Second Level: Understanding/ Use With Understanding [Second **]

REVIEWED: June 24	Term 1	Term 2	Term 3	Term 4
Estimating and Rounding	▪ Round numbers to the nearest 10, 100, 1000 and **10,000** ▪ Estimate position on a number line/other scales, part labelled	▪ Solve problems by estimating and rounding to the nearest 10, 100, 1000 and **10,000** ▪ Estimate position on a number line/other scales, part labelled if needed	▪ Using a number line, round decimals to the nearest tenth e.g. 3.68 is 3.7 to the nearest tenth ▪ Estimate the position of a decimal on a number line, part labelled	▪ Round decimals to the nearest tenth e.g. 3.68 is 3.7 to the nearest tenth ▪ Estimate the position of a decimal on a number line, part labelled if needed
Awareness of Number ▪ **Counting** ▪ **Numerals** ▪ **Quantities** ▪ **Place Value**	▪ Within the range of at least 1-100,000 ○ Count forwards and backwards in 1s, 10s, 100s, 1000s and 10,000s ○ Read and write in numerals ○ Make representations using place value counters ○ Recognise the place value of each digit ○ Partition and recombine in a variety of ways ○ Place numbers on a number line ○ Order numbers ○ Describe and extend number sequences ▪ Count forwards and backwards in multiples of 2, 3, 4, 5, 6, 7, 8, 9 and 10 ▪ Working with decimals (hundredths) ○ Understand $\frac{1}{100}$ is the same as 0.01 ○ Understand $\frac{10}{100}$ is the same as $\frac{1}{10}$ and 0.1 ○ Make representations using concrete materials/pictorial	▪ Within the range of at least 1-100,000 ○ Count forwards and backwards in 1s, 10s, 100s, 1000s and 10,000s ○ Partition and recombine in a variety of ways ○ Order numbers ○ Describe and extend number sequences ▪ Working with decimals (tenths and hundredths): ○ Make ○ Match numeral to pictorial representations ○ Match to fraction equivalent ○ Read ○ Write ○ Order and position ○ Identify place value ○ Partition ▪ Explore familiar contexts where negative numbers are used, and begin to use language associated with positive and negative numbers	▪ Within the range of at least 1-1,000,000 ○ Count forwards and backwards in 1s, 10s, 100s,1000s, 10,000s and 100,000s ○ Read and write in numerals ○ Make representations using place value counters ○ Recognise the place value of each digit ○ Partition and recombine in a variety of ways ○ Place numbers on a number line ○ Order numbers ○ Describe and extend number sequences ▪ Working with decimals (tenths and hundredths) with whole numbers (e.g. 3.61), and using concrete materials/pictorial representation as needed: ○ Make ○ Match ○ Read ○ Write ○ Order and position ○ Identify place value ○ Count forwards and backwards e.g. 0.01, 0.02, 0.03 etc	▪ Within the range of at least 1-1,000,000 ○ Count forwards and backwards in 1s, 10s, 100s, 1000s, 10,000s and 100,000s ○ Partition and recombine in a variety of ways ○ Order numbers ○ Describe and extend number sequences ▪ Working with decimals (tenths and hundredths) with whole numbers (e.g. 3.61), and using concrete materials/pictorial representation as needed: ○ Order and position ○ Partition e.g. 3.61 = 3 ones, 6 tenths and 1 hundredth = 3 and 61 hundredths ○ Change a mixed number/improper fraction (with hundredths) to a decimal ▪ Sequence and order negative numbers, using a number line (vertical and horizontal) ▪ Identify missing negative numbers in a sequence.
Addition & Subtraction	▪ Practise mental skills of adding and subtracting multiples of 10, 100 and 1000 e.g. 5000+12,000 ▪ Add and subtract multiples of 10, 100 and 1000 to and from whole numbers e.g. 234 + 2000 ▪ Consolidate written addition and subtraction skills, at least up to 5-digits	▪ Add and subtract tenths and hundredths mentally, no bridging ▪ Add and subtract tenths and hundredths in written form, with bridging	▪ Add and subtract tenths and hundredths mentally, with bridging ▪ Add and subtract tenths and hundredths in written form, with bridging (link with money, as appropriate) ▪ Add and subtract multiples of 10, 100 and 100 to and from numbers with up to 2 decimal places ▪ Consolidate written addition and subtraction skills, at least up to 6-digits	▪ Consolidate skills in addition and subtraction, including decimals ▪ Apply addition and subtraction skills to worded problems
Multiplication & Division	▪ Consolidate all mental multiplication and division facts ▪ Practise written multiplication and division, up to at least 4-digits by a single digit ▪ Consolidate multiplication and division of whole numbers by 10, 100 and 1000. ▪ Multiply decimals by 10, 100 or 1000 ▪ Divide decimals by 10, 100 or 1000	▪ Find a multiple of a number, within known tables ▪ Find a factor of a number, within known tables ▪ Multiply and divide decimal fractions by a single digit	▪ Consolidate multiplication and division of decimals by 10, 100 or 1000 ▪ Interpret remainders in division problem solving questions ▪ Solve problems by working out whether to multiply or divide ▪ Understand a variety of notation in multiplication and division questions	▪ Identify prime numbers, and revise multiples and factors ▪ Consolidate skills in multiplication and division ▪ Apply multiplication and division skills to worded problems, including decimals

