

Number, money and measure Early Level				
	Outcome	Teacher's Guide F Unit Number	Activity Book page(s)	PG/HG Number
<b>Estimation and rounding</b>	I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world about me. <b>MNU 0-01a</b>	N0 – N1		
<b>Number and number processes</b>	I have explored numbers, understand that they represent quantities and I can use them to count, create sequences and describe order. <b>MNU 1-02a</b>	N2 – N15		
	I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways <b>MNU 0-03a</b>	N16 – N25		
<b>Fractions, decimal fractions and percentages</b>	I can share out a group of items by making smaller groups and can split a whole object into smaller parts <b>MNU 0-07a</b>	N26 – N27		
<b>Money</b>	I am developing my awareness of how money is used and can recognise and use a range of coins <b>MNU 0-09a</b>	SSM 17		
<b>Time</b>	I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. <b>MNU 0-10a</b>	SSM 11 – 12 SSM 16		
<b>Measurement</b>	I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. <b>MNU 0-11a</b>	SSM 8 – SSM 10 SSM 13 – SSM 15		
<b>Patterns and relationships</b>	I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. <b>MTH 0-13a</b>	SSM 18 – SSM 19		

Shape, Position and Movement		Early Level		
	Outcome	Teacher's Guide F Unit Number	Activity Book page(s)	PG/HG Number
<b>Properties of 2D shapes and 3D objects</b>	I enjoy investigating objects and shapes and can sort, describe and be creative with them. <b>MTH 0-16a</b>	SSM 0 – SSM 4 SSM 18		
<b>Angle, symmetry and transformation</b>	In movement, games and using technology I can use simple directions and describe positions. <b>MTH 0-17a</b>	SSM 5 – SSM 7		
	I have had fun creating a range of symmetrical pictures and patterns using a range of media. <b>MTH 0-19a</b>	SSM 18		

Information Handling		Early Level		
	Outcome	Teacher's Guide F Unit Number	Activity Book page(s)	PG/HG Number
<b>Data and analysis</b>	I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. <b>MNU 0-20a</b>			
	I can match objects, and sort using my own and others' criteria sharing my ideas with others. <b>MNU 0-20b</b>			
	I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. <b>MTH 0-20c</b>			

# Busy Ant Maths and the Scottish Curriculum for Excellence

# Year 1: Primary 2

Number, money and measure First Level							
	Outcome	Activity Book 1A	Activity Book 1B	Activity Book 1C	PG 1 Support	PG 1 Extension	HG 1 Homework
<b>Estimation and rounding</b>	I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. <b>MNU 1-01a</b>						
<b>Number and number processes</b>	I have investigated how whole numbers are constructed, can understand the importance of zero within the system and use my knowledge to explain the link between a digit, its place and its value. <b>MNU 1-02a</b>	U1: W1: L1-4 U3: W1: L1-4	U5: W1: L1, 2 U6: W1: L1-3 U8: W1: L1-4	U9: W1: L1-4 U10: W1: L1, 3	U1: W1: L1, 3 U3: W1: L2, 3 U5: W1: L2 U6: W1: L1 U8: W1: L1, 3 U9: W1: L1, 4 U10: W1: L1	U1: W1: L2, 4 U3: W1: L1, 4 U5: W1: L1 U6: W1: L2, 3 U8: W1: L2, 4 U9: W1: L2, 3 U10: W1: L3	U1: W1: L2, 4 U3: W2: L3 U3: W1: L2, 4 U5: W1: L2 U6: W1: L3 U8: W1: L1, 3 U9: W1: L1, 4 U10: W1: L3
	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed <b>MNU 1-03a</b>	U1: W2: L1-4 U2: W1: L1-4 U2: W2: L1-4 U3: W2: L1-4 U4: W1: L1-4	U6: W1: L4 U6: W2: L1-4 U7: W1: L1-4 U7: W2: L1-4	U9: W2: L1-4 U10: W1: L2, 4 U10: W2: L1-4 U11: W1: L1, 3 U11: W2: L1-4 U12: W1: L1-4	U1: W2: L1, 3 U2: W1: L1, 3 U2: W2: L2, 4 U3: W2: L1, 3 U4: W1: L1, 3 U6: W1: L4 U6: W2: L1, 3 U7: W1: L1, 4 U7: W2: L1, 3 U9: W2: L1, 4 U10: W1: L4 U10: W2: L1, 3 U11: W1: L1, 3 U11: W2: L1, 3 U12: W1: L1, 3	U1: W2: L2, 4 U2: W1: L2, 4 U2: W2: L1, 3 U3: W2: L2, 4 U4: W1: L2, 4 U6: W2: L2, 4 U7: W1: L2, 3 U7: W2: L2, 4 U9: W2: L2, U10: W1: L2 U10: W2: L2, 4 U11: W1: L2, 4 U11: W2: L2, 4 U12: W1: L2, 4	U1: W2: L2, 4 U2: W1: L2, 3 U2: W2: L2, 4 U3: W2: L4 U4: W1: L2, 4 U6: W1: L4 U6: W2: L2, 4 U7: W1: L2, 4 U7: W2: L2, 4 U9: W2: L2, 4 U10: W1: L4 U10: W2: L2, 4 U11: W1: L2, 4 U11: W2: L2, 4 U12: W1: L2, 4
<b>Fractions, decimal fractions and percentages</b>	Having explored fractions by taking part in practical activities, I can show my understanding of: <ul style="list-style-type: none"> <li>• how a single item can be shared equally</li> <li>• the notation and vocabulary associated with fractions</li> <li>• where simple fractions lie on the number line</li> </ul> <b>MNU 1-07a</b>	U4: W2: L1, 3, 4	U8: W2: L1, 3, 4	U12: W2: L1, 3, 4	U4: W2: L3 U8: W2: L1, 3 U12: W2: L1, 3	U4: W2: L1 U8: W2: L4	U4: W2: L4 U8: W2: L4
	Through exploring how groups of fractions can be shared equally, I can find a fraction of an amount by applying my knowledge of division. <b>MNU 1-07b</b>	U4: W2: L2	U8: W2: L2	U12: W2: L2, 4	U4: W2: L2	U4: W2: L2 U8: W2: L2	U4: W2: L2 U8: W2: L2

	Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. <b>MTH 1-07c</b>						
<b>Money</b>	I can use money to pay for items and can work out how much change I should receive. <b>MNU 1-09a</b>	U4: W3: L1-4	U5: W2: L1-4	U11: W1: L4 U11: W2: L1, 2	U4: W3: L2, 4 U5: W2: L1, 4 U11: W2: L1	U4: W3: L1, 3 U5: W2: L3 U11: W2: L2	U4: W3: L1, 3 U5: W2: L2, 4 U11: W2: L2
	I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. <b>MNU 1-09b</b>					U5: W2: L2	
<b>Time</b>	I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. <b>MNU 1-10a</b>	U7: W3: L3, 4		U12: W3: L1, 2, 4	U7: W3: L4 U12: W3: L1	U7: W3: L3 U12: W3: L2, 4	U7: W3: L4 U12: W3: L2, 4
	I can use a calendar to plan and be organised for key events for myself and my class throughout the year. <b>MNU 1-10b</b>	U7: W3: L1, 2			U7: W3: L2	U7: W3: L1	U7: W3: L2
	I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. <b>MNU 1-10c</b>			U12: W3: L3	U12: W3: L3		
<b>Measurement</b>	I can estimate how long or how heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. <b>MNU 1-11a</b>	U2: W3: L1-4	U6: W3: L1-4 U8: W3: L1-4	U10: W3: L1-4	U2: W3: L2, 3 U6: W3: L3, 4 U8: W3: L1, 3 U10: W3: L1, 4	U2: W3: L1, 4 U6: W3: L1, 2 U8: W3: L2, 4 U10: W3: L2, 3	U2: W3: L1, 3 U6: W3: L2, 3 U8: W3: L1, 4 U10: W3: L2, 4
	I can estimate the area of a shape by counting squares or other methods. <b>MNU 1-11b</b>						
<b>Mathematics – its impact on the world, past, present and future</b>	I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers. <b>MTH 1-12a</b>						
<b>Patterns and relationships</b>	I can continue and devise more involved repeating patterns or designs, using a variety of media <b>MTH 1-13a</b>		U5: W1: L3, 4	U11: W3: L1, 3	U5: W1: L3 U11: W3: L3	U5: W1: L4 U11: W3: L1	U5: W1: L4 U11: W3: L1
	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. <b>MTH 1-13b</b>		U6: W1: L4				
<b>Expressions and equations</b>	I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. <b>MTH 1-15a</b>						
	When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. <b>MTH 1-15b</b>	U2: W2: L3 U4: W1: L3	U7: W2: L3		U4: W1: L3	U2: W2: L3	U7: W2: L3

