| **Area of Maths** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Number and place value** | Read and write numbers to 10,000,000 | 6–7 | **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** |
| **Number and place value** | Ordering whole numbers | 8 | **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** |
| **Number and place value** | Rounding whole numbers | 9 | **Number, money and measure: Number and number processes**  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** |
| **Number and place value** | Positive and negative | 10 | **Number, money and measure: Number and number processes**  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** |
| **Number and place value** | Using negative numbers | 11 | **Number, money and measure: Number and number processes**  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** |
| **Number and place value** | Number problems with big problems | 13 | **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** |
| **Number and place value** | Stadium rounding | 14 | **Number, money and measure: Number and number processes**  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** |
| **Number and place value** | Decimal rounding | 15 | **Number, money and measure: Number and number processes**  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** |
| **Number and place value** | Negative number problems | 16 | **Number, money and measure: Number and number processes**  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** |
| **Number and place value** | Bank account problems | 17 | **Nu Number, money and measure: Number and number processes**  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** |
| **Calculation** | Fact finder | 18 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b** |
| **Calculation** | Factors and prime factors | 19 | **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**  I can apply my understanding of factors to investigate and identify when a number is prime. **MTH 3-05b** |
| **Calculation** | Prime factors | 20 | **Number, money and measure: Multiples, factors and primes**  I can apply my understanding of factors to investigate and identify when a number is prime. **MTH 3-05b** |
| **Calculation** | Prime investigation | 21 | **Number, money and measure: Multiples, factors and primes**  I can apply my understanding of factors to investigate and identify when a number is prime. **MTH 3-05b** |
| **Calculation** | Is it correct? | 22 | **Number, money and measure: Number and number processes**  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**  **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** |
| **Calculation** | Divisibility facts | 23 | **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** |
| **Calculation** | Long multiplication | 24–25 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Long multiplication problem | 26 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Show time | 27 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | School trip division | 28–29 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Round up and down | 30 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Divide the bill | 31 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Long division | 32–33 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Long division target practice | 34 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Soup factory division | 35 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Adding order | 36 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Bridging and adjusting | 37 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Partition to add and multiply | 38 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Using related multiplication and division facts | 39 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b** |
| **Calculation** | Order of operations | 40 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Operations with brackets | 41 | **Number, money and measure: Number and number processes**  I have investigated how introducing brackets to an expression can change the emphasis and can demonstrate my understanding by using the correct order of operations when carrying out calculations. **MTH 4-03b** |
| **Calculation** | Mental calculations using mixed operations (1) | 42 | **Number, money and measure: Number and number processes**  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**  **Number, money and measure: Number and number processes**  I have investigated how introducing brackets to an expression can change the emphasis and can demonstrate my understanding by using the correct order of operations when carrying out calculations. **MTH 4-03b** |
| **Calculation** | Mental calculations using mixed operations (2) | 43 | **Number, money and measure: Number and number processes**  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**  **Number, money and measure: Number and number processes**  I have investigated how introducing brackets to an expression can change the emphasis and can demonstrate my understanding by using the correct order of operations when carrying out calculations. **MTH 4-03b** |
| **Calculation** | Mental calculations using mixed operations (3) | 44 | **Number, money and measure: Number and number processes**  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**  **Number, money and measure: Number and number processes**  I have investigated how introducing brackets to an expression can change the emphasis and can demonstrate my understanding by using the correct order of operations when carrying out calculations. **MTH 4-03b** |
| **Calculation** | Mental calculations using mixed operations (4) | 45 | **Number, money and measure: Number and number processes**  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**  **Number, money and measure: Number and number processes**  I have investigated how introducing brackets to an expression can change the emphasis and can demonstrate my understanding by using the correct order of operations when carrying out calculations. **MTH 4-03b** |
| **Calculation** | Postal addition | 46 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Missing information problems | 47 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Estimating costs | 48 | **Number, money and measure: Number and number processes**  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**  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** |
