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Llygaid Mathemateg

KS2

Christmas Edition 2015

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The Llygaid Mathemateg Concept

- Adults believe that the real world mathematics they can do in life and work is just 'common sense' the real world mathematics they can't do is mathematics.
- Having 'Llygaid Mathemateg' changes the view of mathematics as being something everyone does in school. With 'Llygaid Mathemateg' people see the mathematics they do everyday - mathematics becomes real and meaningful.

Why is it important to have Llygaid Mathemateg?

- Having 'Llygaid Mathemateg' encourages the use of the real world as a starting point for the relevant exploration in the maths world.
- We need to model and teach mathematical language explicitly, giving children time and opportunity to practice the specific vocabulary for each area of maths. 'Llygaid Mathemateg' can be used as a starting point for mathematical language acquisition and development.
- Having 'Llygaid Mathemateg' promotes the usefulness of mathematics – Everyone has 'Llygaid Mathemateg' they just need to be opened.
- Having 'Llygaid Mathemateg' builds confidence in mathematics.
- Having 'Llygaid Mathemateg' provides excellent opportunities for linking education (primary, secondary, adult) and community.
- Having 'Llygaid Mathemateg' provides a platform for adults and children to share their maths eyes in their everyday life whether they are shopping, walking, driving, at sports events – everywhere. Open a channel for dialogue about real world mathematics.
- 'Llygaid Mathemateg' provides parents with opportunities to talk about mathematics that are not related to homework.
- Having 'Llygaid Mathemateg' promotes active citizenship and informed decision making.
- When teachers, and tutors have 'Llygaid Mathemateg' they can identify real world starting points for mathematics teaching and learning that are relevant to the social, cultural and educational context of their learners.
- Developing 'Llygaid Mathemateg' helps to create a new inheritance for future generations –'we are all real world maths people'.
- Developing 'Llygaid Mathemateg' resonates with the philosophy and approach to learning which underpin the curriculum in Wales e.g. 'A Curriculum for Wales, a Curriculum for Life' and the LNF.

How to use Llygaid Mathemateg images

- Llygaid Mathemateg can be used as a starting point for a topic, as a plenary activity or at a regular time in the school day such as a morning task or settling down task after play.
- Each image has some question prompts for the adult leading the discussion. These questions have been aligned to the 'Curriculum for Wales: revised programmes of study' for Key Stage 2 and can be used as a starting point for developing questions appropriate for the learners discussing the image. It is not an exhaustive list of questions and teachers should tailor the questions to suit their class. As staff and learners become more familiar with 'Llygaid Mathemateg' they will begin to develop their own mathematical questions.
- 'Make it Reasoning' ideas are also available for each image and these could be completed verbally, used as a resource for a guided reasoning group or printed for learners to complete individually.

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Remember to start with general questions about the picture

- What do you think this is?
- Do you have one of these at home?
- Why does it have numbers on it?
- What might be behind the numbers?
- Have you been anywhere like the picture?
- What time of year do you think it is?

Put your "Llygaid Mathemateg" on. What do you see now?

Llygaid Mathemateg

- What shapes can you see?
- Can you see any congruent shapes?
- Find a pair of parallel lines.
- Find a pair of perpendicular lines.
- How many right angles can you find?
- Can you find any acute/ obtuse/ reflex angles?
- Can you find any angles smaller/larger than a right angle?
- Which numbers are less than 16?
- Find two numbers to use in this number sentence _ > _
- Find all the prime numbers below 20
- Can you see any multiples of 4? 5? 6? 8? Which factors of 24 can you see?
- Which numbers can you find 1/8 of? What would 3/8 of the number be?
- What is the largest number you can make by adding two of the numbers on the calendar? Adding three numbers?
- What is the smallest number you can make by subtracting two of the 2 digit numbers?
- What is the largest number you can make by multiplying two of the numbers?

Can you make all the numbers from 30 to 50 using the numbers on the calendar? You can use + - x ÷ and =

Advent Calendar 'Make it Reasoning

I'll help... 10 x 4 = 40

I have chosen 2 digits from the picture. The product of my two digits is 16. My first digit is 4 times my second digit. Which digits did I choose?