<b>Shape, position and movement</b>							
<b>First Level</b>							
	<b>Outcome</b>	<b>Activity Book 1A</b>	<b>Activity Book 1B</b>	<b>Activity Book 1C</b>	<b>PG 1 Support</b>	<b>PG 1 Extension</b>	<b>HG 1 Homework</b>
<b>Properties of 2D shapes and 3D objects</b>	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. <b>MTH 1-16a</b>	U1: W3: L1-4	U5: W3: L1-4	U11: W3: L2, 4	U1: W3: L3, 4 U5: W3: L1, 4 U11: W3: L2, 4	U1: W3: L1, 2 U5: W3: L1, 3 U11: W3: L2	U1: W3: L3, 4 U5: W3: L2, 4 U11: W3: L2
	I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. <b>MTH 1-16b</b>						
<b>Angle, symmetry and transformation</b>	I can describe, follow and record routes and journeys using signs, words and angles and associated with direction and turning. <b>MTH 1-17a</b>	U3: W3: L1-4		U9: W3: L1-4	U3: W3: L1, 2 U9: W3: L1, 2	U3: W3: L3, 4 U9: W3: L3, 4	U3: W3: L1, 2 U9: W3: L1, 2
	I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. <b>MTH 1-18a</b>						
	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. <b>MTH 1-19a</b>						

<b>Information handling</b>							
<b>First Level</b>							
	<b>Outcome</b>	<b>Activity Book 1A</b>	<b>Activity Book 1B</b>	<b>Activity Book 1C</b>	<b>PG 1 Support</b>	<b>PG 1 Extension</b>	<b>HG 1 Homework</b>
<b>Data and analysis</b>	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. <b>MNU 1-20a</b>						
	I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. <b>MNU 1-20b</b>						
	Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. <b>MTH 1-21a</b>						

# Busy Ant Maths and the Scottish Curriculum for Excellence

# Year 2: Primary 3

Number, money and measure First Level							
	Outcome	Activity Book 2A	Activity Book 2B	Activity Book 2C	PG 2 Support	PG 2 Extension	HG 2 Homework
<b>Estimation and rounding</b>	I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. <b>MNU 1-01a</b>	U2: W3: L1	U5: W1: L4		U2: W3: L1		U5: W1: L4 U10: W3: L3
<b>Number and number processes</b>	I have investigated how whole numbers are constructed, can understand the importance of zero within the system and use my knowledge to explain the link between a digit, its place and its value. <b>MNU 1-02a</b>	U1: W1: L1-4 U3: W1: L1 U3: W2: L2 U4: W1: L1	U5: W1: L1-4 U6: W1: L1 U8: W1: L1	U9: W1: L1-4 U10: W1: L1, 3 U10: W2: L1 U12: W1: L1	U1: W1: L1, 4 U5: W1: L1, 4 U9: W1: L2, 4 U10: W1: L1 U10: W2: L1	U1: W1: L12,4 U3: W1: L1 U3: W2: L1 U4: W1: L1 U5: W1: L2, 3 U6: W1: L1 U8: W1: L1 U9: W1: L1, 3 U12: W1: L1	U1: W1: L1-4 U3: W1: L1 U3: W2: L2 U4: W1: L1 U5: W1: L2, 4 U6: W1: L1 U8: W1: L1 U9: W1: L1 U12: W1: L1
	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed <b>MNU 1-03a</b>	U1: W2: L1-4 U2: W1: L1-4 U2: W2: L1-4 U3: W1: L2-4 U3: W2: L2-4 U4: W1: L2-4	U5: W2: L1-4 U6: W1: L2-4 U6: W2: L1-4 U7: W1: L1-4 U7: W2: L1, 2 U8: W1: L2-4	U9: W2: L1-4 U10: W1: L2, 4 U10: W2: L2-4 U11: W1: L1-4 U11: W2: L1-4 U12: W1: L2-4	U1: W2: L2, 3 U2: W1: L1, 4 U2: W2: L1, 2 U3: W1: L2, 4 U3: W2: L2, 4 U4: W1: L2, 4 U5: W2: L3 U6: W1: L2, 4 U6: W2: L2, 4 U7: W1: L1, 2 U7: W2: L1, 2 U8: W1: L2, 4 U9: W2: L2, 4 U10: W1: L4 U10: W2: L4 U11: W1: L1, 3 U11: W2: L2, 3 U12: W1: L2, 3	U1: W2: L2 U2: W1: L2, 3 U3: W1: L3 U3: W2: L3 U4: W1: L3 U5: W2: L1, 2 U6: W1: L3 U6: W2: L1, 3 U7: W1: L3, 4 U7: W2: L3, 4 U8: W1: L3 U9: W2: L2, 4 U10: W1: L2, 3 U10: W2: L2, 3 U11: W1: L2, 4 U11: W2: L3, 4 U12: W1: L4	U1: W2: L3, 4 U2: W1: L2, 3 U2: W2: L12 U3: W1: L3 U3: W2: L3 U4: W1: L3 U5: W2: L2 U6: W1: L3 U6: W2: L1, 3 U7: W1: L3, 4 U7: W2: L2 U8: W1: L4 U9: W2: L2, 4 U10: W1: L2, 4 U10: W2: L2, 4 U11: W1: L1, 3 U11: W2: L1, 2 U12: W1: L4
<b>Fractions, decimal fractions and percentages</b>	Having explored fractions by taking part in practical activities, I can show my understanding of: <ul style="list-style-type: none"> <li>• how a single item can be shared equally</li> <li>• the notation and vocabulary associated with fractions</li> <li>• where simple fractions lie on the number line</li> </ul> <b>MNU 1-07a</b>	U4: W2: L1, 2, 4	U8: W2: L1-3	U12: W2: L1, 2	U4: W2: L1 U8: W2: L1, 2 U12: W2: L2	U8: W2: L1 U12: W2: L4	U4: W2: L1 U8: W2: L1, 4 U12: W2: L1, 2

	Through exploring how groups of fractions can be shared equally, I can find a fraction of an amount by applying my knowledge of division. <b>MNU 1-07b</b>		U8: W2: L4	U12: W2: L3, 4	U12: W2: L3	U4: W2: L3 U12: W2: L3	
	Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. <b>MTH 1-07c</b>	U4: W2: L2			U4: W2: L2	U4: W2: L2 U8: W2: L1	U4: W2: L2
<b>Money</b>	I can use money to pay for items and can work out how much change I should receive. <b>MNU 1-09a</b>		U7: W2: L4	U10: W2: L4 U12: W1: L4	U10: W2: L4		U12: W1: L4
	I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. <b>MNU 1-09b</b>		U5: W2: L4 U7: W2: L3		U5: W2: L4		U5: W2: L4
<b>Time</b>	I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. <b>MNU 1-10a</b>	U4: W3: L1-4		U12: W3: L1-4	U4: W3: L1, 2 U12: W3: L2, 4	U4: W3: L3, 4 U12: W3: L2, 4	U4: W3: L1, 3 U12: W3: L3, 4
	I can use a calendar to plan and be organised for key events for myself and my class throughout the year. <b>MNU 1-10b</b>						
	I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. <b>MNU 1-10c</b>						U12: W3: L3
<b>Measurement</b>	I can estimate how long or how heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. <b>MNU 1-11a</b>	U2: W3: L1-4	U6: W3: L1-4 U8: W3: L1-4	U10: W3: L1-4	U2: W3: L1, 3 U6: W3: L2, 3 U8: W3: L2, 4 U10: W3: L2, 3	U2: W3: L2, 4 U6: W3: L2, 4 U8: W3: L2, 4 U10: W3: L2, 3	U2: W3: L3, 4 U6: W3: L3, 4 U8: W3: L3, 4 U10: W3: L1, 3
	I can estimate the area of a shape by counting squares or other methods. <b>MNU 1-11b</b>						
<b>Mathematics – its impact on the world, past, present and future</b>	I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers. <b>MTH 1-12a</b>						
<b>Patterns and relationships</b>	I can continue and devise more involved repeating patterns or designs, using a variety of media <b>MTH 1-13a</b>	U3; W3: L1, 2				U3; W3: L1	U3; W3: L2
	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. <b>MTH 1-13b</b>						
<b>Expressions and equations</b>	I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. <b>MTH 1-15a</b>	U1: W1: L2 U2: W3: L3	U5: W1: L3 U6: W3: L3 U8: W3: L3	U9: W1: L3		U1: W1: L2 U2: W3: L3 U5: W1: L3 U9: W1: L3	U2: W1: L3 U6: W3: L3 U8: W1: L3 U9: W1: L3
	When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. <b>MTH 1-15b</b>	U2: W1: L4 U2: W2: L3, 4	U7: W1: L3			U2: W1: L4 U2: W2: L3, 4 U7: W1: L3	U2: W2: L4

