William Gilpin School
Upper Key Stage 2 – Long Term Planning

Year 5	Year 6
NUMBER **Number & Place Value** ▪ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Autumn:to write, order and compare numbers up to 10,000. Spring: to write, order and compare numbers up to 100,000. Summer: to write, order and compare numbers up to 1,000,000. ▪ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Autumn: counting in multiples of 10 /100. Spring: counting up and down in multiples of 10 from ANY number. Summer: recap and consolidate in Maths Mash-up. ▪ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero Autumn: recap counting to negative numbers to -50. Spring: negative numbers in context to -100. Summer: count back and forwards in multiples that cross zero (e.g. Count back in 5's starting on 13). ▪ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Autumn: any number up to 1 000 000 to the nearest 10, 100, 1000. Spring: any number up to 1 000 000 to the nearest 10 000 and 100 000. Summer: recap & consolidate. ▪ read Roman numerals to 1000 (M) and recognise years written in Roman numerals Autumn: recap numbers to 100 in Maths Mash-up. Spring: recap numbers to 100 in Maths Mash-up. Summer: (Early) Roman numerals to 1000 (M) and recognise years written in Roman numerals. ▪ solve number problems and practical problems that involve all of the above	**NUMBER** **Number & Place Value** ▪ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Autumn: to write, order and compare numbers up to 1,000,000. Spring: to write, order and compare numbers up to 10,000,000. Summer: recap & consolidate. ▪ round any whole number to a required degree of accuracy Autumn: any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Spring: round decimals with 2dp to nearest whole or 1/10th. Summer: recap in . ▪ use negative numbers in context, and calculate intervals across zero Autumn: recap counting to negative numbers to -50. Spring: negative numbers in context. Calculate intervals across zero. Summer: recap in Maths Mash-up. ▪ solve number and practical problems that involve all of the above. Autumn: to solve number and practical problems involving numbers up to 1,000,000. Spring: to solve number and practical problems involving negative numbers. Summer: to consolidate problem solving skills involving above.

Addition & subtraction

- add and subtract whole numbers with more than 4 digits,
  including using formal written methods (columnar addition and subtraction)
  Autumn: column method of addition HTU+HTU/ subtraction HTU-TU.
  Spring: column method of addition ThHTU+ThHTU/ subtraction HTU-HTU.
  Summer: column method of addition and subtraction 4 digit +.

- add and subtract numbers mentally with increasingly large numbers
  Autumn: + and – HTU and TU.
  Spring: + and – HTU and HTU.
  Summer: mentally + a four digit number and either 1's or multiples of 10,100, 1000. Subtract 1's or multiples of 10,100, 1000 from a 4 digit number.

- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
  Autumn: rounding numbers up to 1 000 000 to the nearest 10, 100, 1000.
  Spring: rounding numbers up to 1 000 000 to the nearest 10,000 and 100,000.
  Summer: in all addition and subtraction calculations.

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
  Autumn: as above.
  Spring: as above.
  Summer: as above.

Addition & subtraction

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
  Autumn: recap written methods & solve mutli-step problems.
  Spring: solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (see Number objectives).
  Summer: solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (See Number objectives).

Multiplication & division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
  Autumn: assess understanding of vocabulary and times tables.
  Spring: identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
  Summer: not covered in this term.

- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
  Autumn: not covered in this term.
  Spring: know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
  Summer: not covered in this term.

- establish whether a number up to 100 is prime and recall prime numbers up to 19
  Autumn: not covered in this term.
  Spring: establish whether a number up to 100 is prime and recall prime numbers up to 19.
  Summer: not covered in this term.

- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
  Autumn: multiply multi-digit numbers up to digits by a one-digit whole number using the formal written method of short multiplication.
  Spring: multiply multi-digit numbers up to 4 digits by a one-digit whole number using the formal written method of short multiplication.
  Summer: multiply numbers up to 4 digits by a two-digit number using a formal written method of long multiplication.

- multiply and divide numbers mentally drawing upon known facts
  Autumn: recap x and / facts to 12x12 and extend to work out other related facts such as 15x or 21x.
  Spring: use known facts to multiply or divide any single or 2 digit number by a multiple of 10.
  Summer: multiply and divide numbers mentally including decimals.

Multiplication & division

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
  Autumn: recap how to multiply multi-digit numbers up to 4 digits by a one-digit whole number using the formal written method of short multiplication.
  Spring: multiply multi-digit numbers up to 2 digits by a two-digit whole number using the formal written method of long multiplication.
  Summer: multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
  Autumn: recap - divide up to 4 digits by 1 digit using short division (+) to extend to dividing decimals.
  Spring: divide up to 4 digits by a two-digit whole number using the formal written method of long division.
  Summer: interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

- identify common factors, common multiples and prime numbers
  Autumn: not covered in this term.
  Spring: identify common factors, common multiples and prime numbers.
  Summer: not covered in this term.

- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

Autumn: divide numbers up to 4 digits by a one-digit number using chunking and interpret remainders appropriately for the context.

Spring: interpret remainders after division.

Summer: introduce short division methods for division by a one-digit number.

- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Autumn: x and / whole numbers by 10, 100, 1000.

Spring: x and / numbers with decimals by 10, 100, 1000.

Summer: recap and reinforce during Maths Mash-up.

- recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})

Autumn: squared numbers.

Spring: squared and cubed numbers.

Summer: revisit in Maths Mash-up.

- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Autumn: recap simple fractions.

Spring: find fractions of whole numbers.

Summer: use to scale and find simple rates.

All Four Operations

- Solve problems involving addition, subtraction, multiplication and division including using their knowledge of factors and multiples, squares and cubes

Autumn: solve problems involving multiplication and division including using their knowledge of factors and multiples.

Spring: solve problems involving addition, subtraction.

Summer: solve problems squares and cubes.

- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Autumn: solve problems with volume and decimals.

Spring: solve problems with length and decimals.

Summer: solve problems with mass and decimals.

All Four Operations

- solve problems involving addition, subtraction, multiplication and division

Autumn: to solve problems involving addition, subtraction, multiplication and division.

Spring: to solve problems involving addition, subtraction, multiplication and division.

Summer: problems involving fractions.

- perform mental calculations, including with mixed operations and large numbers.

Autumn: mental calculation with mixed operations.

Spring: mental multiplication calculations including multiplying and dividing by multiples of 10, 100 and 1000.

Summer: revise in Maths Mash up.

- use their knowledge of the order of operations to carry out calculations involving the four operations

Autumn: use their knowledge of the order of operations to carry out calculations involving the four operations.

Spring: revise.

Summer: revise.

- use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Autumn: solve problems with volume and decimals.

Spring: solve problems with length and decimals.

Summer: solve problems with mass and decimals.

Algebra

Pupils should be taught to:
- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy number sentences involving two unknowns
- enumerate all possibilities of combinations of two variables.

Autumn:
  o use simple formulae

	o generate and describe linear number sequences
	o express missing number problems algebraically
	
	Spring:
	    o find pairs of numbers that satisfy number sentences involving two unknowns
	
	Summer:
	    o enumerate all possibilities of combinations of two variables.

Fractions

- compare and order fractions whose denominators are all multiples of the same number
  Autumn: recap simple fractions.
  Spring: compare and order fractions with the same denominator.
  Summer: compare and order fractions with different denominators (multiples of same number).

- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
  Autumn: recap equivalent fractions of 10th and 100ths.
  Spring: identify fractions that are equivalent to 1 ½ ¼ 1/5.
  Summer: use x and ÷ to generate equivalent fractions.

- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $^2/_5 + {}^4/_5 = {}^6/_5 = 1{}^1/_5$)
  Autumn: not covered in this term.
  Spring: recognise mixed numbers and improper fractions and convert from one form to the other.
  Summer: write mathematical statements > 1 as a mixed number (e.g. $^2/_5 + {}^4/_5 = {}^6/_5 = 1{}^1/_5$).

- add and subtract fractions with the same denominator and multiples of the same number
  Autumn: not covered in this term.
  Spring: not covered in this term.
  Summer: add and subtract fractions with the same denominator and multiples of the same number.

- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
  Autumn: not covered in this term.
  Spring: multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
  Summer: not covered in this term.

- read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$)
  Autumn: read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$).
  Spring: not covered in this term.

Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
  Autumn: recap equivalent fractions.
  Spring: use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
  Summer: recap in Maths Mash up.

- compare and order fractions, including fractions >1
  Autumn: compare and order fractions, including fractions >1.
  Spring: not covered in this term.
  Summer: not covered in this term.

- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
  Autumn: not covered in this term.
  Spring: add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
  Summer: not covered in this term.

- multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $^1/_4 \times {}^1/_2 = {}^1/_8$)
  Autumn:not covered in this term.
  Spring: multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $^1/_4 \times {}^1/_2 = {}^1/_8$).
  Summer: not covered in this term.

- divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = {}^1/_6$)
  Autumn: not covered in this term.
  Spring: divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = {}^1/_6$).
  Summer: not covered in this term.

- associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
  Autumn: not covered in this term.
  Spring: not covered in this term.
  Summer: associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$).

- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
  Autumn: recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

- round decimals with two decimal places to the nearest whole number and to one decimal place
  Autumn: round decimals with two decimal places to the nearest whole number and to one decimal place.
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

- read, write, order and compare numbers with up to three decimal places
  Autumn: read, write, order and compare numbers with up to three dp.
  Spring: recap in Maths Mash up.
  Summer: use within Mass measures unit.

