• EYFS		
• Unit of Work	• Statutory Guidance:	• Unit End Points:
Number	Number ELG Children have • A deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall(without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.	Children can: • Count objects, actions and sounds to 10 • Link the number symbol with it's cardinal value • Subitise to 5 (eg recognising patterns on dice, fingers etc) • Understand the composition of numbers to 10 (eg using manipulatives such as numicon, ten frames, knowing that 1 brick, 1 counter and 2 cars totals 4) • Recall number bonds to 5 and some to 10.
Numerical Patterns	Numerical Patterns ELG Children can… • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally	• Understand one more/1 less relationship between consecutive numbers to 10 • Continue, copy and create repeating patterns. • Name odd and even numbers to 10 • Know doubling facts eg 2 and 2 is 4, 3 and 3 is 6

● Year 1		
● Unit of Work	● NC Expectations:	● Unit End Points:
Place Value	Children at the expected standard will: - Count within 100, forwards and backwards, starting with any number.	Children can: ● Count on from any number ● Count backwards within 10 ● Count within 20 ● Count from 20 to 50 ● Count by making groups of tens ● Count from 50 to 100
Place Value	Children at the expected standard will: - Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Children can: ● Identify fewer, more, same ● Identify less than, greater than, equal to ● Compare numbers ● Order objects and numbers ● Use a number line to 20 and 50 ● Compare and order numbers to 20
Addition and Subtraction	Children at the expected standard will: - Develop fluency in addition and subtraction facts within 10	Children can: ● Identify number bonds within 10 ● Use systematic number bonds within 10 ● Identify number bonds to 10 ● Add ones using number bonds ● Subtract ones using number bonds
Addition and Subtraction	Children at the expected standard will: - Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Children can: ● Identify number bonds within 10 ● Use systematic number bonds within 10 ● Identify number bonds to 10 ● Add ones using number bonds ● Subtract ones using number bonds
Addition and Subtraction	Children at the expected standard will: - Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Children can: ● Number bonds within 10 ● Systematic number bonds within 10 ● Number bonds to 10

Addition and Subtraction	Children at the expected standard will: - Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	Children can: ● Identify fact families – addition facts (4) and subtraction facts (8) ● Addition – add together, add more and solve addition problems ● Find a part of a number ● Take away/cross out (How many left?) ● Subtract on a number line ● Add by counting on within 20 ● Subtract ones using number bonds, counting back and finding the difference
Multiplication and Division	Children at the expected standard will: - Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Children can: ● Count in 2s ● Count in 10s ● Count in 5s ● Count in tens to 100
Measurement	Children at the expected standard will: - compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time	Children can: ● compare and order lengths and heights, mass/weight, capacity and volume, time
Measurement	Children at the expected standard will: - measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)	Children can: ● use standard and non standard units to measure: lengths and heights, mass/weight, capacity and volume, time
Money	Children at the expected standard will: - recognise and know the value of different denominations of coins and notes	Children can: ● recognise and know the value of different denominations of coins and notes
Time	Children at the expected standard will: - sequence events in chronological order using language	Children can: ● recognise and use before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
Time	Children at the expected standard will: - recognise and use language relating to dates, including days of the week, weeks, months and years	Children can: ● recognise and use days of the week, weeks, months and years
Time	Children at the expected standard will: - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Children can: ● tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Shape	Children at the expected standard will: - recognise and name common 2-D shapes	Children can: ● recognise rectangles (including squares), circles and triangles
Shape	Children at the expected standard will: - recognise and name common 3-D shapes	Children can: ● recognise cuboids (including cubes), pyramids and spheres