<b>Shape, position and movement</b>		<b>First Level</b>					
	<b>Outcome</b>	<b>Activity Book 2A</b>	<b>Activity Book 2B</b>	<b>Activity Book 2C</b>	<b>PG 2 Support</b>	<b>PG 2 Extension</b>	<b>HG 2 Homework</b>
<b>Properties of 2D shapes and 3D objects</b>	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. <b>MTH 1-16a</b>	U1: W3: L1, 3,4	U5: W3: L1-4		U1: W3: L1, 3 U5: W3: L1, 3	U1: W3: L4 U5: W3: L2, 4	U1: W3: L1, 3 U5: W3: L1, 3
	I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. <b>MTH 1-16b</b>						
<b>Angle, symmetry and transformation</b>	I can describe, follow and record routes and journeys using signs, words and angles and associated with direction and turning. <b>MTH 1-17a</b>	U3: W3: L4		U9: W3: L1-4	U3: W3: L4 U9: W3: L2, 3	U3: W3: L4 U9: W3: L1, 4	U3: W3: L4 U9: W3: L1, 3
	I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. <b>MTH 1-18a</b>	U3: W3: L3			U3: W3: L3		
	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. <b>MTH 1-19a</b>	U1: W3: L2				U1: W3: L2	

<b>Information handling</b>		<b>First Level</b>					
	<b>Outcome</b>	<b>Activity Book 2A</b>	<b>Activity Book 2B</b>	<b>Activity Book 2C</b>	<b>PG 2 Support</b>	<b>PG 2 Extension</b>	<b>HG 2 Homework</b>
<b>Data and analysis</b>	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. <b>MNU 1-20a</b>		U7: W3: L1-3	U11: W3: L1-4	U11: W3: L1, 2	U11: W3: L1, 3	U7: W3: L2 U11: W3: L2, 4
	I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. <b>MNU 1-20b</b>		U7: W3: 3,	U11: W3: L1, 2	U7: W3: L1, 4 U11: W3: L2	U7: W3: L2, 4	U7: W3: L2
	Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. <b>MTH 1-21a</b>		U7: W3: L2, 4	U11: W3: L2, 4	U7: W3: L1, 4 U11: W3: L1, 2	U7: W3: L2, 4 U11: W3: L1, 3	U7: W3: L2, 4 U11: W3: L2, 4



Number, money and measure		First Level					
	Outcome	Pupil Book 3A	Pupil Book 3B	Pupil Book 3C	PG 3 Support	PG 3 Extension	HG 3 Homework
<b>Estimation and rounding</b>	I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. <b>MNU 1-01a</b>		U5: W1: L3 U7: W1: L1-3 U7: W2: L1, 2	U9: W2: L2, 3 U10: W1: L1-3 U11: W1: L1, 2 U11: W2: L1, 2 U12: W1: L1-3 U12: W2: L1-3	U10: W1: L1, 2 U11: W1: L1 U12: W1: L1, 2 U12: W2: L1	U5: W1: L3 U9: W2: L2, 3 U10: W1: L3 U12: W1: L3	U10: W1: L1, 3 U11: W1: L2 U11: W2: L2 U12: W1: L2, U12: W2: L1, 3
<b>Number and number processes including addition, subtraction, multiplication division and negative numbers</b>	I have investigated how whole numbers are constructed, can understand the importance of zero within the system and use my knowledge to explain the link between a digit, its place and its value. <b>MNU 1-02a</b>	U1: W1: L1-4 U2: W1: L1 U4: W1: L1 U4: W2: L1	U5: W1: L1-4 U6: W1: L1 U8: W1: L1	U9: W1: L1-4	U1: W1: L1, 3 U5: W1: L1, 4 U9: W1: L1, 4	U1: W1: L1, 4 U5: W1: L1, 3 U6: W1: L1 U9: W1: L1, 3	U1: W1: L2, 4 U4: W1: L1 U5: W1: L2, 3 U6: W1: L1 U9: W1: L1, 4
	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed <b>MNU 1-03a</b>	U1: W2: L1-4 U2: W1: L2-4 U3: W1: L1-4 U3: W2: L1-4 U4: W1: L2-4 U4: W2: L2-4	U6: W1: L2-4 U7: W1: L1-4 U7: W2: L1-3 U8: W1: L2-4	U9: W2: L2-4 U10: W1: L1-4 U11: W1: L1, 2 U11: W2: L1-4 U12: W1: L1-4 U12: W2: L1-4	U1: W2: L1, 3 U2: W1: L2 U3: W1: L1, 3 U3: W2: L1, 3 U4: W1: L2-3 U4: W2: L2-3 U6: W1: L3 U7: W1: L1, 4 U7: W2: L1, 3 U8: W1: L2, 3 U9: W2: L1, 4 U10: W1: L1, 2 U11: W1: L1 U11: W2: L1, 4 U12: W1: L1, 2 U12: W2: L1, 3	U1: W2: L2, 4 U2: W1: L3, 4 U3: W1: L2, 4 U3: W2: L2, 4 U4: W1: L3, 4 U4: W2: L2, 4 U6: W1: L4 U7: W1: L2, 3 U7: W2: L2 U8: W1: L2, 4 U9: W2: L2, 3 U10: W1: L3, 4 U11: W1: L2 U11: W2: L2, 3 U12: W1: L3, 4 U12: W2: L3, 4	U1: W2: L1, 4 U2: W1: L3, 4 U3: W1: L1, 3 U3: W2: L1, 3 U4: W1: L2 U4: W2: L2, 4 U6: W1: L2 U7: W1: L2, 4 U7: W2: L2, 3 U8: W1: L2, 3 U9: W2: L1, 3 U10: W1: L1, 3 U11: W1: L2 U11: W2: L2, 4 U12: W1: L2, 4 U12: W2: L2, 4
<b>Fractions, decimal fractions and percentages</b>	Having explored fractions by taking part in practical activities, I can show my understanding of: <ul style="list-style-type: none"> <li>• how a single item can be shared equally</li> <li>• the notation and vocabulary associated with fractions</li> <li>• where simple fractions lie on the number line</li> </ul> <b>MNU 1-07a</b>	U2: W2: L3	U6: W2: L2-4	U10: W2: L4	U2: W2: L3 U6: W2: L4 U10: W2: L4	U6: W2: L2, 3	U2: W2: L3 U6: W2: L2-4
	Through exploring how groups of fractions can be shared equally, I can find a fraction of an amount by applying my knowledge of division. <b>MNU 1-07b</b>	U2: W2: L1	U6: W2: L1	U10: W2: L1, 2	U2: W2: L1 U6: W2: L1 U10: W2: L1	U10: W2: L1	U2: W2: L1 U10: W2: L2
	Through taking part in practical activities including use of pictorial representations, I can demonstrate my	U2: W2: L2	U8: W2: L3, 4	U10: W2: L3	U8: W2: L4	U2: W2: L2 U10: W2: L3	U8: W2: L3 U10: W2: L3

