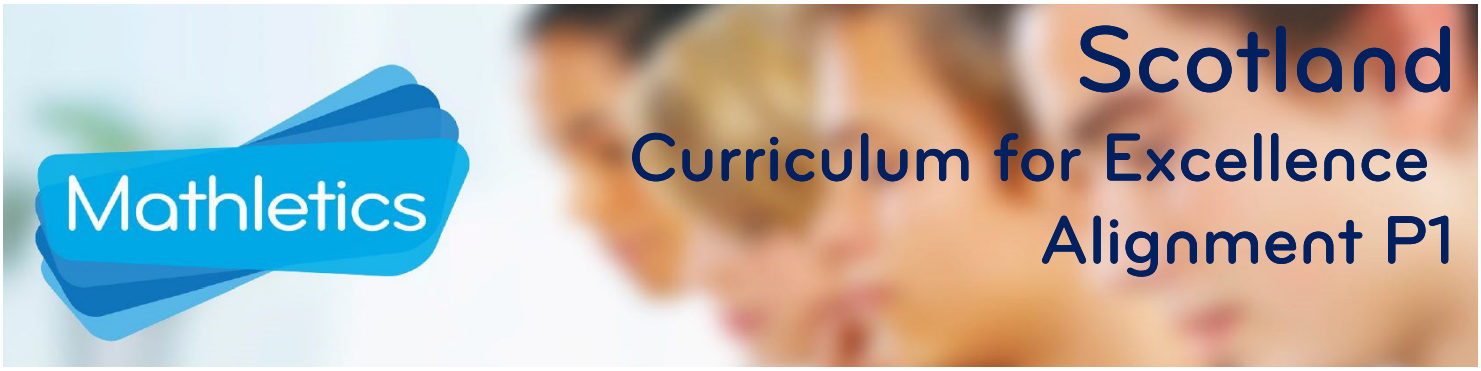
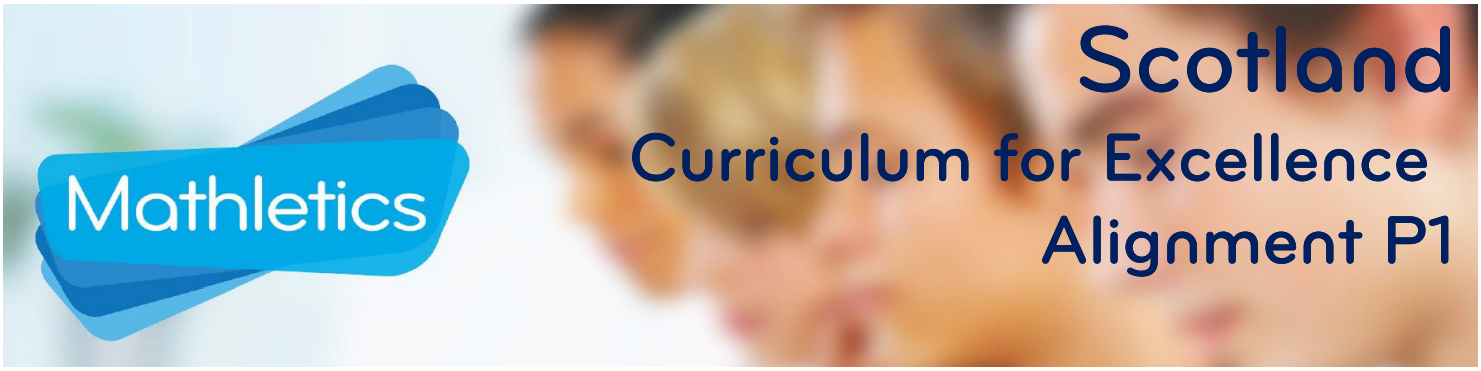
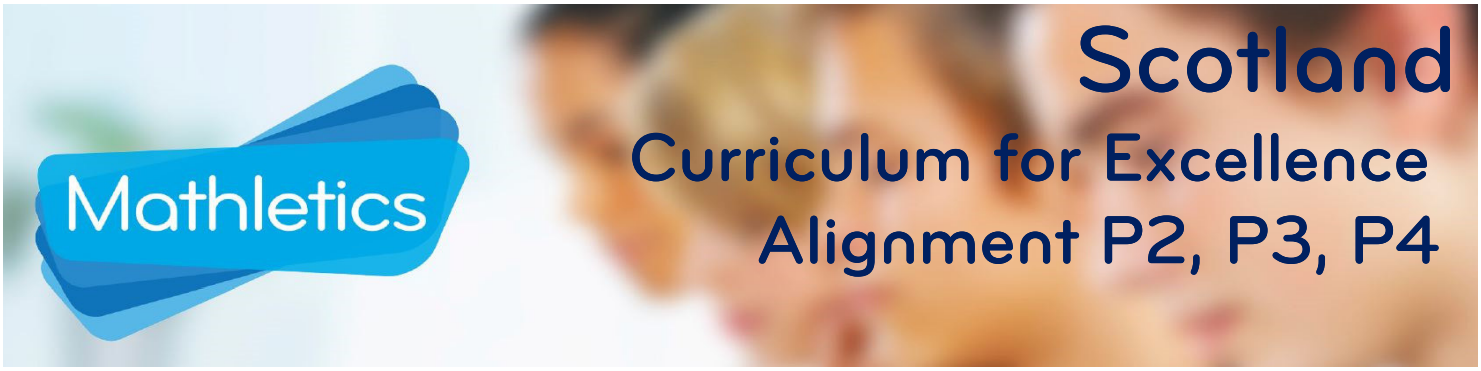