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Make it reasoning....

True or false? If I divide the largest number by the amount of numbers in the picture, the answer will be 1.

Convince me. 50% of the numbers are even so that means that ½ are odd

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Remember to start with general questions about the picture

- What do you think these are?
- Where might you find them?
- What material do you think they are made from?

Put your "Llygaid Mathemateg" on. What do you see now?

- Can you find any parallel lines?
- Can you see any right angles?
- Can you see any reflex angles?
- Can you see any obtuse angles?
- How many perpendicular lines are there?
- What proportion of the presents have red dots?
- What is the ratio of red to yellow dots visible on the presents?
- How many dots would there be if all the presents had the same number of dots?
- Write a multiplication sentence to work out the number of dots on the presents.
- How could you use < = > to write number sentences for the presents?
- Use mathematical language to describe the likelihood of the next Santa having a red hat.
- What percentage of the Santa's hats are red? How would you write this as a fraction?
- What numbers could the dots on the first present be a factor of?

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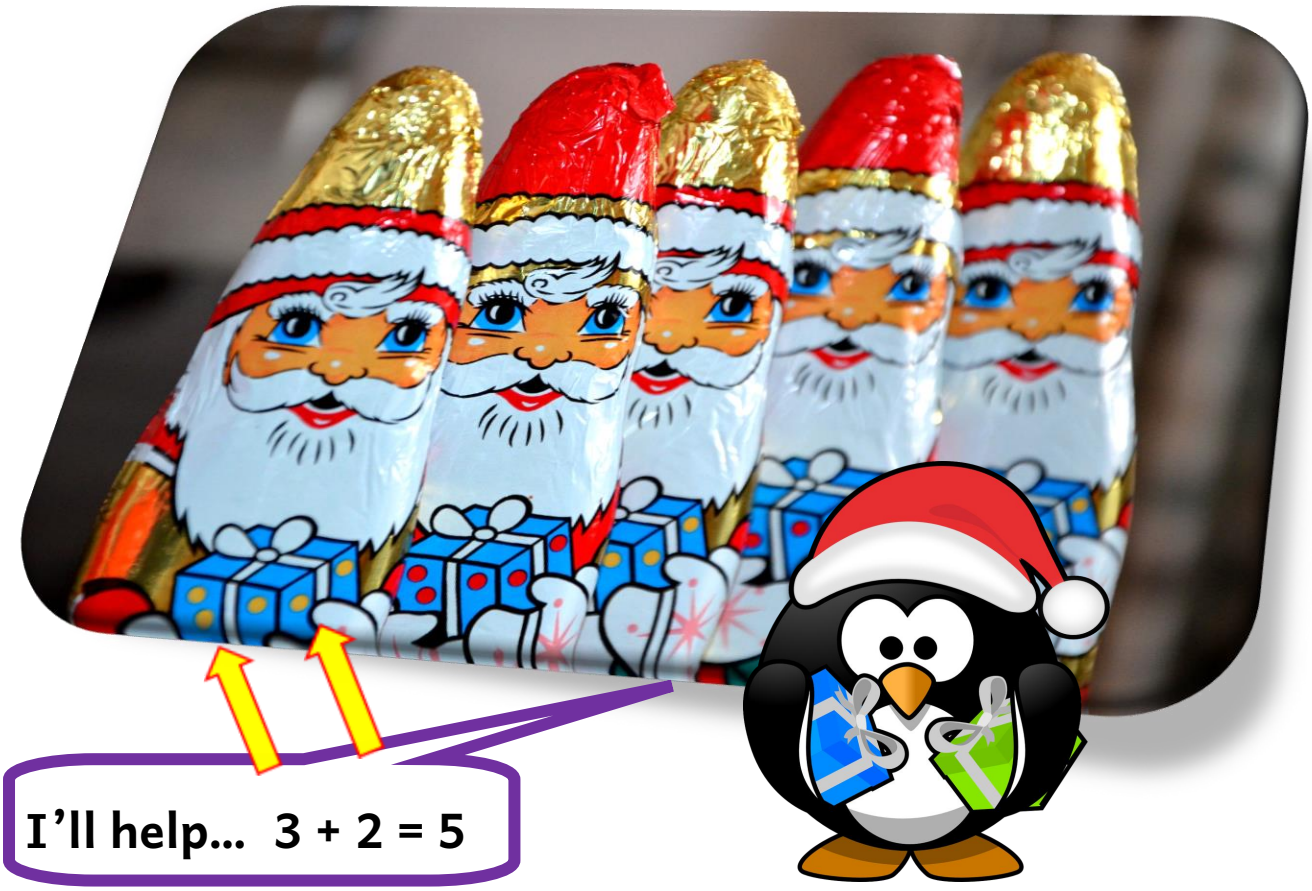
Can you make all the digits from 0 to 5 using all the dots on one present? You can use + - x ÷ and =