	understanding of simple fractions which are equivalent. <b>MTH 1-07c</b>						
<b>Money</b>	I can use money to pay for items and can work out how much change I should receive. <b>MNU 1-09a</b>		U5: W2: L1-4 U7: W2: L4	U11: W1: L3, 4	U5: W2: 1, 3 U11: W1: L4	U5: W2: L2, 4 U7: W2: L4 U11: W1: L4	U5: W2: L1, 3 U11: W1: L3
	I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. <b>MNU 1-09b</b>		U5: W1: L3				
<b>Time</b>	I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. <b>MNU 1-10a</b>	U4: W3: L1-3		U11: W3: L1, 2	U4: W3: L1, 3 U11: W3: L1	U4: W3: L2, 3	U4: W3: L1, 2 U11: W3: L4
	I can use a calendar to plan and be organised for key events for myself and my class throughout the year. <b>MNU 1-10b</b>			U11: W3: L3	U11: W3: L3	U4: W3: L3	U11: W3: L3
	I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. <b>MNU 1-10c</b>	U4: W3: L4		U11: W3: L4		U11: W3: L4	
<b>Measurement</b>	I can estimate how long or how heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. <b>MNU 1-11a</b>	U2: W3: L1-4	U6: W3: L1-4	U10: W3: L1-4	U2: W3: L2, 4 U6: W3: L2, 3 U10: W3: L1, 2	U2: W3: L2, 4 U6: W3: L2, 3 U10: W3: L1, 3	U2: W3: L1, 3 U6: W3: L1, 2 U10: W3: L3, 4
	I can estimate the area of a shape by counting squares or other methods. <b>MNU 1-11b</b>						
<b>Mathematics – its impact on the world, past, present and future</b>	I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers. <b>MTH 1-12a</b>						
<b>Patterns and relationships</b>	I can continue and devise more involved repeating patterns or designs, using a variety of media. <b>MTH 1-13a</b>						
	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. <b>MTH 1-13b</b>	U1: W3: L3, 4	U8: W3: L2, 3	U9: W3: L4		U5: W3: L2 U8: W3: L2	
<b>Expressions and equations</b>	I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. <b>MTH 1-15a</b>						
	When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. <b>MTH 1-15b</b>	U2: W1: L2, 3 U3: W1: L1-3 U3: W2: L1-3 U4: W1: L2, 4 U4: W2: L2, 4	U6: W1: L1 U8: W1: L1-3	U9: W1: L3 U9: W2: L1 U10: W2: L4 U12: W1: L1		U3: W1: L2 U3: W2: L2 U6: W1: L1	U2: W1: L3 U3: W1: L1 U3: W2: L1 U4: W1: L2, U10: W1: L3

Number, Money and Measure		Second					
	Outcome	Pupil Book 3A	Pupil Book 3B	Pupil Book 3C	PG 3 Support	PG 3 Extension	HG 3 Homework
<b>Fractions, decimal fractions and percentages</b>	I have investigated the everyday contexts in which simple fractions, percentages or decimals are used and can carry out the necessary calculations to solve related problems. <b>MNU 2-07a</b>	U2: W2: L4	U8: W2: L2			U2: W2: L4	
	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. <b>MTH 2-07c</b>		U8: W2: L1				U8: W2: L1
<b>Measurement</b>	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. <b>MNU 2-11c</b>		U8: W3: L1-4		U8: W3: L2, 3	U8: W3: L2, 4	U8: W3: L3, 4

Shape, position and movement		First Level					
	Outcome	Pupil Book 3A	Pupil Book 3B	Pupil Book 3C	PG3 Support	PG3 Extension	HG 3 Homework
<b>Properties of 2D shapes and 3D objects</b>	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. <b>MTH 1-16a</b>	U1: W3: L1-4	U5: W3: L1-4	U9: W3: L1-4	U1: W3: L1, 3 U5: W3: L2, 3 U9: W3: L2, 3	U1: W3: L2, 3 U5: W3: L2, 3 U9: W3: L1, 2	U1: W3: L1, 4 U5: W3: L2, 3 U9: W3: L1, 3
	I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. <b>MTH 1-16b</b>						
<b>Angle, symmetry and transformation</b>	I can describe, follow and record routes and journeys using signs, words and angles and associated with direction and turning. <b>MTH 1-17a</b>	U3: W3: L1-4			U3: W3: L3, 4	U3: W3: L2, 3	U3: W3: L2, 4
	I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. <b>MTH 1-18a</b>						
	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. <b>MTH 1-19a</b>						

<b>Information handling</b>		<b>First Level</b>					
	<b>Outcome</b>	<b>Pupil Book 3A</b>	<b>Pupil Book 3B</b>	<b>Pupil Book 3C</b>	<b>PG 3 Support</b>	<b>PG 3 Extension</b>	<b>HG 3 Homework</b>
<b>Data and analysis</b>	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. <b>MNU 1-20a</b>		U7: W3: L1-4	U12: W3: L1-4	U7: W3: L1, 2 U12: W3: L1, 3	U7: W3: L4 U12: W3: L2, 4	U7: W3: L1 U12: W3: L1, 4
	I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. <b>MNU 1-20b</b>			U12: W3: L3, 4	U7: W3: L1, 2 U12: W3: L1, 3	U7: W3: L2 U12: W3: L2	U7: W3: L1 U12: W3: L1, 4
	Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. <b>MTH 1-21a</b>		U7: W3: L2-4	U12: W3: L1-4	U7: W3: L1, 2 U12: W3: L1, 3	U7: W3: L2, 4 U12: W3: L2, 4	U7: W3: L3 U12: W3: L1, 4
<b>Ideas of chance and uncertainty</b>	I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me. <b>MNU 1-22a</b>						

Number, money and measure		Second Level					
	Outcome	Pupil Book 4A	Pupil Book 4B	Pupil Book 4C	PG 4 Support	PG 4 Extension	HG 4 Homework
<b>Estimation and rounding</b>	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. <b>MNU 2-01a</b>	U3: W2: L3, 4	U5: W1: L3 U6: W1: L2, 3 U7: W1: L4 U7: W2: L1-3 U8: W1: L1-3	U9: W1: L3 U9: W2: L1, 2 U10: W1: L1-3 U11: W1: L1,2 U11: W2: L2	U5: W1: L3 U6: W1: L1, 2 U8: W1: L1, 2 U10: W1: L1 U12: W1: L4 U12: W2: L2	U3: W2: L3 U9: W1: L2 U11: W2: L2	U3: W2: L3 U5: W1: L3 U7: W1: L4 U10: W1: L2 U12: W1: L2 U12: W2: L1
<b>Number and number processes</b> Including addition, subtraction, multiplication division and negative numbers	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. <b>MNU 2-02a</b>	U1: W1: L1-4 U2: W1: L1, 3 U3: W2: L1-3 U4: W1: L2 U4: W2: L4	U5: W1: L1, 2 U6: W1: L1 U6: W2: L2 U8: W2: L1, 2	U9: W1: L1, 4 U11: W2: L1, 2	U1: W1: L1, 4 U1: W2: L1 U3: W2: L2 U5: W1: L2 U6: W2: L2 U8: W2: L2 U9: W1: L1 U11: W2: L1	U1: W1: L2, 3 U3: W2: L1 U5: W1: L1 U8: W2: L1 U9: W1: L4	U1: W1: L1, 3 U3: W2: L2 U5: W1: L1 U6: W2: L1 U8: W2: L2 U11: W2: L2 U9: W1: 1, 4
	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. <b>MNU 2-03a</b>	U1: W2: L1-4 U2: W1: L1-4 U3: W1: L1-4 U4: W1: L1-4 U4: W2: L1-4	U5: W2: L1-4 U6: W1: L2-4 U7: W1: L1-4 U7: W2: L1-4 U8: W1: L1-4	U9: W2: L1-3 U10: W1: L1-4 U11: W1: L1,2 U12: W1: L1-4 U12: W2: L1-4	U1: W2: L4 U2: W1: L2, 3 U3: W1: L1, 3 U4: W1: L1, 3 U4: W2: L1, 3 U5: W2: L1, 3 U6: W1: L2, 3 U7: W1: L2, 3 U7: W2: L1, 3 U8: W1: L1, 2 U9: W2: L3 U10: W1: L1, 3 U11: W1: L1 U12: W1: L1, 2 U12: W2: L1, 3	U1: W2: L2, 3 U2: W1: L1, 4 U3: W1: L2, 4 U4: W1: L1, 3 U4: W2: L1, 4 U5: W2: L2, 4 U6: W1: L3, 4 U7: W1: L1, 4 U7: W2: L1, 4 U8: W1: L3, 4 U9: W2: L1, 2 U10: W1: L3, 4 U11: W1: L2 U12: W1: L3, 4 U12: W2: L3, 4	U1: W2: L1, 3 U2: W1: L1, 4 U3: W1: L1, 3 U4: W1: L2, 4 U4: W2: L1, 2 U5: W2: L1, 3 U6: W1: L4 U7: W1: L2, 4 U7: W2: L3, 4 U8: W1: L1, 3 U9: W2: L2, 3 U10: W1: L2, 4 U11: W1: L2 U12: W1: L2, 4 U12: W2: L1, 3
	I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. <b>MNU 2-03b</b>	U3: W2: L4	U8: W2: L3, 4	U11: W2: L3, 4	U3: W2: L3 U8: W2: L3 U11: W2: L4	U8: W2: L3 U11: W2: L3	U8: W2: L4 U11: W2: L4
	Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems. <b>MTH 2-03c</b>			U5: W1: L4	U9: W1: L3	U9: W1: L3	U5: W1: L4

