

Reception National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Autumn	Getting to know you	Educational Programme Focus:
		• Developing positive attitudes and interests in mathematics
		• Building confidence through exploration and 'having a go'
		• Beginning to look for patterns and relationships
		• Talking to adults and peers about what they notice
		Characteristics of Effective Learning:
		• Playing and exploring - children investigate and experience things
		• Active learning - children concentrate and keep trying
		• Creating and thinking critically - children develop their own ideas
	Match, sort and compare	Educational Programme Focus:
		• Developing spatial reasoning skills
		• Looking for patterns and relationships
		• Spotting connections
		• Using manipulatives for organising and comparing
		Working towards ELG: Number
		• Beginning to compare quantities
		• Starting to recognise patterns within numbers
	Talk about measure and patterns	Educational Programme Focus:
		• Rich opportunities to develop spatial reasoning skills across shape, space and measures
		• Looking for patterns and relationships
		• Spotting connections
		• Talking to adults and peers about what they notice
		Working towards ELG: Numerical Patterns
		• Beginning to explore and represent patterns
		• Comparing quantities in different contexts
	It's me 1, 2, 3	Educational Programme Focus:
		• Developing a strong grounding in number
		• Beginning to count confidently
		• Starting to develop understanding of numbers to 10
		• Using manipulatives including small pebbles and tens frames for organising counting
		Working towards ELG: Number
		• Beginning to have a deep understanding of numbers (starting with 1, 2, 3)
		• Starting to subitise (recognise quantities without counting)
	Circles and triangles	Educational Programme Focus:
		• Developing spatial reasoning skills across shape, space and measures
		• Building secure base of knowledge and vocabulary
		Working towards ELG: Numerical Patterns
		• Exploring patterns within shapes
	1, 2, 3, 4, 5	Educational Programme Focus:
		• Developing a strong grounding in number
		• Counting confidently
		• Developing understanding of the numbers to 10 (focusing on 1-5)
		• Understanding relationships between numbers
		• Using manipulatives including small pebbles and tens frames
		Working towards ELG: Number
		• Developing deep understanding of numbers to 5
		• Understanding the composition of each number
		• Subitising up to 5
		• Beginning to recall number bonds up to 5
	Shapes with 4 sides	Educational Programme Focus:
		• Developing spatial reasoning skills
		• Rich opportunities across shape, space and measures
		• Building vocabulary
		Working towards ELG: Numerical Patterns
		• Exploring patterns within shapes

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Spring	Alive in 5	Educational Programme Focus:
		• Developing a strong grounding in number
		• Counting confidently
		• Deep understanding of numbers to 5
		• Understanding relationships between numbers and patterns within those numbers
		• Using manipulatives for organising counting
		Working towards ELG: Number
		• Deep understanding of numbers to 5, including composition
		• Subitising up to 5
		• Automatically recalling number bonds up to 5 (including subtraction facts)
	Measurement: Mass and capacity	Educational Programme Focus:
		• Rich opportunities to develop spatial reasoning skills across measures
		• Using varied opportunities to build and apply understanding
		• Talking about what they notice
		Working towards ELG: Numerical Patterns
		• Comparing quantities in different contexts
	Growing 6, 7, 8	Educational Programme Focus:
		• Developing a strong grounding in number
		• Counting confidently
		• Developing deep understanding of numbers 6, 7, 8
		• Understanding relationships between numbers and patterns
		• Using manipulatives including tens frames
		Working towards ELG: Number
		• Developing deep understanding of numbers to 10 (focusing on 6, 7, 8)
		• Understanding composition of each number
		• Beginning to recall some number bonds to 10
	Length, Height and Time	Educational Programme Focus:
		• Rich opportunities to develop spatial reasoning skills across measures
		• Building and applying understanding through varied opportunities
		• Developing vocabulary
		Working towards ELG: Numerical Patterns
		• Comparing quantities in different contexts (length, height, time)
	Building 9 and 10	Educational Programme Focus:
		• Developing a strong grounding in number
		• Counting confidently
		• Developing deep understanding of numbers to 10
		• Understanding relationships between numbers and patterns within those numbers
		• Using manipulatives including tens frames for organising counting
		Working towards ELG: Number
		• Deep understanding of numbers to 10, including composition of each number
		• Subitising up to 5
		• Recalling number bonds up to 5 and some number bonds to 10, including double facts
	Explore 3D shapes	Educational Programme Focus:
		• Developing spatial reasoning skills
		• Rich opportunities across shape, space and measures
		• Building secure base of vocabulary
		Working towards ELG: Numerical Patterns
		• Exploring patterns within shapes and space