Scotland
Curriculum for Excellence Alignment P1

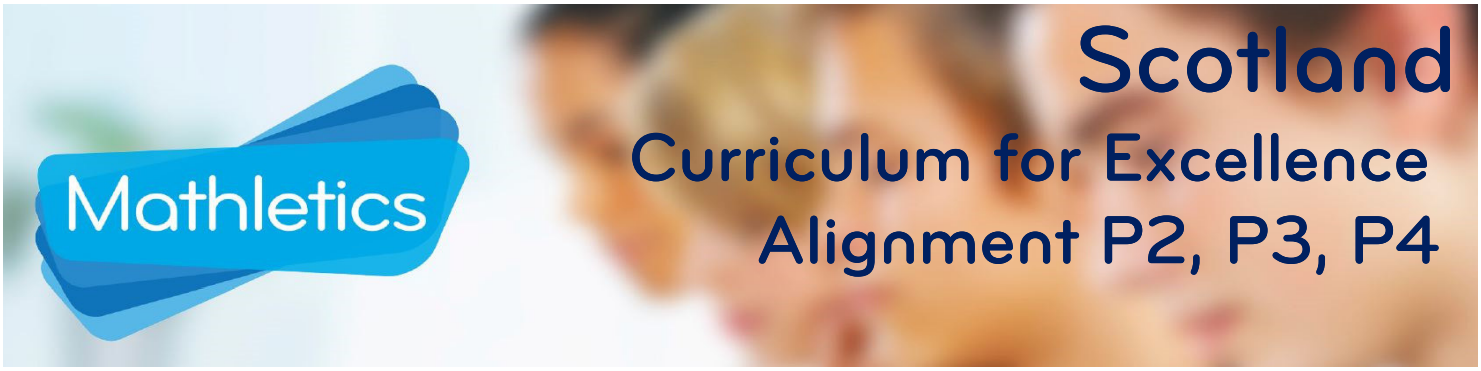
Expectation	P1
Number, Money and Measure: Estimation and Rounding	
I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. **MNU 0-01a**	
Number, Money and Measure: Number and Number Processes	
I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**	**Numbers to 10** Count to 5 Order Numbers to 10 Concept of zero Matching Numbers to 10 Dot display How Many? More or Less? How many dots? More, Less or the same to 10 Ordinal Numbers **Numbers to 20** Order Numbers to 20 Before, After and Between to 20 Making Teen Numbers Make Numbers Count More, Less or the Same to 20
I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. **MNU 0-03a**	**Operations with Numbers** Adding to 5 Subtracting From 5 Model Addition Model Subtraction Adding to Ten Subtracting from Ten All about Ten Adding to 10 Word Problems
Number, Money and Measure: Fractions, Decimals and Percentages	
I can share out a group of items by making smaller groups and can split a whole object into smaller parts. **MNU 0-07a**	**Operations With Number** Share the Treasure
Number, Money and Measure: Money	
I am developing my awareness of how money is used and can recognise and use a range of coins. **MNU 0-09a**	**Time, Money and Measurement** Everyday Money
Number, Money and Measure: Time	
I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. **MNU 0-10a**	**Time, Money and Measurement** Days of the Week



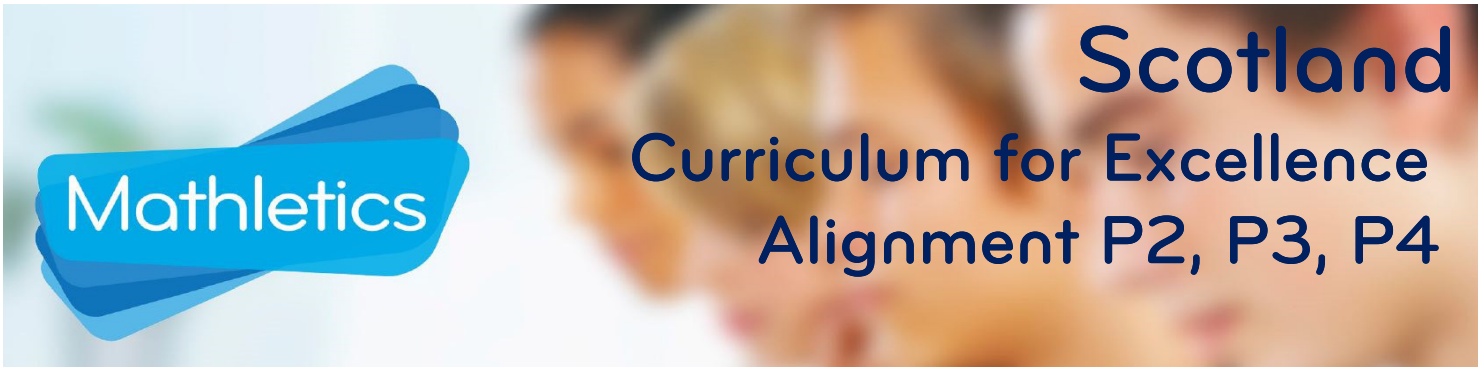
Expectation	P1
Number, Money and Measure: Measurement	
I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. **MNU 0-11a**	**Time, Money and Measurement** Everyday Length Comparing Lengths Balancing Act Filling Fast! Hot or Cold? Everyday Mass How Full? Which Holds More?
Number, Money and Measure: Patterns and Relationships	
I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. **MTH 0-13a**	**Patterns and Relationships** Simple Patterns Colour Patterns Missing it!
Shape, Position and Movement: Properties of 2D Shapes and 3D Objects	
I enjoy investigating objects and shapes and can sort, describe and be creative with them. **MTH 0-16a**	**Shape, Position and Movement** Collect Simple Shapes Collect the Shapes Where is it? Match the Object Same and Different
Shape, Position and Movement: angle, Symmetry and Transformation	
In movement, games, and using technology I can use simple directions and describe positions. **MTH 0-17a**	**Shape, Position and Movement** Where is it? Left or Right? Flip, Slide, Turn
I have had fun creating a range of symmetrical pictures and patterns using a range of media. **MTH 0-19a**	
Information Handling: Data and Analysis	
I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. **MNU 0-20a**	**Information Handling and Chance** Sort It!
I can match objects, and sort using my own and others' criteria, sharing my ideas with others. **MNU 0-20b**	**Information Handling and Chance** Match the Object Same and Different Sort It More or Less? Who has the Goods?
I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. **MNU 0-20c**	



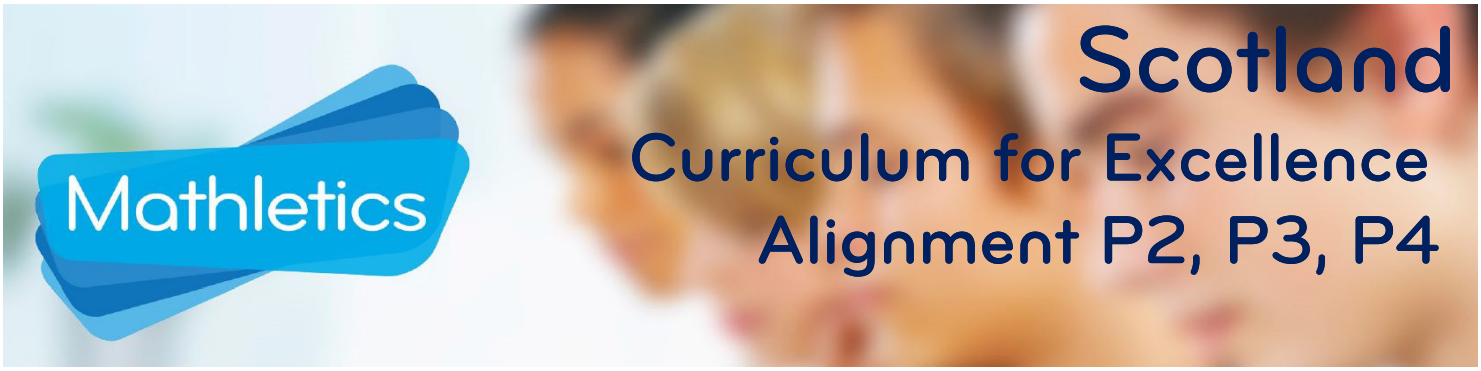
Expectation	P2	P3	P4
Number, Money and Measure: Estimation and Rounding			
I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. **MNU 1-01a**			**Add and Subtract - Mental** Estimate Sums Estimate Differences
Number, Money and Measure: Number and number processes			
I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**	**Numbers to 50** Making Teen Numbers Make Numbers Count Order Numbers to 20 Before, After and Between to 20 More, Less or the Same to 20 Reading Numbers to 30 1 to 30 Counting Forwards Counting Backwards 1st to 31st Odd or Even Concept of Zero Doubles and Halves to 10 **Numbers to 100** Going Up Going Down Number Lines Making Big Numbers Count Counting on a 100 grid Place Value 1 The Number Line Which is Bigger? Which is Smaller? Before, After & Between to 100 Greater or Less to 100	**Numbers to 100** Odd or Even Compare Numbers to 100 Number Line Order Arranging Numbers Make Numbers Count Make Big Numbers Count Place value 1 Repartition Two-digit Numbers Making Big Numbers Count Doubles and Halves to 20 Before, After & Between to 100	**Whole Numbers** Skip Counting Compare Numbers to 100 10 More, 10 Less Place value 1 Repartition Two-digit Numbers Expanding Numbers Place Value 2 Model Numbers Place Value to Thousands Partition and rename 1 Place Value Partitioning Odd and Even Numbers 1 Nearest 100? Nearest 1000? Rounding Numbers



