

EYFS Maths Coverage

NB this has been updated in line with the Early Adopters scheme for EYFS

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Baseline week 1-4 Modelling counting in everyday contexts (birth – 3/ 22-36m) Inset puzzles (birth – 3/ 22-36m) Recite numbers past 5 (3& 4/ N) Counting in order past 5 (3& 4/ N) Cardinal principle up to 5 (3& 4/ N) Talk about and identify patterns (3& 4/ N) Create repeating patterns (3& 4/ N) Understand position through words alone (3& 4/ N) Discuss locations using positional language (3& 4/ N)	Link numerals and amounts up to 5 (3& 4/ N) Finger numbers up to 5 (3& 4/ N) Solving word problems (3& 4/ N) Comparing quantities through modelling vocab such as 'more', 'fewer', 'less' etc. (3& 4/ N) Exploring 2D and 3D shapes, modelling vocab such as 'sides', 'corners'; 'straight', 'flat', 'round' (3& 4/ N) Select shapes appropriately & experiment to make new ones (3& 4/ N) Talk about patterns of events (3& 4/ N) Describe a familiar route (3& 4/ N) Make comparisons between length, weight and capacity (3& 4/ N)	Count objects, actions and sounds (reception) Fast recognition of up to 3 objects/ subitise (3& 4/ N) Cardinal principle in larger sets (3& 4/ N) Composition of finger numbers up to 10 (reception) Estimating groups (reception) Quick recognition of numerals/ amounts (reception) One more/ one less relationship between numbers (reception) Composition of numbers up to 5 (reception) Introduce number bonds 0-10 & continue into T4. (reception)	Number bonds; adding and subtraction (reception) Count beyond 10, familiarising with 2 digit numbers (reception) Link numerals with cardinal value up to 10 (reception) Continue, copy, create, and correct repeating patterns (reception) Compare length, weight and capacity using a wider vocab (reception)	Composition of numbers, including number bonds, doubling, halving and sharing (reception) Odd and evens (reception/ ELG) Applying number bonds in problems (reception) Conceptual subitising, such as 2 and 2, 3 and 3 etc. (reception) Pattern of counting beyond 10 (ELG) Comparing quantities with a wider vocab (ELG)	Missing number lines beyond 10 (ELG) Compare numbers through collecting a range of objects, paying attention to the number not the size (reception) Compose and decompose shapes; find 2D shapes in 3D shapes (reception) Select, rotate and manipulate shapes in order to develop spatial reasoning skills (reception)

Year 1 Maths Coverage

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Week
Term 1	Number (NPV) Numbers to 10 Read and write numbers from 1 to 20 in numerals and words Identify and represent numbers using objects and pictorial representations			Number (NPV) Numbers to 10 Use the language of: equal to, more than, less than (fewer), most, least.		Number (NPV) Numbers within 10 Given a number, identify one more and one less		
Term 2	Week 1- WHOLE SCHOOL THEME WEEK (LITERACY) Number (A&S) Within 10 Add and subtract one digit numbers, including 0 Read, write and interpret mathematical statements including + - and = signs Number bonds Combining 2 groups Starting at larger number		Number (NPV) Numbers to 20 Read and write numbers from 1 to 20 in numerals and words Identify and represent numbers using objects and pictorial representations Use the language of: equal to, more than, less than (fewer), most, least. Given a number, identify one more and one less			ASSESSMENT	Geometry (PoS) Recognise and name common 2D and 3D shapes.	
Term 3	Number (A&S) Numbers to 20 Read, write and interpret mathematical statements involving +, - and = 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 (NPV) Numbers to 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 Identify and represent numbers using objects and pictorial representations.		ASSESSMENT		

