



YEAR 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
AUTUMN 1	<p><b>Calculating using knowledge of structures (1)</b>  <b>RtP:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">6AS/MD-1 Page 298</a></li> <li>• <a href="#">6AS/MD-2 Page 302</a></li> </ul> <p><b>SPINE:</b>  <a href="#">1.28 Common structures and the part-part-whole relationship</a>  <a href="#">1.29 Using equivalence and the compensation category to calculate</a> (Teaching Point 1 – 5 ONLY)</p> <p>The Big Ideas Deciding which calculation method to use is supported by being able to take apart and combine numbers in many ways. For example, calculating <math>8 \cdot 78 + 5 \cdot 26</math> might involve calculating <math>8 \cdot 75 + 5 \cdot 25</math> and then adjusting the answer. The associative rule helps when adding three or more numbers: <math>367 + 275 + 525</math> is probably best thought of as <math>367 + (275 + 525)</math> rather than <math>(367 + 275) + 525</math>.</p> <p><b>Small Steps:</b></p> <ol style="list-style-type: none"> <li>1 Pupils explain how a combination of different parts can be equivalent to the same whole and can represent this in an expression</li> <li>2 Pupils identify structures within stories and use their knowledge of structures to create stories</li> <li>3 Pupils identify the missing part using their knowledge of part whole relationships and structures</li> <li>4 Pupils interpret and represent a part-whole problem with 3 addends using a model</li> <li>5 Pupils create stories to correctly match a structure presented in a model</li> <li>6 Pupils use their knowledge of additive structures to solve problems</li> <li>7 Pupils calculate the value of a missing part (1)</li> <li>8 Pupils calculate the value of a missing part (2)</li> <li>9 Pupils correctly represent an equation in a part-whole model</li> <li>10 Pupils explain how adjusting both addends affects the sum (2 digit numbers)</li> <li>11 Pupils explain how adjusting both addends affects the sum (decimal fractions)</li> <li>12 Pupils use the 'same sum' rule to balance equations</li> <li>13 Pupils use the 'same sum' rule to balance equations with an unknown</li> <li>14 Pupils explain how adjusting one addend affects the sum</li> <li>15 Pupils solve addition calculations mentally by using known facts</li> <li>16 Pupils solve calculations with missing addends</li> <li>17 Pupils explain how adjusting both the minuend and subtrahend by the same amount affects the difference</li> <li>18 Pupils explain how using the 'same difference' rule can make mental calculation easier (1)</li> <li>19 Pupils explain how using the 'same difference' rule can make written calculation easier (2)</li> <li>20 Pupils use the 'same difference' rule to balance equations</li> <li>21 Pupils explain how increasing or decreasing the minuend affects the difference (1)</li> <li>22 Pupils explain how increasing or decreasing the minuend affects the difference (2)</li> <li>23 Pupils solve subtraction calculations mentally by using known facts</li> <li>24 Pupils explain how adjusting the minuend can make mental calculation easier</li> <li>25 Pupils explain how adjusting the subtrahend affects the difference</li> <li>26 Pupils explain how increasing or decreasing the subtrahend affects the difference</li> <li>27 Pupils calculate the difference using their knowledge of an adjusted subtrahend (1)</li> <li>28 Pupils calculate the difference using their knowledge of an adjusted subtrahend (2)</li> </ol> <p><b>NC:</b>            Perform mental calculations, including with mixed operations and large numbers.            Solve addition and subtraction multi-step problems, deciding which operations and methods to use .</p>				<p><b>Multiples of 1000</b>  <b>SPINE:</b>  <a href="#">1.26 Multiples of 1,000 up to 1,000,000</a></p> <p><b>Small Steps:</b></p> <ol style="list-style-type: none"> <li>1 Pupils explain how ten thousand can be composed</li> <li>2 Pupils explain how one hundred thousand can be composed</li> <li>3 Pupils read and write numbers up to one million (1)</li> <li>4 Pupils read and write numbers up to one million (2)</li> <li>5 Pupils identify and place the position of five-digit multiple of one thousand numbers, on a marked, but unlabelled number line</li> <li>6 Pupils identify and place the position of six-digit multiple of one thousand numbers, on a marked, but unlabelled number line</li> <li>7 Pupils count forwards and backwards in steps of powers of 10, from any multiple of 1,000</li> <li>8 Pupils explain that 10,000 is composed of 5,000s 2,500s and 2,000s</li> <li>9 Pupils explain that 100,000 is composed of 50,000s 25,000s and 20,000s</li> <li>10 Pupils read scales in graphing and measures contexts, by using their knowledge of the composition of 10,000 and 100,000</li> </ol> <p><b>NC:</b>            Read, write, order and compare numbers up to 10,000,000.</p>		