• Year 2		
• Unit of Work	• NC Expectations:	• Unit End Points:
Place Value	Children at the expected standard will: - Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Children can: • Recognise tens and ones • Use a place value chart • Partition numbers to 100 • Flexibly partition numbers to 100 • Write numbers in expanded form
Place Value	Children at the expected standard will: - Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10	Children can: • Identify 10s and 1s on the number line to 100 • Estimate numbers on the number line
Addition and Subtraction	Children at the expected standard will: - Secure fluency in addition and subtraction facts within 10, through continued practice.	Children can: • Use bonds to 10 • Add by making 10 • Add to the next 10 • Subtract from a 10
Addition and Subtraction	Children at the expected standard will: - Add and subtract across 10	Children can: • Add across a 10 • Subtract across a 10 • Subtract from a 10 • Subtract 1-digit number from a 2-digit number (across a 10)
Addition and Subtraction	Children at the expected standard will: - Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”	Children can: • Find change • Subtract across a 10 • Subtract from a 10 • Subtract 1-digit number from a 2-digit number (across a 10)
Addition and Subtraction	Children at the expected standard will: - Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number.	Children can: • Add across a 10 • Subtract across a 10 • Subtract from a 10 • Subtract 1-digit number from a 2-digit number (across a 10) • Find 10 more, 10 less • Add and subtract 10s

Addition and Subtraction	Children at the expected standard will: - Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Children can: ● Add two 2-digit numbers (not across a 10) ● Add two 2-digit numbers (across a 10) ● Subtract two 2-digit numbers (not across a 10) ● Subtract two 2-digit numbers (across a 10)
Multiplication and Division	Children at the expected standard will: - Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	Children can: ● Understand the multiplication symbol ● Multiplication sentences ● Recall the 2, 5 and 10 times-tables
Multiplication and Division	Children at the expected standard will: - Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	Children can: ● Make equal groups grouping and sharing ● Divide by 2, 5 and 10
Measurement	Children at the expected standard will: - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (℃); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	Children can: ● use standard and non standard units to measure: lengths and heights, mass/weight, capacity and volume, time
Measurement	Children at the expected standard will: - compare and order lengths, mass, volume/capacity and record the results using >, < and =	Children can: ● use standard units to compare, order, measure and record: lengths and heights, mass/weight, capacity and volume, time
Money	Children at the expected standard will: - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	Children can: ● recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
Money	Children at the expected standard will: - find different combinations of coins that equal the same amounts of money	Children can: ● find different combinations of coins that equal the same amounts of money
Money	Children at the expected standard will: - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Children can: ● solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Time	Children at the expected standard will: - compare and sequence intervals of time	Children can: ● recognise and use days of the week, weeks, months and years
Time	Children at the expected standard will: - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	Children can: ● tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

Time	Children at the expected standard will: - know the number of minutes in an hour and the number of hours in a day	Children can: ● know the number of minutes in an hour and the number of hours in a day
Shape	Children at the expected standard will: - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - compare and sort common 2-D shapes and everyday objects	Children can: ● recognise rectangles (including squares), circles and triangles
Shape	Children at the expected standard will: - identify 2-D shapes on the surface of 3-D shapes	Children can: ● recognise a circle on a cylinder and a triangle on a pyramid
Shape	Children at the expected standard will: - recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids a	Children can: ● recognise rectangles (including squares), circles and triangles

• Year 3		
• Unit of Work	• NC Expectations:	• Unit End Points:
Place Value	Children at the expected standard will: - Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10	Children can ● Identify hundreds ● Identify multiples of 5 and 10 ● Identify equivalent lengths (metres and centimetres) ● Identify equivalent lengths (centimetres and millimetres)
Place Value	Children at the expected standard will: - Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and nonstandard partitioning.	Children can ● Represent numbers to 1,000 ● Partition numbers to 1,000 ● Use flexible partitioning of numbers to 1,000 ● Identify hundreds, tens and ones
Place Value	Children at the expected standard will: - Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	Children can ● Estimate on a number line to 1,000 ● Count in 50s ● Measure in metres, centimetres and millimetres
Addition and Subtraction	Children at the expected standard will: - Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	Children can: ● Add 1s across a 10 ● Add 10s across a 100 ● Subtract 1s across a 10 and 100 ● Add two numbers (across a 10 and 100) ● Subtract two numbers (across a 10 and 100)
Addition and Subtraction	Children at the expected standard will: - Calculate complements to 100	Children can: ● Identify complements to 100
Addition and Subtraction	Children at the expected standard will: - Add and subtract up to three-digit numbers using columnar methods.	Children can: ● Add two numbers (no exchange) ● Subtract two numbers (no exchange) ● Add two numbers (across a 10) ● Add two numbers (across a 100) ● Subtract two numbers (across a 10) ● Subtract two numbers (across a 100) ● Add 2-digit and 3-digit numbers ● Subtract a 2-digit number from a 3-digit number

