

## MATHEMATICS - NATIONAL CURRICULUM EXPECTATIONS - LOWER KEY STAGE 2

Number – Number and Place Value  Pupils should be taught to: 3.NPV.a. I can count from 0 in multipleas of and 100; find 10 or 100 more or less than a given number  3.NPV.b. I can recognise the  Number – Multipleation and division  Pupils should be taught to: 3.NPV.b. I can recognise the  Number – Multiplication and division  Pupils should be taught to: 3.NPD.a.l can recall and use multiplication and division facts for quantities by 10  Number – Multiplication and subtract inc decimals  Pupils should be taught to: 3.NPD.a.l can count up and down in tenths; recognise that tenths arise from quantities by 10  Number – Multiplication shape  Pupils should be taught to: 3.NPD.a.l can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  Number – Multiplication and directions shape  Pupils should be taught to: 3.NPD.a.l can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  Number – Fractions inc decimals  Pupils should be taught to: 3.NPD.a.l can count up and down in tenths; recognise that tenths arise from dividing one-digit numbers or quantities by 10  Number – Fractions shape  Pupils should be taught to: 3.Ma. I can measure, compare, add and subtract: lengths and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Ctatiotics
Pupils should be taught to: 3.NPV.a. I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number  3.NPV.b. I can recognise the  4. Pupils should be taught to: 3.NPU.a. I can count up and down in tenths; recognise that tenths arise from dividing on object into 10 equal parts and in dividing on e-digit numbers or quantities by 10  4. Pupils should be taught to: 3.NPD.a. I can count up and down in tenths; recognise that tenths arise from dividing on object into 10 equal parts and in dividing on e-digit numbers or quantities by 10  5. Pupils should be taught to: 3.NA. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5. Ma. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5. Ma. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5. Ma. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5. Ma. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5. Ma. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5. Ma. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5. Ma. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  6. Mathematical parts and in dividing one-digit numbers or quantities by 10  6. Mathematical parts and individing one-digit numbers or quantities by 10  7. Mathematical parts and individing one-digit number or quantities by 10	
be taught to: 3.NPV.a. I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number number  3.NPV.b. I can recognise the  3.NPV.b. I can recognise the  3.NMD.b. I can recognise the  4 aught to: 3.NMD.a.I can recall and use multiplication and dividing on ecognise the sii. a three-digit number and tens  5.NPV.b. I can recognise the  4 aught to: 3.NPD.a.I can count up and down in tenths; recognise that tenths arise from dividing on object into 10 equal parts and in dividing on e-digit numbers or quantities by 10  4 aught to: 3.NPD.a.I can count up and down in tenths; recognise that tenths arise from dividing on object into 10 equal parts and in dividing on e-digit numbers or quantities by 10  5 aught to: 3.NPD.a.I can count tenths; recognise that tenths arise from dividing on object into 10 equal parts and in dividing on e-digit numbers or quantities by 10  5 aught to: 3.MAS.a. I can down in tenths; recognise that tenths arise from dividing on object into 10 equal parts and in dividing one-digit numbers or quantities by 10  5 aught to: 3.Mas. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5 aught to: 3.Ma. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5 aught to: 3.Mas. I can dividing on dividing on object into 10 equal parts and in dividing one-digit numbers or quantities by 10  5 aught to: 3.Mas. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5 aught to: 3.Mas. I can measure, compare, add and subtract: lengths (m/cm/mm); a. mass (kg/g); volume/capacity (l/ml)  5 aught to: 5 aught to: 5 aught to: 5 aught to: 5 a.Mas. I can for dividing on object into 10 equal parts and in dividing on object into 10 equal parts and in dividing on object into 10 equal parts and in dividing on object into 10 equal parts and in dividing on object into 10 equal parts and in dividing on object into 10 equal parts and in dividing on obje	uld Pupils should