Chocolate Santa 'Make it Reasoning



I'll help... 3 + 2 = 5

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Make it reasoning....

True or false? If this is 1/8 of the chocolates, there are 56 altogether.

Convince me. The 179th Santa would have a gold hat.

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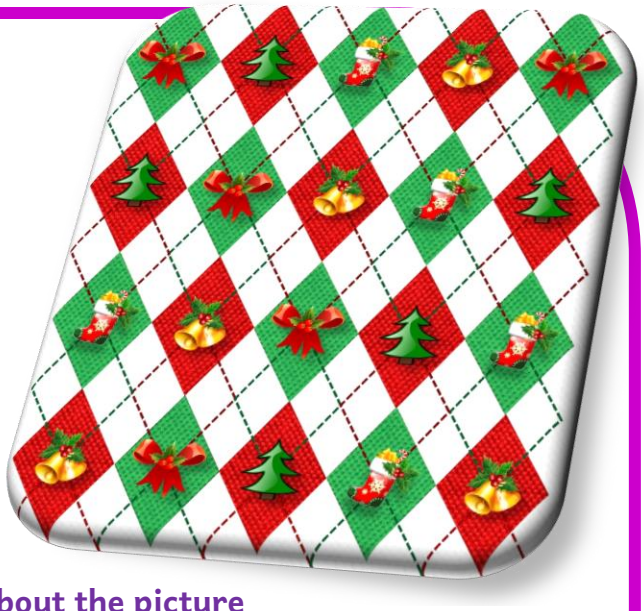

Remember to start with general questions about the picture

- What do you think this might be?
- When would this be used?
- Would you use it? Why/why not?

Put your "Llygaid Mathemateg" on. What do you see now?

Llygaid Mathemateg

- What shapes can you see?
- How many coloured diamonds can you see?
- What properties does a diamond have?
- Can you find any right angles?
- Can you show me a half/quarter of a diamond?
- What fraction has each coloured diamond been divided into?
- Can you find a line of symmetry in any of the diamonds?
- Can you see any patterns?
- If you could see the next line on the bottom of the paper what do you know you would see?
- How many different colours have been used?
- How many Christmas trees/bells/stockings/bows are there?
- If you had one more Christmas tree, how many would you have?
- Add the green diamonds in the 2nd and 4th lines. How many are there?
- Take away all the coloured diamonds with Christmas trees on. How many are left?
- Which Christmas symbol is on the fourth coloured diamond? What is the position and colour of the other diamonds it is on?
- Which Christmas symbol is above the bells on the third line?
- Which multiplication table will help you count the coloured diamonds?

The penguin is hiding some diamonds.
How many green diamonds altogether?

Christmas Paper 'Make it Reasoning

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Make it reasoning….