Term 4	<p>Number (NPV) Numbers to 50</p> <p>Given a number, identify one more and one less</p> <p>Number (NPV) Count in multiples of 2, 5 and 10</p>	<p>Week 3- WHOLE SCHOOL STEM WEEK</p> <p>Measurement (Length, height and mass)</p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> Lengths and heights Mass/Weight <p>Measure and begin to record the following</p> <ul style="list-style-type: none"> Length & heights Mass & Weight 	<p>Number (F)</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>ASSESSMENT</p>		
Term 5	<p>Measurement (Time)</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Compare, describe and solve practical problems for time.</p> <p>Measure and begin to record time (hours, minutes, seconds)</p> <p>Tell the time to the hour and half past the hour and draw the hands on the clock to show this time.</p>	<p>Number (M&D)</p> <p>Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays</p> <p>ASSESSMENT</p>			
Term 6	<p>Number (NPV)</p> <p>Count to and across 100 forwards and backwards, beginning with 0 or 1 or from any given number.</p> <p>Count, read and write numbers to 100 in numerals</p> <p>Given a number, identify one more and one less</p> <p>Identify and represent numbers using objects and pictorial representations.</p>	<p>WHOLE SCHOOL SPORTS WEEK</p>	<p>Measurement (Money)</p> <p>Recognise and know the different denominations of coins</p>	<p>TRANSITION WORK/INTERVENTIONS</p>	

SEQUENCE EVENTS IN CHRONOLOGICAL ORDER- HISTORY LINK

POSITION AND DIRECTION- COMPUTING LINK

Year 1 Number and Place Value Rationale:

Although children have worked with numbers to 20 in Early Years there is no expectation that they should be able to formally record them. Some Year 1 children might therefore be recording numerals for the first time. With numbers to 10 forming the basis of our number system, it's important that children develop a strong sense of number and can confidently use them in different ways, e.g. knowing every number bond to 10.

The National Curriculum states that children in Year 1 should be able to count, read and write numbers to 100 by the end of the year. To make this more accessible the objective has been broken down into more manageable stages. Children cover place value to 10 in Autumn 1, to 20 in Autumn 2, to 50 in spring and to 100 in Summer. This helps ensure that skills are deeply embedded and built up slowly, over time.

Year 2 Maths Coverage

Year 2 Maths Coverage									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Week	
Term 1	Number (NPV) Read and write numbers to 100 in numerals and words Recognise the place value in 2 digit numbers Compare and order numbers from 0 to 100; use =, < and > Identify, represent and estimate numbers using different representations, including the number line. Non Statutory- Partition numbers in different ways		Number (A&S) Recall and use addition and subtraction facts to 20 Number (NPV) Count in steps of 10, from any number, forward and backward Number (A&S) Add & subtract 2 digit and 1s- Concrete/pictorial/mentally NB initially not crossing tens but by the end of this unit-crossing tens Add & subtract 2 digit and 10s-concrete/pictorial/mentally Solve addition and subtraction problems Know that addition is commutative but subtraction is not Inverse relationship & missing number problems			ASSESSMENT	Number (NPV) Count in steps of 2 and 5, from and number, forward and backward Number (M&S) Recognise odd and even numbers		
Term 2	Week 1- WHOLE SCHOOL THEME WEEK (LITERACY) Number (M&S) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, inc. recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using $x \div$ and = Know that multiplication is commutative but division is not		Number (F) Y1- Recap $\frac{1}{2}$ and $\frac{1}{4}$ 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 and recognise equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Geometry (P&D) Distinguish rotation as a turn in terms of right angles for quarter, half and three quarter turn.			ASSESSMENT	Measurement Y1- Recap O'clock and half past Tell and write the time... $\frac{1}{4}$ past/to and draw the hands on the clock.		
Term 3	Geometry (PoS) Identify and describe the properties of 2D shapes inc. number of sides & line of symmetry with a vertical line Identify & describe properties of 3d shapes inc. the number of edges, vertices & faces Identify 2d shapes on the surface of 3d shapes Compare and sort common 2d and 3d shapes		Number (A&S) Derive and use related facts to 100 Add 2 digit and 1s Subtracting 1s from 2 digit NB written methods Addition and subtraction two 2 digit numbers With regrouping		ASSESSMENT	Number (A&S) Inverse relationship & missing number problems			
Term 4	Measurement- Money focus Recognise and use the symbols for £ and p Combine amounts to make a particular value Find different combinations that make the same amount Solve simple problems involving addition and subtraction of money (same unit) inc. giving change		Week 3- WHOLE SCHOOL STEM WEEK Measurement Estimate & measure length/height; mass; temperature; capacity Compare and order 4 operations			ASSESSMENT	Geometry (P&D) Use mathematical vocabulary to describe position, direction and movement.		
Term 5	KS1 SATs				Number Use place value & number facts to solve problems Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods Solve problems involving multiplication and division				
Term 6	Number (M&S) 3 times table	Measurement Telling the time to 5 minute intervals Compare and sequence intervals of time	Week 3- WHOLE SCHOOL SPORTS WEEK Statistics		Geometry (P&D) Order and arrange combinations of mathematical objects in patterns and sequences.		TRANSITION WORK/INTERVENTIONS		