	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. <b>MNU 2-04a</b>		U5: W1: L4	U9: W1: L3	U9: W1: L3	U5: W1: L4	
<b>Multiples, factors and primes</b>	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers <b>MTH 2-05a</b>	U2: W1: L1, 3 U4: W1: L2-4			U4: W1: L3	U4: W1: L3	U4: W1: L4
<b>Fractions, decimal fractions and percentages</b>	I have investigated the everyday contexts in which simple fractions, percentages or decimals are used and can carry out the necessary calculations to solve related problems. <b>MNU 2-07a</b>	U2: W2: L3, 4	U6: W2: L1-4	U10: W2: L2-4	U2: W2: L3 U6: W2: L1, 2 U10: W2: L3	U10: W2: L2 U10: W2: L2 U10: W2: L2, 4	U2: W2: L3 U6: W2: L1, 3 U10: W2: L2, 4
	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. <b>MNU 2-07b</b>	U2: W2: L1, 2		U10: W2: L1	U2: W2: L1 U10: W2: L1	U2: W2: L2	U2: W2: L1
	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. <b>MTH 2-07c</b>			U10: W2: L1			
<b>Money</b>	I can manage money, compare costs from different retailers, and determine what I can afford to buy. <b>MNU 2-09a</b>		U8: W1: L4	U9: W2: L4 U10: W1: L4 U11: W1: L3, 4	U9: W2: L4	U10: W1: L4	U11: W1: L3 U11: W2: L2 U12: W2: L4
	I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. <b>MNU 2-09b</b>						
	I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. <b>MNU 2-09c</b>						
<b>Time</b>	I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. <b>MNU 2-10a</b>	U4: W3: L2, 3			U4: W3: L2, 3	U4: W3: L2, 3	
	I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. <b>MNU 2-10b</b>	U4: W3: L1, 4					U4: W3: L1, 4
<b>Measurement</b>	I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. <b>MNU 2-11a</b>	U3: W3: L3	U6: W3: L3	U10: W3: L3	U3: W3: L3 U6: W3: L3 U10: W3: L3	U3: W3: L3 U10: W3: L3	U3: W3: L3 U10: W3: L3
	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. <b>MNU 2-11b</b>	U3: W3: L1-4	U6: W3: L1-4	U10: W3: L1-4	U3: W3: L1, 3 U6: W3: L1, 3 U10: W3: L1, 3	U3: W3: L2, 4 U6: W3: L3, 4 U10: W3: L1, 4	U3: W3: L3, 4 U6: W3: L1, 4 U10: W3: L3, 4
	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. <b>MNU 2-11c</b>		U8: W3: L1-4		U8: W3: L1, 3	U8: W3: L2, 4	U6: W3: L3, 4
<b>Mathematics – its impact on the</b>	I have worked with others to explore, and present our findings on, how mathematics impacts on the world and						

<b>world, past, present and future</b>	the important part it has played in advances and inventions. <b>MTH 2-12a</b>						
<b>Patterns and relationships</b>	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. <b>MTH 2-13a</b>		U8: W1: L4 U8: W3: L4	U9: W2: L4 U10: W1: L4 U11: W1: L4	U9: W2: L4	U4: W1: L1 U8: W3: L1 U10: W1: L4	U11: W1: L3 U11: W2: L2 U12: W2: L4
<b>Expressions and equations</b>	I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter. <b>MTH 2-15a</b>	U2: W1: L1-3 U4: W1: L2 U4: W2: L2	U6: W1: L2	U10: W1: L1, 2			

<b>Shape, position and movement</b>		<b>Second Level</b>					
	<b>Outcome</b>	<b>Pupil Book 4A</b>	<b>Pupil Book 4B</b>	<b>Pupil Book 4C</b>	<b>PG 4 Support</b>	<b>PG 4 Extension</b>	<b>HG 4 Homework</b>
<b>Properties of 2D shapes and 3D objects</b>	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. <b>MTH 2-16a</b>			U9: W3: L1-4	U9: W3: L1, 4	U9: W3: L1, 3	U9: W3: L1, 4
	Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. <b>MTH 2-16b</b>						
	I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. <b>MTH 2-16c</b>			U9: W3: L1-4	U9: W3: L1	U9: W3: L1, 3	U9: W3: L1, 4
<b>Angle, symmetry and transformation</b>	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. <b>MTH 2-17a</b>		U5: W3: L1-4		U5: W3: L3, 4	U5: W3: L1, 4	U5: W3: L1, 3
	I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. <b>MTH 2-17b</b>						
	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. <b>MTH 2-17c</b>						
	I can use my knowledge of the co-ordinate system to plot and describe the location of a point on a grid. <b>MTH 2-18a</b>	U2: W3: L1-4		U11: W3: L1-4	U2: W3: L1, 2 U11: W3: L1, 4	U2: W3: L1, 2 U11: W3: L1, 2	U2: W3: L3, 4 U11: W3: L2, 4
	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.	U1: W3: L1-4			U1: W3: L1, 3	U1: W3: L1, 4	U1: W3: L2, 3

	<b>MTH 2-19a</b>						
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<b>Information handling      Second Level</b>							
	<b>Outcome</b>	<b>Pupil Book 4A</b>	<b>Pupil Book 4B</b>	<b>Pupil Book 4C</b>	<b>PG 4 Support</b>	<b>PG 4 Extension</b>	<b>HG 4 Homework</b>
<b>Data and analysis</b>	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. <b>MNU 2-20a</b>		U7: W3: L1-4	U12: W3: L1-4	U7: W3: L1, 3 U12: W3: L3, 4	U7: W3: L1, 2 U12: W3: L4	U7: W3: L1, 3 U12: W3: L1-4
	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. <b>MNU 2-20b</b>		U7: W3: L3	U12: W3: L1		U12: W3: L1	U12: W3: L1
	I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. <b>MTH 2-21a</b>		U7: W3: L3	U12: W3: L1, 2, 4	U7: W3: L1	U7: W3: L1, 2 U12: W3: L4	U7: W3: L1, 3 U12: W3: L1, 4
<b>Ideas of chance and uncertainty</b>	I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability. <b>MNU 2-22a</b>						