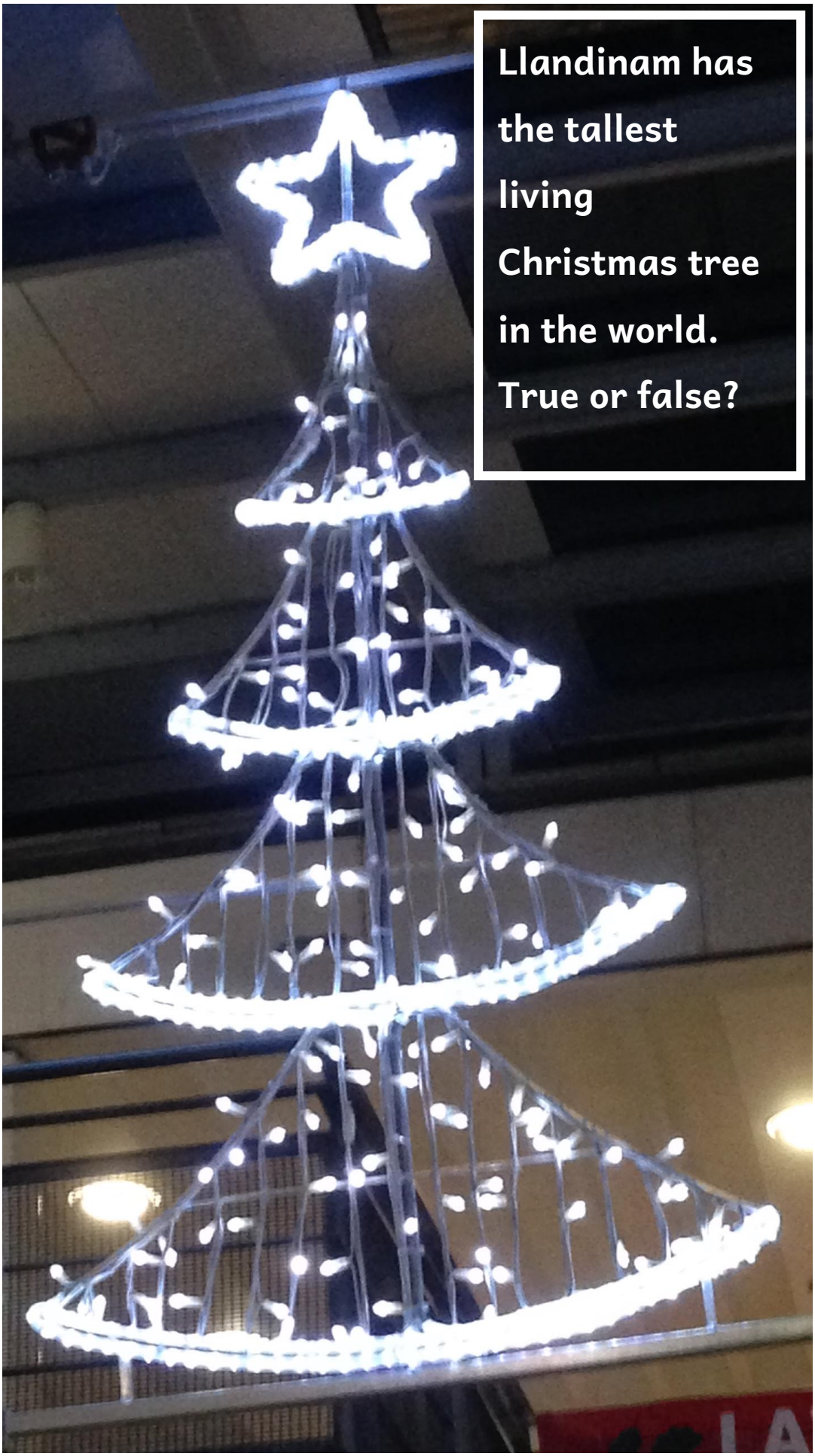
True or false? Half the coloured diamonds are red.

Convince me. The diamond below the 2nd diamond in the 4th row would be a red diamond with a Christmas tree.

How long will it take Santa to get around the world on his sleigh?

All stars have five points.

True or false?


Llandinam has the tallest living Christmas tree in the world. True or false?