Addition and Subtraction	Children at the expected standard will: - Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.	Children can: ● Identify inverse operations ● Add money ● Subtract money ● Find change
Multiplication and Division	Children at the expected standard will: - Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	Children can: ● Recall multiples of 2 ● Recall multiples of 5 and 10 ● Sharing and grouping ● Multiply by and divide by 4 and 8 ● The 4 and 8 times-table
Multiplication and Division	Children at the expected standard will: - Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). - Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	Children can: ● Recall multiples of 2, 3, 4, 5, 8 and 10 ● Identify related calculations ● Multiply a 2-digit number by a 1-digit number - without and with exchange ● Divide a 2-digit number by a 1-digit number - without exchange, with flexible partitioning and with remainders
Fractions	Children at the expected standard will: - Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	Children can: ● Understand the denominators of unit fractions ● Understand the numerators of non-unit fractions ● Understand the whole
Fractions	Children at the expected standard will: - Find unit fractions of quantities using known division facts (multiplication tables fluency).	Children can: ● Find fractions of a set of objects
Fractions	Children at the expected standard will: - Reason about the location of any fraction within 1 in the linear number system.	Children can: ● Compare and order unit and non-unit fractions ● Place fractions on a number line ● Count in fractions on a number line
Fractions	Children at the expected standard will: - Add and subtract fractions with the same denominator, within 1	Children can: ● Add and subtract fractions
Measurement	Children at the expected standard will: - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Children can: ● add and subtract: lengths and heights, mass/weight, capacity and volume, time
Money	Children at the expected standard will: - add and subtract amounts of money to give change, using both £ and p in practical contexts	Children can: ● add and subtract amounts of money to give change, using both £ and p in practical contexts

Time	Children at the expected standard will: - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Children can: ● tell and write the time from an analogue clock in 12 and 24 hour clock
Time	Children at the expected standard will: - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	Children can: ● estimate and read time to the nearest minute
Time	Children at the expected standard will: - know the number of seconds in a minute and the number of days in each month, year and leap year	Children can: ● identify the number of seconds in a minute and the number of days in each month, year and leap year
Time	Children at the expected standard will: - compare durations of events [for example to calculate the time taken by particular events or tasks]	Children can: ● compare durations of events
Perimeter, area, volume	Children at the expected standard will: - measure the perimeter of simple 2-D shapes	Children can: ● measure the perimeter of simple 2-D shapes
Shape	Children at the expected standard will: - draw 2-D shapes	Children can: ● draw common 2-D shapes
Shape	Children at the expected standard will: - make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Children can: ● identify 3-D shapes in different orientations, make 3-D shapes

• Year 4		
• Unit of Work	• NC Expectations:	• Unit End Points:
Place Value	Children at the expected standard will: - Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100	Children can: • Understand numbers up to thousands • Multiply and divide by 10 • Multiply and divide by 100
Place Value	Children at the expected standard will: - Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	Children can: • Represent numbers to 10,000 • Partition numbers to 10,000 • Use flexible partitioning with numbers to 10,000
Place Value	Children at the expected standard will: - Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	Children can: • Find 1, 10, 100, 1,000 more or less • Use a number line to 10,000 • Estimate on a number line to 10,000 • Compare and order numbers to 10,000 • Round to the nearest 10, 100, 1,000 and 10,000
Place Value	Children at the expected standard will: - Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	Children can: • Use a number line to 10,000 • Estimate on a number line to 10,000 • Compare and order numbers to 10,000
Multiplication and Division	Children at the expected standard will: - Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number.	Children can: • Recall multiples of 3, 6, 7, 9, 11,12 • Identify and use factor pairs • Related facts – multiplication and division • Informal written methods for multiplication • Multiply a 2-digit number by a 1-digit number • Multiply a 3-digit number by a 1-digit number
Multiplication and Division	Children at the expected standard will: - Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. - Understand and apply the distributive property of multiplication.	Children can: • Recall multiples of 3, 6, 7, 9, 11,12 • Divide a 2-digit number by a 1-digit number (1) • Divide a 3-digit number by a 1-digit number
Multiplication and Division	Children at the expected standard will: - Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).	Children can: • Multiply by 100 • Divide by 100 • Divide a 1- or 2-digit number by 100