- solve problems involving number up to three decimal places
  Autumn: solve problems involving number up to three decimal places.
  Spring: recap in Maths Mash up.
  Summer: use within Mass measures unit.

- 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
  Autumn: 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.
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

- solve problems which require knowing percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/_5$, $^2/_5$, $^4/_5$ and those with a denominator of a multiple of 10 or 25.
  Autumn: not covered in this term.
  Spring: not covered in this term.
  Summer: solve problems which require knowing percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/_5$, $^2/_5$, $^4/_5$ and those with a denominator of a multiple of 10 or 25.

- 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
  Autumn: 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.
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

- multiply one-digit numbers with up to two decimal places by whole numbers
  Autumn: multiply one-digit numbers with up to two decimal places by whole numbers (Link to x work).
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

- use written division methods in cases where the answer has up to two decimal places
  Autumn: use written division methods in cases where the answer has up to two decimal places (with division).
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

- solve problems which require answers to be rounded to specified degrees of accuracy
  Autumn: covered in problem solving - Volume.
  Spring: covered in problem solving - Length.
  Summer: covered in problem solving - Mass.

- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
  Autumn: recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

Ratio and proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
  Autumn: not covered in this term.
  Spring: solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
  Summer: revise in Maths Mash up.

- solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison
  Autumn: to find a fraction of a number or amount.
  Spring: to solve problems that require me to find fractions of amounts.
  Summer: recap in Maths Mash up.
- solve problems involving similar shapes where the scale factor is known or can be found
  Autumn: to translate a shape in the four quadrants.
  Spring: to understand that a shape can be enlarged using a scale factor. To identify a scale factor.
  Summer: to enlarge or minimise a shape when given a scale factor.
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
  Autumn: to be aware of numbers that will not divide equally by anything but themselves and one and know these are called prime numbers.
  Spring: to solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
  Summer: revise.

GEOMETRY

Properties of shapes

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
  Autumn: to name and identify all common 2D and 3D shapes and name some of their properties. To recognise these shapes at different angles.
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
  Autumn: to identify acute, obtuse and reflex angles. To describe the properties of these angle types and know angles are measured in degrees.
  Spring: to identify acute, obtuse and reflex angles in shapes. To begin to measure these with a protractor.
  Summer: not cobered in this term.

- draw given angles, and measure them in degrees (^{o})
  Autumn: identifying angles (as above).
  Spring: to measure and draw angles using a protractor.
  Summer: not covered in this term.

- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and ½ a turn (total 180°)
  - other multiples of 90°
  Autumn: to learn key facts about angles such as how many digress are in a whole turn, how many in half a turn and other multiples of 90°.
  Spring: to identify some of these angles in shapes using a protractor.
  Summer: not covered in this term.

- use the properties of rectangles to deduce related facts and find missing lengths and angles
  Autumn: to use the properties of rectangles to find missing lengths and angles.
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

GEOMETRY & MEASURES

Properties of shapes

- draw 2-D shapes using given dimensions and angles
  Autumn: to draw angles using a protractor and recognise the angles inside different 2D shapes.
  Spring: to draw a 2D shape using a protractor with the correct dimensions and angles.
  Summer: not covered in this term.

- recognise, describe and build simple 3-D shapes, including making nets
  Autumn: to identify the complex properties of 3D shapes using the correct vocabulary.
  Spring: to build simple 3D shapes by making nets.
  Summer: not covered in this term.

- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
  Autumn: to compare and classify geometric shapes based on their properties and sizes. To use the correct vocabulary when I compare and classify shapes.
  Spring: to find unknown angles in triangles, quadrilaterals and regular polygons using my knowledge of angles inside different shapes.
  Summer: recap in Maths Mash up.

- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
  Autumn: to identify and name parts of circles, including radius, diameter and circumference and I know the diameter is twice the radius.
  Spring: recap in Maths Mash up.
  Summer: recap in Maths Mash up.

- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
  Autumn: to identify all types of angles confidently.
  Spring: to find missing angles based on my knowledge of how many angles are in a straight line.
  Summer: recap in Maths Mash up.

- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
  - Autumn: to know the difference between regular and irregular polygons.
  - Spring: to be able to identify regular and irregular polygons and explain how I know this.
  - Summer: recap in Maths Mash up.

Position and direction

- 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.
    Autumn: recap symmetry in Maths Mash up.
    Spring: to be able to identify, describe and identify shapes that have been reflected, using the appropriate language and knowing that the shape has not changed.
    Summer: to be able to identify, describe and identify shapes that have been reflected or translated, using the appropriate language and knowing that the shape has not changed.