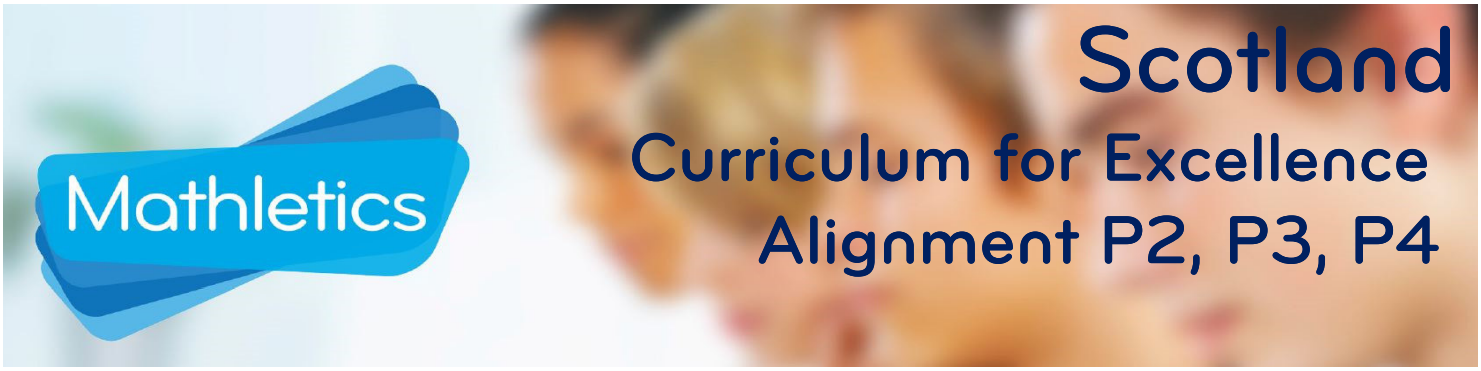
Expectation	P2	P3	P4
I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**	**Addition and Subtraction** All about Twenty Adding to make 5 and 10 Addictive Addition Addition Facts Addition Adding to 10 Word Problems Subtracting from Ten Subtraction Facts to 18 Simple Subtraction Balance Numbers to 10 Balance Numbers to 20 Add and Subtract Problems Add 3 numbers using bonds to 10 **Multiplication and Division** Groups Groups of Two Groups of Ten Groups of Five Share the Treasure Multiplication Arrays Model Multiplication to 5 × 5	**Addition and Subtraction** Balance Additions to 20 Fact Families: Add and Subtract 1 more, 10 less 10 more, 10 less Complements to 10, 20, 50 Add Three 1-Digit Numbers Simple Subtraction Problems: Add and Subtract Missing Numbers Magic Mental Addition Magic Mental Subtraction Repartition to Subtract Bar model problems 1 **Multiplication and Division** Groups of Ten Groups of Two Groups of Five Multiplication Arrays Multiplication Turnarounds Dividing Tens Dividing Twos Dividing Fives Multiplication Problems 1 Frog Jump Multiplication	**Add and Subtract - Mental** Magic Mental Addition Magic Mental Subtraction Complements to 10, 20, 50 Complements to 50 and 100 Missing Numbers Estimate Sums Estimate Differences Pyramid Puzzles 1 **Add and Subtract - Written** Columns that Add Add Two 2-Digit Numbers Column Addition 1 Add Two 2-Digit Numbers Regroup Columns that Subtract 2-Digit Differences Subtract Numbers Subtract Numbers Regroup **Multiplication and Division** Groups of Three Groups of Four Groups of Eight Dividing Threes Dividing Fours Dividing Eights Related Facts 2 Times Tables Multiply: 2-Digit by 1-Digit Multiply Multiples of 10 Frog Jump Multiplication Fact Familes: Multiply and Divide
Number, Money and Measure: Fractions, Decimals and Percentages			
Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally • the notation and vocabulary associated with fractions • where simple fractions lie on the number line. **MNU 1-07a**	**Fractions** Is it Half? Make Fair Shares Doubles and Halves to 10 Doubles and Halves to 20	**Fractions** Halve and Quarters Shade Fractions Divide Into Equal Groups Model Fractions Halves and Quarters Fractions of a Collection Fractions of a Collection 1 Part-whole rods 1	**Fractions** Partition into equal parts What Fraction is Shaded? Thirds and Sixths Uneven partitioned shapes 1 Uneven partitioned shapes 2 Model Fractions Part-whole rods 1 Fractions of a Collection 2 Unit Fractions Fraction Fruit Sets 1 Identifying Fractions on a Number Line