Multiplication and Division	Children at the expected standard will: - Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.	Children can: ● Multiply by 10 and 100 ● Divide by 10 and 100 ● Divide a 1- or 2-digit number by 100
Multiplication and Division	Children at the expected standard will: - Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	Children can: ● Recall multiples of 3, 6, 7, 9, 11,12 ● Identify and use factor pairs ● Related facts – multiplication and division
Fractions	Children at the expected standard will: - Reason about the location of mixed numbers in the linear number system.	Children can: ● Place fractions on a number lines with mixed numbers ● Compare and order mixed numbers
Fractions	Children at the expected standard will: - Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	Children can: ● Convert mixed numbers to improper fractions ● Convert improper fractions to mixed numbers
Fractions	Children at the expected standard will: - Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	Children can: ● Add fractions and mixed numbers ● Subtract from whole amounts and mixed numbers
Measurement	Children at the expected standard will: - Convert between different units of measure [for example, kilometre to metre; hour to minute]	Children can: ● Convert between different units of measure [for example, kilometre to metre; hour to minute]
Measurement	Children at the expected standard will: - estimate, compare and calculate different measures	Children can: ● estimate, compare and calculate: lengths and heights, mass/weight, capacity and volume, time
Money	Children at the expected standard will: - estimate, compare and calculate different measures, including money in pounds and pence	Children can: ● estimate, compare and calculate money in pounds and pence
Time	Children at the expected standard will: - read, write and convert time between analogue and digital 12- and 24-hour clocks	Children can: ● read, write and convert time between analogue and digital 12- and 24-hour clocks
Time	Children at the expected standard will: - solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	Children can: ● solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
Perimeter, area, volume	Children at the expected standard will: - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Children can: ● measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Perimeter, area, volume	Children at the expected standard will: - find the area of rectilinear shapes by counting squares	Children can: ● find the area of rectilinear shapes by counting squares
Shape	Children at the expected standard will: - compare and classify geometric shapes	Children can: ● identify quadrilaterals and triangles, based on their properties and sizes
Shape	Children at the expected standard will: - identify lines of symmetry in 2-D shapes presented in different orientations	Children can: ● identify lines of symmetry in 2-D shapes presented in different orientations

● Year 5		
● Unit of Work	● NC Expectations:	● Unit End Points:
Place Value	Children at the expected standard will: - Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01	Children can: ● Identify decimals up to 2 decimal places.
Place Value	Children at the expected standard will: - Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.	Children can: ● Identify decimals up to 2 decimal places.
Place Value	Children at the expected standard will: - Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.	Children can: ● Order and compare decimals (same number of decimal places) ● Order and compare any decimals with up to 3 decimal places ● Round to the nearest whole number ● Round to 1 decimal place
Place Value	Children at the expected standard will: - Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.	Children can: ● Equivalent fractions and decimals (tenths) ● Equivalent fractions and decimals (hundredths) ● Equivalent fractions, decimals and percentages
Place Value	Children at the expected standard will: - Convert between units of measure, including using common decimals and fractions.	Children can: ● Convert units of length ● Convert between metric and imperial units ● Convert units of time
Multiplication and Division	Children at the expected standard will: - Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. - Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. - Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	Children can: ● Identify common multiples and factors ● Identify square numbers ● Multiply up to a 4-digit number by a 1-digit number ● Multiply a 2-digit number by a 2-digit number ● Multiply a 3-digit number by a 2-digit number ● Multiply a 4-digit number by a 2-digit number ● Divide a 4-digit number by a 1-digit number