**Numbers up to 10,000,000**

**RtP:**

- [6NPV-1 Page 282](#)
- [6NPV-2 Page 286](#)
- [6NPV-3 Page 289](#)
- [6NPV-4 Page 294](#)

**Prior Learning RtP:**

- [5NPV-1 Page 212](#)
- [5NPV-2 Page 216](#)
- [5NPV-3 Page 219](#)
- [5NPV-4 Page 225](#)

**SPINE:**

[1.30 Numbers up to 10,000,000](#)

**Small Steps:**

- 1 Pupils use representations to identify and explain patterns in powers of 10
- 2 Pupils compose seven or eight-digit numbers using common intervals
- 3 Pupils use their knowledge of the composition of up to eight-digit numbers to solve problems
- 4 Pupils explain how to read numbers with up to seven digits efficiently
- 5 Pupils recognise and create numbers that contain place-holding zeroes
- 6 Pupils determine the value of digits in numbers up to tens of millions
- 7 Pupils explain how to compare up to eight-digit numbers
- 8 Pupils use their knowledge of the composition of seven-digit numbers to solve problems
- 9 Pupils add and subtract mentally without bridging a boundary (only one and more than one digit changes)
- 10 Pupils add numbers whilst crossing the millions boundary
- 11 Pupils subtract numbers whilst crossing the millions boundary (multiples of 100,000 and different powers of 10)
- 12 Pupils explain how a seven-digit number can be composed and decomposed into parts
- 13 Pupils identify and explain a pattern in a counting sequence
- 14 Pupils identify numbers with up to seven digits on marked number lines
- 15 Pupils estimate the value and position of numbers on unmarked or partially marked number lines
- 16 Pupils explain why we round and how to round seven-digit numbers to the nearest million
- 17 Pupils explain how to round seven-digit numbers to the nearest hundred thousand
- 18 Pupils explain how to round up to seven-digit numbers to any power of 10 in context
- 19 Pupils identify and explain the most efficient way to solve a calculation
- 20 Pupils add and subtract numbers with up to seven digits using column addition and subtraction
- 21 Pupils explore and explain different written and mental strategies to solving addition and subtraction problems
- 22 Pupils solve addition and subtraction problems and explain whether a mental or written strategy would be most efficient

ENSURE that there are additional opportunities to solve number problems and practical problems that involve rounding, negative numbers, reading, writing, ordering and comparing numbers to 1,000,000 and counting forwards and backwards in steps of 1,000, 10,000 and 100,000 from any number up to 1,000,000..

**NC:**

Read, write, order and compare numbers up to 10,000,000

Y5: Round any number up to 1,000,000 to the nearest 100,000 10,000, 1000, 100 and 10.

Y5: Count forward and backwards in steps of 1,000 and 100,000 from any number up to 1,000,000.

Round any whole number to a required degree of accuracy and solve problems that involve rounding (KPI place value and fractions).

Solve addition and subtraction multi-step problems, deciding which operations and methods to use .

Use estimations to check answers to calculations .

Generate and describe linear number sequences.

Y5: Solve number problems and practical problems that involve all of the above.

**Draw, compose and decompose shapes**

**RtP:**

- 6G-1 [Page 322](#)

**Prior Learning RtP:**

- 4G-2 [Page 197](#)
- 5G-1 [Page 265](#)
- 5G-2 [Page 269](#)

**Small Steps:**

- 1 Use knowledge of shape properties to draw, sketch and identify shapes
- 2 The same 3D shape can be composed from different 2D nets
- 3 When a 2D shape is decomposed and the parts rearranged, the area remains the same. The area of a compound shape is therefore equal to the total of the areas of the constituent parts
- 4 Any parallelogram can be decomposed and the parts rearranged to form a rectangular parallelogram
- 5 Two congruent triangles can be composed to form a parallelogram
- 6 Shapes with the same area can have different perimeters. Shapes with the same perimeters can have different areas
- 7 We can use the relationship between area and side length, and perimeter and side length, to reason about measurements of shapes, including compound shapes

**NC:**

Draw 2D shapes using given dimensions and angles.

