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| **NUMBER, MONEY AND MEASURE** | |
| **Number and number processes** | 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**  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**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b**  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**  I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used. **MNU 2-04a**  I can use my understanding of numbers less than zero to solve simple problems in context. **MNU 3-04a**  Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers. **MTH 2-05a**  I can apply my understanding of factors to investigate and identify when a number is prime. **MTH 3-05b** |
| **Fractions, decimal fraction and percentages** | 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**  By applying my knowledge of equivalent fractions and common multiples, I can add and subtract commonly used fractions. **MTH 3-07b**  Having used practical, pictorial and written methods to develop my understanding, I can convert between whole or mixed numbers and fractions. **MTH 3-07c**  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. **MNU 3-08a** |
| **Measurement** | I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. **MNU 2-11a**  I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. **MNU 2-11b**  I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. **MNU 2-11c**  Having investigated different routes to a solution, I can find the area of compound 2D shapes and the volume of compound 3D objects, applying my knowledge to solve practical problems. **MTH 3-11b** |
| **Patterns and relationships** | Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern. **MTH 2-13a**  Having explored number sequences, I can establish the set of numbers generated by a given rule and determine a rule for a given sequence, expressing it using appropriate notation. **MTH 3-13a** |
| **Expressions and equations** | 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**  I can create and evaluate a simple formula representing information contained in a diagram, problem or statement. **MTH 3-15b** |

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| **SHAPE, POSITION AND MOVEMENT** | |
| **Properties of 3D shapes and 3D objects** | 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**  Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. **MTH 2-16b**  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** |
| **Angle, symmetry and transformation** | I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. **MTH 2-17a**  I can name angles and find their sizes using my knowledge of the properties of a range of 2D shapes and the angle properties associated with intersecting and parallel lines. **MTH 3-17a**  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**  I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. **MTH 2-18a / MTH 3-18a**  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/ MTH 3-19a** |

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| **INFORMATION HANDLING** | |
| **Data and analysis** | Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. **MNU 2-20a** |