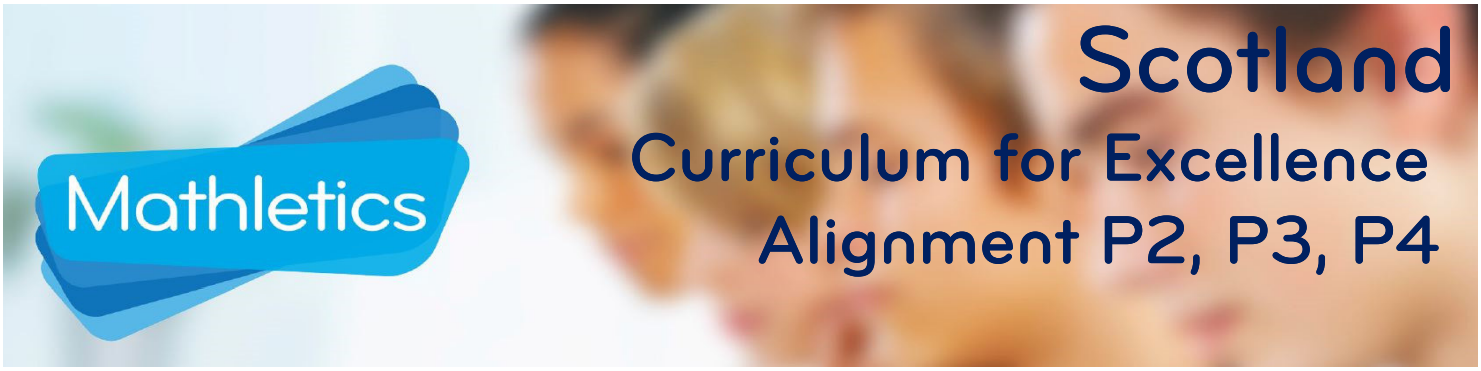
Expectation	P2	P3	P4
Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. **MTH 1-07c**			**Fractions** Shading Equivalent Fractions Equivalent Fractions on a Numberline
Number, Money and Measure: Money			
I can use money to pay for items and can work out how much change I should receive. **MNU 1-09a**		**Time and Money** Money - Adding (GDP) How much Change? (GBP)	**Time and Money** Money - Adding (GDP) How much Change? (GBP)
I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. **MNU 1-09b**	**Time and Money** Everyday Money (GBP) Identify Everyday Money (GDP)	**Time and Money** Money Money- Who's Got it? (GDP)	**Time and Money** Money Money- Who's Got it? (GDP)
Number, Money and Measure:Time			
I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. **MNU 1-10a**	**Time and Money** Hour Times Half Hour Times	**Time and Money** Tell Time to the Half Hour Quarter to and Quarter past Five Minute Times	**Time and Money** Quarter to and Quarter past Tell Time to the Half Hour What is the Time? Five Minute Times 24 Hour Time
I can use a calendar to plan and be organised for key events for myself and my class throughout the year. **MNU 1-10b**	**Time and Money** Days of the Week Months of the Year	**Time and Money** Days of the Week Months of the Year Using a Calendar	**Time and Money** Using a Calendar
I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. **MNU 1-10c**			



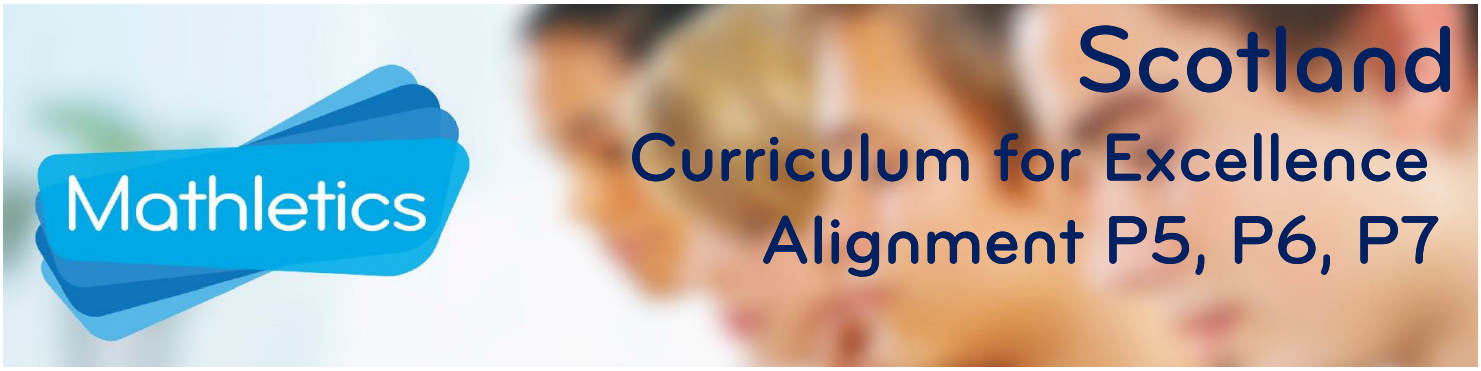
Expectation	P2	P3	P4
Number, Money and Measure: Measurement			
I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a**	**Measurement** Which Holds More? Everyday Mass Filling Fast! Everyday Length Comparing Length Measuring Length with Blocks Comparing Volume Which measuring tool? How Full?	**Measurement** How Full? How Heavy? How Long is That? Measuring Length with Blocks Temperature Using a Litre Which measuring tool?	**Measurement** Measuring Length How Long is That? How Heavy?
I can estimate the area of a shape by counting squares or other methods. **MNU 1-11b**			**Measurement** Area: Squares and Rectangles Area of Shapes Biggest Shape
Number, Money and Measure: Mathematics			
I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers. **MTH 1-12a**			
Number, Money and Measure: Patterns and Relationships			
I can continue and devise more involved repeating patterns or designs, using a variety of media. **MTH 1-13a**	**Patterns and Relationships** Simple Patterns Colour Patterns Complete the Pattern Missing It! Pattern Error		
Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b**	**Patterns and Relationships** Odd or Even Count by Twos	**Patterns and Relationships** Counting by Twos Counting by Fives Counting by Tens Count Forward Patterns Count Backward Patterns Balancing Act Odd or Even	**Patterns and Relationships** Counting by Twos Counting by Fives Counting by Tens Count Forward Patterns Count Backward Patterns Describing Patterns



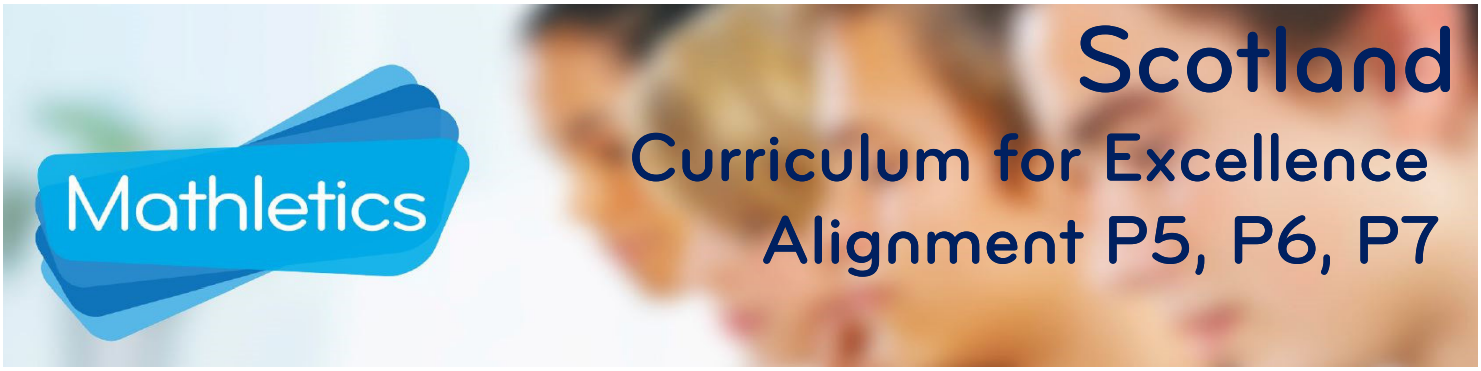
Expectation	P2	P3	P4
Number, Money and Measure: Expressions and Equations			
I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. **MTH 1-15a**	**Numbers to 50** Before, After and Between to 20 Compare Numbers to 20 **Numbers to 100** Which is Bigger? Which is Smaller? Before, After and Between to 100 Compare Numbers to 100	**Whole Numbers** Before, After and Between to 100 Compare Numbers to 100	**Numbers** Compare Numbers to 100
When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. **MTH 1-15b**		**Addition and Subtracition** Missing Numbers	**Addition and Subtracition** Missing Numbers
Shape, Position and Movement: Properties of 2D Shape and 3D Objects			
I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a**	**Shape** Collect Simple Shapes Match the Solid 1 Collect the Objects 1 Count Sides and Corners How many faces?	**Shape** Collect the Shapes 1 Collect the Objects Relate Shapes and Solids Match the Solid 1 How many Edges? How many Corners? How many Faces? Count Sides and Corners Symmetry Faces, Edges and Vertices	**Shape 1** Collect the Polygons Collect the Objects Match the Solid 2 Faces, Edges, and Vertices 1 Faces, Edges and Vertices 2 Right Angle Relation
I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. **MTH 1-16b**			