Llygaid Mathemateg Posters mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Developing Numerical Reasoning	Identify processes and connections	transfer mathematical skills to a variety of contexts and everyday situations			
		All appropriate numerical reasoning activities			
		identify the appropriate steps and information needed to complete the task or reach a solution			
		Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper
		select appropriate mathematics and techniques to use			
		Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper
		select and use suitable instruments and units of measurement			
		choose an appropriate mental or written strategy and know when it is appropriate to use a calculator			
		Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper
		estimate and visualise size when measuring and use the correct units			
		Christmas Paper		Christmas Paper	Christmas Paper

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Developing Numerical Reasoning	Represent and communicate	explain results and procedures clearly using mathematical language			
		Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper
		refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready			
		Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper
		use appropriate notation, symbols and units of measurement			
		Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper
		select and construct appropriate charts, diagrams and graphs with suitable scales			
		recognise, and generalise in words, patterns that arise in numerical, spatial or practical situations			
		Chocolate Santa Christmas Paper	Chocolate Santa Christmas Paper	Chocolate Santa Christmas Paper	Chocolate Santa Christmas Paper
		visualise and describe shapes, movements and transformations			

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Developing Numerical Reasoning	Review	select from an increasing range of checking strategies to decide if answers are reasonable • •			
		Advent Calendar Christmas Paper	Advent Calendar Christmas Paper	Advent Calendar Christmas Paper	Advent Calendar Christmas Paper
		interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible			
		Advent Calendar Christmas Paper	Advent Calendar Christmas Paper	Advent Calendar Christmas Paper	Advent Calendar Christmas Paper
		draw conclusions from data and recognise that some conclusions may be misleading or uncertain			

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using number skills	Use number facts and relationships	read and write numbers to 1 000	read and write numbers to 10 000	read and write numbers to 100 000	read and write numbers to 1 million and numbers to 3 decimal places
		compare and estimate with numbers up to 100	compare and estimate with numbers up to 1 000	compare numbers with 1 and 2 decimal places	
		explain the value of a digit in numbers up to 1 000			
		use mental strategies to recall number facts within 20			
		recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems	use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6 and 10 and use to solve division problems	use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6, 8 and 10 and use to solve division problems	use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems
		multiply numbers by 10	multiply and divide numbers by 10 and 100	multiply and divide numbers and decimals by 10 and 100	multiply numbers and decimals by a multiple of 10, *e.g. 15 x 30, 1.4cm x 20*
		identify multiples of 2, 3, 4, 5 and 10; use the term multiple	**identify multiples of 2, 3, 4, 5, 6 and 10; use the terms multiple and factor**	**identify multiples of 2, 3, 4, 5, 6, 8 and 10; use the terms multiple and factor**	**identify multiples of numbers up to 10; use the terms multiple and factor**
		identify odd and even numbers up to 1 000			**identify common multiples of two numbers**
				identify a prime number as having two factors; recognise that 1 is not a prime number	**identify common factors of two numbers**
				identify prime numbers below 10	**identify prime numbers below 20**
		Signposts Advent Calendar Christmas Paper	Signposts Advent Calendar	Signposts Advent Calendar	Signposts Advent Calendar

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using number skills	Fractions, decimals, percentages and ratio	use halves and quarters	halve 3-digit numbers in the context of number, money and measures	use understanding of simple fraction and decimal equivalences when measuring and calculating, *e.g. ½ = 0.5, 1⁄10 = 0.1*	use understanding of simple fraction, decimal and percentage equivalences, *e.g. find 25% of 60cm and know that this is equivalent to ¼ of 60cm*
		halve 2-digit numbers in the context of number, money and measures	find fractional quantities using known table facts, *e.g. 1⁄6 of 30cm*	calculate fractional quantities, *e.g. 1⁄8 of 24 = 3, so 5⁄8 of 24 = 15*	calculate percentage quantities based on 10%, *e.g. 20%, 5%, 15%*
		find fractional quantities linked to known multiplication facts, *e.g. 1⁄3 of 18, 1⁄5 of 15*	recognise fractions that are several parts of a whole, *e.g. 2⁄3 , 3⁄10*	use doubling and halving strategies when working with simple proportions	use simple ratio and proportion
		recognise a quarter as a half of a half	**recognise connections between fractions, e.g. *one-tenth is half of one-fifth***	**share objects in a given ratio, *e.g. red blocks and blue blocks in a ratio of 1:2***	**use ratio to express two or more quantities in words**
				add and subtract fractions with the same denominator	**state the proportion of a whole that each share represents, *e.g. recognise that in a ratio of 1:3, 1 part represents a quarter of the total***
				add fractions to make a whole number	**find equivalent fractions**
					simplify fractions
		Signposts Advent Calendar Christmas Paper	Signposts Advent Calendar Christmas Paper	Advent Calendar	Christmas Paper

