

Topic	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Number and place value</u>	<p><i>Estimate</i> <i>Compare</i></p> <p>There are ___ tens and ___ ones. There are ___ altogether</p> <p>The number ___ is written as ___</p> <p>___ is greater than/ less than/ equal to ___</p>	<p><i>Numbers to one thousand</i> <i>Roman numerals I – X111</i></p> <p>One part is ____. The other part is ____. The whole is ____</p> <p>The digit ___ has a value of ___ ones/ tens/hundreds</p> <p>The whole is ___ and the parts are ___</p> <p>There are ten hundreds in one thousand</p> <p>I can partition ___ into ___ hundreds ___ tens and ___ ones</p> <p>___ is between ___ and ___</p> <p>The previous multiple of one hundred is ___</p> <p>The next multiple of one hundred is ___</p>	<p><i>Tenth</i> <i>Hundredths</i> <i>Decimal place</i> <i>Decimal point</i> <i>Round to</i> <i>Thousand more</i> <i>Thousand less</i> <i>Negative numbers</i> <i>Count through zero</i> <i>Roman numerals I – C</i></p> <p>One part is ____. The other part is ____. The whole is ____</p> <p>The digit ___ has a value of ___ thousands/ hundreds</p> <p>The whole is ___ and the parts are ___</p> <p>There are ten hundreds in one thousand</p> <p>I can partition ___ into ___ thousands ___ hundreds ___ tens and ___ ones</p> <p>___ is between ___ and ___</p> <p>The previous multiple of one thousand is ___</p>	<p><i>Powers of 10</i> <i>Integer</i></p> <p>I can estimate the answer to be ___ because ___</p> <p>0.00__ is __ thousandths</p> <p>The next whole number is ___</p>	<p><i>Numbers to ten million</i></p> <p>I know that ___ is larger/ smaller/ equal because ___</p> <p>___ tenths have the same value as ___ hundredths</p> <p><u>Ratio</u> If the scale factor is greater than one, the shape is made larger/ enlarged</p> <p>If the scale factor is equal to one, the shape will stay the same size</p> <p>If the scale factor is less than one, the shape is made smaller/ reduced</p>

			<p>The next multiple of one thousand is ____</p> <p>The whole is divided into one hundred equal parts; ____ parts is ____ hundredths</p> <p>____ is greater than/less than/ equal to ____</p> <p>Negative numbers are numbers less than zero</p>		
<u>Number facts</u>	<p>The number is increasing/ decreasing because ____</p> <p>If I know ____, I know ____</p> <p>I can use the number bond ____</p> <p>Ten more/less than ____ is ____</p> <p>I know ____ plus ____ is equal to ____ so I know that ____ plus ____ is equal to ____</p>	<p>____ times ____ is equal to ____</p> <p>To compare three-digit numbers, we need to compare the hundreds digits</p> <p>If I know ____ then I know ____</p> <p>One hundred more/less than ____ is ____</p> <p>We can exchange one ten/ hundred for ten ones/ tens</p> <p>If the ____ digits are the same, we need to compare the ____ digit</p> <p>A number can be rounded up, to the larger number, or down, to the smaller number to get it to the closest 10/100</p>	<p>One tenth can be written as 0.1, so ____ tenths can be written as ____</p> <p>If I know ____ then I know ____</p> <p>____ is the previous whole number. ____ is the next whole number</p> <p>One thousand more/less than ____ is ____</p> <p>We can exchange one thousand for ten hundreds</p> <p>If the ____ digit is four or less, we round down. If the ____ digit is five or more, we round up</p> <p>____ point ____ is ____ and ____ tenths</p>	<p>____ is 10/ 100/ 1000 times smaller</p> <p>____ rounded to the nearest whole number is ____</p> <p>When a number is divided by 100, the digits move two columns to the right</p>	<p>There are ____ tenths, hundredths/ thousandths in this number</p> <p>The value of the digit ____ each time it moves to the left/right</p> <p>To find 50% of a number, halve it</p> <p>To find 10% of a number, divide it by 10</p> <p>____ is ____ when rounded to the nearest million</p> <p>I can convert tenths to hundredths by multiplying the denominator by ____</p>
<u>Addition and subtraction</u>	<p><i>Sum</i></p> <p><i>Commutative</i></p> <p><i>Compare</i></p>	<p><i>Column addition</i></p> <p><i>Column subtraction</i></p> <p><i>Exchange</i></p>	<p>____ tenths/ hundredths plus/ minus ____ tenths</p>	<i>Efficient written method</i>	<i>Order of operations</i>

