Second Level: Aware/ Understanding [Second *]

REVIEWED: June 24	Term 1	Term 2	Term 3	Term 4
Estimating and Rounding	▪ Revisit rounding numbers up to 4-digits to the nearest 10 and 100 ▪ Round numbers up to 5-digits to the nearest 1000 ▪ Solve problems by estimating and rounding to the nearest 10, 100 and 1000 within 10,000 ▪ Estimate position on a number line/other scales, part labelled	▪ Solve problems by estimating and rounding to the nearest 10, 100 and 1000 within 10,000 ▪ Estimate position on a number line/other scales, part labelled if needed	▪ Using a number line, round decimals (tenths) to the nearest whole number e.g. 3.6 is 4 to the nearest whole number ▪ Estimate the position of a decimal (tenths) on a number line, part labelled	▪ Round decimals (tenths) to the nearest whole number e.g. 3.6 is 4 to the nearest whole number ▪ Estimate the position of a decimal (tenths) on a number line, part labelled if needed
Awareness of Number ▪ **Counting** ▪ **Numerals** ▪ **Quantities** ▪ **Place Value**	▪ Within the range of at least 1-10,000 ○ Count forwards and backwards in 1s, 10s, 100s and 1000s ○ 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 in multiples of 2s, 3s, 4s, 5s, 10s, and 100s. ▪ Count in multiples of 6s and 8s (link to 3s and 4s) ▪ Working with decimals (tenths) ○ Understand $\frac{1}{10}$ is the same as 0.1 ○ Make representations using concrete materials ○ Make pictorial representations	▪ Within the range of at least 1-10,000 ○ Count forwards and backwards in 1s, 10s, 100s and 1000s ○ Partition and recombine in a variety of ways ○ Order numbers ○ Describe and extend number sequences ▪ Count forwards and backwards in multiples of 2, 3, 4, 5, 6, 8 and 10, starting from any number ▪ Count in multiples of 9 (link to 3s) ▪ Working with decimals (tenths) ○ Make ○ Match numeral to pictorial representations ○ Match to fraction equivalent ○ Read ○ Write ○ Order and position ○ Identify place value ○ Partition	▪ Continue to consolidate understanding of number to at least 10,000 ▪ Count forwards and backwards in multiples of 2, 3, 4, 5, 6, 8, 9 and 10 starting from any number ▪ Count in multiples of 7 ▪ Working with decimals (tenths) with whole numbers (e.g. 3.6), and using concrete materials/pictorial representation as needed: ○ Make ○ Match ○ Read ○ Write ○ Order and position ○ Identify place value ○ Count forwards and backwards e.g. 0.1, 0.2, 0.3 etc	▪ Continue to consolidate understanding of number to at least 10,000 ▪ Count forwards and backwards in multiples of 2, 3, 4, 5, 6, 7, 8, 9 and 10 ▪ Working with decimals (tenths) with whole numbers (e.g. 3.6), and using concrete materials/pictorial representation as needed: ○ Order and position ○ Partition e.g. 3.6 = 3 ones and 6 tenths = 36 tenths ○ Change a mixed number/improper fraction (with tenths) to a decimal
Addition & Subtraction	▪ Add and subtract 2-digit numbers mentally, using a variety of strategies. ▪ Use mental methods to add and subtract 10s, 100s and 1000s. ▪ Consolidate written addition of any numbers up to 3-digits ▪ Consolidate written subtraction of any numbers up to 3-digits ▪ Solve addition and subtraction worded problems of up to 2-steps	▪ Add any numbers of up to 4-digits ▪ Subtract any numbers of up to 4-digits ▪ Solve addition and subtraction worded problems of us to 2-steps	▪ Add any numbers of up to 5-digits ▪ Subtract any numbers of up to 5-digits ▪ Revisit mental methods to add and subtract 10s, 100s and 1000s. ▪ Solve addition and subtraction worded problems of us to 2-steps	▪ Consolidate addition and subtraction skills, at least up to 5-digits
Multiplication & Division	▪ Consolidate mental multiplication and division facts for 2, 3,4 5 and 10 ▪ Revise written multiplication and division of up to 3-digits by 2, 3, 4 and 5 ▪ Learn multiplication facts for 6, using concrete materials where needed ▪ Multiply and divide at least up to 3-digits by 6 ▪ Learn multiplication facts for 8, using concrete materials where needed ▪ Multiply and divide at least up to 3-digits by 8	▪ Learn multiplication facts for 9, using concrete materials where needed ▪ Multiply and divide at least up to 3-digits by 9 ▪ Learn multiplication facts for 7, using concrete materials where needed ▪ Multiply and divide at least up to 3-digits by 7	▪ Consolidate all mental multiplication and division facts ▪ Apply multiplication and division facts to worded problems, up to at least 4-digits ▪ Multiply whole numbers by 10, 100 and 1000 ▪ Divide multiples of 10, 100 and1000 by 10, 100 and 1000	▪ Consolidate multiplication and division skills (mental and written, whole numbers only) ▪ Apply multiplication and division skills to worded problems, up to at least 4-digits