Y5: Identify 3-D shapes, including cubes and cuboids, from 2-D representations.

Recognise, describe and build simple 3-D shapes including making nets.

Classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons .

Recognise that shapes with the same areas can have different perimeters and vice versa.

**Multiplication**

**SPINE:**

[2.18 Using equivalence to calculate](#)

**Small Steps:**

Important prior learning:  
Making a given number (up to 9,999) 10,100, 1 tenth or 1 hundredth times the size (multiply and divide by 10 and 100)

Recap factors, multiples, primes

1 Pupils explain why the product stays the same when one factor is doubled and the other is halved

2 Pupils explain the effect on the product when scaling the factors by the same amount

3 Pupils use their knowledge of equivalence when scaling factors to solve problems

4 Pupils explain the effect on the quotient when scaling the dividend and divisor by 10

5 Pupils explain the effect on the quotient when scaling the dividend and divisor by the same amount

**NC:**

Identify the value of each digit to three decimal places and X and / numbers by 10, 100 and 1000 to give answers up to 3 decimal places.

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, multiples and prime numbers.

**Multiplication (continued) and Division**

RtP:

- [6AS/MD-2 Page 302](#)

SPINE:

- [2.18 Using equivalence to calculate](#)
- [2.23 Multiplication strategies for larger numbers and long multiplication](#)
- [2.24 Division: dividing by two-digit numbers](#)
- [2.25 Using compensation to calculate](#)

**Small Steps:**

- Pupils explain how to multiply a three-digit by a two-digit number
- Pupils explain how to accurately use the method of long multiplication to multiply two, two-digit numbers (no regrouping of ones to tens)
- Pupils explain how to accurately use the method of long multiplication (with regrouping of ones to tens)
- Pupils explain how to accurately use the method of long multiplication (with regrouping of ones to tens & tens to hundreds)
- Pupils explain how to accurately use the method of long multiplication to multiply a three-digit by a two-digit number
- Pupils explain how to accurately use the method of long multiplication to multiply a four-digit by a two-digit number
- Pupils explain how to use the associative law to multiply efficiently
- Pupils explain when it is more efficient to use long multiplication or factorising to multiply by two-digit numbers
- Pupils explain how to use accurately the methods of short and long division (two and three-digit number by multiples of 10)
- Pupils explain how to use accurately the method of long division with and without remainders (two-digit by two-digit numbers)
- Pupils use knowledge of long division to solve problems in a range of contexts (with and without remainders)
- Pupils explain how to use a ratio chart to solve efficiently: short division
- Pupils explain how to use a ratio chart to solve efficiently: long division
- Pupils explain how to use a ratio chart to solve efficiently: long division (II)
- Pupils explain how to use accurately the method of long division with and without remainders (three-digit by two-digit, four-digit by two-digit numbers)
- Pupils use long division with decimal remainders (1 decimal place)
- Pupils use long division with fraction remainders
- Pupils use long division with decimal remainders (2 decimal places)
- Pupils use knowledge of the best way to interpret and represent remainders from a range of division contexts
- Pupils explain how and why a product changes when a factor changes multiplicatively
- Pupils use their knowledge of multiplicative change to solve problems efficiently (multiplication)
- Pupils explain how and why a quotient changes when a dividend changes multiplicatively (increase or decrease)
- Pupils explain how and why a quotient changes when a divisor changes multiplicatively
- Pupils identify and explain the relationship between divisors and quotients

**NC:**

- Multiply numbers up to 4 digits by a 2-digit whole number using an efficient written method .
- Divide numbers up to 4-digits by a 2-digit whole numbers using short or long division and interpret remainders as whole number remainders, fractions or by rounding where needed .
- Use written division methods in cases where the answer has up to 2 decimal places .
- Solve multi-step problems involving the 4 rules.

