

West Winch Primary School Maths Curriculum Map			
RECEPTION			
Number		Numerical Patterns	
ELG Knowledge	- Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	ELG Knowledge	- Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
YEAR 1			
NUMBER & PLACE VALUE Knowledge	- 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 one more and one less - identify and represent numbers using concrete 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 digits and words - know odd and even numbers to 20		
ADDITION & SUBTRACTION Knowledge	- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts to 20 - add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero - solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations - solve missing number problems		
MULTIPLICATION & DIVISION Knowledge	- group and share small quantities of objects - count in different multiples including ones, twos, fives and tens - double numbers to 10 - solve simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
FRACTIONS Knowledge	- 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		

MEASUREMENT Knowledge	• compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) • compare, describe and solve practical problems for capacity/volume (full/empty, more than, less than, quarter) • recognise and know the value of different denominations of coins and notes • compare, describe and solve practical problems for mass or weight (e.g. heavy/light, heavier than, lighter than) • compare, describe and solve practical problems for time (quicker, slower, earlier, later) • measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds) • tell the time to o' clock and half past the hour and draw hands on a clock face to show these times • sequence events in chronological order using language such as: 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
PROPERTIES OF SHAPE Knowledge	• recognise and name common 2-D shapes (for example, rectangles (including squares), circles and triangles) • recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres)
POSITION & DIRECTION Knowledge	• describe position, direction and movement, including whole, half, quarter and three-quarter turns

YEAR 2

Year 2 Maths: Working towards the expected standard...

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$).
 - The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
 - The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).
 - The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$ and $15 = 6 + ?$).
 - The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations.
 - The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

Year 2 Maths: Working at greater depth within the expected standard...

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).

• The pupil can solve more complex missing number problems (e.g. $14 + \quad - 3 = 17$; $14 + \Delta = 15 + 27$). • The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left). • The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?). • The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$). • The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8). • The pupil can read the time on the clock to the nearest 5 minutes. • The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. • The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).	
NUMBER & PLACE VALUE Knowledge	• count in steps of 2, 3, and 5 from 0, and count in tens from a 2 digit number, forwards and backwards. • recognise the place value of each digit in a two-digit number (tens, ones) and partition these numbers to make different combinations of tens and ones. • identify, represent and estimate numbers using different representations, including the number line. • compare and order numbers from 0 up to 100; use $<$, $>$ and $=$. • read and write numbers to at least 100 in numerals and in words. • use place value and number facts to solve problems.
ADDITION & SUBTRACTION Knowledge	• add and subtract mentally, a 2 digit and a 1 digit number (eg $26 + 6$, $41 - 8$). • add and subtract mentally, a 2 digit and a tens number (eg $32 + 10$, $32 - 20$). • add and subtract mentally, 2, 2 digit numbers (eg $23 + 34$, $32 - 17$). • use estimation to check my calculations are sensible • add and subtract a 2 digit and a 1 digit number, using objects and pictures. • add and subtract a 2 digit and a tens number, using objects and pictures. • add and subtract a 2 digit and a 2 digit number, using objects and pictures. • solve simple one-step problems with addition and subtraction. • use concrete objects and pictorial representations, including those involving numbers, quantities and measures • apply an 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. • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Irecognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems
MULTIPLICATION & DIVISION Knowledge	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs. • recognise and use the inverse relationship between multiplication and division in calculations. • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

	• solve one-step problems involving multiplication and division, using various methods, including multiplication and division facts, materials, arrays, repeated addition and mental problems in context
FRACTIONS Knowledge	• identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and I know that all parts must be equal parts of a whole one. • write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. • 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.
MEASUREMENT Knowledge	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. (Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.) • compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • find different combinations of coins that equal the same amounts of money. • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • know the number of minutes in an hour and the number of hours in a day
PROPERTIES OF SHAPE Knowledge	• 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.
POSITION & DIRECTION Knowledge	• order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
YEAR 3	
NUMBER & PLACE VALUE Knowledge	• 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 to at least 1000 in numerals and in words • solve number problems and practical problems involving these ideas.

ADDITION & SUBTRACTION Knowledge	• add and subtract numbers mentally, including: a 3d number and ones, 3d + tens, 3d + hundreds. • add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • estimate the answer to a calculation and use inverse operations to check answers.
MULTIPLICATION & DIVISION Knowledge	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.
FRACTIONS Knowledge	• 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 (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$). • compare and order unit fractions with the same denominator. • solve problems that involve all of the previous.
MEASUREMENT Knowledge	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • measure the perimeter of simple 2-D shapes. • add and subtract amounts of money to give change, using both £ and p in practical contexts. • tell and write the time from an analogue clock using the 12 hour and 24 hour clocks, including using Roman numerals from I to XII • 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. • know the number of seconds in a minute and the number of days in each month, year and leap year. • compare durations of events, for example to calculate the time taken by particular events or tasks.
PROPERTIES OF SHAPE Knowledge	• draw 2-D shapes. • make 3-D shapes using modelling materials and recognise 3-D shapes in different orientations; and describe them with increasing accuracy • recognise angles as a property of shape and associate angles with turning • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; • identify whether angles are greater than or less than a right angle • identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.
STATISTICS Knowledge	• interpret and present data using bar charts, pictograms and tables. • 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.