Number, money and measure <span style="float: right;">Second Level</span>							
	Outcome	Pupil Book 5A	Pupil Book 5B	Pupil Book 5C	PG 5 Support	PG 5 Extension	HG 5 Homework
<b>Estimation and rounding</b>	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. <b>MNU 2-01a</b>	U1: W1: L4 U3: W1: L3, 4 U3: W2: L2, 3	U5: W1: L2 U5: W2: L3 U6: W1: L4 U7: W1: L3	U9: W1: L2	U1: W1: L4 U3: W1: L4 U6: W1: L4 U7: W1: L3 U9: W1: L2	U3: W2: L3 U6: W1: L4	U1: W1: L4 U3: W2: L2
<b>Number and number processes</b> Including addition, subtraction, multiplication division and negative numbers	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. <b>MNU 2-02a</b>	U1: W1: L1-4	U5: W1: L1-4 U7: W1: L1-4	U9: W1: L1-4	U1: W1: L2 U5: W1: L2 U9: W1: L4	U1: W1: L1, 3 U5: W1: L1 U7: W1: L2 U9: W1: L1, 3	U1: W1: L2 U5: W1: L1 U7: W1: L2 U9: W1: L1, 4
	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. <b>MNU 2-03a</b>	U1: W2: L1-4 U2: W1: L1-4 U3: W1: L1-4 U4: W1: L1, 2, 4 U4: W2: L2-4	U5: W2: L1-4 U6: W1: L1-4 U8: W1: L1-3	U9: W2: L1-4 U10: W1: L1-4 U11: W1: L1-4 U12: W1: L1-3 U12: W2: L1-4	U1: W2: L1, 3 U2: W1: L1, 4 U3: W1: L3, 4 U4: W1: L2 U4: W2: L3 U5: W2: L3, 4 U6: W1: L1, 4 U8: W1: L1, 2 U9: W2: L3, 4 U10: W1: L1, 2 U11: W1: L2, 4 U12: W1: L1, 2 U12: W2: L1, 2	U1: W2: L2, 4 U2: W1: L1, 4 U3: W1: L1, 2 U4: W1: L4 U5: W2: L1, 2 U6: W1: L3, 4 U8: W1: L2, 3 U9: W2: L1, 2 U10: W1: L2 U11: W1: L3 U12: W1: L2, 3 U12: W2: L1, 4	U1: W2: L2, 4 U2: W1: L3, 4 U3: W1: L3, 4 U4: W1: L2 U4: W2: L2, 3 U5: W2: L1, 3 U6: W1: L1, 3 U8: W1: L1, 3 U9: W2: L1, 3 U10: W1: L1, 2 U11: W1: L3 U12: W1: L1, 2 U12: W2: L3, 4
	I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. <b>MNU 2-03b</b>	U3: W2: L2	U7: W1: L4 U7: W2: L1-4	U9: W2: L1	U3: W2: L2 U7: W2: L2, 4	U7: W1: L4 U7: W2: L1, 3	U7: W1: L4 U7: W2: L2, 4 U9: W2: L1
	Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems. <b>MTH 2-03c</b>						
	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. <b>MNU 2-04a</b>		U5: W1: L3, 4		U5: W1: L4	U5: W1: L3	U5: W1: L3
<b>Multiples, factors and primes</b>	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers <b>MTH 2-05a</b>	U4: W2: L1			U4: W2: L1	U4: W2: L1	

<b>Fractions, decimal fractions and percentages</b>	I have investigated the everyday contexts in which simple fractions, percentages or decimals are used and can carry out the necessary calculations to solve related problems. <b>MNU 2-07a</b>	U2: W2: L1 U3: W2: L1	U8: W2: L4	U11: W2: L2-4	U2: W2: L1 U8: W2: L4 U11: W2: L2, 3	U3: W2: L1 U11: W2: L4	U2: W2: L1 U8: W2: L4 U11: W2: L3
	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. <b>MNU 2-07b</b>	U2: W2: L3	U6: W2: L1 U7: W1: L1 U8: W2: L1-3	U11: W2: L1	U2: W2: L3 U6: W2: L1 U7: W1: L1 U8: W2: L2, 4	U8: W2: L1, 3 U11: W2: L1	U2: W2: L3 U6: W2: L1 U8: W2: L2 U11: W2: L1
	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. <b>MTH 2-07c</b>	U2: W2: L4	U6: W2: L2			U6: W2: L2	
<b>Money</b>	I can manage money, compare costs from different retailers, and determine what I can afford to buy. <b>MNU 2-09a</b>		U5: W1: L4 U6: W1: L4 U8: W1: L4 U8: W2: L4	U9: W2: L4 U10: W1: L2, 4 U11: W1: L4 U11: W2: L3 U12: W1: L4 U12: W2: L1, 3, 4	U6: W1: L4 U11: W2: L3	U6: W1: L4 U10: W1: L4 U11: W1: L4 U12: W2: L1, 4	U6: W1: L4 U6: W1: L4 U12: W2: L4
	I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. <b>MNU 2-09b</b>						
	I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. <b>MNU 2-09c</b>						
<b>Time</b>	I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. <b>MNU 2-10a</b>	U4: W3: L1, 2					U4: W3: L1
	I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. <b>MNU 2-10b</b>	U4: W3: L3, 4			U4: W3: L2, 3	U4: W3: L2, 3	U4: W3: L3
<b>Measurement</b>	I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. <b>MNU 2-11a</b>	U3: W3: L1, 2	U6: W3: L1	U10: W3: L2	U6: W3: L3 U10: W3: L4	U3: W3: L2 U6: W3: L1 U10: W3: L2	U3: W3: L2 U6: W3: L2 U10: W3: L2
	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. <b>MNU 2-11b</b>	U3: W3: L1-4	U6: W3: L1-4	U10: W3: L1, 2, 4	U3: W3: L2, 3 U6: W3: L2, 3 U10: W3: L4	U3: W3: L1, 2 U6: W3: L1, 2 U10: W3: L2, 4	U3: W3: L2, 3 U6: W3: L1, 2 U10: W3: L2
	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. <b>MNU 2-11c</b>		U8: W3: L1-4	U10: W3: L3, 4	U8: W3: L1, 2 U10: W3: L3	U8: W3: L1, 2	U8: W3: L2, 3 U10: W3: L3
<b>Mathematics – its impact on the world, past,</b>	I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions. <b>MTH 2-12a</b>						

<b>present and future</b>							
<b>Patterns and relationships</b>	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. <b>MTH 2-13a</b>	U2: W2: L2 U3: W2: L4	U6: W3: L3, 4	U8: W3: L1	U3: W2: L4	U2: W2: L2, 4 U8: W3: L2	U3: W2: L4 U10: W3: L3
<b>Expressions and equations</b>	I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter. <b>MTH 2-15a</b>	U2: W1: L2 U4: W1: L2 U4: W2: L2, 3	U7: W2: L2-4 U8: W1: L1, 2	U9: W2: L2, 3 U11: W1: L1 U12: W1: 2, 3	U12: W1: L4	U5: W2: L2 U9: W2: L2, U11: W1: L1 U12: W1: 1, 4	U7: W2: L4 U11: W1: L1 U12: W1: 1, 2

<b>Number, money and measure</b>		<b>Third Level</b>					
	<b>Outcome</b>	<b>Pupil Book 5A</b>	<b>Pupil Book 5B</b>	<b>Pupil Book 5C</b>	<b>PG 5 Support</b>	<b>PG 5 Extension</b>	<b>HG 5 Homework</b>
<b>Multiples, factors and primes</b>	I can apply my understanding of factors to investigate and identify when a number is prime. <b>MTH 3-05b</b>	U4: W2: L1			U4: W2: L1	U4: W2: L1	
<b>Powers and roots</b>	Having explored the notation and vocabulary associated with whole number powers and the advantages of writing numbers in this form, I can evaluate powers of whole numbers mentally or using technology. <b>MTH 3-06a</b>	U4: W1: L1			U4: W1: L1		
<b>Fractions, decimal fractions and percentages</b>	By applying my knowledge of equivalent fractions and common multiples, I can add and subtract commonly used fractions. <b>MTH 3-07b</b>		U6: W2: L3, 4		U6: W2: L3,	U6: W2: L4	U6: W2: L4
	Having used practical, pictorial and written methods to develop my understanding, I can convert between whole or mixed numbers and fractions. <b>MTH 3-07c</b>			U10: W2: L1, 2	U10: W2: L2	U10: W2: L1	U10: W2: L1

