

## Changes to the Mathematics Curriculum

### Year 1

What's gone?	What's been added?
<ul style="list-style-type: none"> <li>☒ Data handling/Statistics is removed from Y1</li> <li>☒ No specific requirement to describe patterns</li> <li>☒ No specific requirements to describe ways of solving problems or explain choices</li> </ul>	<ul style="list-style-type: none"> <li>☒ Counting &amp; writing numerals to 100</li> <li>☒ Write numbers in words up to 20</li> <li>☒ Number bonds secured to 20</li> <li>☒ Use of vocabulary such as equal, more than, less than, fewer, etc.</li> </ul>

### Year 2

What's gone?	What's been added?
<ul style="list-style-type: none"> <li>☒ Rounding two-digit numbers to the nearest 10</li> <li>☒ Halving/doubling no longer explicitly required</li> <li>☒ Using lists/tables/diagrams to sort objects</li> </ul>	<ul style="list-style-type: none"> <li>☒ Solving problems with subtraction</li> <li>☒ Finding/writing fractions of quantities (and lengths)</li> <li>☒ Adding two 2-digit numbers</li> <li>☒ Adding three 1-digit numbers</li> <li>☒ Demonstrating commutativity of addition &amp; multiplication</li> <li>☒ Describing properties of shape (e.g. edges, vertices)</li> <li>☒ Measuring temperature in °C</li> <li>☒ Tell time to nearest 5 minutes</li> <li>☒ Make comparisons using &lt; &gt; = symbols</li> <li>☒ Recognise £ p symbols and solve simple money problems*</li> </ul>

### Year 3

What's gone?	What's been added?
<ul style="list-style-type: none"> <li>☒ Specific detail of problem-solving strategies (although the requirement to solve problems remains)</li> <li>☒ Rounding to nearest 10/100 moves to Year 4</li> <li>☒ Reflective symmetry moves to Year 4</li> <li>☒ Converting between metric units moves to Year 4</li> <li>☒ No requirement to use Carroll/Venn diagrams</li> </ul>	<ul style="list-style-type: none"> <li>☒ Adding tens or hundreds to 3-digit numbers</li> <li>☒ Formal written methods for addition/subtraction</li> <li>☒ 8 times tables</li> <li>☒ Counting in tenths</li> <li>☒ Comparing, ordering, adding &amp; subtracting fractions with common denominators</li> <li>☒ Identifying angles larger than/smaller than right angles</li> <li>☒ Identify horizontal, vertical, parallel and perpendicular lines</li> <li>☒ Tell time to the nearest minute, including 24-hour clock and using Roman numerals</li> <li>☒ Know the number of seconds in a minute and the number of days in each month, year and leap year</li> </ul>

### Year 4

What's gone?	What's been added?

<ul style="list-style-type: none"> <li>☒ Specific detail on lines of enquiry, representing problems and find strategies to solve problems and explaining methods</li> <li>☒ Using mixed numbers (moved to Y5)</li> <li>☒ Most ratio work moved to Y6</li> <li>☒ Written division methods (moved to Y5)</li> <li>☒ All calculator skills removed from KS2</li> <li>☒ Measuring angles in degrees (moved to Y5)</li> </ul>	<ul style="list-style-type: none"> <li>☒ Solving problems with fractions and decimals to two decimal places</li> <li>☒ Rounding decimals to whole numbers</li> <li>☒ Roman numerals to 100</li> <li>☒ Recognising equivalent fractions</li> <li>☒ Knowing equivalent decimals to common fractions</li> <li>☒ Dividing by 10 and 100 (incl. with decimal answers)</li> <li>☒ Using factor pairs</li> <li>☒ Translation of shapes</li> <li>☒ Finding perimeter/area of compound shapes</li> <li>☒ Solve time conversion problems</li> </ul>
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Year 5

What's gone?	What's been added?
<ul style="list-style-type: none"> <li>☒ Detail of problem-solving process and data handling cycle no longer required</li> <li>☒ Calculator skills moved to KS3</li> <li>☒ Probability moves to KS3</li> </ul> <p>Several elements are now expected to be covered in lower KS2, e.g. decimals/fractions knowledge, points in the first quadrant; parallel/perpendicular lines</p>	<ul style="list-style-type: none"> <li>☒ Understand &amp; use decimals to 3dp</li> <li>☒ Solve problems using up to 3dp, and fractions</li> <li>☒ Write %ages as fractions; fractions as decimals</li> <li>☒ Use vocabulary of primes, prime factors, composite numbers, etc.</li> <li>☒ Know prime numbers to 20</li> <li>☒ Understand square and cube numbers</li> <li>☒ Use standard multiplication &amp; division methods for up to 4 digits</li> <li>☒ add and subtract fractions with the same denominator</li> <li>☒ multiply proper fractions and mixed numbers by whole numbers</li> <li>☒ deduce facts based on shape knowledge</li> <li>☒ distinguish regular and irregular polygons</li> <li>☒ calculate the mean average</li> </ul>

Year 6

What's gone?	What's been added?
<ul style="list-style-type: none"> <li>☒ Detail of problem-solving processes no longer explicit</li> <li>☒ Divisibility tests</li> <li>☒ Calculator skills move to KS3</li> <li>☒ Rotation moves to KS3</li> <li>☒ Probability moves to KS3</li> <li>☒ Median/Mode/Range no longer required</li> </ul>	<ul style="list-style-type: none"> <li>☒ Compare and ordering fractions greater than 1</li> <li>☒ Long division</li> <li>☒ 4 operations with fractions</li> <li>☒ Calculate decimal equivalent of fractions</li> <li>☒ Understand &amp; use order of operations</li> <li>☒ Plot points in all 4 quadrants</li> <li>☒ Convert between miles and kilometres</li> <li>☒ Name radius/diameter and know relationship</li> <li>☒ Use formulae for area/volume of shapes</li> <li>☒ Calculate area of triangles &amp; parallelograms</li> <li>☒ Calculate volume of 3-d shapes</li> <li>☒ Use letters to represent unknowns (algebra)</li> <li>☒ Generate and describe linear sequences</li> <li>☒ Find solutions to unknowns in problems</li> </ul>

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