**Area, perimeter, position and direction**

SPINE:

- [2.30 Multiplicative contexts: area and perimeter 2](#)

**Small Steps:**

- Pupils explain how to calculate the area of a parallelogram
- Pupils explain how to calculate the area of a triangle
- Pupils explain why shapes can have the same perimeters but different areas
- Pupils explain why shapes can have the same areas but different perimeters
- Pupils describe the relationship between scale factors and side lengths of two shapes
- Pupils describe the relationship between scale factors and perimeters of two shapes
- Pupils describe positions on the full coordinate grid (all four quadrants)
- Pupils draw and translate simple shapes on the coordinate plane and reflect them in the axes

**NC:**

- Calculate the area of parallelograms and triangles and be able to use the correct formulae.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Describe positions on the full co-ordinates grid (all four quadrants).
- Draw and translate simple shapes on the co-ordinate plane, reflect them in the axes .

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**Fractions and Percentages**

RtP:

- [6F-1 Page 312](#)
- [6F-2 Page 316](#)
- [6F-3 Page 319](#)

Prior Learning RtP:

- [5F-2 Page 258](#)

SPINE:

- [3.7 Finding equivalent fractions and simplifying fractions](#)
- [3.8 Common denomination: more adding and subtracting](#)
- [3.9 Multiplying fractions and dividing fractions by a whole number](#)
- [3.10 Linking fractions, decimals and percentages](#)

Small Steps:

- 1 Pupils explain how to write a fraction in its simplest form
- 2 Pupils reason and apply their knowledge of how to write a fraction in its simplest form
- 3 Pupils use their knowledge of how to write a fraction in its simplest form when solving addition and subtraction problems (1)
- 4 Pupils use their knowledge of how to write a fraction in its simplest form when solving addition and subtraction problems (2)
- 5 Pupils use their knowledge of how to write a fraction in its simplest form when solving multiplication problems
- 6 Pupils explain, using an image, how to add related fractions (unit fractions)
- 7 Pupils explain what is meant by 'related fractions'
- 8 Pupils explain, without using an image, how to add related fractions
- 9 Pupils use their knowledge of adding related fractions to solve problems in a range of contexts
- 10 Pupils explain, with and without using an image, how to subtract related fractions (unit fractions)
- 11 Pupils use their knowledge of adding and subtracting related fractions to solve problems in a range of contexts
- 12 Pupils explain, with and without using an image, how to add and subtract related fractions (non-unit fractions)
- 13 Pupils explain, with and without using an image, how to add and subtract related fractions (non-unit fractions that bridge the whole)
- 14 Pupils use their fraction sense to fraction addition, subtraction and comparison
- 15 Pupils explain how to add or subtract non-related fractions with different denominators
- 16 Pupils use their knowledge of adding or subtracting non-related fractions with different denominators to solve problems in a range of contexts (non-related fractions)
- 17 Pupils explain how to compare pairs of non-related fractions (converting to common denominators)
- 18 Pupils explain how to compare pairs of non-related fractions (using fraction sense)
- 19 Pupils explain how to compare pairs of non-related fractions (using common numerators)
- 20 Pupils explain which method for comparing non-related fractions is most efficient
- 21 Pupils explain how to multiply two unit fractions
- 22 Pupils explain how to multiply two non-unit fractions
- 23 Pupils explain how to divide a unit fraction by a whole number
- 24 Pupils explain how to divide a non-unit fraction by a whole number
- 25 Pupils explain when and how to divide efficiently a fraction by a whole number
- 26 Pupils explain what percent means
- 27 Pupils explain how to represent a percentage in different ways
- 28 Pupils explain how to convert percentages to decimals and fractions (with a denominator of 100)
- 29 Pupils explain how to convert a percentage to a fraction (without denominator of 100)
- 30 Pupils use their knowledge of fraction-decimal-percentage conversions to solve conversion problems in a range of contexts
- 31 Pupils use their knowledge of calculating 50%, 10% and 1% of a number to solve problems in a range of contexts
- 32 Pupils use their knowledge of calculating common percentages of a number to solve problems in a range of contexts
- 33 Pupils use their knowledge of calculating any percentage of a number to solve problems in a range of contexts
- 34 Pupils explain how to solve problems where the percentage part and the size of the part is known and the whole is unknown
- 35 Pupils explain how to solve problems where the known percentage part and the size of the part changes the whole
- 36 Interpret and construct pie charts and use these to solve problems using my knowledge of angles, fractions and percentages.
- 37 illustrate and name parts of circles, including radius, diameter and circumference.  
 Suggestions: Link to fractions, angles, percentages and understanding proportional relationships  
 Consider the use of IT as an accurate and efficient way to create a graph in which a circle is divided into sectors that represent proportions of the whole  
 Draw attention to the central angle and the area of the 'slice' being important compared to the whole  
 When constructing pie charts, relate the central angle of each slice back to 360°. For example, an angle of 90° is 1/4 of the circle because  $90/360=1/4$ .  
 Also draw attention to the fact that the size of the circle can be different but still represent the same data.