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Term	Curriculum Unit	National Curriculum Objectives Covered
Summer	To 20 and beyond	Educational Programme Focus:
		• Developing a strong grounding in number
		• Counting confidently beyond 10
		• Developing understanding of the number system
		• Using manipulatives for organising counting
		Working towards ELG: Number & Numerical Patterns
		• Deep understanding of numbers to 10
		• Verbally counting beyond 20, recognising the pattern of the counting system
	How many now?	Educational Programme Focus:
		• Developing understanding of relationships between numbers
		• Using varied opportunities to build and apply understanding
		• Developing problem-solving skills
		Working towards ELG: Number
		• Understanding composition of numbers
		• Recalling number bonds
		• Subitising
	Manipulate, compose and decompose	Educational Programme Focus:
		• Developing deep understanding of numbers to 10
		• Understanding relationships between numbers and patterns within those numbers
		• Using manipulatives to understand composition
		• Building secure base of knowledge
		Working towards ELG: Number
		• Deep understanding of numbers to 10, including the composition of each number
		• Understanding how quantities can be distributed equally
	Sharing and grouping	Educational Programme Focus:
		• Developing understanding of how quantities can be distributed
		• Using manipulatives to explore sharing and grouping
		• Building problem-solving skills
		Working towards ELG: Numerical Patterns
		• Exploring how quantities can be distributed equally
	Visualise, build and map	Educational Programme Focus:
		• Developing spatial reasoning skills
		• Rich opportunities across shape, space and measures
		• Building and applying understanding
		• Developing vocabulary
		Working towards ELG: Numerical Patterns
		• Exploring patterns within space and position
	Make connections	Educational Programme Focus:
		• Consolidating understanding across all areas
		• Making connections between different mathematical ideas
		• Applying knowledge in varied contexts
		• Developing mastery
		Working towards all ELGs:
		• Deep understanding of numbers to 10
		• Subitising and recalling number bonds
		• Verbal counting beyond 20
		• Comparing quantities and exploring patterns
	Consolidation	Consolidation of all EYFS Mathematics objectives in preparation for Year 1

Year 1 National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Autumn	Number: Place Value (within 10)	• 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 twos, fives and tens
		• Given a number, identify one more and one 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
	Number: Addition and Subtraction (within 10)	• 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 zero
		• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
	Geometry: Shape	• Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [rectangles (including squares), circles and triangles] and 3-D shapes [cuboids (including cubes), pyramids and spheres]
	Number: Place Value (within 20)	• 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 twos, fives and tens
		• Given a number, identify one more and one less
		• Identify and represent numbers using objects and pictorial representations including the number line
		• Read and write numbers from 1 to 20 in numerals and words
Spring	Consolidation	<i>Review of previous objectives</i>
	Number: Addition and Subtraction (within 20)	• 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 zero
		• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
	Number: Place Value (within 50)	• 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 twos, fives and tens
		• Given a number, identify one more and one 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
	Measurement: Length and Height	• Compare, describe and solve practical problems for lengths and heights [long/short, longer/shorter, tall/short, double/half]
		• Measure and begin to record lengths and heights
	Measurement: Weight and Volume	• Compare, describe and solve practical problems for mass/weight [heavy/light, heavier than, lighter than]
		• Compare, describe and solve practical problems for capacity and volume [full/empty, more than, less than, half, half full, quarter]
		• Measure and begin to record mass/weight
		• Measure and begin to record capacity and volume
	Consolidation	<i>Review of previous objectives</i>

Year 1 National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Summer	Consolidation	<i>Review of previous objectives</i>
	Number: Multiplication and Division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
	Number: Fractions	• 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
	Geometry: Position and Direction	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns
	Number: Place Value (within 100)	• 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 twos, fives and tens
		• Given a number, identify one more and one 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
	Measurement: Money	• Recognise and know the value of different denominations of coins and notes
	Measurement: Time	• Compare, describe and solve practical problems for time [quicker, slower, earlier, later]
		• Measure and begin to record time (hours, minutes, seconds)
		• Sequence events in chronological order using language [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

Year 2 National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Autumn	Number: Place Value	• 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
	Number: Addition and Subtraction	• Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
		• Apply 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: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one
	Measurement: Money	• 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
	Number: Multiplication and Division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
		• Calculate mathematical statements for multiplication and division 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
	Consolidation	<i>Review of previous objectives</i>
Spring	Number: Multiplication and Division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
		• Calculate mathematical statements for multiplication and division 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
	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 categorical data
	Geometry: Properties of Shape	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
		• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
		• Identify 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
	Number: Fractions	• 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 $\frac{1}{2}$

Year 2 National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Summer	Measurement: Length and Height	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers
		• Compare and order lengths and record the results using >, < and =
	Geometry: Position and Direction	• 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
	Consolidation and problem solving	<i>Application of all objectives through problem-solving contexts</i>
	Measurement: Time	• 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
	Measurement: Mass, Capacity and Temperature	• Choose and use appropriate standard units to estimate and measure mass (kg/g) and capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels
		• Compare and order mass, volume/capacity and record the results using >, < and =
		• Measure temperature (°C)
	Consolidation	<i>Review and application of all Year 2 objectives</i>

