

Archibald Primary School

# **Mathematics Curriculum Overview**

A guide for  
Parents and Carers

## A guide for Parents and Carers

### Introduction

For many years, parents have found themselves visiting school with their children only to hear themselves saying, "It's not like when I was at school."

Things change quickly in education, and at no time in the past 25 years has that been truer than September 2014 when the whole school curriculum changes for maintained schools throughout England.

This guide is intended to support parents and carers of pupils at Archibald Primary School know what their children will be learning about in mathematics lessons throughout the school.

Obviously it would be impossible to set out in detail everything a child would learn during their time at Archibald, but by providing an outline of typical content and some background information about how the mathematics curriculum and assessment works, hopefully it will help parents and carers to support their children in making the most of their education.

### What's changed?

Maths remains very important and, together with English and Science is considered a core subject in both primary and secondary education.

The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Much of the publicity about the changes to the curriculum has focussed on 'higher expectations' in various subjects, and it is certainly the case that in some areas the content of the new primary mathematics curriculum is significantly more demanding than in the past. For example, there is now much greater focus on the skills of arithmetic and also on working with fractions..

### High Achievers

If your child is achieving well, rather than moving on to the following year group's work, we will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

The new curriculum began in schools from September 2014. However, for children in Year 2 and Year 6, the new curriculum won't become statutory until 2015. This is because these children are in the last year of the Key Stages. At this age, children are formally assessed to judge their progress against the requirements of the curriculum. Because the 2014 curriculum will only have been in place for nine months, these children will be assessed against the requirements of the old curriculum in the National Curriculum Tests. New tests will be produced for the summer of 2016 to assess work from the new curriculum.

### Tests your child will take

Like other schools, Archibald Primary School use tests at all stages of a pupil's education. For the most part, these are part of a normal classroom routine, and support teachers' assessment. However, at certain stages of a child's schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATs', the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Mathematics, alongside those in Reading, and Grammar, Punctuation & Spelling. In Y2 the class teachers mark the tests and use the results to inform their own assessments, however in Y6 the tests will be sent away for marking, and results are reported to schools and parents at the end of the year.

The new National Curriculum Tests for children in Year 2 and Year 6 will take place each summer from 2016.

Where previously these tests – and other teacher assessments were graded in levels (normally numbering between Level 1 and Level 6 in primary school), from 2016 the tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group.

At Archibald Primary School we will also be devising a system to measure progress in the intervening years. Schools will then provide accompanying information to parents to explain how children are progressing – it makes attending triangulation meetings each September and February even more important!

# The National Curriculum – Mathematics in Year 1

As children begin the National Curriculum in Y1, the mathematics curriculum will build on the learning that takes place in the Reception year. Here are some of the main things your child is likely to be taught during their time in Year 1.

## Number and Place Value

Place value is central to mathematics.

Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits
- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

## Calculations

- Use the +, -- and = symbols to write and understand simple number calculations
- Add and subtract one- and two-digit numbers, up to 20
- Solve missing number problems, such as  $10 - ? = 6$
- Begin to use simple multiplication by organising and counting objects

## Fractions

- Understand  $\frac{1}{4}$  and  $\frac{1}{2}$  to explain parts of an object or number of objects

## Measurements

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

## Shape

- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns

### Parent Tip – How to Help at home

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders.

You can also begin to explore using money and clocks both in play at home and when out and about.

# The National Curriculum – Mathematics in Year 2

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20.

Practising these skills frequently will help children's mathematical thinking throughout school.

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g.  $5 + 9 = 14$ , rather than having to count on to find the answer.

At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. This will include a short arithmetic test of 15 questions, and a second paper of broader mathematics which will last around 35 minutes.

## Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the  $<$  and  $>$  symbols to represent the relative size of numbers.

## Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the  $\times$  and  $\div$  symbols

## Fractions

- Find  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of an object or set of objects
- Find the answer to simple fraction problems, such as finding  $\frac{1}{2}$  of 6

## Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
- Use the £ and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day

## Shape

- Identify the number of sides and a line of symmetry on 2-d shapes
- Identify the number of faces, edges and vertices on 3-d shapes
- Use mathematical language to describe position and direction, including rotations and turns

## Graphs and Data

- Construct and understand simple graphs such as bar charts and pictograms

### Parent Tip – How to Help at home

Parents can always take a lead role in practical maths.

Encouraging your child to help with the purchasing of small items at the newsagent, or measuring themselves and others, is a great way to start exploring number relationships.

# The National Curriculum – Mathematics in Year 3

During Lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods.

In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.

