|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ch** | **Topic** | **Course Tasks** | **Key Skills** | **Experiences & Outcomes** |
| **1** | **Whole Numbers**  **Pages 1-13** |  | 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.  Mult/Divide by 10, 100, 1000. and multiples of these.  Mult/Div by 2 digit number using a calculator.  Some contextualisation for all of the above.  Solve any money and other word problems involving above, sometimes with the use of a calculator.  **BODMAS (BOMDAS)**  Pupils should be aware of the correct order of  mathematical operations. | *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***  *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***  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** |
| **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** | **Time 1**    **Pages 20-30** |  | Write a number of minutes as hours and minutes and a number of seconds as minutes and seconds.  Addition/subtraction of hrs/mins and mins/sec.  Further use of and reading of a stopwatch, comparing times eg between finishing a race 1st or 2nd with decimals.  Time intervals in 12hr and 24hr time, using a counting on method to state how long an event takes.  **•** Examples could involve overnight time periods. | *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***    *Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.*    ***MNU 2-10c*** |
| **4** | **Decimals**  **Pages 31-40** |  | Multiply/Divide decimals by single digit/10/100/1000.  Money and word problems using all four operations, sometimes with 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***  *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*** |
| **5** | **Angles & Triangles**  **Pages 41-50** |  | Draw simple triangles given angles and sides. | 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** |
| **6** | **Scale Drawing**  **Pages 51-64** |  | Know the 3 figure bearings of the 8 compass points.  Measure and draw, using a protractor or angle measurer, any 3-figure compass direction, or simple route.  Work with simple scales in models, plans or maps.  • Scale of the representation of a rectangular field  1cm = 200m, find the length of side of the field.  • A map is drawn to a scale of 1 cm = 5 km.  Find ...  • The scale of a model of a house is 1 to 20  (1 : 20). Find the real height of ....... | 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**  Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans.  **MTH 2-17d** |