	<p>The parts are known/unknown</p> <p>The whole is known/unknown</p> <p>I will regroup one ten for ten ones</p> <p>When we subtract, we start with the whole.</p>	<p><i>Estimate</i></p> <p>The calculation tells me I need to add/ subtract the numbers</p> <p>If the column total is equal to ten or more, we must exchange</p> <p>Whole minus/ subtract a part is equal to the difference</p> <p>I will exchange one hundred for ten tens</p> <p>___ plus ___ is equal to ___</p> <p>___ subtract ___ is equal to ___</p> <p>___ ones/ tens/ hundreds add/ subtract ___ is equal to ___ ones/ tens/ hundreds</p>	<p>hundredth is equal to ___ tenths/ hundredths</p>	<p>The most efficient way to add/ subtract these numbers is by ___ because ___</p>	<p>When there are no brackets, division is completed before addition and subtraction</p>
<p><u>Multiplication and Division</u></p>	<p><i>Repeated addition</i> <i>Commutative</i></p> <p>When we multiply, the parts are known and the whole unknown</p> <p>When we divide, the whole is known and the number of parts or the value of the parts is unknown.</p>	<p><i>Product</i> <i>Multiples of:</i> -4 -8 -50 -100 <i>Scale up</i></p> <p>To find ten times as many, multiply by ten</p> <p>___ is a multiple of ___ because ___</p>	<p><i>Multiplication facts to 12x12</i> <i>Division facts</i> <i>Factor</i> <i>Inverse</i> <i>Derive</i> <i>Remainders</i></p> <p>When zero is a factor, the product is zero</p> <p>For every one group of twelve, there are two groups of six</p>	<p><i>Factor pairs</i> <i>Composite numbers</i> <i>Prime number</i> <i>Prime factor</i> <i>Square number</i> <i>Cubed number</i> <i>Formal written method</i></p> <p>___ is a factor/ multiple because ___ x ___ = ___</p> <p>___ is a factor/ multiple because ___ ÷ ___ = ___</p>	<p><i>Common factors</i> <i>Common multiples</i> <i>Long division</i> <i>Quotient</i></p> <p>The mean is the total of the numbers divided by how many numbers there are</p> <p>If ___% of my number is ___, then I need to multiply it by ___ to find the full amount</p>

		<p>___ multiplied by ___ is equal to ___</p> <p>___ divided by ___ is equal to ___</p> <p>Products in the ___ times table are also in the ___ times table</p> <p>When we multiply, the parts are known but the whole is unknown</p> <p>When we divide, the whole is known and the number of parts or the value of the parts is also known</p> <p>___ x ___ is the same as ___ groups of ___</p>	<p>All multiples of ten have a ones digit of zero</p> <p>All multiples of one hundred have tens and ones digits of zero</p> <p>___ is divided into groups of ___. There are ___ groups and a remainder of ___</p> <p>Products in the ___ times tables are also in the ___ times table</p> <p>The remainder is always less than the divisor</p>	<p>Numbers that have more than two factors are composite numbers</p> <p>Numbers that have only two factors are called prime numbers</p> <p>___ is prime because it only has two factors: 1 and itself</p> <p>___ squared is ___. The square root of ___ is ___</p>	<p>If one factor is made ten times the size, the product will be ten times the size</p> <p>When multiplied by ___ the digits move ___ columns to the left</p>
<p>Measurement</p>	<p><i>Standard unit</i> <i>Record</i> <i>Order</i></p> <p>The time is ___ past/to ___</p> <p>There are 24 hours in a day</p> <p>There are 100 cm in 1 m.</p>	<p><i>Leap year</i> <i>Twelve hour/ twenty-four-hour clock</i> <i>Perimeter</i></p> <p>The perimeter is the distance around the outside of a shape</p> <p>___ pence is equal to ___ pounds and ___ pence</p>	<p><i>Convert</i> <i>Area</i> <i>Rectilinear</i></p> <p>One centimetre is equal to one hundredth of a metre, so we can write one centimetre as 0.01m</p> <p>Ten cm is one tenth of a metre so we can write ten cm as 0.1m</p> <p>Ten groups of ten pence are equal to one pound, ten pence is equal to one tenth of a pound</p> <p>One hundred pennies are equal to one pound.</p>	<p><i>Volume</i> <i>Imperial units</i> <i>Metric units</i> <i>Scaling</i> <i>Cubic centimetres</i></p> <p>I know ___ ml is equivalent to ___ l because there are 1000ml in 1l</p> <p>___ m is ___ km because there are 1000m in 1 km</p> <p>The ___ has a larger volume than the ___ because it occupies more space</p> <p>The volume of a cuboid can be found by multiplying the length by the width by the height</p>	<p><i>Conversion</i> <i>Formulae</i></p> <p>To find the area of a rectangle, multiply the length by width</p> <p>To find the area of a parallelogram, multiply the base by the perpendicular height</p> <p>To find the area of a triangle, multiply the base by the perpendicular height and then divide by two</p>

