	additon and subtracton N20 11 1! • Use estmaton to predict the order of magnitude of the solu ton to a (decimal) calcula ton • %heck the order of magnitude of the solu ton to a (decimal) calcula ton • .stmate mul tplica ton calcula tons that involve mul tplying up to four digit numbers by a two digit number N43a ,# ,0 .stmate mul tplica ton calcula tons that involve mul tplying numbers with up to two decimal places by whole numbers N43a_,# ,0	• 8 ork bt ork bs bd t				

		common denominator that can be used to order a set of fractons N34 0! • Jrder fractons where the denominators are not multples of each other N34 0" • Jrder a set of numbers including a mi'ture of fractons, decimals and negatve numbers N34, N2a, N2b ± # • Bdd (subtract) fractons with di4erent denominators N36 0+ 0* • Bdd (subtract) a mi'ed number and a fracton, including with	• Bssess likeliness and place events on a probability scale P1 #0, #00 • Kist all the outcomes for an e'periment P2a #0+ #10 •)dentfy e(ually likely outcomes #00 #01 • 8ork out theoretcal probabilites for events with e(ually likely outcomes #00 #01 • &now how to represent a probability • 3ecognise when it is not possible		three decimal places when convertng metric units	

		di4erent denominators N36, N41 10 11				

		(uantty N24b "1 "! • Use non calculator methods to -nd a percentage of an amount N24b "1 "! • Use decimal or fracton e(uivalents to -nd a percentage of an amount where appropriate N24b "! "" 2olve problems involving the use of percentages to make comparisons N39b "! ""	A11a 1," 1,+ • Use a term to term rule to generate a linear se(uence A11a 1," 1,+			
	1 8 9 1	39 ": '	1 8 %	39 ": ' ,	1 8 0	39% ": ' 3

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9	7upils try di4erent approaches and -nd ways of overcoming diOcul tes that arise when they are solving problems? Nhey are beginning to organise their work and check results? 7upils discuss their mathema tcal work and are beginning to e'plain their thinking? Nhey use and interpret mathema tcal symbols and diagrams? 7upils show that they understand a general statement by -nding par tcular e'amples that match it?	7upils carry out substan tal tasks and solve (uite comple' problems by independently and systema tcally breaking them down into smaller, more manageable tasks? Nhey interpret, discuss and synthesise informa ton presented in a variety of mathema tcal forms, rela tng -ndings to the original conte't? Nheir wri9en and spoken language e'plains and informs their use of diagrams? Nhey begin to give mathema tcal lus t-ca tons, making connec tons between the current situa ton and situa tons they have encountered before?	7upils develop and follow alterna tve approaches? Nhey compare and evaluate representa tons of a situa ton, introducing and using a range of mathema tcal techni(ues? Nhey re>ect on their own lines of en(uiry when e'ploring mathema tcal tasks? Nhey communicate mathema tcal or sta ts tcal meaning to di4erent audiences through precise and consistent use of symbols that is sustained throughout the work? Nhey e'amine generalisa tons or solu tons reached in an ac tvity and make further progress in the ac tvity as a result? Nhey comment construc tvely on the reasoning and logic, the process employed and the results obtained?
10	7upils develop their own strategies for solving problems and use these strategies both in working within mathema tcs and in applying mathema tcs to prac tcal conte'ts? 8hen solving problems, with or without)%N, they check their results are reasonable by considering the conte't? Nhey look for pa9erns and rela tonships, presen tng informa ton and results in a clear and organised way, using)%N appropriately? Nhey search for a solu ton by trying out ideas of	2tar tng from problems or conte'ts that have been presented to them, pupils e'plore the e4ects of varying values and look for invariance in models and representa tons, working with and without)%N? Nhey progressively re-ne or e'tend the mathema tcs used, giving reasons for their choice of mathema tcal presenta ton and e'plaining features they have selected? Nhey lus tfy their generalisa tons, arguments or solu tons, looking for e(uivalence to di4erent problems with similar structures? Nhey	7upils cri tcally e'amine the strategies adopted when inves tga tng within mathema tcs itself or when using mathema tcs to analyse tasks? Nhey e'plain why di4erent strategies were used, considering the elegance and eOciency of alterna tve lines of en(uiry or procedures? Nhey apply the mathema tcs they know in a wide range of familiar and unfamiliar conte'ts? Nhey use mathema tcal language and symbols e4ec tvely in presen tng a convincing,

; < ; 6<	' = 6 ! > 6 . 9 1 . . % ! > ! 9 1 6 = 9 1 6)) , 6 6 9 1 ! 6 ! ! ! 9
)	Resilience $ 6 6 6 ! > ! . 9 $ 6 6 6 ! . ! . 9 1 ! 6 ! . ! = . 9 5 6 ! 6 6 ?> ! @9 Collaboration $ 6 ! 6 ! 6 . 9 Creativity $ 6 ! ! ! . ! ! 6 6 ' ! ?> ! @9 Skills Buil er 2 ' ' 7 + 1+2 A /) B $! . 6 9 ?/+)1" + &@

	begin to reason deductively in geometry, number and algebra, including using geometrical constructions interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally! Solve problems develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics begin to model situations mathematically and express the results using a range of formal mathematical representations select appropriate concepts, methods and techniques to apply to unfamiliar and non- routine problems!
	6 ! . 9 ' . . 6 F 9 + . ! 6 ! 6 6 * ! 9 #

	!$tracurricular) (6