| **Calculation** | Addition and subtraction problems | 49 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Wedding madness! | 50 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Home decorating! | 52 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Measure up | 53 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | You choose the problem | 54 | **Number, money and measure: Number and number processes**  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**  **Number, money and measure: Number and number processes**  I have investigated how introducing brackets to an expression can change the emphasis and can demonstrate my understanding by using the correct order of operations when carrying out calculations. **MTH 4-03b** |
| **Calculation** | Estimate before solving | 55 | **Number, money and measure: Number and number processes**  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**  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** |
| **Calculation** | What’s wrong? | 56 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Ink blots | 57 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Day trip | 58 | **Number, money and measure: Number and number processes**  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** |
| **Calculation** | Ferry crossing | 59 | **Number, money and measure: Number and number processes**  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** |
| **Fractions, decimals and percentages** | Common factors and simplifying fractions | 60–61 | **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**  **Number, money and measure: Fractions, decimal fractions and 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, decimals and percentages** | Comparing fractions | 62 | **Number, money and measure: Fractions, decimal fractions and 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**  **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** |
| **Fractions, decimals and percentages** | Equal match | 63 | **Number, money and measure: Fractions, decimal fractions and percentages**  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, decimals and percentages** | Add and subtract fractions | 64 | **Number, money and measure: Fractions, decimal fractions and percentages**  By applying my knowledge of equivalent fractions and common multiples, I can add and subtract commonly used fractions. **MTH 3-07b** |
| **Fractions, decimals and percentages** | Adding and subtracting mixed numbers | 65 | **Number, money and measure: Fractions, decimal fractions and percentages**  By applying my knowledge of equivalent fractions and common multiples, I can add and subtract commonly used fractions. **MTH 3-07b**  Having used practical, pictorial and written methods to develop my understanding, I can convert between whole or mixed numbers and fractions. **MTH 3-07c** |
| **Fractions, decimals and percentages** | Multiply pairs of fractions | 66–67 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can solve problems involving fractions and mixed numbers in context, using addition, subtraction or multiplication. **MTH 4-07b** |
| **Fractions, decimals and percentages** | Dividing proper fractions by a whole number | 68 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can solve problems involving fractions and mixed numbers in context, using addition, subtraction or multiplication. **MTH 4-07b** |
| **Fractions, decimals and percentages** | Compare and order fractions | 69 | **Number, money and measure: Fractions, decimal fractions and 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**  Having used practical, pictorial and written methods to develop my understanding, I can convert between whole or mixed numbers and fractions. **MTH 3-07c** |
| **Fractions, decimals and percentages** | Fraction action | 70 | **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, decimals and percentages** | Fractions of curtains | 71 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations. **MNU 3-07a** |
| **Fractions, decimals and percentages** | Equivalence bingo | 72 | **Number, money and measure: Fractions, decimal fractions and 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, decimals and percentages** | Fraction match | 73 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations. **MNU 3-07a** |
| **Fractions, decimals and percentages** | Percentage maker | 74 | **Number, money and measure: Number and number processes**  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, decimals and percentages** | Credit crunch | 75 | **Number, money and measure: Number and number processes**  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, decimals and percentages** | Place value in decimals | 76 | **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** |
| **Fractions, decimals and percentages** | Ordering decimals | 77 | **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** |
| **Ratio and proportion** | Baking time | 78 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. **MNU 3-08a** |
| **Ratio and proportion** | School travel plan | 79 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. **MNU 3-08a** |
| **Ratio and proportion** | All in a day | 80 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. **MNU 3-08a** |
| **Ratio and proportion** | Scale up | 81 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. **MNU 3-08a** |
| **Ratio and proportion** | Playground scale drawing | 82 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. **MNU 3-08a** |
| **Ratio and proportion** | Dinner arrangements | 83 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. **MNU 3-08a** |
| **Algebra** | What’s it worth? | 84 | **Number, money and measure: Expressions and equations**  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** |
| **Algebra** | Express it! | 85 | **Number, money and measure: Expressions and equations**  Having discussed ways to express problems or statements using mathematical language, I can construct, and use appropriate methods to solve, a range of simple equations. **MTH 3-15a** |
| **Algebra** | Algy and Brian | 86 | **Number, money and measure: Expressions and equations**  Having discussed ways to express problems or statements using mathematical language, I can construct, and use appropriate methods to solve, a range of simple equations. **MTH 3-15a** |
| **Algebra** | Letter time | 87 | **Number, money and measure: Expressions and equations**  Having discussed ways to express problems or statements using mathematical language, I can construct, and use appropriate methods to solve, a range of simple equations. **MTH 3-15a** |
| **Algebra** | Equations with two unknowns | 88 | **Number, money and measure: Expressions and equations**  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** |