YEAR 4

NUMBER & PLACE VALUE Knowledge ...	• count in multiples of 6, 7, 9, 25 and 1000. • find 1000 more or less than a given number. • recognise the place value of each digit in a four-digit number: thousands, hundreds, tens, and ones. • count backwards through zero to include negative numbers. • order and compare numbers beyond 1000. • identify, use 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, with increasingly large positive numbers. • read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value.
ADDITION & SUBTRACTION Knowledge	• add and subtract numbers with up to 4 digits using the efficient 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, deciding which operations and methods to use and why.
MULTIPLICATION & DIVISION Knowledge ...	• 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 and dividing by 1). • multiply together three one-digit 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. • choose the appropriate operation to solve one- and two-step problems. • use the distributive law and harder multiplication problems such as which n objects are connected to m objects.
FRACTIONS (INCLUDING DECIMALS) Knowledge	• count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. • solve problems involving increasingly harder fractions to calculate quantities. • use fractions to divide quantities, including non-unit fractions where the answer is a whole number. • identify, name and write equivalent fractions of a given fraction, including tenths and hundredths. • add and subtract fractions with the same denominator. • recognise and write decimal equivalents of any number of tenths or hundredths. • recognise and write the decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. • 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 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.
MEASUREMENT Knowledge	• convert between different units of measure (e.g. kilometre to metre; hour to minute). • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • find the area of rectilinear shapes by counting whole squares.

	- estimate, compare and calculate different measures, including money in pounds and pence. - read, write and convert time between analogue and digital 12 and 24-hour clocks. - solve problems using measures such as converting from hours to minutes, minutes to seconds, years to months and from weeks to days.
GEOMETRY – PROPERTIES OF SHAPE Knowledge	- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. - 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 & DIRECTION Knowledge	- describe positions on a 2-D grid as coordinates in the first quadrant. - describe movements between positions as translations of a given unit using, 'left/right' and, 'up/down.' - plot specified points and draw sides to complete a given polygon.
STATISTICS Knowledge	- interpret and present discrete data using bar charts and continuous data using line graphs. - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.
YEAR 5	
NUMBER & PLACE VALUE Knowledge	- 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 and count forwards and backwards with positive and negative whole numbers 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
ADDITION & SUBTRACTION Knowledge	- add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction) - add and subtract numbers mentally with increasingly large numbers - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
MULTIPLICATION & DIVISION Knowledge	- identify multiples and factors, including finding all factor pairs - solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors - 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 an efficient written method, including long multiplication for two-digit numbers - multiply and divide numbers mentally drawing upon known facts - divide numbers with up to 4 digits by a one-digit number using the efficient 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 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
FRACTIONS (INCLUDING DECIMALS & PERCENTAGES) Knowledge	• compare and order fractions whose denominators are all multiples of the same number • recognise mixed numbers and improper fractions and convert from one form to the other • add and subtract fractions with the same denominator and related fractions mixed number (e.g. $\frac{2}{5} + \frac{4}{5} + \frac{6}{5} = \frac{12}{5} = 2\frac{2}{5}$; write mathematical statements >1 as a mixed number) • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places • 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 hundred, and as a decimal fraction
MEASUREMENT Knowledge	• convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre) • understand and use basic equivalences between metric and common imperial units and express them in approximate terms • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • recognise and estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water) • solve problems involving converting between units of time • solve problems involving addition and subtraction of units of measure (e.g. length, mass, volume, money) using decimal notation
GEOMETRY – PROPERTIES OF SHAPE Knowledge	• identify 3-D shapes, including cubes and cuboids, from 2-D representations • know angles are measured in degrees; I can estimate and measure them and draw a given angle, writing its size in degrees (°) • identify: multiples of 90°, angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°), angles at a point and one whole turn (total 360°), reflex angles, and compare different angles • draw shapes using given dimensions and angles • state and use the properties of a rectangle (including squares) to deduce related facts • distinguish between regular and irregular polygons based on reasoning about equal sides and angles
GEOMETRY – POSITION & DIRECTION Knowledge	• 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
STATISTICS Knowledge	• solve comparison, sum and difference problems using information presented in line graphs • complete, read and interpret information in tables, including timetables

YEAR 6	
NUMBER & PLACE VALUE Knowledge	• read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • read, write, order and compare numbers less than 1, with up to 3 decimal places (e.g. $1/10^{\text{th}}$, $1/100^{\text{th}}$, $1/1000^{\text{th}}$) • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number problems and practical problems that involve all of the above
ADDITION, SUBTRACTION, MULTIPLICATION & DIVISION Knowledge	• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the efficient 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 using the formal written short method, interpreting remainders according to 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, levels of accuracy
FRACTIONS (INCLUDING DECIMALS & PERCENTAGES) Knowledge	• use common factors to simplify fractions and use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$) • 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 (e.g. $1/4 \times 1/2 = 1/8$) • divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$) • identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are 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 • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
RATIO & PROPORTION Knowledge	• solve problems involving the relative sizes of two quantities, including similarity • solve problems involving similar shapes where the scale factor is known or to be found • solve problems involving unequal sharing and grouping
ALGEBRA Knowledge	• express missing number problems algebraically • use simple formulae expressed in words

	• generate and describe linear number sequences • find pairs of numbers that satisfy number sentences involving two unknowns. • enumerate possibilities of combinations of two variables.
MEASUREMENT Knowledge	• use, read, write and convert between standard units, converting measurements. • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles • recognise when it is necessary to use the formulae for area and volume of shapes • calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3) and extending to other units, such as mm^3 and km^3
GEOMETRY – PROPERTIES OF SHAPE Knowledge	• compare and classify geometric shapes based on the properties and sizes • describe simple 3D shapes • draw 2D shapes given dimensions and angles • recognise and build simple 3D shapes, including making nets • find unknown angles in any triangle, quadrilateral and regular polygon • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • illustrate and name parts of circles (radius, diameter and circumference) • know the diameter is twice the radius
POSITION & DIRECTION Knowledge	• 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
STATISTICS Knowledge	• interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average