Multiplication and Division	Children at the expected standard will: - Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	Children can: ● Divide by 10, 100 and 1,000
Multiplication and Division	Children at the expected standard will: - Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.	Children can: ● Identify multiples, common multiples, factors, common factors and square numbers
Multiplication and Division	Children at the expected standard will: - Divide a number with up to 4 digits by a one digit number using a formal written method, and interpret remainders appropriately for the context.	Children can: ● Calculate using short division ● Divide a 4-digit number by a 1-digit number ● Divide with remainders
Fractions	Children at the expected standard will: - Find non-unit fractions of quantities.	Children can: ● Calculate a fraction of a quantity ● Calculate fraction of an amount
Measurement	Children at the expected standard will: - convert between different units of metric measure	Children can: ● convert between different units of metric measure
Measurement	Children at the expected standard will: - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	Children can: ● convert between different units of imperial and metric measure
Measurement	Children at the expected standard will: - use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	Children can: ● add, subtract, multiply and divide: lengths and heights, mass/weight, capacity and volume, time
Money	Children at the expected standard will: - use all four operations to solve problems involving measure [for example, money]	Children can: ● use all four operations to solve problems involving money
Time	Children at the expected standard will: - solve problems involving converting between units of time	Children can: ● solve problems involving converting between units of time
Perimeter, area, volume	Children at the expected standard will: - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	Children can: ● measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
Perimeter, area, volume	Children at the expected standard will: - calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm2) and square metres (m2) and estimate	Children can: ● find the area of rectilinear shapes by counting squares

	the area of irregular shapes	
Shape	Children at the expected standard will: - distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	Children can: ● distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Shape	Children at the expected standard will: - use the properties of rectangles to deduce related facts and find missing lengths and angles	Children can: ● use the properties of rectangles to deduce related facts and find missing lengths and angles
Shape	Children at the expected standard will: - identify 3-D shapes, including cubes and other cuboids, from 2-D representations	Children can: ● identify 3-D shapes, including cubes and other cuboids, from 2-D representations

● Year 6		
● Unit of Work	● NC Expectations:	● Unit End Points:
Place Value	Children at the expected standard will: - Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).	Children can: ● Multiply and divide by 10, 100 and 1000
Place Value	Children at the expected standard will: - Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning	Children can: ● Identify the value of digits in numbers to 1,000,000 and 10,000,000 ● Read and write numbers to 10,000,000
Place Value	Children at the expected standard will: - Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.	Children can: ● Compare and order any integers ● Round any integers
Place Value	Children at the expected standard will: - Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.	Children can: ● USe a number line to 10,000,000 ● Convert metric measures ● Multiply by 10, 100 and 1,000 ● Divide by 10, 100 and 1,000
Addition and Subtraction Multiplication and Division	Children at the expected standard will: - Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).	Children can: ● Add or multiply two numbers ● Use scale factors to produce scale drawing ● Solve ratio problems ● Solve proportion problems
Addition and Subtraction Multiplication and Division	Children at the expected standard will: - Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	Children can: ● Solve problems with multiplication ● Solve division using factors ● Solve problems with division ● Solve multi-step problems ● Reason from known facts

Fractions	Children at the expected standard will: - Recognise when fractions can be simplified, and use common factors to simplify fractions.	Children can: ● Identify equivalent fractions and simplifying ● Identify equivalent fractions on a number line
Fractions	Children at the expected standard will: - Express fractions in a common denomination and use this to compare fractions that are similar in value. - Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.	Children can: ● Compare and order (denominator) ● Compare and order (numerator)
Ratio and Proportion	Children at the expected standard will: - Solve problems involving ratio relationships.	Children can: ● Draw to scale and use scale factors ● Solve ratio problems ● Solve proportion problems
Ratio and Proportion	Children at the expected standard will: - Solve problems with 2 unknowns.	Children can: ● Find pairs of values 10 ● Solve problems with two unknowns
Measurement	Children at the expected standard will: - solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate	Children can: ● add, subtract, multiply and divide: lengths and heights, mass/weight, capacity and volume, time
Measurement	Children at the expected standard will: - 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 3 decimal places	Children can: ● 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 3 decimal places
Measurement	Children at the expected standard will: - convert between miles and kilometres	Children can: ● convert between miles and kilometres
Time	Children at the expected standard will: - use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa	Children can: ● convert between standard units and convert measurements of time
Shape	Children at the expected standard will: - draw 2-D shapes using given dimensions and angles	Children can: ● draw 2-D shapes using given dimensions and angles
Shape	Children at the expected standard will: - compare and classify geometric shapes based on their properties and sizes	Children can: ● compare and classify geometric shapes based on their properties and sizes

Shape	Children at the expected standard will: - illustrate and name parts of circles	Children can: ● Identify radius, diameter and circumference and know that the diameter is twice the radius
Shape	Children at the expected standard will: - recognise, describe and build simple 3-D shapes, including making nets	Children can: ● recognise, describe and build simple 3-D shapes, including making nets