			One penny is one hundredth of a pound		
<u>Geometry (position and direction)</u>			<i>Co-ordinate</i> <i>Translate</i> <i>Quadrant</i> <i>X-axis</i> <i>Y-axis</i> <i>Perimeter</i> <i>Area</i> The perimeter of a square is four times the length of one of the sides The distance around the edge of the ___ is the perimeter	<i>Dimensions</i> When we move a shape sideways/ up or down, we call it translation The x/y co-ordinate has changed to ___ because it has moved ___	<i>Four quadrants</i>
<u>Geometry (properties of shape)</u>	A ___ has ___ sides and ___ vertices This shape is a ___ because ___	<i>Horizontal</i> <i>Perpendicular</i> <i>Parallel lines</i> <i>Greater than/ less than</i> <i>90 degrees</i> <i>Orientation</i> There are 360 degrees in a full circle- a complete turn We measure angles in degrees A right angle is 90 degrees- a quarter turn The quadrilaterals are shapes that have four sides A ___ is a shape with ___ (equal) sides and ___ (equal) angles	<i>Quadrilaterals</i> <i>Triangles</i> <i>Right angle</i> <i>Acute angle</i> <i>Obtuse angle</i> <i>Symmetry</i> <i>Symmetrical</i> A shape has symmetry if a central dividing line can be drawn to show that both sides of the shape are exactly the same	<i>Regular and irregular polygons</i> <i>Reflex angle</i> Perpendicular lines intersect at a right angle This polygon is a ___ because it has ___ vertices and ___ straight sides It is/not a polygon/ regular shape because___ I know that the angles in triangle always add up to 180 degrees, therefore the missing angle is___	<i>Vertically opposite (angles)</i> <i>Circumference</i> <i>Radius</i> <i>Diameter</i> A ___ is a parallelogram because___ A parallelogram is a quadrilateral with opposite sides that are parallel and equal in length

		<p>An equilateral triangle has equal sides</p> <p>If two lines never meet, they are parallel</p> <p>A ___ has ___ faces, ___ edges and ___ vertices</p>			
<u>Fractions</u>	<p><i>Three quarters</i> <i>Third</i> <i>Equivalent</i> <i>Unit fraction</i> <i>Non-unit fraction</i></p> <p>Half/quarter/third of ___ is equal to ___</p> <p>There are ___ parts in total. ___ parts are shaded</p> <p>One half is greater than one quarter</p>	<p><i>Numerator</i> <i>Denominator</i> <i>Compare</i> <i>Order</i> <i>Tenths</i></p> <p>The whole has been divided into ___ equal parts</p> <p>The denominator is ___ because the whole is divided into ___ equal parts.</p> <p>When the numerator and the denominator are the same, the fraction is equivalent to one whole</p>	<p><i>Equivalent fractions and decimals</i> <i>Convert</i> <i>Improper fractions</i> <i>Decimal point</i></p> <p>The denominator is ____. This means that the whole has been divided into ___ equal parts</p> <p>The parts are ___ and ____. The whole is ___</p>	<p><i>Proper fractions</i> <i>Mixed numbers</i> <i>Percentage</i> <i>Half</i> <i>Quarter</i> <i>Fifth</i> <i>Ratio</i> <i>Proportion</i></p> <p>There are ___ halves in four/ six/ eight</p> <p>___ is a whole number and a fraction, which is ___ as an improper fraction</p> <p>When adding fractions with the same denominators, just add the numerators</p>	<p><i>Degree of accuracy</i> <i>Simplify</i></p>
<u>Statistics</u>	<p><i>Pictograms</i> <i>Tally chart</i> <i>Sorting</i> <i>Totalling</i> <i>Comparing</i></p>	<p><i>Chart</i> <i>Bar chart</i> <i>Frequency table</i> <i>Carroll diagram</i> <i>Venn diagram</i> <i>Axis</i></p>	<p><i>Continuous data</i> <i>Line graph</i> <i>Interpret</i> <i>Discrete data</i></p>	<p><i>Timetables</i></p>	<p><i>Mean</i> <i>Pie chart</i> <i>Construct</i></p>
<u>Reasoning/ Problem Solving</u>	<p>The calculation which represents this is... I have spotted that... I know this because...</p>	<p>I know that because... I solved the problem by... The calculation which represents this is... This is the same because... This is difference because...</p>	<p>I can check my answers using the inverse... The calculation which represents this is...</p>	<p>I know ___ so I could work out... This method is efficient because... I estimate the answer to be ___ because I know...</p>	<p>I know that I need to use ___ for this problem because ___ I know that this question will have a ___ answer because ___</p>

Algebra					<i>Function</i> <i>Input</i> <i>Output</i> <i>Expression</i> <i>Substitution</i> <i>Formulae</i> <i>Equation</i>
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