Year 3 Maths Coverage									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Week	
Term 1 Count, from 0, in steps of 3, 4, 50 & 100	Number (NPV) Read and write numbers up to 1000 in numerals and words Recognise the place value in 3 digit numbers Find ten more or less than any number Identify, represent and estimate numbers using different representations Compare and order numbers to 1000			Number (A&S) Add and subtract numbers mentally (3digit and 1s/3 digit and 10s/3 digit and 100s) Add numbers with up to 3 digits- formal written method Subtract numbers with up to 3 digits-formal written method NB no regrouping initially but progressing to regrouping			ASSESSMENT	Number (M&D) Recall and use division facts for 3 & 4 multiplication table	
Term 2 Roman Numerals	Week 1- WHOLE SCHOOL THEME WEEK (LITERACY) Number (M&D) Recall and use division facts for 3, 4 & 8 multiplication table	Measurement- Time focus Tell and write the time from an analogue clock, inc. Roman numerals, and 12/24 hour clock Read time with increasing accuracy to the nearest minute Use vocabulary such as o'clock, a.m./p.m., morning, afternoon and midnight		Measurement- Length and Perimeter focus Measure, compare, add and subtract lengths Measure the perimeter of simple 2D shapes		ASSESSMENT		Number (F) Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1 digit numbers or quantities by 10.	
Term 3 2, 3, 4, 5, 8 and 10 times table Telling the time	Number (M&D) Multiplication of 2 digits Mental methods then written Division of 2 digit Mental methods then written NB using 2,3,4,5,8 and 10 times tables Problem solving- missing number & positive integer problems			Number (F) Unit and non-unit fractions Recognise and use fractions as numbers Compare and order fractions			ASSESSMENT	Number (F) Recognise, find and write fractions of discrete set of objects	
Term 4	Number (F) Recognise and show equivalent fractions Add and subtract fractions with the same denominator		WHOLE SCHOOL STEM WEEK Statistics Interpret and present data using bar charts, pictograms and tables	Number (A&S) Estimate and use inverse operations to check Missing number problems		ASSESSMENT		Measurement- Time focus know the number of seconds in a minute and the number of days in each month, year and leap year	
Term 5	Measurement Money Focus Add and subtract amounts of money to give change, using both £ abd p in practical contexts		Geometry (PoS) Recognise angles as a property of shape or description of turn Identify right angles Identify horizontal/vertical and pairs of parallel/perpendicular lines		ASSESSMENT		Geometry (PoS) Draw 2D shapes		
Term 6	Measurement Measure, compare, add and subtract: mass and volume/capacity		WHOLE SCHOOL SPORTS WEEK Measurement-Time focus Record and compare time in term of seconds, minutes and hours Compare durations of events	Statistics Interpret and present data using bar charts, pictograms and tables Solve one and two step questions using information presented in scaled bar charts, pictograms and tables.		ASSESSMENT	TRANSITION WORK/INTERVENTIONS		