<b>Number, money, and measure</b>		<b>Fourth Level</b>					
	<b>Outcome</b>	<b>Pupil Book 5A</b>	<b>Pupil Book 5B</b>	<b>Pupil Book 5C</b>	<b>PG 5 Support</b>	<b>PG 5 Extension</b>	<b>HG 5 Homework</b>
<b>Fractions, decimal fractions and percentages</b>	I can solve problems involving fractions and mixed numbers in context, using addition subtraction or multiplication. <b>MTH 4-07b</b>			U10: W2: L3, 4	U10: W2: L4	U10: W2: L3	U10: W2: L3

<b>Shape, position and movement</b>							
<b>Second Level</b>							
	<b>Outcome</b>	<b>Pupil Book 5A</b>	<b>Pupil Book 5B</b>	<b>Pupil Book 5C</b>	<b>PG 5 Support</b>	<b>PG 5 Extension</b>	<b>HG 5 Homework</b>
<b>Properties of 2D shapes and 3D objects</b>	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. <b>MTH 2-16a</b>	U1: W3: L1, 2		U9: W3: L1-4	U1: W3: L1 U9: W3: L4	U1: W3: L2 U9: W3: L1	U1: W3: L2 U9: W3: L4
	Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. <b>MTH 2-16b</b>						
	I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. <b>MTH 2-16c</b>	U1: W3: L3, 4		U9: W3: L1-4	U1: W3: L4 U9: W3: L2	U1: W3: L4 U9: W3: L2	U1: W3: L3 U9: W3: L2
<b>Angle, symmetry and transformation</b>	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. <b>MTH 2-17a</b>		U5: W3: L1-4		U5: W3: L1, 2		U5: W3: L1, 4
	I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. <b>MTH 2-17b</b>		U5: W3: L1-3		U5: W3: L2	U5: W3: L2, 4	
	I can use my knowledge of the co-ordinate system to plot and describe the location of a point on a grid. <b>MTH 2-18d</b>	U2: W3: L1-4		U11: W3: L3,4	U2: W3: L1, 4	U2: W3: L3, 4 U11: W3: L4	U2: W3: L1, 2 U11: W3: L3
	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. <b>MTH 2-19a</b>			U11: W3: L1, 2	U11: W3: L1, 2	U11: W3: L2, 4	U11: W3: L2, 3

Information Handling		Second Level					
	Outcome	Pupil Book 5A	Pupil Book 5B	Pupil Book 5C	PG 5 Support	PG 5 Extension	HG 5 Homework
<b>Data and analysis</b>	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. <b>MNU 2-20a</b>		U7: W3: L1-4	U12: W3: L1-4	U7: W3: L1, 3 U12: W3: L1, 3	U7: W3: L1, 4 U12: W3: L2, 4	U7: W3: L3, 4 U12: W3: L3, 4
	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. <b>MNU 2-20b</b>						
	I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. <b>MTH 2-21a</b>		U7: W3: L1, 2, 4	U12: W3: L1, 3, 4	U7: W3: L1 U12: W3: L3	U7: W3: L1, 4 U12: W3: L4	
<b>Ideas of chance and uncertainty</b>	I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability. <b>MNU 2-22a</b>						

Number, money and measure		Second Level					
	Outcome	Pupil Book 6A	Pupil Book 6B	Pupil Book 6C	PG 6 Support	PG 6 Extension	HG 6 Homework
<b>Estimation and rounding</b>	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. <b>MNU 2-01a</b>	U1: W1: L3 U3: W2: L4			U1: W1: L3 U3: W2: L4		U1: W1: L3 U1: W2: L1 U3: W2: L4
<b>Number and number processes</b> Including addition, subtraction, multiplication division and negative numbers	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. <b>MNU 2-02a</b>	U1: W1: L1, 2,4 U3: W2: L1			U1: W1: L1	U1: W1: L2, 4 U3: W2: L1	U1: W1: L2
	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. <b>MNU 2-03a</b>	U1: W2: L1, 2,4 U2: W1: L1-4 U3: W1: L1, 2,4 U3: W2: L2 U4: W1: L2-4	U5: W1: L4 U6: W1: L1-4 U8: W1: L1-4	U9: W1: L1-4 U11: W1: L3, 4 U12: W1: L2, 3	U1: W2: L2,4 U2: W1: L1,2 U3: W1: L1, 4 U4: W1: L3 U6: W1: L1, 3 U6: W2: L1, 3 U8: W1: L1, 2 U9: W1: L1 U11: W1: L4 U12: W1: L2	U1: W2: L1 U2: W1: L3, 4 U3: W1: L2 U4: W1: L3 U5: W1: L4 U6: W1: L3, 4 U6: W2: L3, 4 U8: W1: L2, 4 U9: W1: L2, 4 U11: W1: L3 U12: W1: L2	U1: W2: L1, 2 U3: W1: L2 U4: W1: L2, 3 U6: W1: L1, 2 U8: W1: L1, 2 U9: W1: L1 U11: W1: L4 U12: W1: L2
	I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. <b>MNU 2-03b</b>	U1: W2: L3 U3: W1: L3 U3: W2: L2-3	U6: W2: L1-4 U8: W2: L1-4	U10: W2: L1-4 U12: W2: L3, 4	U6: W2: L1, 3 U8: W2: L1,2 U10: W1: L1, 2	U1: W2: L3 U3: W1: L3 U3: W2: L33 U6: W2: L1, 4 U8: W2: L3, 4 U10: W2: L3, 4 U12: W2: L3	U1: W2: L3 U3: W1: L3 U3: W2: L2 U6: W2: L1, 2 U8: W2: L2, 4 U10: W1: L2, 4
	Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems. <b>MTH 2-03c</b>			U5: W1: L3	U9: W1: L3 U11: W1: L1, 2	U5: W1: L3 U9: W1: L3 U11: W1: L1	U11: W1: L1
<b>Number and number processes</b>	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. <b>MNU 2-04a</b>		U5: W1: L1, 2		U5: W1: L1	U5: W1: L2	U5: W1: L1
<b>Multiples, factors and primes</b>	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers <b>MTH 2-05a</b>						

<b>Fractions, decimal fractions and percentages</b>	I have investigated the everyday contexts in which simple fractions, percentages or decimals are used and can carry out the necessary calculations to solve related problems. <b>MNU 2-07a</b>	U4: W2: L4		U12: W2: L1	U4: W2: L4 U12: W2: L1		U4: W2: L4 U12: W2: L1
	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. <b>MNU 2-07b</b>	U4: W2: L1-3		U12: W2: L2-4	U4: W2: L2 U12: W2: L3	U4: W2: L1, 3 U12: W2: L2, 3	U4: W2: L1 U12: W2: L3
	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. <b>MTH 2-07c</b>	U2: W2: L1, 3		U10: W2: L1	U2: W2: L1 U10: W2: L1	U2: W2: L2	U2: W2: L2
<b>Money</b>	I can manage money, compare costs from different retailers, and determine what I can afford to buy. <b>MNU 2-09a</b>	U1: W2: L4 U2: W1: L4 U3: W1: L4 U3: W2: L3, 4 U4: W1: L3, 4 U4: W2: L2	U5: W1: L2, 4 U6: W2: L3, 4	U8: W2: L4 U9: W1: L4 U10: W1: L2, 4 U12: W1: L3 U12: W2: L1	U12: W2: L2	U2: W1: L4 U4: W1: L4 U6: W2: L4 U8: W2: L3, 4 U9: W1: L4 U10: W1: L2, 4 U10: W2: L2	U4: W1: L3 U7: W2: L2 U8: W2: L4 U10: W1: L2, 4 U12: W2: L1
	I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. <b>MNU 2-09b</b>						
	I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. <b>MNU 2-09c</b>	U1: W2: L4	U5: W1: L4				
<b>Time</b>	I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. <b>MNU 2-10a</b>	U4: W3: L2					
	I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. <b>MNU 2-10b</b>	U4: W3: L1, 2			U4: W3: L1, 2	U4: W3: L1	U4: W3: L2
	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 <b>MNU 2-10c</b>						
<b>Measurement</b>	I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. <b>MNU 2-11a</b>						
	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. <b>MNU 2-11b</b>	U3: W3: L1-4	U6: W3: L1-4	U10: W3: L1, 2	U3: W3: L1, 3 U6: W3: L1, 2 U10: W3: L1	U3: W3: L2, 4 U6: W3: L3, 4 U10: W3: L2	U3: W3: L1, 4 U6: W3: L2, 3 U10: W3: L1
	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. <b>MNU 2-11c</b>		U8: W3: L1-4	U10: W3: L3, 4	U8: W3: L1, 3 U10: W3: L3	U8: W3: L2, 3 U10: W3: L4	U8: W3: L2, 3 U10: W3: L4