NC:

- Use common factors to simplify fractions and common multiples to express fractions in the same denomination.
- Add and subtract fractions with different denominators and mixed numbers using the idea of equivalent fractions.
- Recall and use equivalences between simple fractions, decimals and percentages in different contexts .
- Compare and order fractions including fractions >1.
- Multiply simple pairs of proper fractions writing the answer in its simplest form (e.g.  $1/4 \times 1/2$ ); Divide proper fractions by whole numbers (e.g.  $1/3 \div 2 = 1/6$ ).
- Y5: Recognise and understand the percent symbol (%) and write percentages as a fraction with the denominator as 100, and also as a decimal.
- Y5: Know percentage and decimal equivalents of  $1/4$ ,  $1/2$ ,  $1/5$ ,  $2/5$  and  $4/5$ , and fractions with a denominator of a multiple of 10 or 25
- Find a percentage of any given number, e.g. 15% of 360 .
- Interpret and construct pie charts and use these to solve problems using my knowledge of angles, fractions and percentages.
- Illustrate and name parts of circles, including radius, diameter and circumference.
- Find decimal fractions by using division, e.g.  $3/8$  as 0.375.

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SUMMER 1

KS2 Tests and consolidation

Ratio and proportion

RtP:

- [6AS/MD-3 Page 305](#)

SPINE:

[2.27 Scale factors, ratio and proportional reasoning](#)

Small Steps:

- 1 Pupils describe the relationship between two factors (in a ratio context)
- 2 Pupils explain how to use multiplication and division to calculate unknown values (two variables)
- 3 Pupils explain how to use multiplication and division to calculate unknown values (three variables)
- 4 Pupils explain how to use a ratio grid to calculate unknown values
- 5 Pupils explain how to use multiplication to solve correspondence problems
- 6 Pupils explain how and why scaling is used to make and interpret maps
- 7 Pupils will use their knowledge of multiplication and division to solve scaling problems in a range of contexts
- 8 Pupils identify and describe the relationship between two shapes using scale factors (squares)
- 9 Pupils identify and describe the relationship between two shapes using scale factors and ratios (regular polygons)
- 10 Pupils identify and describe the relationship between two shapes using scale factors and ratios (irregular polygons)

NC:

Solve problems involving the relative sizes of 2 quantities.

Solve problems involving unequal sharing and grouping e.g. 'for every egg you need three spoonfuls of flour'

Work out all possibilities of combinations of two variables.

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**Calculating using knowledge of structures (2)**

RtP:

- [6AS/MD-2 Page 302](#)

SPINE:

[1.29 Using equivalence and the compensation property to calculate \(Teaching Point 6\)](#)

**Small Steps:**

- 1 Pupils explain how to balance equations with addition expressions
- 2 Pupils explain how to balance equations with subtraction expressions
- 3 Pupils explain how to balance equations with addition or subtraction expressions
- 4 Pupils explain how to balance equations with addition and subtraction expressions
- 5 Pupils use their knowledge of balancing equations to solve problems

**NC:**

Solve addition and subtraction multi-step problems, deciding which operations and methods to use .