Year 4 Maths Coverage								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Week
Term 1 Count in multiples of 1000 and 25 Revision- count in multiples of 3, 4 and 8	Number (NPV) Recognise place value in 4 digits Identify and represent numbers using different representations Order and compare numbers beyond 100 1000 more or less Count backwards including negative numbers Round any number to the nearest 10, 100 or 1000			Number (A&S) Add and subtract 4 digit numbers (<i>mental methods</i> and column) Add and subtract 2 step problems Estimate to check answers inverse to check answers		ASSESSMENT	Measurement Measure and calculate the perimeter of rectilinear figure (including squares) in cm and m	
Term 2 Count in multiples of 1000 and 25 Count in multiples of 6, 7 and 9 Revision of other multiplication facts	WEEK 1- WHOLE SCHOOL THEME WEEK (LITERACY) Number (M&D) Recall multiplication and division facts for tables up to 12 x 12 Multiply by 0 and 1 & Division by 1 Recognise and use factor pairs and commutativity in mental calculations		Number (FiD)- Decimal focus Count up and down in hundredths and recognise how they arise Find the effect of dividing 1 or 2 digit numbers by 10 and 100 Compare numbers with the same number of decimal places Round decimals with 1dp to the nearest whole number		Measurement - Money Focus Estimate, compare and calculate different measures		ASSESSMENT	Number (FiD)- Fractions focus Recognise and write decimal equivalents of any number of tenths and hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
Term 3 Multiplication and division facts (skip counting) Revision- Reading the time to the nearest minute	Number (FiD)- Fractions focus Recognise and show families of common equivalent fractions Add and Subtract fractions with the same denominator		Number (M&D) Multiply three numbers Distributive law to multiply two digit numbers by 1 digit Multiply 2 and 3 digit by 1 digit (Formal written method)		Measurement Convert between different units of measure	ASSESSMENT		Measurement Find the area of rectilinear shapes
Term 4 Multiplication and division facts (skip counting) Revision- Reading the time to the nearest minute	Geometry (PofS) Identify acute and obtuse angles and order other angles Compare and classify triangles Compare and classify quadrilaterals		WHOLE SCHOOL STEM WEEK	Number (M&D) Non Statutory Formal written method for short division	ASSESSMENT		Measurement Read, write and convert between analogue and digital 12 and 24 hours Solve problems converting from hours to minutes; minutes to seconds; years to months; weeks to days.	
Term 5 Multiplication and division facts (skip counting)	Geometry (PofS) Lines of symmetry in 2D shapes in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.		Number (FiD) Solve simple measure and money problems involving fractions and decimals to 2dp Measurement Estimate, compare and calculate different measures	ASSESSMENT		Number (M&D) Integer scaling problems Correspondence problems		
Term 6	MULTIPLICATION CHECK TO BE COMPLETED WITHIN THIS BLOCK							
	Statistics Interpret and present discrete & continuous data (including bar charts and time graphs) Solve comparison, sum and difference problems using information presented in bar chart, pictograms, tables and other graphs.		WHOLE SCHOOL SPORTS WEEK	Geometry (P&D) Describe position on 2D grid as co-ordinates in 1 st quadrant Translation Plot points to complete a polygon		ASSESSMENT	TRANSITION WORK/INTERVENTIONS	