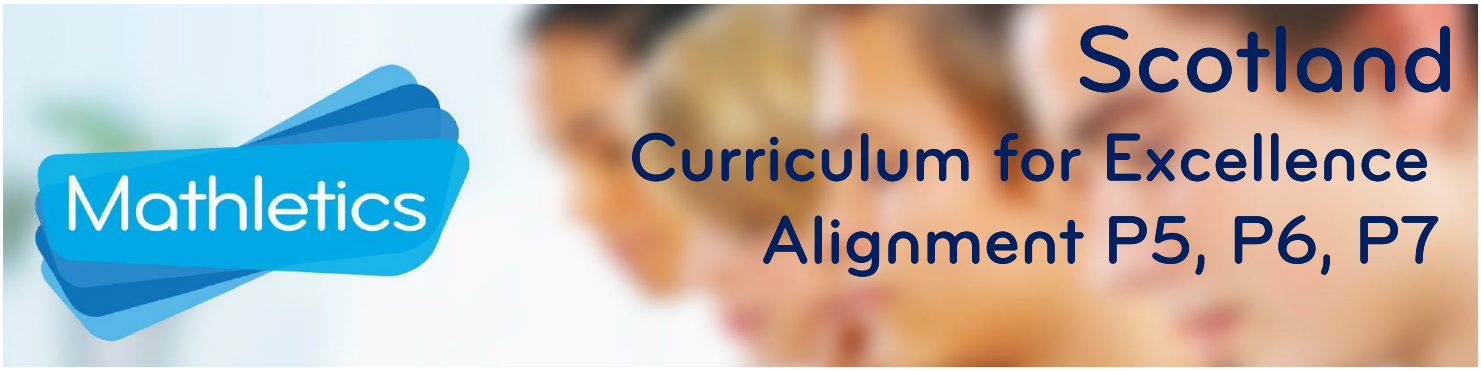
Expectation	P2	P3	P4
Shape, Position and Movement: Angle, Symmetry and Transformation			
I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. **MTH 1-17a**	**Angle, Symmetry and Transformation** Flip, Slide, Turn Where is it? Left or Right? Following Directions	**Angle, Symmetry and Transformation** Left or Right? Following Direction	**Shape 2** Following Direction What Direction was That? More Directions!
I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. **MTH 1-18a**		**Angle, Symmetry and Transformation** Using a Key	**Shape 2** Using a Key
I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. **MTH 1-19a**		**Angle, Symmetry and Transformation** Symmetry	**Shape 2** Symmetry
Information Handling: Data and Analysis			
I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1-20a**	**Information Handling and Chance** More or Less? Sort It Who has the Goods?	**Information Handling and Chance** More or Less? Picture Graphs Column Graphs	**Information Handling and Chance** Add and Subtract Using Graphs Pictographs Bar Chart Bar Graphs 2
I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. **MNU 1-20b**	**Information Handling and Chance** Sort It Making Graphs Tallies	**Information Handling and Chance** Sorting Data Tallies Making Graphs Caroll Diagram	**Information Handling and Chance** Tallies Caroll Diagram
Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a**	**Information Handling and Chance** Making Graphs	**Information Handling and Chance** Making Graphs Caroll Diagram	**Information Handling and Chance** Caroll Diagram
Information Handling:Ideas of Chance and Uncertainty			
I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me. **MNU 1-22a**	**Information Handling and Chance** Will it Happen?	**Information Handling and Chance** Will it Happen? Possible Outcomes What are the Chances?	**Information Handling and Chance** Fair Games What are the Chances? How many Combinations?



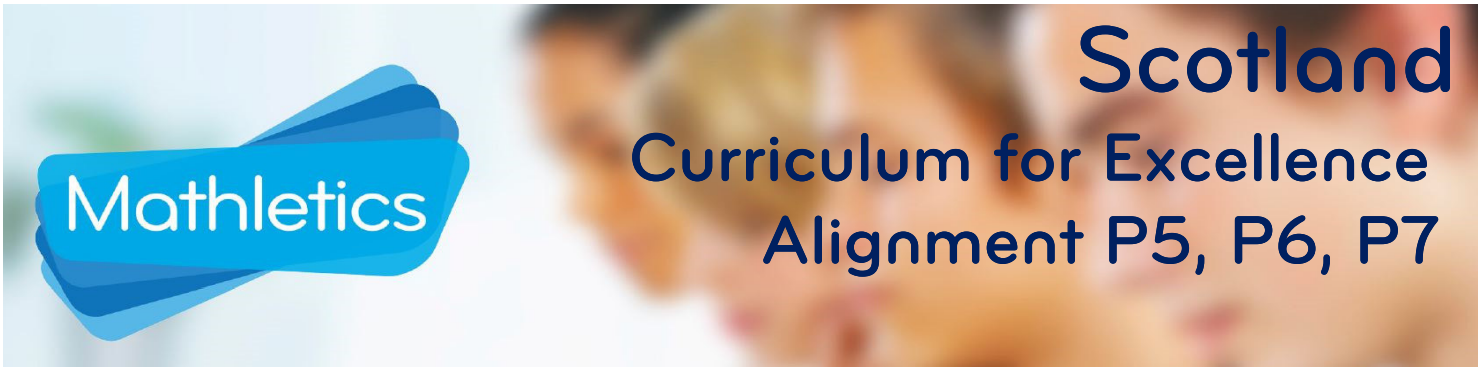
Expectation	P5	P6	P7
Number, Money and Measure: Estimation and Rounding			
I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others. **MNU 2-01a**		**Fractions, Decimals and Percentages** Estimate Decimal Sums 2 Estimate Decimal Differences 1	**Number and Place Value** Nearest 10? Nearest 100? Nearest 1000? **Addition and Subtraction** Estimation: Add and Subtract
Number, Money and Measure: Number and Number Processes			
I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a**	**Whole Numbers** Integers on a Number Line Which Is Greater? Which Is Less? Greater Than or Less Than 1 Put in Order 1 Place Value to Thousands Place Value 3 Partition and Rename 2 Expanding Numbers Nearest 100? Nearest 1000? Rounding Numbers	**Whole Numbers** Place Value to Millions Integers on a Number Line Expanded Notation Partition and rename 3 Prime or Composite? Rounding Numbers Numbers from Words to Digits 1	**Whole Numbers** Comparing Numbers Nearest Whole Number Numbers from Words to Digits 2 Numbers from Words to Digits 3 Partition and rename 3 Place Value to Millions Place Value to Billions Highest Common Factor Lowest Common Multiple Prime or Composite?