<b>Mathematics – its impact on the world, past, present and future</b>	I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions. <b>MTH 2-12a</b>						
<b>Patterns and relationships</b>	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. <b>MTH 2-13a</b>	U1: W3: L1 U3: W3: L1					
<b>Expressions and equations</b>	I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter. <b>MTH 2-15a</b>	U1: W2: L3 U2: W1: L1-4 U3: W1: L1	U5: W1: L1, 3 U6: W1: L2, 4 U6: W2: L1	U9: W1: L2 U10: W1: L1 U12: W1: L4		U1: W2: L3 U2: W1: L3 U6: W1: L3 U8: W1: L4 U9:W1: L2	

<b>Number, money and measure</b>		<b>Third Level</b>					
	<b>Outcome</b>	<b>Pupil Book 6A</b>	<b>Pupil Book 6B</b>	<b>Pupil Book 6C</b>	<b>PG 6 Support</b>	<b>PG 6 Extension</b>	<b>HG 6 Homework</b>
<b>Multiples, factors and primes</b>	I have investigated the strategies for identifying common multiples and common factors, explaining my ideas to others, and can apply my understanding to solve related problems. <b>MTH 3-05a</b>	U4: W1: L1	U7: W1: L1	U10: W2: L1 U12: W1: L1	U4: W1: L1 U12: W1: L1	U4: W1: L1	U4: W1: L1 U12: W1: L1
<b>Time</b>	Using simple time periods, I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance. <b>MNU 3-10a</b>	U4: W3: L3, 4	U8: W2: L3				
<b>Fractions, decimal fractions and percentages</b>	By applying my knowledge of equivalent fractions and common multiples, I can add and subtract commonly used fractions. <b>MTH 3-07b</b>	U2: W2: L3, 4	U7: W1: L1, 4	U10: W2: L2	U2: W2: L4 U7: W1: L2 U10: W2: L2	U2: W2: L3 U7: W1: L1 U10: W2: L2	U2: W2: L3 U7: W1: L1 U10: W2: L2
<b>Ratio and proportion</b>	I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. <b>MNU 3-08a</b>		U7: W2: L1-4	U11: W2: L1-4	U7: W2: L1, 2 U11: W2: L2, 4	U7: W2: L1 U11: W2: L2, 3	U7: W2: L2, 3 U11: W2: L2, 3
<b>Patterns and relationships</b>	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. <b>MTH 3-13a</b>		U5: W2: L2			U5: W2: L2	U5: W2: L2 U9: W2: L1
<b>Expressions and equations</b>	Having discussed ways to express problems or statements using mathematical language, I can construct and use appropriate methods to solve a range of simple equations. <b>MTH 3-15a</b>		U5: W2: L1	U9: W2: L1, 2			



	I can create and evaluate a simple formula representing information contained in a diagram, problem or statement. <b>MTH 3-15b</b>		U5: W2: L3, 4	U9: W2: L3, 4	U5: W2: L3 U9: W2: L3	U5: W2: L4 U9: W2: L3	U9: W2: L4
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<b>Number, money, and measure Fourth Level</b>							
	<b>Outcome</b>	<b>Pupil Book 6A</b>	<b>Pupil Book 6B</b>	<b>Pupil Book 6C</b>	<b>PG 6 Support</b>	<b>PG 6 Extension</b>	<b>HG 6 Homework</b>
<b>Fractions, decimal fractions and percentages</b>	I can solve problems involving fractions and mixed numbers in context, using addition subtraction or multiplication. <b>MTH 4-07b</b>		U7: W1: L2, 3	U10: W2: L3, 4	U7: W2: L4 U10: W2: L4	U7: W2: L3 U10: W2: L3	U7: W1: L4 U10: W2: L4

<b>Shape, position and movement Second Level</b>							
	<b>Outcome</b>	<b>Pupil Book 6A</b>	<b>Pupil Book 6B</b>	<b>Pupil Book 6C</b>	<b>PG 6 Support</b>	<b>PG 6 Extension</b>	<b>HG 6 Homework</b>
<b>Properties of 2D shapes and 3D objects</b>	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. <b>MTH 2-16a</b>		U5: W3: L2-4		U5: W3: L2	U5: W3: L2	U5: W3: L1, 4
	Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. <b>MTH 2-16b</b>	U1: W3: L2-4			U1: W3: L2, 4	U1: W3: L3, 4	U1: W3: L3, 4
	I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. <b>MTH 2-16c</b>	U1: W3: L1	U5: W3: L1	U9: W3: L1-4	U9: W3: L2, 3	U5: W3: L1 U9: W3: L2, 3	U1: W3: L1 U9: W3: L1, 4
<b>Angle, symmetry and transformation</b>	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. <b>MTH 2-17a</b>		U5: W3: L4				
	I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. <b>MTH 2-17b</b>		U5: W3: L1, 3, 4	U9: W3: L4		U9: W3: L3	
	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. <b>MTH 2-17c</b>						
	I can use my knowledge of the co-ordinate system to plot and describe the location of a point on a grid. <b>MTH 2-18a</b>						

	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. <b>MTH 2-19a / MTH 3-19a</b>			U11: W3: L4	U11: W3: L4	U11: W3: L4	U11: W3: L4
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<b>Shape, position And movement Fourth Level</b>							
	<b>Outcome</b>	<b>Pupil Book 6B</b>	<b>Pupil Book 6B</b>	<b>Pupil Book 6C</b>	<b>PG 5 Support</b>	<b>PG 6 Extension</b>	<b>HG 6 Homework</b>
<b>Angle, symmetry and transformation</b>	I can plot and describe the position of a point on a 4-quadrant coordinate grid. <b>MTH 4-18a</b>	U2: W3: L1-4		U11: W3: L1-4	U2: W3: L1, 2 U11: W3: L2, 4	U2: W3: L1, 2 U12: W3: L1, 4	U2: W3: L2, 3 U12: W3: L2, 4

<b>Information Handling Second Level</b>							
	<b>Outcome</b>	<b>Pupil Book 6A</b>	<b>Pupil Book 6B</b>	<b>Pupil Book 6C</b>	<b>PG 6 Support</b>	<b>PG 6 Extension</b>	<b>HG 6 Homework</b>
<b>Data and analysis</b>	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. <b>MNU 2-20a</b>		U7: W3: L1, 2	U12: W3: L1, 2	U7: W3: L1 U12: W3: L1	U7: W3: L1 U12: W3: L1	U7: W3: L1 U12: W3: L2
	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. <b>MNU 2-20b</b>		U7: W3: L3	U12: W3: L3			
	I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. <b>MTH 2-21a</b>		U7: W3: L1, 2	U12: W3: L1, 2	U7: W3: L1	U12: W3: L1	U7: W3: L1
<b>Ideas of chance and uncertainty</b>	I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability. <b>MNU 2-22a</b>						

<b>Information Handling</b>		<b>Fourth Level</b>					
	<b>Outcome</b>	<b>Pupil Book 6B</b>	<b>Pupil Book 6B</b>	<b>Pupil Book 6C</b>	<b>PG 5 Support</b>	<b>PG 6 Extension</b>	<b>HG 6 Homework</b>
<b>Data and analysis</b>	In order to compare numerical information in real-life contexts, I can find the mean, median, mode and range of sets of numbers, decide which type of average is the most appropriate to use and discuss how using an alternative type of average could be misleading. <b>MTH 4-20b</b>		U7: W3: L4	U12: W3: L4	U7: W3: L4 U12: W3: L4	U7: W3: L4 U12: W3: L4	U7: W3: L4 U12: W3: L4