connected to m objects *e.g. 3 cakes shared equally between 10 children*.
Fractions (including decimals)	• *Know that decimals and fractions are different ways of expressing proportions* • Recognise and show, using diagrams, families of common equivalent fractions • *Count using simple fractions and decimal fractions, both forwards and backwards e.g. $4^1/_3, 4^2/_3, 5, 5^1/_3, 5^2/_3, 6, 6^1/3$; 3.2, 3.1, 3, 2.9, 2.8, … and represent fractions and decimals on a number line* • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten *e.g. $^3/_{10} = ^{30}/_{100} = 0.30 = 0.3$* • Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths *e.g. $^6/_9 = ^2/_3$*	• *Know that decimals and fractions are different ways of expressing proportions* • Recognise and show, using diagrams, families of common equivalent fractions • *Count using simple fractions and decimal fractions, both forwards and backwards and represent fractions and decimals on a number line* • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten • Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths • Solve problems to calculate quantities, and fractions to divide quantities,	• *Know that decimals and fractions are different ways of expressing proportions* • Recognise and show, using diagrams, families of common equivalent fractions • *Count using simple fractions and decimal fractions, both forwards and backwards and represent fractions and decimals on a number line* • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten • Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths • Add and subtract fractions with the same denominator *e.g. $^2/_5 + ^4/_5 = ^6/_5$*

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- Solve problems to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number *e.g. find $^4/_9$ of 18 counters* - Recognise and write decimal equivalents of any number of tenths or hundredths *e.g. $^9/_{10}$ = 0.9; $^9/_{100}$ = 0.09* - Recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$ - 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 units, tenths and hundredths	including non-unit fractions where the answer is a whole number *e.g. What fraction of a day is 3 hours?* - Recognise and write decimal equivalents of any number of tenths or hundredths - Recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$ - 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 units, tenths and hundredths - Round decimals with one decimal place to the nearest whole number *e.g. 32.5 rounds to 33; 49.7 rounds to 50* - Compare numbers with the same number of decimal places up to two decimal places *e.g. put in order: 2.56, 26.52, 2.65, 25.62, 2.62* - Solve simple measure and money problems involving fractions and decimals to two decimal places. *e.g. two parcels weigh 5.5kg altogether, one weighs 3.8kg, what is the mass of the other?*	- 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 *e.g. $^1/_5$ of is 9* - Recognise and write decimal equivalents of any number of tenths or hundredths - Recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$ - 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 units, 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 *e.g. Ben buys a toy costing £4.55 and ¼ kg of sweets costing £3.20 per kilo; how much change does he receive from £10?*

MEASUREMENT			

Measurement	• Convert between different units of measure *(e.g. kilometre to metre; hour to minute)* e.g. 4½kg = 4500g;
	• Estimate, compare and calculate different measures, including money in pounds and pence *e.g. put in order: £1.20, 98p, £0.89, £1.08*
		• Convert between different units of measure *(e.g. kilometre to metre; hour to minute)* e.g. 90 minutes = 1½ hours
		• 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 *e.g. ¼ to 8 in the evening can be written as 19:45*
		• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. e.*g. which of these children are 3 years old:*
		    ○ *Isabel 39 months*
		    ○ *Ben 32 months*
		    ○ *Cara 50 months*
		    ○ *Dylan 42 months*
			• Convert between different units of measure *(e.g. kilometre to metre; hour to minute)*
			
			• Estimate, compare and calculate different measures, including money in pounds and pence *e.g. put in order: 4.2kg, 4700g, 4½kg, 490g*
			• 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.
			• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres *e.g. find the perimeter of an L-shape where the lengths are given or can be measured*
			• Find the area of rectilinear shapes by counting squares *e.g. find the area of an L-shape drawn on squared paper*

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GEOMETRY			
Properties of shapes	• Compare and classify geometric shapes, including quadrilaterals *(e.g. parallelogram, rhombus, trapezium)* and triangles *(e.g. isosceles, equilateral, scalene),* based on their properties and sizes *e.g. sort triangles to find those that are isosceles and/or have a right angle* • Complete a simple symmetric figure with respect to a specific line of symmetry	• Compare and classify geometric shapes, including quadrilaterals *(e.g. parallelogram, rhombus, trapezium)* and triangles *(e.g. isosceles, equilateral, scalene),* based on their properties and sizes *e.g. sort quadrilaterals to find those with line symmetry or parallel edges* • Complete a simple symmetric figure with respect to a specific line of symmetry • Identify acute and obtuse angles and compare and order angles up to two right angles by size, *without using a protractor*	• Compare and classify geometric shapes, including quadrilaterals *(e.g. parallelogram, rhombus, trapezium)* and triangles *(e.g. isosceles, equilateral, scalene),* based on their properties and sizes • Complete a simple symmetric figure with respect to a specific line of symmetry. • Identify acute and obtuse angles and compare and order angles up to two right angles by size, *without using a protractor* • *Compare lengths and angles to decide if a polygon is regular or irregular. e.g. regular polygons have edges with the same lengths and angles all the same size e.g. a square is the only regular quadrilateral* • Identify lines of symmetry in 2-D shapes presented in different orientations
Position and direction	• Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon. *e.g. find the coordinates of the missing vertex of a shape.*	• Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon. • Describe movements between positions as translations of a given unit to the left/right and up/down	• describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon. • Describe movements between positions as translations of a given unit to the left/right and up/down

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STATISTICS			
Use and interpret data	• Interpret and present discrete data using appropriate graphical methods, including bar charts, *using a greater range of scales* • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, *using a greater range of scales e.g. height of a sunflower plant, measured daily for 2 weeks* • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, *using a greater range of scales* • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

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