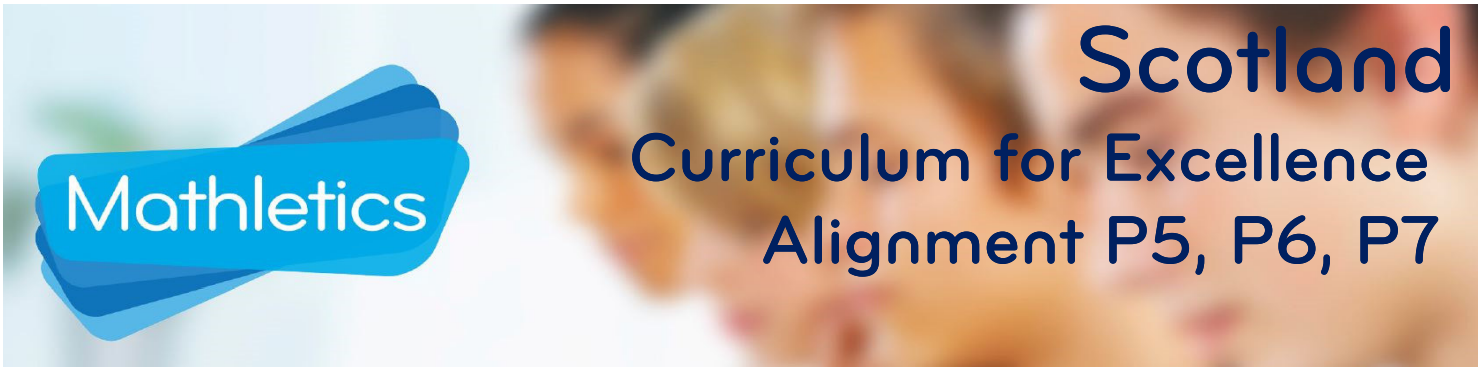
Expectation	P5	P6	P7
Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a**	**Add and Subtract - Mental** Estimate Sums Estimate Differences Split Add and Subtract Bump Add and Subtract Pyramid Puzzles 2 **Add and Subtract - Written** Columns that Add Columns that Subtract Column Addition Column Subtraction Add Two 2-Digit Numbers Add Three 2-Digit Numbers Subtract Numbers 2-Digit Differences Add 3-Digit Numbers 3-Digit Differences **Multiplication and Division Facts** Groups of Six Groups of Seven Groups of Nine Dividing Sixes Dividing Sevens Dividing Nines Times Tables Related Facts 2 Groups of Six Groups of Seven Groups of Nine Dividing Sixes Dividing Sevens Dividing Nines Times Tables Related Facts 2 **Multiplication and Division** Mental Methods Multiplication Multiply 3 single-digit numbers Mental Methods Division Grid Methods 1 Multiply: 2-Digit by 1-Digit Multiply: 1-Digit Number Multiply: 1-Digit Number, Regroup	**Add and Subtract** Estimate Sums Estimate Differences Estimation: Add and Subtract Split Add and Subtract Compensation - Add Compensation - Subtract Jump Add and Subtract Add 3-Digit Numbers: Regroup 3-Digit Differences: 1 Regrouping Adding Colossal Columns Subtracting Colossal Columns Add Multi-Digit Numbers 2 Negative or Positive? **Multiplication and Division Facts** Multiplication Facts Division Facts Fact Families: Multiply and Divide Multiples Factors Compatible Numbers **Multiplication and Division-Mental** Estimate Products Mental Methods Multiplication Mental Methods Division 1 Estimation: Multiply and Divide Multiplying by 10, 100, and 1000 Dividing by 10, 100, 1000 Divisibility Tests (2, 5, 10) Divisibility Tests (3, 4, 9) Double and Halve to Multiply **Multiplication and Division - Written** Short Multiplication Contracted Multiplication Grid Methods 2 Grid Methods 3 Multiply: 2-Digit Number, Regroup Long Multiplication Short Division Remainders by Tables Multiply 2 Digits Area Model	**Add and Subtract** Estimation: Add and Subtract Negative or Positive? Add Integers Integers: Add and Subtract 3-Digit Differences: 2 Regroupings **Multiplication and Division - Mental** Mental Methods Multiplication Mental Methods Division 1 Multiplying by 10, 100, 1000 Dividing by 10, 100, 1000 Estimate Products Estimate Quotients Estimation: Multiply and Divide Factors Multiples **Multiplication and Division - Written** Short Division Integers: Multiply and Divide Long Multiplication Multiply: 2-Digit Number, Regroup Divide: 1-Digit Divisor 1 Divide: 1-Digit Divisor, Remainder Divide: 2-Digit Divisor, Remainder Long Division



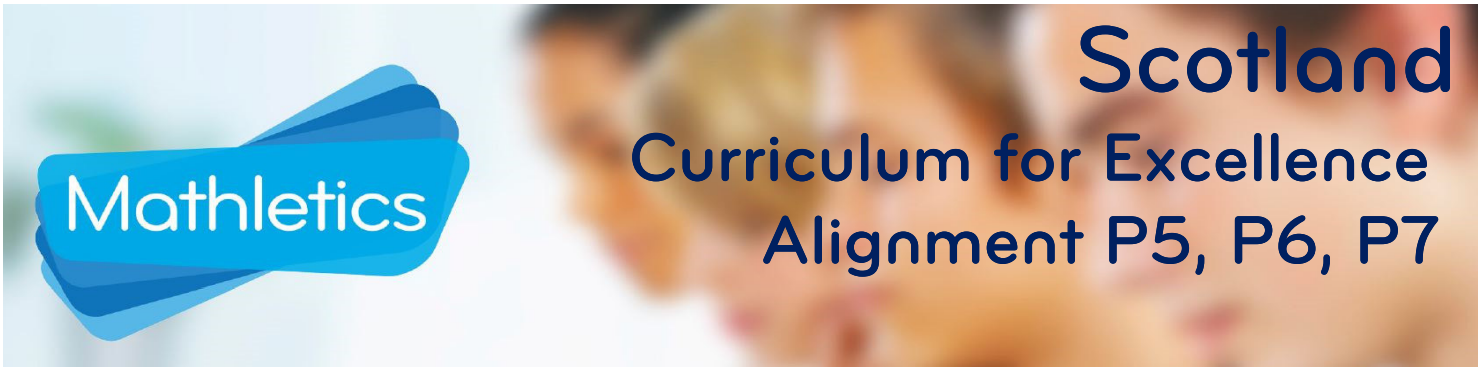
Expectation	P5	P6	P7
I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. **MNU 2-03b**		**Fractions, Decimals and Percentages** Adding Decimals Adding and Subtracting Decimals	
Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems. **MTH 2-03c**	**Multiplication and Division Facts** Related Facts 2		
I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used. **MNU 2-04a**		**Add and Subtract** Negative or Positive?	
Number, Money and Measure: Multiples, Factors and Primes			
Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers. **MTH 2-05a**	**Multiplication and Division - Mental** Related Facts 2	**Multiplication and Division - Mental** Factors Multiples	**Multiplication and Division - Mental** Factors Multiples
Number, Money and Measure: Fractions, Decimal Fractions and Percentages			
I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems **MNU 2-07a**	**Fractions** Add: Common Denominator Subtract: Common Denominator Add subtract fractions 1 Add Like Fractions Subtract Like Fractions	**Fractions Calculations** Subtract Like Mixed Numbers Add Like Mixed Numbers Add Unlike Fractions Add Unlike Mixed Numbers Subtract Unlike Fractions Subtract Unlike Mixed Numbers Mixed Numerals **Fractions, Decimals and Percentages** Adding and Subtracting Decimals Estimate Decimal Sums 2 Estimate Decimal Differences 1	**Fractions** Simplifying Fractions Ordering Fractions Add Unlike Fractions Subtract Unlike Fractions One take Fraction Fraction Word Problems Multiply Decimals and Powers of 10 Multiply Decimals: 10, 100, 1000 Divide Decimals: 10, 100, 1000