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using number skills	Calculate using mental and written methods	find differences within 100	find differences within 1 000	find differences between numbers with 1 decimal place	add and subtract numbers using whole numbers and decimals
		use mental strategies to add and subtract 2-digit numbers	add a 2-digit number to, and subtract a 2-digit number from, a 3-digit number using an appropriate mental or written method	add and subtract 3-digit numbers using an appropriate mental or written method	multiply 2- and 3-digit numbers by a 2-digit number
		use partitioning to double and halve 2-digit numbers	use mental strategies to multiply and divide 2-digit numbers by a single digit number	multiply and divide 3-digit numbers by a single-digit number	divide 3-digit numbers by a 2-digit number
			identify negative whole numbers on a number line	**order negative and positive numbers, including decimals to 1 decimal place**	**add or subtract negative or positive numbers using a number line**
			order whole numbers between -10 and 10		
		Advent Calendar			Advent Calendar

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using number skills	Estimate and check	check subtraction using addition	check answers using inverse operations	check answers using inverse operations	check answers using inverse operations
		check halving using doubling	estimate by rounding to the nearest 10 or 100	estimate by rounding to the nearest 10, 100 or 1 000	estimate by rounding to the nearest 10, 100, 1 000 or whole number
		check multiplication using repeated addition			
		Advent Calendar Christmas Paper	Christmas Paper		Advent Calendar

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Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using measuring skills	Manage money	use different combinations of money to pay for items up to £2 and calculate the change	use money to pay for items up to £10 and calculate the change	order and compare the cost of items up to £1 000	use the terms profit and loss in buying and selling activities and make calculations for this
		order and compare items up to £10	order and compare items up to £100	add and subtract totals less than £100 using correct notation, *e.g. £28.18 + £33.45*	understand the advantages and disadvantages of using bank accounts
		record money spent and saved	add and subtract totals less than £10 using correct notation, *e.g. £6.85 – £2.76*	plan and track money and savings by keeping accurate records	make comparisons between prices and understand which is best value for money
			manage money, compare costs from different retailers and determine what can be bought within a given budget	realise that budgeting is important	

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using measuring skills	Length, weight/mass, capacity	recognise that perimeter is the distance around a shape	measure and calculate the perimeter of squares and rectangles	measure perimeters	read and interpret scales or divisions on a range of measuring instruments
		use standard units **to estimate and** measure: length: measure on a ruler to the nearest ½ cm weight/mass: use 5g, 10g and 100g weights capacity: use litres and half litres; measure to the nearest 100ml	**select and use appropriate standard units to estimate and measure length, weight/mass and capacity**	**make estimates of length, weight/mass and capacity based on knowledge of the size of real-life objects, recognising the appropriateness of units in different contexts**	**make estimates of length, weight/mass and capacity based on knowledge of the size of real-life object**
		choose between metric units to measure a length	measure on a ruler to the nearest mm and record using a mix of units, *e.g. 1cm 3mm*	use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, *e.g. 4.2cm, 1.3kg*	record measurements in different ways, *e.g. 1.3kg = 1kg 300g*
			use weighing scales with divisions to weigh objects to the nearest 5g, 10g, 25g or 100g	make use of conversions, *e.g. ¼ of a km = 250m*	use the language of imperial units in daily use, *e.g. miles, pints*
			measure capacities to the nearest 50ml or 100ml	**recognise the appropriateness of units in different contexts**	
			convert metric units of length to smaller units, *e.g. cm to mm, m to cm, km to m*		
			choose appropriate metric units to measure length, weight/mass and capacity		
		Christmas Paper	Christmas Paper	Signposts Christmas Paper	Signposts