count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number   3.NPV.b. I can recognise the    add and subtract numbers mentally, including 10 and 100; find 10 or 100 more or less than a given number   3.NPV.b. I can recognise the    add and subtract numbers mentally, including 10 or 100 more or less than a given number and ones recognise the    add and subtract numbers mentally, including 10 ivision facts for the 3, 4 and 8 multiplication and division facts for the 3, 4 and 8 multiplication tables    ii. a three-digit numbers or quantities by 10    add and subtract numbers mentally, including 10 ivision facts for the 3, 4 and 8 multiplication and dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10    b. measure the perimeter of simple 2-D shapes and make 3-D s	
multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number and ones number and si. a three-digit number and tens of the 3, 4 and 8 multiplication and division facts for the 3, 4 and 8 multiplication tables number and tens or ecognise the solution and division facts for tenths arise from dividing an object into 10 equal parts and in dividing on e-digit numbers or quantities by 10 shapes using modelling materials; recognise 4 and make 3-D shapes using modelling modelling materials; recognise 4 b. measure the perimeter of simple 2-D shapes in different orientations and describe them	can 3.S.a I can
50 and 100; find 10 or 100 more or less than a given number and ones 3.NPV.b. I can recognise the including i. a three-digit number and tens including ii. a three-digit number and tens including division facts for tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 shapes using modelling modelling materials; recognise 3-D shapes in different orientations and describe them	d count from 0 in
10 or 100 more or less than a given number and ones number 3.NPV.b. I can recognise the  i. a three-digit number and ones ii. a three-digit number and tens object into 10 equal object into 10 equal object into 10 equal parts and in dividing on object into 10 equal parts and in dividing one-digit numbers or quantities by 10  ii. a three-digit number and ones ii. a three-digit number and ones object into 10 equal parts and in dividing one-digit numbers or quantities by 10  ii. a three-digit number and ones object into 10 equal parts and in dividing one-digit numbers or quantities by 10  b. measure the perimeter of simple 2-D shapes  charts, volume/capacity (I/mI)  b. measure the perimeter of simple 2-D shapes	a multiples of 4, 8,
less than a given number and ones number and ones ii. a three-digit number and tens recognise the number and ones ii. a three-digit number and tens number and tens number and tens number and tens number and ones the number and ones iii. a three-digit number and tens number and tens number and ones tables number into 10 equal parts and in dividing one-digit numbers or quantities by 10 shapes number and ones tables numbers or quantities by 10 shapes number and ones tables number and ones tables numbers or quantities by 10 shapes number and ones tables number and ones tables numbers or quantities by 10 shapes number and ones tables numbers or quantities by 10 shapes number and ones tables numbers or quantities by 10 shapes number and ones tables number and ones tables numbers or quantities by 10 shapes number and ones tables number and ones tables numbers or quantities by 10 shapes number and ones tables numbers or quantities by 10 shapes number and ones tables numbers or quantities by 10 shapes number and ones tables number and ones tables number and ones tables numbers or quantities by 10 shapes number and ones tables number and one	50 and 100; find
number ii. a three-digit 3.NPV.b. I can recognise the  tables  parts and in dividing one-digit numbers or quantities by 10  parts and in dividing one-digit numbers or quantities by 10  parts and in dividing one-digit numbers or quantities by 10  perimeter of simple 2-D shapes or orientations and describe them	10 or 100 more
ii. a three-digit number and tens on e-digit numbers or quantities by 10 perimeter of simple 2-D shapes in different or perimeter of simple 2-D shapes in different or orientations and describe them	or less than a
3.NPV.b. I can recognise the number and tens write and calculate quantities by 10 perimeter of simple 2-D orientations and describe them	pictograms and
recognise the write and calculate shapes describe them	tables
to the second of the time of the transfer of t	3.S.b. I can
place value of iii. a three-digit mathematical 3.MFD.b.I can	solve one-step
each digit in a number and statements for recognise, find and 3.M.b. I can add and 3.GPS.b. I can	and two-step
three-digit hundreds multiplication and write fractions of a subtract amounts of recognise angles	questions [for
number   division using the   discrete set of   money to give change,   as a property of	example, 'How
(hundreds, tens, 3.NAS.b. I can multiplication objects: unit fractions using both £ and p in shape or a	many more?'