Year 5 Maths Coverage

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Week	
<p>Term 1</p> <p>Y4 Revision & interventions- Time & Multiplication facts</p>	<p>Number (NPV) Read, write, order and compare numbers to at least a million and determine the value of each digit.</p> <p>Round any number up to 1 million to the nearest 10, 100, 1000, 10000 and 100000</p>		<p>Number (A&S) Add and subtract whole numbers with more than 4 digits using formal written methods</p> <p>Add and subtract numbers mentally</p> <p>Use rounding to check answers</p> <p>Multi step problems</p>		<p>Statistics Complete, read and interpret information in tables</p> <p>Measurement (Y4 Revision) Read, write and convert time</p>		<p>ASSESSMENT</p>	<p>Number (NPV) Count forwards and backwards in steps of power of 10</p>	
<p>Term 2</p> <p>Count forwards and backwards in steps of power of 10</p>	<p>Week 1- WHOLE SCHOOL THEME WEEK (LITERACY)</p> <p>Number (M&D) Identify multiples & all factor pairs Identify common factors of two numbers</p> <p>Know and use vocabulary- prime, prime factors and composite Recall prime numbers to 19 Establish if a number up to 100 is prime</p> <p>Multiply numbers up to 4 digits by a 1 digit number using formal written methods</p>			<p>Number (FiD&P) Decimal focus Read, write, order and compare numbers with up to 3dp</p> <p>Recognise and use thousandths</p> <p>Round decimals with 2dp to nearest whole and 1dp</p> <p>Number (M&D) Multiply and divide whole numbers & decimals by 10, 100 and 1000</p>			<p>ASSESSMENT</p>	<p>Geometry (PoS) Y4 Revision Compare and classify triangles and quadrilaterals</p> <p>Geometry (P&D) Identify, describe and represent shapes following reflection and translation</p>	
<p>Term 3</p> <p>Count forwards and backwards in steps of power of 10</p>	<p>Number (M&D) Multiply and divide numbers mentally drawing on known facts</p> <p>Multiply 4 digits by 2 digit- formal written methods</p> <p>Divide 4 digits by 1 digit using short division + interpret remainders</p>		<p>Number (FiD&P) Read and write decimal numbers as fractions</p> <p>Identify, name & write equivalent fractions</p> <p>Recognise mixed numbers and improper fractions & convert</p> <p>Compare & order fractions</p>			<p>ASSESSMENT</p>	<p>Number (FiD&P) Add and Subtract fractions</p>		
<p>Term 4</p> <p>Counting- steps of 10 & fractions/decimals</p>	<p>Number (M&D) Recognise and use squared and cubed numbers including notation</p> <p>Measurement Measure and calculate perimeter of composite rectilinear shapes (cm & m)</p> <p>Calculate and compare the area of rectangles</p>		<p>WHOLE SCHOOL STEM WEEK</p> <p>Statistics Line graphs</p>	<p>Measurement Convert between different metric units Use equivalence between metric and imperial</p>		<p>ASSESSMENT</p>	<p>Number (FiD&P) Multiply proper and mixed numbers by whole numbers</p>		
<p>Term 5</p>	<p>Geometry (PoS) Know angles are measured in degrees Estimate and compare acute, obtuse and reflex</p> <p>Draw and measure angles</p> <p>Identify angles</p>			<p>Number (NPV) Negative numbers</p>	<p>ASSESSMENT</p>	<p>Geometry (PoS) Recognise 3d shapes from 2d representations</p> <p>Distinguish between regular and irregular shapes- reasoning about angles</p>			
<p>Term 6</p>	<p>Number (FiD&P) Percentages</p>	<p>Measurement Time- solve problems involving converting between units of time</p> <p>Statistics Complete, read and interpret information in timetables</p>	<p>WHOLE SCHOOL SPORTS WEEK</p>	<p>Consolidation & Problem Solving</p>		<p>ASSESSMENT</p>	<p>TRANSITION WORK/INTERVENTIONS</p>		

Year 6 Maths Coverage

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Week
Term 1	<p align="center">Number (NPV)</p> <p>Read, write, order and compare numbers up to 10 million and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across zero</p>		<p align="center">Number (Four operations)</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>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.</p> <p>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.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p>					
Term 2	<p>Week 1- WHOLE SCHOOL THEME WEEK (LITERACY)</p> <p align="center">Fractions</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions > 1.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form.</p> <p>Divide proper fractions by whole numbers.</p>		<p align="center">Fraction (incl. Decimals)</p> <p>associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</p> <p>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.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>			<p align="center">Fractions (incl Decimals and Percentages)</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>		<p>Review</p>
Term 3	<p align="center">Algebra</p> <p>Use simple formulae</p> <p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns</p> <p>Enumerate possibilities of combinations of two variables.</p>		<p align="center">Ration and Proportion</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>	<p align="center">Geometry: Position and Direction</p> <p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>	<p align="center">Measurement</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>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</p> <p>Convert between miles and kilometres</p>	<p align="center">Measurement</p> <p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p>		

Term 4	<p>Geometry: Properties of Shape</p> <p>Draw 2-D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3-D shapes, including making nets</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>WHOLE SCHOOL STEM WEEK</p> <p>Statistics</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p>	Revision				
Term 5	Revision		KS2 SATs	Review			
Term 6	<p>Problem Solving and Investigation</p> <p>Area of a Polygon</p> <p>Convert units</p> <p>Number patterns</p> <p>Order of operations</p>	WHOLE SCHOOL SPORTS WEEK	Summer Fayre Money Matters Project				