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Patterns & Relationships	▪ Explain the rule of a simple number sequence, and use the rule to extend the sequence ▪ Identify square and triangular number sequences		▪ Identify number patterns from information in a diagram or table ▪ Explain a number pattern by creating a formula ▪ Explore the Fibonacci sequence	▪ Consolidate understanding of rules for number patterns ▪ Use a formula to extend a number sequence
Expressions & Equations	▪ Use a function machine to solve 2-step calculations where 1 term is missing: input, output or operation ▪ Revisit knowledge of solving equations where missing values are replaced by letters.	▪ Solve algebraic equations which involve both addition/subtraction and multiplication e.g. 3x+1=10	▪ Interpret and write inequalities e.g 7>3 ▪ Apply knowledge of inequalities to worded questions	▪ Consolidate knowledge of equations and inequalities
Fractions, Decimals and Percentages	▪ Revisit identifying and comparing fractions ▪ Revisit finding a simple unit fraction of an amount e.g. $\frac{1}{5}$ of 20, linking to division ▪ Revisit using multiplication facts to find equivalent fractions ▪ Explore the idea that a percentage is part of 100	▪ Find any fraction of a quantity e.g. $\frac{2}{3}$ of 15 = 10 ▪ Understand that a percentage is part of 100, and the connection between percentages, decimals and fractions	▪ Simplify fractions using division facts ▪ Explore equivalent percentages and fractions (denominator 100) ▪ Convert between fractions and percentages, and vice versa ▪ Express a percentage as a fraction in its simplest form ▪ Find a simple percentage of a quantity	▪ Find any fraction of a quantity e.g. $\frac{2}{3}$ of 15 = 10 in a worded problem ▪ Revisit the link between fractions, decimals and percentages ▪ Convert between decimals and percentages
Measurement: ▪ **Money** ▪ **Time** ▪ **Length** ▪ **Mass** ▪ **Perimeter** ▪ **Area** ▪ **Volume**	▪ Add, subtract, multiply and divide money (written) ▪ Consolidate understanding of telling the time: ○ 12-hour with am/pm ○ 24 hour clock ○ Convert between 12 and 24-hour times ○ Calculate time intervals ▪ Calculate both area and perimeter of square and rectangles ▪ Draw squares and rectangle accurately with a given perimeter or area ▪ Estimate and order objects according to mass, using a variety of notation	▪ Calculate a simple monetary profit or loss. ▪ Learn common units of time and carry out simple conversions e.g. 1.5 hours = 90 minutes ▪ Interpret and use a calendar and write dates ▪ Use concrete materials to calculate the volume of a cuboid in cm^3 ▪ Explore the concept of volume of cuboid = length x width x height ▪ Know that 1 cm^3 = 1ml ▪ Understand the difference between volume and capacity ▪ Convert between units of length, mass and volume e.g. 3000ml = 3l	▪ Solve money problems involving budgeting ▪ Convert between units of time (bridging e.g. 100 seconds = 60s + 40s = 1 minute 40 seconds ▪ Add and subtract units of time ▪ Apply knowledge of perimeter and area to real life contexts ▪ Calculate area of a right angled triangles ▪ Read a variety of scales accurately	▪ Compare costs and evaluate best buys ▪ Apply knowledge of the four operations to solve mixed worded money problems ▪ Read a timetable, and use the information to calculate a time interval ▪ Convert between units of length, mass and volume using decimal notation e.g. 550cm = 5.5m ▪ Develop an awareness of Imperial unit used in everyday life e.g. miles, stones, feet, inches ▪ Read a variety of scales accurately
Shape, Position and Movement ▪ **Shape** ▪ **Angles and Symmetry** ▪ **Transformation**	▪ Identify at least one line of symmetry ▪ Use knowledge of the link between the 8 compass points and angles, to describe, follow and record directions ▪ Read and plot points using co-ordinates, first quadrant	▪ Draw 3d shaped on squared and isometric paper ▪ Recap naming of angles and their associated degrees ▪ Use co-ordinates to plot shapes on the co-ordinate axis	▪ Learn the properties of different types of triangle ▪ Learn the properties of squares and rectangles ▪ Estimate the size of angles ▪ Use a protractor to measure angles with +/- 2 degrees	▪ Recognise and draw nets of cubes ▪ Recognise and draw nets of cuboids ▪ Create symmetrical patterns ▪ Draw angles up to 180° using a ruler and protractor ▪ Using co-ordinate notation, give instructions to draw a quadrilateral in the first quadrant
Information Handling: ▪ **Data Handling and Analysis** ▪ **Ideas of Chance and Uncertainty**		▪ Represent discrete data in pictographs and bar charts, including digitally ▪ Use the language of probability e.g. **likely/unlikely, possible/impossible, certain/uncertain, equal/even chance, fifty-fifty** to make reasonable predictions about the likelihood of simple events	▪ Interpret continuous data in a line graph ▪ Represent continuous data in a line graph, including digitally ▪ Predict the probability of an event	▪ Interpret data in various charts and graphs, and decide if this could be misleading