| **Algebra** | Finding other unknowns | 89 | **Shape, position and movement: Angle, symmetry and transformation**  I can name angles and find their sizes using my knowledge of the properties of a range of 2D shapes and the angle properties associated with intersecting and parallel lines. **MTH 3-17a**  I can plot and describe the position of a point on a 4-quadrant coordinate grid. **MTH 4-18a** |
| **Algebra** | What’s next? | 90 | **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** |
| **Algebra** | Jumping frog number patterns | 91 | **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** |
| **Algebra** | In sequence | 92 | **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** |
| **Algebra** | Algebra problems | 93 | **Number, money and measure: Expressions and equations**  Having discussed ways to express problems or statements using mathematical language, I can construct, and use appropriate methods to solve, a range of simple equations. **MTH 3-15a** |
| **Measurement** | Estimating length | 94 | **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** | Ordering lengths | 95 | **Number, money and measure: Measurement**  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** |
| **Measurement** | Estimating mass | 96 | **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** | Liquid measures | 97 | **Number, money and measure: Measurement**  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** |
| **Measurement** | Converting units of measure | 98 | **Number, money and measure: Measurement**  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** |
| **Measurement** | Converting and ordering units | 99 | **Number, money and measure: Measurement**  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** |
| **Measurement** | Happy hundred! | 100 | **Number, money and measure: Measurement**  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** |
| **Measurement** | How long? | 101 | **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** |
| **Measurement** | Moon traveller | 102 | **Number, money and measure: Measurement**  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** |
| **Measurement** | Same area, different perimeter | 104 | **Number, money and measure: Measurement**  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** | All square | 105 | **Number, money and measure: Measurement**  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** | Area of rooms | 106 | **Number, money and measure: Measurement**  Having investigated different routes to a solution, I can find the area of compound 2D shapes and the volume of compound 3D objects, applying my knowledge to solve practical problems. **MTH 3-11b** |
| **Measurement** | Area of parallelograms and triangles | 107 | **Number, money and measure: Measurement**  Having investigated different routes to a solution, I can find the area of compound 2D shapes and the volume of compound 3D objects, applying my knowledge to solve practical problems. **MTH 3-11b** |
| **Measurement** | Volume of cubes and cuboids | 108–109 | **Number, money and measure: Measurement**  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** |
| **Geometry – properties of shapes** | Circles | 110–111 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  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** |
| **Geometry – properties of shapes** | Measuring and drawing angles | 112 | **Shape, position and movement: Angle, symmetry and transformation**  I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. **MTH 2-17b** |
| **Geometry – properties of shapes** | Angle facts | 113 | **Shape, position and movement: Angle, symmetry and transformation**  I can name angles and find their sizes using my knowledge of the properties of a range of 2D shapes and the angle properties associated with intersecting and parallel lines. **MTH 3-17a** |
| **Geometry – properties of shapes** | Drawing shapes | 113 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  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** |
| **Geometry – properties of shapes** | Identifying 2D shapes | 114 | **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** |
| **Geometry – properties of shapes** | 2D shape problems | 115 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  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** |
| **Geometry – properties of shapes** | In the net | 116 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. **MTH 2-16b** |
| **Geometry – properties of shapes** | 3D shape sorting | 117 | **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** |
| **Geometry – position and direction** | Picture coordinates | 118 | **Shape, position and movement: Angle, symmetry and transformation**  I can plot and describe the position of a point on a 4-quadrant coordinate grid. **MTH 4-18a** |
| **Geometry – position and direction** | Translate and reflect | 119 | **Shape, position and movement: Angle, symmetry and transformation**  I can plot and describe the position of a point on a 4-quadrant coordinate grid. **MTH 4-18a**  I can apply my understanding of the 4-quadrant coordinate system to move, and describe the transformation of, a point or shape on a grid. **MTH 4-18b** |
| **Statistics** | Winning teams’ pie chart | 120 | **Information handling: Data and 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** |
| **Statistics** | My day | 121 | **Information handling: Data and analysis**  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** |
| **Statistics** | Interpret a line graph | 122 | **Information handling: Data and 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** |
| **Statistics** | Construct a line graph | 123 | **Information handling: Data and analysis**  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** |
| **Statistics** | Mean rainfall | 124 | **Information handling: Data and analysis**  In order to compare numerical information in real- life contexts, I can find the mean, median, mode and range of sets of numbers, decide which type of average is most appropriate to use and discuss how using an alternative type of average could be misleading. **MTH 4-20b** |
| **Statistics** | Mean temperatures | 125 | **Information handling: Data and analysis**  In order to compare numerical information in real- life contexts, I can find the mean, median, mode and range of sets of numbers, decide which type of average is most appropriate to use and discuss how using an alternative type of average could be misleading. **MTH 4-20b** |