**Solving problems with two unknowns**

RtP:

- [6AS/MD-4 Page 308](#)

SPINE:

[1.31 Problems with two unknowns](#)

**Small Steps:**

- 1 Pupils compare the structure of problems with one or two unknowns
- 2 Pupils compare the structure of problems with two unknowns
- 3 Pupils represent the structure of contextual problems with two unknowns
- 4 Pupils represent a problem with two unknowns using a bar model
- 5 Pupils explain why sometimes there is only one solution to a sum and difference problem
- 6 Pupils explain why sometimes there is only one solution to a sum and multiple problem
- 7 Pupils explain the values a part-whole model could represent
- 8 Pupils use a bar model to visualise how to solve a problem with two unknowns
- 9 Pupils use diagrams to explain how to solve a spatial problem
- 10 Pupils explain how to represent an equation with a bar model
- 11 Pupils solve problems with two unknowns in a range of contexts
- 12 Pupils systematically solve problems with two unknowns using 'trial and improvement' (one and several solutions)
- 13 Pupils explain how I know I have found all possible solutions to problems with two unknowns
- 14 Pupils explain how to balance an equation with two unknowns
- 15 Pupils systematically solve problems with two unknowns using 'trial and improvement' (one, several and infinite solutions)

**NC:**

Use simple formulae .

Express missing number problems algebraically.

Find pairs of numbers that satisfy number sentences involving two unknowns e.g. what is  $2a+3b$  if  $a=2$  and  $b=3$ .

Work out all possibilities of combinations of two variables.

Solve multi-step problems involving the 4 rules.

**Order of operations**

SPINE:

[2.22 Combining multiplication with addition and subtraction](#)

Also explore Maths No Problem style questions for this unit

**Small Steps:**

- 1 Pupils explain how addition and subtraction can help to solve multiplication problems efficiently (I)
- 2 Pupils explain how addition and subtraction can help to solve multiplication problems efficiently (II)
- 3 Pupils explain how the distributive law applies to multiplication expressions with a common factor (addition)
- 4 Pupils use their knowledge of the distributive law to solve equations including multiplication, addition and subtraction
- 5 Pupils explain how addition and subtraction can help to solve division problems efficiently
- 6 Pupils explain how the distributive law applies to division expressions with a common divisor (addition)
- 7 Pupils explain how the distributive law applies to division expressions with a common divisor (subtraction)
- 8 Pupils use their knowledge of the distributive law to solve equations including division, addition and subtraction

**NC:**

Use my knowledge of the order of operations to carry out calculations involving the 4 operations.

Solve multi-step problems involving the 4 rules.

**Statistics and Mean average**

**Cross Curricular Opportunity!**

SPINE:

[2.26 Mean average and equal shares](#)

**Small Steps:**

- 1 Pupils explain the relationship between the mean and sharing equally
- 2 Pupils explain how to calculate the mean of a set of data
- 3 Pupils explain how the mean changes when the total quantity or number of values changes
- 4 Pupils explain how to calculate the mean when one of the values in the data set is zero or missing
- 5 Pupils explain how to use the mean to make comparisons between two sets of information
- 6 Pupils explain when the mean is not an appropriate representation of a set of data

**Line graphs**

- Line graphs are used to represent continuous data; time, length, etc. and to show conversion rates (e.g. kilometres to miles)
- Reading scales/number lines with labelled intervals is covered in Year 6, Unit 3. Pupils should practise reading measurement and graphing scales with labelled power-of-10 intervals divided into 2, 4, 5 and 10 equal parts. They should use their knowledge of scales to create the appropriate graph for the data presented. Ensure that the children are able to find points that are halfway between intervals.

**NC:**

Calculate and interpret the mean, as an average .

Interpret and construct line graphs and use these to solve problems (conversion of units for measures).

**Cross Curricular opportunities:**

Statistics:

The interpretation of data can be threaded into other units where pupils apply their understanding of number.

Cross-curricular opportunities to address this topic

- Science and history can present opportunities to display and interpret data in response to a hypothesis such as 'The heavier the object, the faster it falls'; 'Most pupils at Healthy Primary School walk to school'; 'The most common job in Sheffield in the 1930s was a steelworker'
- Use the data presented in a line graph to answer questions such as: 'How many more ...' 'How many fewer...'

Proportion and Ratio:

- Solve problems involving the relative sizes of 2 quantities: cooking contexts linked with DT
- Solve problems involving unequal sharing and grouping e.g. 'for every egg you need three spoonful's of flour'

Geometry:

Illustrate and name parts of circles, including radius, diameter and circumference.