ones) add and subtract tables that they and non-unit fractions practical contexts description of a	and 'How many
numbers with up know, including for with small turn	fewer?'] using
3.NPV.c. I can to three digits, two-digit numbers denominators 3.M.c. I can tell and write	information
compare and using formal times one-digit the time from an 3.GPS.c. I can	presented in
order numbers up written methods of numbers, using 3.NFD.c. I can analogue clock, identify right	scaled bar
to 1000 columnar addition mental and recognise and use including using Roman angles, recognise	charts and
and subtraction progressing to fractions as numbers: numerals from I to XII, that two right	pictograms and
3.NPV.d. I can formal written unit fractions and and 12-hour and 24-hour angles make a	tables.
identify, represent 3.NAS.c. I can methods non-unit fractions clocks half-turn, three	
and estimate estimate the with small make three	
numbers using answer to a 3.NMD.c. I can denominators 3.M.d. I can estimate quarters of a turn and four a	
representations use inverse including missing 3.NFD.d. I can increasing accuracy to complete turn; operations to number problems, recognise and show, the nearest minute; identify whether	
3.NPV.e.I can check answers involving using diagrams, record and compare angles are greater	
read and write multiplication and equivalent fractions time in terms of than or less than a	
numbers up to 3.NAS.d. I can division, including with small seconds, minutes and right angle	



1000 in numerals and in words	solve problems, including missing	positive integer scaling problems	denominators	hours; use vocabulary such as o'clock,	3.GPS.d. I can	
	number problems,	and	3.NFD.e. I can add	a.m./p.m., morning,	identify horizontal	
3.NPV.f. I can	using number	correspondence	and subtract fractions	afternoon, noon and	and vertical lines	
solve number	facts, place value,	problems in which	with the same	midnight	and pairs of	
problems and	and more complex	n objects are	denominator within		perpendicular and	
practical	addition and	connected to m	one whole	3.M.e. I know the	parallel lines.	
problems	subtraction.	objects.		number of seconds in a		
involving these			3.NFD.f. I can	minute and the number		
ideas			compare and order	of days in each month,		
			unit fractions, and	year and leap year		
			fractions with the	0.846.1		
			same denominators	3.M.f. I can compare		
			ONED - Lasa salva	durations of events [for		
			3.NFD.g. I can solve	example to calculate the		
			problems that involve	time taken by particular		
			all of the above.	events or tasks].		

MATHEMATICS YEAR 4							
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions inc decimals	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
Pupils should be	Pupils should	Pupils should	Pupils should be taught to:	Pupils should	Pupils should	Pupils should	Pupils should
taught to	be taught to:	be taught to:	4.NFD.a. I can recognise and	be taught to:	be taught to:	be taught to:	be taught to:
4.NPV.a. I can count	4.NAS.a. I can	4.NMD.a.al can	show, using diagrams, families	4.M.a. I can	4.GPS.a. I can	4.GPD.a. I can	4.S.a.l can
in multiples of 6, 7, 9,	add and	recall	of common	convert between	compare and	describe	interpret and
25 and 1000	subtract	multiplication and	equivalent fractions	different units of	classify	positions on a	present
	numbers with	division facts for		measure [for	geometric	2-D grid as	discrete and
4.NPV.b. I can find	up to 4 digits	multiplication	4.NFD.b.l can count up and	example,	shapes, including	coordinates in	continuous
1000 more or less	using the	tables up to 12 x	down in hundredths; recognise	kilometre to	quadrilaterals	the first	data using
than a given number	formal written	12	that hundredths arise when	metre; hour to	and triangles,	quadrant	appropriate
	methods of		dividing an object by one	minute]	based on their		graphical
4.NPV.c. I can count	columnar	4.NMD.b. I can	hundred and dividing tenths by		properties and	4.GPD.b. I can	methods,
backwards through	addition and	use place value,	ten.	4.M.b. I can	sizes	describe	including bar
zero to include	subtraction	known and		measure and		movements	charts and time
negative numbers	where	derived facts to	4.NFD.c.I can solve problems	calculate the	4.GPS.b. I can	between	graphs.
