

Maths Curriculum Objectives

\*Resources in Microsoft Word in order that you can adapt them according to your pupils’ needs

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| **Resource Title** | **Area of Learning** | **Y3 Objectives** | **Y4 Objectives** | **Y5 Objectives** | **Y6 Objectives** |
| 1. Round the Shipwrecks

***cross-curricular reading and retrieving information activity*** | RoundingCC: Reading, Geography |  | 1a. round any number to the nearest 10, 100 or 1,0001a. order and compare numbers beyond 1,000 | 1b. round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000round decimals with 2 decimal places to the nearest whole number and to 1 decimal place | 1b. round any whole number to a required degree of accuracy |
| 1. Ariel’s Magic Spell
 | visual problem solvingCC: Science | 2a. solve number problems and practical problems involving these ideas. | 2a. general problem solving  |  |  |
| 1. Ship Tangram

***Once Children have solved the tangram, they could try to create their own for a partner*** | problem solving | 3a. practical problems | 3a. practical problems  | 3a. practical problems | 3a. practical problems |
| 1. What’s a Name Worth?

***A good activity for early on to get to know the spelling of the characters’ names***  | adding and subtracting | 4a. add numbers with up to 3 digits, using formal written methods of columnar addition | 4b. add numbers with up to 4 digits using the formal written methods of columnar addition  | 4c. add whole numbers with more than 4 digits, including using formal written methods (columnar addition) |  |
| 1. Multiplying Storm Potion Ingredients
 | multiplying | 5a. recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | 5b. recall multiplication and division facts for multiplication tables up to 12 × 12 |  | 5c. multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication |
| 1. Wedding Banquet Ingredients
 | multiplying | 6a. write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods | 6b. multiply two-digit and three-digit numbers by a one-digit number using formal written layout | 6c. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers | 6d. multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication |
| 1. The Game of Chess

***Can easily be adapted to suit Y5 and Y6 by changing the size of the chess board in each sum*** | fractions | 7a. add and subtract fractions with the same denominator within one whole [for example, 7 5 + 7 1 = 7 6 ] | 7a. add and subtract fractions with the same denominator |  |  |
| 1. Gorgeous Palace
 | dividing | 8a. write and calculate mathematical statements for multiplication and division using the multiplication tables that they know | 8b. find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | 8c. divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | 8d. divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places |
| 1. Prospero’s House
 | perimeter | 9a. measure the perimeter of simple 2-D shapes | 9a. measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | 9b. measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres | 9c. recognise that shapes with the same areas can have different perimeters and vice versa |
| 1. Facts about Shakespeare
 | roman numerals |  | 10a. read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value | 10b. read Roman numerals to 1,000 (M) and recognise years written in Roman numerals |  |
| 1. Convert the Times/Distance
 | measure | 11a. compare durations of events | 11b. solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days | 11b. solve problems involving converting between units of time |  |
| 1. Tunis and Milan Weather
 | statistics | 12a. interpret tablessolve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in and tables | 12b. solve comparison, sum and difference problems using information tables | 12c. solve comparison, sum and difference problems using information presented in a line graph | 12d. interpret line graphs and use these to solve problemscalculate and interpret the mean as an average |
| 1. Map Work

***Map with grid of journey from Milan to Tunis – can be used for various map activities***  | Coordinates  |  | 13a. describe positions on a 2-D grid as coordinates in the first quadrant |  | 13a. describe positions on the full coordinate grid (all four quadrants) |