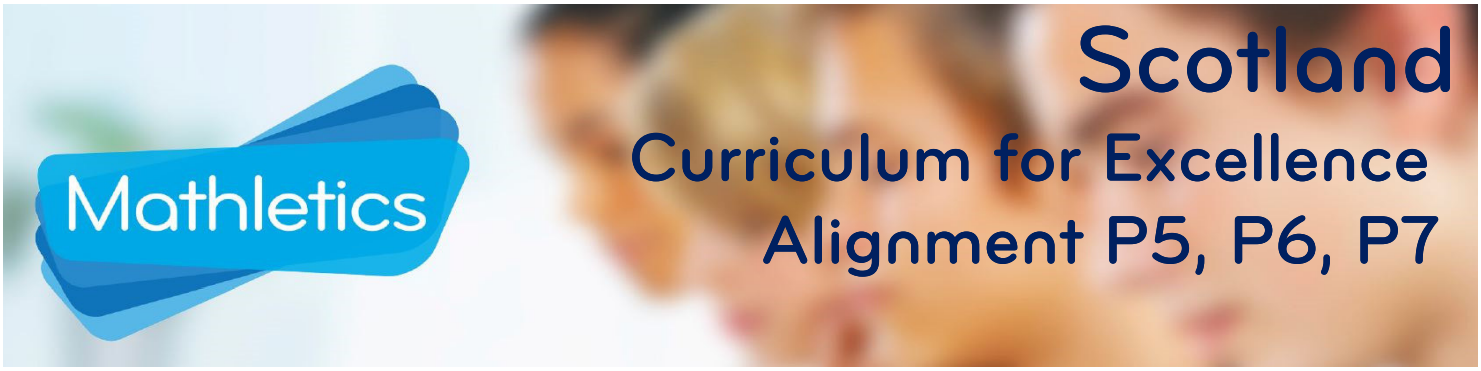
Expectation	P5	P6	P7
I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method. **MNU 2-07b**	**Fractions** Equivalent Fraction Wall 1 Shading Equivalent Fractions 1 Equivalent Fractions on a Numberline Decimal Place Value Comparing Decimals Comparing Decimals 1 Decimal Order	**Fractions** Identifying fractions beyond 1 Converting Mixed and Improper Fractions to Decimals 2 Comparing Fractions 2 Ordering Fractions 1 Equivalent Fractions on a Number Line 2 Counting with Fractions on a Number Line Simplifying Fractions Fraction Wall Labelling 1 **Fractions, Decimals and Percentages** Rounding Decimals 1 Decimals to Fractions 1 Decimals on a Number Line Decimals from Words to Digits 2 Calculating Percentages Decimal to Percentage Percentage of a Quantity Percentage to Fraction	**Fractions, Decimals and Percent** Decimal Place Value Rounding Decimals Fractions to Decimals Decimals to Fractions 2 Percents and Decimals Percentage to Fraction Percent of a Number Modelling Percentages
I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions. **MTH 2-07c**	**Fractions** Identifying Fractions on a Number Line Comparing Fractions 1 Compare fractions 1a Fraction Fruit Sets 2	**Fractions** Identifying fractions beyond 1 Converting Mixed and Improper Fractions to Decimals 2 Comparing Fractions 2 Ordering Fractions 1 Equivalent Fractions on a Number Line 2 Counting with Fractions on a Number Line Simplifying Fractions Fraction Wall Labelling 1	**Fractions, Decimals and Percent** Decimal Order Comparing Decimals
Number, Money and Measure: Money			
I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a**			
I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. **MNU 2-09b**			



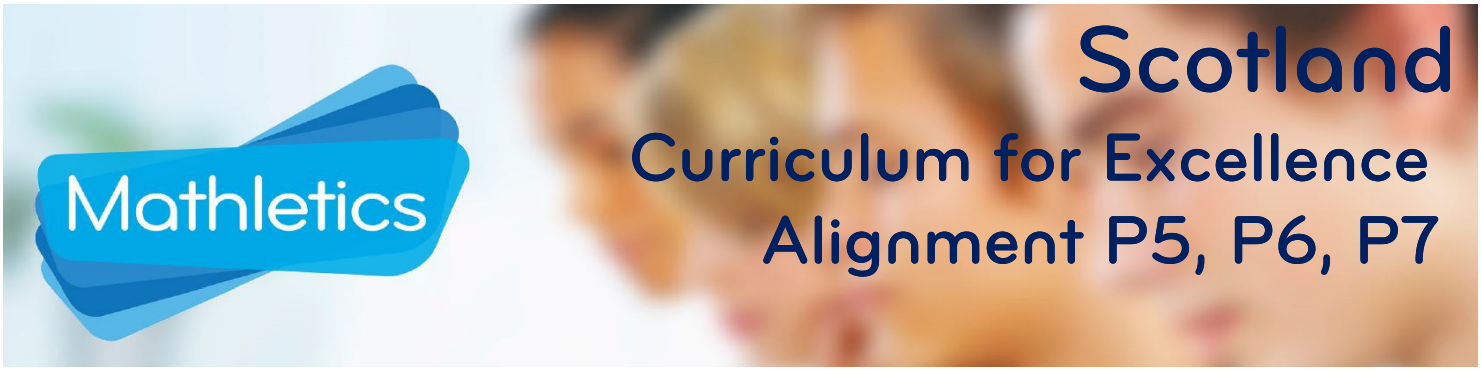
Expectation	P5	P6	P7
Number, Money and Measure: Time			
I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. **MNU 2-10a**	**Time** 24 Hour Time Using Timetables Elapsed Time What Time Will it Be?	**Time** What Time Will it Be? Elapsed Time Using Timetables Time Taken Hours and Minutes	
I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. **MNU 2-10b**	**Time** 24 Hour Time Using Timetables Elapsed Time What Time Will it Be?	**Time** What Time Will it Be? Elapsed Time Using Timetables Time Taken	
Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. **MNU 2-10c**			
Number, Money and Measure: Measurement			
I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. **MNU 2-11a**	**Measurement** Biggest Shape	**Measurement** How many Blocks?	
I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. **MNU 2-11b**	**Units of Measure** Measuring Length Operations with Length Converting cm and mm Centimetres and Metres Kilometre Conversions Metres and Kilometres Grams and Milligrams Grams and Kilograms Kilogram Conversions Litre Conversions Millilitres and Litres	**Measurement** Converting Units of Length Operations with Length Converting Units of Area Converting Units of Mass Converting Volume Mass Addition Capacity Addition	**Measurement** Grams and Kilograms Grams and Milligrams Metres and Kilometres Converting Units of Mass Centimetres and Metres Operations with Length Mass Addition Capacity Addition Millilitres and Litres Converting Volume



