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| **Ch** | **Topic** | **Course Tasks** | **Key Skills** | **Experiences & Outcomes** |
| **1** | **Whole Numbers 1**  **Pages 6-13** |  | Round to the nearest 10, 100, or 1000 and use this to estimate answers to simple addition, subtraction, multiplication and division problems.  • 7147 + 1829 is about the same as 7000 + 2000  • 286 x 19 is about the same as 300 x 20 = about 6000.  Check answers using this approximation technique.  Write numbers up to 10 million and beyond in words or figures and place any set of numbers in order.  No calculator for :- any addition and subtraction  problems, (in context), involving up to 4 or 5 digits :-  • 3417 + 2891, • 15600 + 8900,  • 5893 - 876, • 98100 - 27300  In some cases - mentally. | *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 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***    *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*** |
| **2** | **Symmetry**  **Pages 14-19** |  | Recognise how many lines of symmetry a shape has.  Create the “other half” of a shape given its line of  symmetry.  Complete shapes with vertical, horizontal or oblique lines of symmetry. | 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** |
| **3** | **Whole Numbers 2**    **Pages20-27** |  | Calculators in problems involving larger numbers.  Mult/Divide by 10, 100, 1000. and multiples of these.  No calculator for multiplication and division of up to 4 or 5 digits by a single digit with questions like :- • 3125 x 7, • 4268 ÷ 4.  Mult/Div by 2 digit number using a calculator. | *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*** |
| **4** | **Time**  **Pages 28-36** |  | Tell the time using 12 hour clocks -analogue and  digital, including times like 11:48 am.  Convert any 12 hour time into 24 hour time and  vice versa.  Read/interpret most timetables.  Write a number of minutes as hours and minutes and  a number of seconds as minutes and seconds.  Time intervals in 12hr and 24hr time, using a counting  on method to state how long an event takes. | *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***    *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*** |
| **5** | **Decimal Numbers 1**  **Pages 37-51** |  | Work with decimals.  Read decimal scales to 1 and 2 decimal places.  Round to whole number, 1 decimal place or beyond.  No calculator :- Add/Subtract decimals. to 2 d.p. | *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*** |
| **6** | **Angles**  **Pages 52-61** |  | Know the terms acute, right, obtuse, straight and reflex  angles and recognise these types of angles  in class and in the wider world.  Know the terms quarter, half and full turns (revolutions).  Be able to name angles using (three) capital letters and  the symbols <ABC and ABC.  Draw and measure all angles using a protractor or angle  measurer to within 2° accuracy.  • draw <ABC = 125°.  Draw simple triangles given angles and sides.  Know the main 8 (or 16 ?) compass points and the sizes  of the angles between these 8 (or 16 ?) directions. | I have investigated angles in the environment, and can  discuss, describe and classify angles using appropriate mathematical vocabulary.  **MTH 2-17a**  I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context.  **MTH 2-17b**  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** |