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using measuring skills	Time	tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour	tell the time to the nearest minute on analogue clocks	read and use analogue and digital clocks	use and interpret timetables and schedules to plan events and activities and make calculations as part of the planning process
		read hours and minutes on a 12-hour digital clock using am/pm conventions	read hours and minutes on a 24-hour digital clock	time events in minutes and seconds, and order the results	estimate how long a journey takes
		calculate start times, finish times and durations using hours, 30-minute intervals and 15-minute intervals	**calculate start times, finish times and durations using 5-minute intervals**	**calculate start times, finish times and durations using hours and minutes**	**convert between standard units of time**
			convert between 12- and 24-hour clock times	**calculate start times, finish times and durations using hours and minutes**	**convert between standard units of time**
			time and order events in seconds	carry out practical activities involving timed events and explain which unit of time is the most appropriate	time events in minutes and seconds to the nearest tenth of a second
			use calendars to plan events	**estimate the length of time everyday activities take to complete, extending to hours and quarters of hours**	**estimate the length of time everyday activities take to complete with increasing accuracy**
			estimate the number of minutes everyday activities take to complete		

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using measuring skills	Temperature	take temperature readings using thermometers and interpret readings above and below 0°C	take temperature readings using thermometers and interpret readings above and below 0°C	measure and record temperatures involving positive and negative readings	measure and record temperatures involving positive and negative readings
				calculate temperature differences, including those involving temperature rise and fall across 0°C	calculate temperature differences, including those involving temperature rise and fall across 0°C

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using measuring skills	Area and volume Angle and position	find areas by counting squares	recognise volume in practical contexts	calculate, estimate and compare the area of squares and rectangles using standard units	calculate the area of squares and rectangles
		use the four compass points to describe directions	use eight compass points to describe direction	find volumes by counting and other practical methods	use grid references to specify location
		identify right angles	**describe an angle as more or less than a right angle**	use coordinates to specify location	**draw and measure acute and obtuse angles in multiples of 5 degrees**
		recognise that two right angles make a half turn, and that four right angles make a full turn		**draw and measure acute angles in multiples of 10 degrees**	**recognise reflex angles**
				recognise acute and obtuse angles	**calculate a missing angle within a right angle**
		Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper	Advent Calendar Chocolate Santa Christmas Paper

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using geometry skills	Shape	**recognise and classify triangles, squares, rectangles, pentagons and hexagons, including irregular cases**	**recognise, classify and sketch polygons with up to eight sides, including irregular shapes**	**recognise and classify triangles, using their own criteria**	**recognise tetrahedra and square based pyramids**
		recognise 3D shapes, including prisms	**recognise and classify 3D shapes, using their own criteria**	**identify congruent shapes in different orientations**	**recognise and sketch different types of quadrilaterals**
		identify congruent shapes in the same orientation			**explore the tessellation of different shapes**
					identify a net of a cube
		Advent Calendar			Christmas Paper

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using geometry skills	Construction	draw lines to the nearest half centimetre	draw lines to the nearest millimetre	draw and label lines accurately, *e.g. AB*	draw cubes and cuboids on isometric paper
			recognise and draw perpendicular and parallel lines	construct solids from given nets	draw nets of cubes on square paper
				draw squares, rectangles and right angled triangles accurately	
			Advent Calendar Chocolate Santa		

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using geometry skills	Movement	identify lines of symmetry in 2D shapes	draw lines of symmetry	translate a shape on squared paper horizontally or vertically	find all the lines of symmetry for a given shape
				draw the reflection of a shape in any line	identify rotational symmetry of shapes
				complete a partly drawn shape after rotation	
		Christmas Paper	Christmas Paper		Christmas Paper

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using algebra skills	Number sequences	explore sequences of whole numbers involving addition and subtraction, *e.g. counting in 2s, 3s and 4s from different starting points*	explore sequences of positive whole numbers involving addition and subtraction in 2s, 3s, 4s, 5s, 6s, 8s and 10s from different starting points	recognise and state the difference in sequences that involve adding or subtracting	find the term to term rule for ascending and descending sequences, *e.g. 3, 7, 11, 15 add 4*
				write the next two (or more) terms in sequences that involve addition or subtraction	generate a sequence given the first term and the term to term rule
				show that a number is in the sequence and/or find the position number by continuing the sequence or otherwise	consider spatial patterns, *e.g. square numbers*