	appropriate	multiply and	involving increasingly harder	perimeter of a	identify acute and	positions as	
4.NPV.d. I can		divide mentally,	fractions to calculate quantities,	rectilinear figure	obtuse angles	translations of	4.S.b. I can
recognise the place	4.NAS.b. I can	including:	and fractions to divide	(including	and compare and	a given unit to	solve



value of each digit in	estimate and	multiplying by 0	quantities, including non-unit	squares) in	order angles up	the left/right	comparison,
a four-digit number	use inverse	and 1; dividing by	fractions where the answer is a	centimetres and	to two right	and up/down	sum and
(thousands,	operations to	1; multiplying	whole number	metres	angles by size	and up/down	difference
hundreds, tens, and	check	together three	whole number	menes	aligies by size	4.GPD.c. I can	problems using
ones)	answers to a	numbers	4.NFD.d. I can add and subtract	4.M.c. I can find	4.GPS.c. I can	plot specified	information
ories)	calculation	Humbers	fractions with the same	the area of	identify lines of	points and	presented in
4.NPV.e. I can order	Calculation	4.NMD.c.I can	denominator	rectilinear	•	draw sides to	'
and compare	4.NAS.c. I can		denominator		symmetry in 2-D	complete a	bar charts,
·		recognise and	4 NED a Lagrangerian and	shapes by	shapes	•	pictograms,
numbers beyond	solve addition	use factor pairs	4.NFD.e. I can recognise and	counting	presented in	given polygon.	tables and
1000	and	and	write decimal equivalents of any number of tenths or hundredths	squares	different		other graphs.
4 NIDV ( 4 1	subtraction	commutativity in	number of tenths of numberaths	4 M -	orientations		
4.NPV.f. I can	two-step	mental	ANEDCLESS	4.M.d. I can	4.000 1.1		
identify, represent	problems in	calculations	4.NFD.f. I can recognise and	estimate,	4.GPS.d. I can		
and estimate	contexts,	ANIMO III	write decimal equivalents to ¼,	compare and	complete a		
numbers using	deciding which	4.NMD.d.l can	1/2, 3/4	calculate	simple symmetric		
different	operations	multiply two-digit	ANED a last Caldle offers of	different	figure with		
representations	and methods	and three-digit	4.NFD.g. I can find the effect of	measures,	respect to a		
	to use and	numbers by a	dividing a one-or two-digit	including money	specific line of		
4.NPV.g. I can round	why.	one-digit number	number by 10 and 100,	in pounds and	symmetry.		
any number to the		using formal	identifying the value of the	pence			
nearest 10, 100 or		written layout	digits in the answer as ones,				
1000			tenths and hundredths	4.M.e. I can			
		4.NMD.e. I can		read, write and			
4.NPV.h. I can solve		solve problems	4.NFD.h. I can round decimals	convert time			
number and practical		involving	with one decimal place to the	between			
problems that involve		multiplying and	nearest whole number	analogue and			
all of the above and		adding, including		digital 12- and			
with increasingly		using the	4.NFD. i. I can compare	24-hour clocks			
large positive		distributive law to	numbers with the same number				
numbers		multiply two digit	of decimal places up to two	4.M.f. I can			
		numbers by one	decimal places	solve problems			
4.NPV.i. I can read		digit, integer		involving			
Roman numerals to		scaling problems	4.NFD.j. I can solve simple	converting from			
100 (I to C) and know		and harder	measure and money problems	hours to			
that over time, the		correspondence	involving fractions and decimals	minutes;			
numeral system		problems such as	to two decimal places.	minutes to			
changed to include		n objects are		seconds; years			
the concept of zero		connected to m		to months;			
and place value.		objects.		weeks to days.			