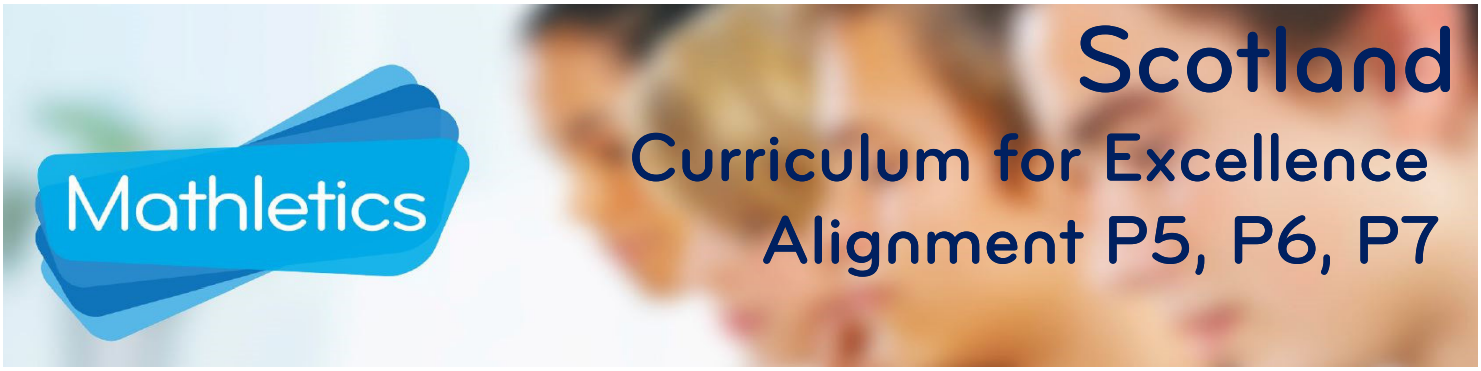
Expectation	P5	P6	P7
I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. **MNU 2-11c**	**Measurement** Equal Areas Area of Shapes Perimeter of Shapes Perimeter: Squares and Rectangles 1	**Measurement** Perimeter of Shapes Perimeter Detectives 1 Area: Squares and Rectangles	**Measurement** Perimeter, Area, Dimension Change Area: Squares and Rectangles 2 Area: Quadrilaterals Area: Right Angled Triangles Perimeter Detectives 2
Number, Money and Measure: Mathematics			
I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions. **MTH 2-12a**			
Number, Money and Measure: Patterns and Relationships			
Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern. **MTH 2-13a**	**Patterns and Relationships** Skip Counting Missing Values Mutliplying by 10, 100, 1000 Dividing by 10, 100, 1000 Pyramid Puzzles 1 Pick the Next Number Describing Patterns I am Thinking of a Number	**Patterns and Relationships** Describing Patterns Increasing Patterns Decreasing Patterns Pyramid Puzzles 2 I am Thinking of a Number	**Patterns and Relationships** Increasing Patterns Decreasing Patterns Pattern Rules and Tables Find the Pattern Rule How many Combinations? Number Sequences up to 1 million
I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter. **MTH 2-15a**		**Patterns and Relationships** Find the Missing Number: 2 Missing Values	**Patterns and Relationships** Missing Numbers: Variables Word problems with letters



Expectation	P5	P6	P7
Shape, Position and Movement: Properties of 2D shapes and 3D objects			
Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. **MTH 2-16a**	**Shape 1** Collect More Shapes	**Shape 1** What Prism am I? What Pyramid am I? Prisms and Pyramids	**Shape 1** Properties of Solids What Prism am I? What Pyramid am I? Prisms and Pyramids
Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. **MTH 2-16b**		**Shape 1** Nets	**Shape 1** Nets
I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. **MTH 2-16c**			
Shape, Position and Movement: Angle, Symmetry and Transformation			
I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. **MTH 2-17a**	**Shape 2** Triangle Tasters Equal Angles What Type of Angle? Classifying Angles	**Shape 2** Comparing Angles Measuring Angles Triangles: Acute, Right, Obtuse	**Shape 2** Comparing Angles Measuring Angles Triangles: Acute, Right, Obtuse
I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. **MTH 2-17b**			**Shape 2** Measuring Angles



Expectation	P5	P6	P7
Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. **MTH 2-17c**			
Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. **MTH 2-17d**	**Shape 2** Scale	**Shape 2** Scale Measurement	
I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. **MTH 2-18a / MTH 3-18a**	**Shape 2** Coordinate Meeting Place Map Coordinates	**Shape 2** Coordinate Graphs: 1st Quadrant	**Shape 2** Graphing from a Table of Values Ordered Pairs
I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. **MTH 2-19a / MTH 3-19a**	**Shape 2** Symmetry Symmetry or not?	**Shape 2** Rotational Symmetry Symmetry or not? Transformations	**Shape 2** Rotational Symmetry Rotations: Coordinate Plane Transformations Transformations: Coordinate Plane



Expectation	P5	P6	P7
Information Handling: Data Analysis			
Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. **MNU 2-20a**	**Information Handling and Chance** Interpreting Tables Reading from a Column Graph Compound Bar Chart Compound Bar Chart Bar Graphs 2	**Information Handling and Chance** Using Timetables Bar Graphs 1 Line Graphs: Interpretation 2 Travel Graphs	**Information Handling and Chance** Pie Charts Line Graphs: Interpretation 2 Compound Bar Chart
I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. **MNU 2-20b**			
I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. **MTH 2-21a / MTH 3-21a**			
Information Handling: Ideas of Chance and Uncertainty			
I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability. **MNU 2-22a**	**Information Handling and Chance** Fair Games What are the Chances? Probability Scale	**Information Handling and Chance** Fair Games Probability Scale Find the Probability	**Information Handling and Chance** Finding the Average Mean