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study

		Year 3	Year 4	Year 5	Year 6
Using algebra skills	Number sequences	explore sequences of whole numbers involving addition and subtraction, *e.g. counting in 2s, 3s and 4s from different starting points*	explore sequences of positive whole numbers involving addition and subtraction in 2s, 3s, 4s, 5s, 6s, 8s and 10s from different starting points	recognise and state the difference in sequences that involve adding or subtracting	find the term to term rule for ascending and descending sequences, *e.g. 3, 7, 11, 15 add 4*
				write the next two (or more) terms in sequences that involve addition or subtraction	generate a sequence given the first term and the term to term rule
				show that a number is in the sequence and/or find the position number by continuing the sequence or otherwise	consider spatial patterns, *e.g. square numbers*

KS2 Mathematics Programme of Study

		Year 3	Year 4	Year 5	Year 6
Using algebra skills	Expressions and formulae				explore general statements through practical activities, *e.g. that a + a + a = 3a, 3 x a = 3a and a + a + a + b + b = 3a + 2b*
					simplify expressions involving the addition of one variable, *e.g. 5t + 3t = 8t*

KS2 Mathematics Programme of Study

		Year 3	Year 4	Year 5	Year 6
Using algebra skills	Functions and graphs	use one and two step function machines to generate input and output involving addition and subtraction within 100; express, in words, the operations from function machines	use one and two step function machines to generate input and output using all four operations; express, in words, the operations from function machines	use multistep function machines to generate input and output using all four operations; express, in words, the operations from function machines	express output generated from one step function machines using algebra
				read, plot and write coordinates in one quadrant, *e.g. (2, 4)*	identify the coordinates of a missing point from a regular shape
					refer to the x axis and the y axis

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using algebra skills	Equations and Inequalities	**be able to list numbers that are 'greater than' or 'less than' another number**	**use > to describe whether a number is greater than another**	**use < to describe whether a number is less than another**	**construct and solve one step equations with whole number solutions**
			find an 'unknown' in one step equations, *e.g. 6 + ¨ = 10*	**solve one step equations using letters to present 'unknowns' with integer solutions, *e.g. 6 + a = 10 and b + b = 8***	**points using the terminology 'less than or equal to' and 'greater than or equal to'**
		Advent Calendar Chocolate Santa	Advent Calendar Chocolate Santa	Advent Calendar Chocolate Santa	Advent Calendar

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using data skills	Collect and record data Present and analyse data	represent data using: lists, tally charts, tables and diagrams bar charts and bar line graphs labelled in 2s, 5s and 10s pictograms where one symbol represents more than one unit using a key Venn and Carroll diagrams	represent data using: lists, tally charts, tables and diagrams bar charts and bar line graphs labelled in 2s, 5s and 10s pictograms where one symbol represents more than one unit using a key Venn and Carroll diagrams	represent data using: lists, tally charts, tables, diagrams and frequency tables bar charts, grouped data charts, line graphs and conversion graphs	represent data using: lists, tally charts, tables, diagrams and frequency tables bar charts, grouped data charts, line graphs and conversion graphs
		extract and interpret information from charts, timetables, diagrams and graphs	extract and interpret information from charts, timetables, diagrams and graphs	extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)	extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)
				use mean, median, mode and range to describe a data set	use mean, median, mode and range to describe a data set

Llygaid Mathemateg Poster mapped to POS skills

KS2 Mathematics Programme of Study					
		Year 3	Year 4	Year 5	Year 6
Using data skills	Probability			use the words 'certain' and 'impossible' to describe the likelihood of an event occurring	use numbers to describe the likelihood of an event, *e.g. a one-in-six chance*
				recognise that some events are impossible and some events are certain	recognise that some events are equally likely
				recognise that some events are more likely than others	identify the outcomes of simple events, *e.g. flipping a coin, rolling a dice*
				use the words 'likely', 'unlikely' and 'even chance'.	
				Chocolate Santa Christmas Paper	Chocolate Santa Christmas Paper