Position and direction

- describe positions on the full coordinate grid (all four quadrants)
    Autumn: recap co-ordinates in Maths Mash up.
    Spring: to be able to describe positions of shapes on all four quadrants.
    Summer: to be able to describe positions of shapes on a all four quadrants.

- draw and translate simple shapes on the coordinate plane, and reflect them in the axis.
    Autumn: not covered in this term.
    Spring: to be able to draw and translate simple shapes using all four quadrants and reflect these in axis.
    Summer: to be able to draw and translate simple shapes using all four quadrants and reflect these in axis.

Measures

- convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
  Autumn: convert between different units of metric measure within Volume.
  Spring: convert between different units of metric measure within Length.
  Summer: convert between different units of metric measure within Mass.

- understand and use equivalences between metric units and common imperial units such as inches, pounds and pints
  Autumn: to understand and use equivalences between metric units and common imperial units with Volume.
  Spring: to understand and use equivalences between metric units and common imperial units with Length.
  Summer: to understand and use equivalences between metric units and common imperial units with Mass.

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
  Autumn: not covered in this term.
  Spring: with unit on length.
  Summer: recap in Maths Mash up.

- calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
  Autumn: not covered in this term.
  Spring: with unit on length.
  Summer: recap in Maths Mash up.

- estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)
  Autumn: With unit on Volume
  Spring: Recap in Maths Mash up.
  Summer: Recap in Maths Mash up.

Measures

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
  Autumn: to develop understanding of decimals in fractions unit. To use knowledge of calculation and conversion of units of measure, including decimal notation within Volume problem solving work.
  Spring: to use knowledge of calculation and conversion of units of measure, including decimal notation within Length problem solving work.
  Summer: to use knowledge of calculation and conversion of units of measure, including decimal notation within Mass problem solving work.

- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
  Autumn: to read, write and convert between standard units and converting measures with a particular focus on Volume.
  Spring: to read, write and convert between standard units and converting measures with a particular focus on Length.
  Summer: to read, write and convert between standard units and converting measures with a particular focus on Mass.

- convert between miles and kilometres
  Autumn: not covered in this term.
  Spring: to be able to convert miles to kilometres.
  Summer: recap in Maths Mash up.

- recognise that shapes with the same areas can have different perimeters and vice versa
  Autumn: not covered in this term.
  Spring: to recognise shapes with the same areas can have different perimeters.
  Summer: not covered in this term.

- recognise when it is possible to use formulae for area and volume of shapes
  Autumn: to recognise when it is possible to use a formula to find the volume of a shape.
  Spring: to recognise when it is possible to use a formula to find the area of a shape.
  Summer: recap in Maths Mash up.

- solve problems involving converting between units of time
  Autumn: to be covered in Maths Mash up.
  Spring: to be covered in Maths Mash up.
  Summer: to be covered in Maths Mash up.

- use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.
  Autumn: to be covered with unit on Volume.
  Spring: to be covered with unit on Length.
  Summer: to be covered with unit on Mass.

- calculate the area of parallelograms and triangles
  Autumn: to recap on the complex properties of parallelograms and triangles.
  Spring: to be able to calculate the area of parallelograms and triangles.
  Summer: not covered in this term.

- 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.
  Autumn: to be able to calculate, estimate and compare the volume of cubes and cuboids using standard units cm^3 and m^3. Some pupils may progress to using mm^3 and km^3.
  Spring: to recap in Maths Mash up.
  Summer: not covered in this term.

Statistics

- solve comparison, sum and difference problems using information presented in a line graph
  - Autumn: to be able to solve comparison, sum and difference using information presented in a line graph.
  - Spring: to be able to solve comparison, sum and difference using information presented in a line graph in real life applications (such as science).
  - Summer: to be able to solve comparison, sum and difference using information presented in a line graph in real life applications (such as science).

- complete, read and interpret information in tables, including timetables.
  - Autumn: to be able to read timetables and interpret them.
  - Spring: to complete, read and interpret tables they create within other subjects such as Science or Geography as well as in Maths.
  - Summer: to complete, read and interpret tables they create within other subjects such as Science or Geography as well as in Maths.

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
  - Autumn: to be able to interpret pie charts and line graphs.
  - Spring: to use construction of pie charts and line graphs in Science where applicable. Taught in mathematics if not possible to do in science.
  - Summer: to use construction of pie charts and line graphs in Science where applicable. Taught in mathematics if not possible to do in science.

- calculate and interpret the mean as an average.
  - Autumn: to understand the mean is an average.
  - Spring: to interpret the mean in work where an average is relevant.
  - Summer: to interpret the mean in work where an average is relevant.