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Patterns & Relationships	▪ Identify and continue simple patterns	▪ Identify and describe a simple number sequence ▪ Explain the rule of a simple number sequence, and use the rule to extend the sequence	▪ Explore square numbers sequences, using concrete materials and linking to multiplication	▪ Explore triangular numbers sequences, using concrete materials
Expressions & Equations	▪ Revisit use and understanding of the terms and symbols: equal=/not equal≠, less than< and greater than > ▪ Use a function machine to solve 1-step calculations where 1 term is missing: input, output or operation	▪ Solve basic equations where one term is missing (all 4 operations)	▪ Solve basic equations where missing values are represented by letters (all 4 operations)	▪ Apply knowledge of solving equations with missing terms to worded questions
Fractions, Decimals and Percentages	▪ Understand and use the terms numerator and denominator to identify fractions ▪ Use pictorial representation to identify simple equivalent fractions	▪ Compare fractions ▪ Identify fractions on a number line	▪ Find a simple unit fraction of an amount e.g. $\frac{1}{5}$ of 20, linking to division	▪ Use multiplication facts to find equivalent fractions
Measurement: ▪ **Money** ▪ **Time** ▪ **Length** ▪ **Mass** ▪ **Perimeter** ▪ **Area** ▪ **Volume**	▪ Make totals and give change to at least £20 mentally ▪ Revisit telling the time in 12-hour format, using am/pm and minutes past/to the hour ▪ Tell the time on both analogue and digital clocks ▪ Estimate then measure length, using m/cm/mm ▪ Use a variety of measuring devices to explore mass and read scales in k and/or g	▪ Solve mentally worded money problems, up to at least £20 ▪ Read and write times using both 12 and 24-hour clock ▪ Find the perimeter of a shape ▪ Estimate then measure volume, using cm^3 – use concrete materials as needed ▪ Explore the difference between volume and capacity using concrete materials ▪ Convert between units of length and mass e.g. 500cm=5m	▪ Add, subtract, multiply and divide money (written) ▪ Convery between 12 and 24-hour times ▪ Revisit telling the time using minutes past and to the hour, analogue and digital ▪ Solve problems involving length ▪ Revise finding the area by counting squares ▪ Find the area of a rectangle using a formula ▪ Solve problems by reading scales in litres and millilitres	▪ Buy items within a budget ▪ Calculate basic time intervals ▪ Consolidate perimeter and area of squares and rectangles ▪ Solve problems involving masses ▪ Convert between units of length, mass and volume e.g. 3000ml=3l
Shape, Position and Movement ▪ **Shape** ▪ **Angles and Symmetry** ▪ **Transformation**	▪ Know that a polygon is a 2d shape with straight sides ▪ Recognise polygons and identify the difference between regular and irregular ▪ Recognise if a shape has a line of symmetry ▪ Read and plot points using co-ordinates, first quadrant	▪ Recognise and name a range of 2d shapes, including types of quadrilateral (square, rectangle, rhombus, kite, parallelogram, trapezium) ▪ Name angles - right, acute, obtuse, straight and reflex – and their relevant degree range	▪ Describe properties of 2d shapes using: vertex, angle, parallel, opposite, equal, diagonal ▪ Recognise and name 3d objects ▪ Describe properties of 3d objects using: faces, edge and vertex/vertices ▪ Explore 2d shape and 3d objects in the environment ▪ Label angles using 3 letters	▪ Create symmetrical shapes ▪ Learn the 8 compass points and the angles between them ▪ Recap full, half and quarter turn, and identify the number of degrees in each ▪ Read and plot points using co-ordinates, first quadrant
Information Handling: ▪ **Data Handling and Analysis** ▪ **Ideas of Chance and Uncertainty**		▪ Interpret info in a graph or table, including with scaled units e.g. one circle = 4 children. ▪ Use the language of probability e.g. **likely/unlikely, possible/impossible, certain/uncertain** to make reasonable predictions about the likelihood of simple events	▪ Carry out a survey, using tally marks and a frequency table ▪ Present data findings in a bar or pictograph, including digitally ▪ Use the language of probability e.g. **likely/unlikely, possible/impossible, certain/uncertain, equal/even chance and fifty-fifty** to make reasonable predictions about the likelihood of simple events	▪ Carry out a survey or investigation, discuss and present results in a variety of formats, including digitally