Year 3 National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Autumn	Number: Place Value	• 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.
	Number: 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
	Number: 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		
Spring	Number: 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
	Measurement: Money	• Add and subtract amounts of money to give change, using both £ and p in practical contexts
	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
	Measurement: Length and	• Measure, compare, add and subtract: lengths (m/cm/mm)
		• Measure the perimeter of simple 2-D shapes
	Number: 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
		• 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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]		

Year 3 National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Summer	Number: Fractions (continued)	• 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
	Measurement: Time	• 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
	Geometry: Properties and Shape	• Compare durations of events [for example to calculate the time taken by particular events or tasks].
		• 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
	Measurement: Mass and Capacity	• identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
		• Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)
	Consolidation	<i>Review and application of all Year 3 objectives</i>

Year 4 National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Autumn	Number: Place Value	• 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
	Number: Addition and Subtraction	• 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
		• 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
	Measurement: Length and Perimeter	• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
		• 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
Spring	Number: Multiplication and Division	• Estimate, compare and calculate different measures
		• 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
	Measurement: Area	• 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
		• Find the area of rectilinear shapes by counting squares
		• Estimate, compare and calculate different measures
		• 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
	Number: Fractions	• 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
	Number: Decimals	• 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
		• Solve simple measure and money problems involving fractions and decimals to two decimal places
	Consolidation	<i>Review of previous objectives</i>

Year 4 National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Summer	Number: Decimals	• 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
		• Solve simple measure and money problems involving fractions and decimals to two decimal places
	Measurement: Money	• Estimate, compare and calculate different measures, including money in pounds and pence
		• Solve simple measure and money problems involving fractions and decimals to two decimal places
	Measurement: Time	• 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
		• Convert between different units of measure [for example, hour to minute]
	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
	Geometry: Properties and Shape	• 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
	Geometry: 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
	Consolidation	• Plot specified points and draw sides to complete a given polygon
		<i>Review and application of all Year 4 objectives</i>

Year 5 National Curriculum Mapped To St Francis Curriculum

Term	Curriculum Unit	National Curriculum Objectives Covered
Autumn	Number: Place Value	• 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
	Number: 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
	Statistics	• Solve comparison, sum and difference problems using information presented in a line graph
		• Complete, read and interpret information in tables, including timetables
	Number: 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
		• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
		• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
		• Solve problems involving 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
	Measurement: Perimeter and Area	• Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
		• 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
		• Use all four operations to solve problems involving measure using decimal notation, including scaling
Spring	Number: 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

Term	Curriculum Unit	National Curriculum Objectives Covered
Spring	Number: Multiplication and Division	• Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
		• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
		• Solve problems involving 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
	Number: Fractions	• 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, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]
		• Add and subtract fractions with the same denominator and denominators that are multiples of the same number
	Number: Decimals and Percentages	• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
		• Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]
		• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
		• Round decimals with two decimal places to the nearest whole number and to one decimal place
	Consolidation	• 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 $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25
Summer	Consolidation	<i>Review of previous objectives</i>
	Consolidation	<i>Review of previous objectives</i>
	Number: Decimals	• 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
	Geometry: Properties of Shape	• Solve problems involving number up to three decimal places
		• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
		• 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
	Geometry: Position and Direction	• 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 $1/2$ 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
	Measurement: Converting Units	• 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
		• 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
	Measurement: Volume	• Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
		• Estimate volume [for example, using 1cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
		• Use all four operations to solve problems involving measure using decimal notation, including scaling

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Term	Curriculum Unit	National Curriculum Objectives Covered
Autumn	Number: 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
	Number: Addition, Subtraction, Multiplication and Division	• 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
	Number: Fractions	• 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, $\frac{1}{3} \div 2 = \frac{1}{6}$]
		• Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
	Geometry: Position and	• 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	
Spring	Number: Decimals	• 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
		• Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
	Number: Percentages	• 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
	Number: 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	

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Term	Curriculum Unit	National Curriculum Objectives Covered
Spring	Measurement: Converting Units	• 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
	Measurement: Perimeter, Area and Volume	• 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 (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³]
		• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
	Number: Ratio	• 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
Summer	Statistics	• Interpret and construct pie charts and line graphs and use these to solve problems
		• Calculate and interpret the mean as an average
	Geometry: Properties of Shape	• 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
	Consolidation or SATs Preparation	<i>Review and application of all Year 6 objectives in preparation for statutory assessments</i>
	Consolidation, investigations and preparations for KS3	<i>Deepening understanding, mathematical investigations, and transition work to prepare for secondary mathematics</i>