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| **Ch** | **Topic** | **Course Tasks** | **Key Skills** | **Experiences & Outcomes** |
| **7** | **Decimals 2**  **Pages 62-68** |  | Multiply/Divide decimals by single digit/10/100/1000.  Money and word problems using all four operations, sometimes with a calculator. | *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*** |
| **8** | **Money**  **Pages 69-79** |  | Use UK coins/notes for up to £20 and more.  Compare costs.  e.g. in buying various sizes of boxes of washing  powder.  Add, subtract, multiply and divide money, using a  calculator when required. | *I can manage money, compare costs from different retailers, and determine what I can afford to buy.*  ***MNU 2-09a*** |
| **9** | **2-Dimensions**    **Pages 80-87** |  | Name 2D shapes including the quadrilaterals (kite,rhombus, parallelogram and trapezium) and recognise their special properties.  Know the names of polygons up to dodecagons.  Recognise many 2D shapes as they appear in real life in the classroom and beyond.  Sketch (neatly) simple 2D shapes - triangles, quadrilaterals and circles. | 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**  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**  I have investigated angles in the environment, and can  discuss, describe and classify angles using appropriate mathematical vocabulary.  **MTH 2-17a** |
| **10** | **Algebra**  **Pages 88-96** |  | Consolidate use of number machines forward and reverse, including 2 or more operations.  Solve equations where the unknown value is shown as a symbol or a letter.  • \* + 10 = 19, • 2x - 1 = 11. | 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** |
| **11** | **Fractions**  **Pages 97-106** |  | Multiply/Divide numerator & denominator by same number to obtain equivalent fractions.  Find simple fractions of quantities :- e.g3/5 of20g.  Link fractions, decimals and %’s, changing from one to either of the other two. | *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*** |
| **12** | **Percentages**  **Pages 107-112** |  | Simple percentages only :-  10%, 20%, .. 90%, 25%, 75%.  Link fractions, decimals and %’s, changing from one to either of the other two.  Solve money and other word problems involving above, sometimes with the use of a calculator. | *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***    *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***    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** |