## Number and Place Value

- Count in multiples of 4, 8, 50 and 100
- Recognise the place value of digits in three-digit numbers (using 100s, 10s and 1s)
- Read and write numbers up to 1,000 using digits and words
- Compare and order numbers up to 1,000

## Calculations

- Add and subtract numbers mentally, including adding either 1s, 10s or units to a 3-digit number
- Use the standard column method for addition and subtraction for up to three digits
- Estimate the answers to calculations, and use inverse calculations to check the answers
- Learn the 3x, 4x and 8x tables and the related division facts, for example knowing that  $56 \div 8 = 7$
- Begin to solve multiplication and division problems with two-digit numbers

## Fractions

Equivalent fractions are fractions which have the same value, such as  $\frac{1}{2}$  and  $\frac{3}{6}$  or  $\frac{1}{4}$  and  $\frac{2}{8}$ .

- Understand and use tenths, including counting in tenths
- Recognise and show equivalent fractions with small denominators
- Add and subtract simple fractions worth less than one, for example  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
- Put a sequence of simple fractions into size order

## Measurements

- Solve simple problems involving adding and subtracting measurements such as length and weight
- Measure the perimeter of simple shapes
- Add and subtract amounts of money, including giving change
- Tell the time to the nearest minute using an analogue clock
- Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds
- Know the number of seconds in a minute and the number of days in a year or leap year

## Shape and Position

- Draw familiar 2-d shapes and make familiar 3-d shape models
- Recognise right angles, and know that these are a quarter turn, with four making a whole turn
- Identify whether an angle is greater than, less than or equal to a right angle
- Identify horizontal, vertical, perpendicular and parallel lines

Parallel lines are those which run alongside each other and never meet. Perpendicular lines cross over each other meeting exactly at right angles.

## Graphs and Data

- Present and understand data in bar charts, tables and pictograms
- Answer questions about bar charts that compare two pieces of information

# The National Curriculum – Mathematics in Year 4

By the end of Year 4, children will be expected to know all of their times tables up to  $12 \times 12$  by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that  $6 \times 8 = 48$ , children can also know the related facts that  $8 \times 6 = 48$  and that  $48 \div 6 = 8$  and  $48 \div 8 = 6$ . This expertise will be particularly useful when solving larger problems and working with fractions.

## Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1,000
- Count backwards, including using negative numbers
- Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)
- Put larger numbers in order, including those greater than 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numbers up to 100

### Roman Numerals' Basics:

I = 1 ; V = 5 ; X = 10 ; L = 50 ; C = 100

Letters can be combined to make larger numbers. If a smaller

value appears in front of a larger one then it is subtracted,

e.g. IV ( $5 - 1$ ) means 4. If the larger value appears first then they are added, e.g. VI ( $5 + 1$ ) means 6.

## Calculations

- Use the standard method of column addition and subtraction for values up to four digits
- Solve two-step problems involving addition and subtraction
- Know the multiplication and division facts up to  $12 \times 12 = 144$
- Use knowledge of place value, and multiplication and division facts to solve larger calculations
- Use factor pairs to solve mental calculations, e.g. knowing that  $9 \times 7$  is the same as  $3 \times 3 \times 7$
- Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

## Fractions

- Use hundredths, including counting in hundredths
- Add and subtract fractions with the same denominator, e.g.  $\frac{4}{7} + \frac{5}{7}$
- Find the decimal value of any number of tenths or hundredths, for example  $\frac{7}{100}$  is 0.07
- Recognise the decimal equivalents of  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$
- Divide one- or two-digit numbers by 10 or 100 to give decimal answers
- Round decimals to the nearest whole number
- Compare the size of numbers with up to two decimal places

## Measurements

- Convert between different measures, such as kilometres to metres or hours to minutes
- Calculate the perimeter of shapes made of squares and rectangles
- Find the area of rectangular shapes by counting squares
- Read, write and convert times between analogue and digital clocks, including 24-hour clocks
- Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

## Shape and Position

- Classify groups of shapes according to the properties, such as sides and angles
- Identify acute and obtuse angles
- Complete a simple symmetrical figure by drawing the reflected shape
- Use coordinates to describe the position of something on a standard grid
- Begin to describe movements on a grid by using left/right and up/down measures

## Graphs and Data

- Construct and understand simple graphs using discrete and continuous data.

Discrete data is data which is made up of separate values, such as eye colour or shoe size.

Continuous data is that which appears on a range, such as height or temperature.

### Parent Tip – How to Help at Home

Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

# The National Curriculum – Mathematics in Year 5

During Upper Key Stage 2 (Year 5 and Year 6), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material.

In Year 5, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.

## Number and Place Value

- Recognise and use the place value of digits in numbers up to 1 million (1,000,000)
- Use negative numbers, including in contexts such as temperature
- Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
- Read Roman numerals, including years

## Calculations

- Carry out addition and subtraction with numbers larger than four digits
- Use rounding to estimate calculations and check answers are of a reasonable size
- Find factors of multiples of numbers, including finding common factors of two numbers
- Know the prime numbers up to 19 by heart, and find primes up to 100
- Use the standard methods of long multiplication and short division
- Multiply and divide numbers mentally by 10, 100 or 1,000
- Recognise and use square numbers and cube numbers

Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18.

Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.

## Fractions and Decimals

- Put fractions with the same denominator into size order, for example recognising that  $\frac{3}{5}$  is larger than  $\frac{2}{5}$
- Find equivalents of common fractions
- Convert between improper fractions and mixed numbers, for example recognising that  $\frac{5}{4}$  is equal to  $1\frac{1}{4}$
- Add and subtract simple fractions with related denominators, for example  $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$
- Convert decimals to fractions, for example converting 0.71 to  $\frac{71}{100}$
- Round decimals to the nearest tenth
- Put decimals with up to three decimal places into size order
- Begin to use the % symbol to relate to the 'number of parts per hundred'

In a fraction, the numerator is the number on top; the denominator is the number on the bottom.

## Measurements

- Convert between metric units, such as centimetres to metres or grams to kilograms
- Use common approximate equivalences for imperial measures, such as  $2.5\text{cm} \approx 1\text{ inch}$
- Calculate the area of rectangles using square centimetres or square metres
- Calculate the area of shapes made up of rectangles
- Estimate volume (in  $\text{cm}^3$ ) and capacity (in ml)

## Shape and Position

- Estimate and compare angles, and measure them to the nearest degree
- Know that angles on a straight line add up to  $180^\circ$ , and angles around a point add up to  $360^\circ$
- Use reflection and translation to change the position of a shape

## Graphs and Data

- Read and understand information presented in tables, including timetables
- Solve problems by finding information from a line graph

### Parent Tip – How to Help at Home

Much of the knowledge in Year 5 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential.

Any practice at home to keep these skills sharp will certainly be appreciated by your child's class teacher!

# The National Curriculum – Mathematics in Year 6

By the end of Year 6, children are expected to be confident with the use of all four standard methods for written calculations, and to have secured their knowledge of the key number facts for the four operations. Their work will focus more on fractions, ratio, proportion and the introduction of algebra.

From 2016, in May of Year 6, children will take an arithmetic test of thirty minutes, and two broader mathematics tests of forty minutes each.

These will be sent away for marking, with the results coming back before the end of the year.

Your child's maths teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

## Number and Place Value

- Work with numbers to up ten million (10,000,000) including negative numbers
- Round any number to any required number of digits or magnitude

## Calculations

- Use the standard method of long multiplication for calculations of four-digit numbers by two-digit numbers
- Use the standard method of long division for calculations of four digit numbers by two-digit numbers
- Identify common factors, common multiples and prime numbers
- Carry out complex calculations according to the mathematical order of operations
- Solve complex problems using all four operations

The mathematical order of operations requires that where calculations are written out in long statements, first calculations in brackets are completed, then any multiplication or division calculations, and finally any addition or subtraction. So, for example, the calculation  $4 + 3 \times (6 + 1)$  has a solution of 25, not 43 or 49.

## Fractions and Decimals

- Use common factors to simplify fractions, or to add fractions with different denominators
- Place any group of fractions into size order
- Multiply pairs of fractions together
- Divide fractions by whole numbers, for example  $13 \div 2 = 1/6$
- Use division to calculate the decimal equivalent of a fraction
- Know and use common equivalences between fractions, decimals and percentages, such as  $1/2 = 0.5 = 50\%$

## Ratio and Proportion

- Find percentages of quantities, such as 15% of £360
- Use ratio to explain relationships and solve problems

Ratio is represented using the colon symbol (:). For example, if £100 is shared in a ratio of 1:3 between two people, then the first person receives £25 (one part), with the other receiving £75 (three parts).

## Algebra

- Use simple formulae
- Describe sequences of numbers where the increase between values is the same each time
- Solve missing number problems using algebra
- Find possible solutions to problems with two variables, such as  $a + b = 10$

## Measurements

- Convert between any metric units and smaller or larger units of the same measure
- Convert between miles and kilometres
- Use a given formula to find the area of a triangle or parallelogram

## Shape and Position

- Draw 2-d shapes using given sizes and angles
- Use knowledge of 2-d shapes to find missing angles in triangles, quadrilaterals and other regular shapes
- Name and label the radius, diameter and circumference of a circle
- Find missing angles in problems where lines meet at a point or on a straight line
- Use a standard grid of coordinates including negative values

## Graphs and Data

- Construct and understand pie charts and line graphs
- Calculate the mean average of a set of data

Mean average is calculated by adding up all the values and dividing by the number of items. For example, the mean average of 3, 5, 8, 9 and 10 is 7 ( $3 + 5 + 8 + 9 + 10 = 35$ , then  $35 \div 5 = 7$ )

### Parent Tip – How to Help at Home

Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.