

Mapping the 7 National Numeracy Strategy strands on to the MEP Scheme of work for  
Year 1

No.	Strand
1	Using and Applying Mathematics
2	Counting and Understanding Number
3	Knowledge and Using Number facts
4	Calculating
5	Understanding Shape
6	Measuring
7	Handling data

Unit	Y1 MEP topics	NNS Y1 Learning Objectives	Strand
1	Comparisons: ordering eg. taller, shorter, longer, above, below to the right/left, behind, between	Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board	5
2	Comparisons of sets: more, less, equal, many few		
3	Number pictures: less than, more than, equal to ,not equal to in contexts(<,>=)	Say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10	2
4	Identifying, writing and using 0 and 1: number line	Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'	1
5	Identifying, writing and using 2; number line Writing and using -, +, =	Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay'	1

		and 'give change'	
6	Comparisons: number pictures; balancing equations and inequalities; $2 > 1$	Compare and order numbers, using the related vocabulary; use the equals = sign	2
	<b>Half Term</b>		
7	Writing and using 3; number line, number bonds, practice (<, >, +, -, =)	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	<p>4</p> <p>4</p> <p>4</p>
8	Writing and using 4; number line, number bonds, practice (<, >, +, -, =)	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to</p>	<p>4</p> <p>4</p>

		<p>support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	4
9	Writing and using 5; number line, number bonds, practice (<, >, +, -, =)	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	4 4 4
10	Revision and Practice (0 – 5)		
11	Writing and using 6; number line, number bonds, practice (<, >, +, -, =)	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on;</p>	4 4

		<p>recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	4
12	Writing and using 7; number line, number bonds, practice (<,>,+,-,=)	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	4 4 4
13	Writing and using 8; number line, number bonds, practice (<,>,+,-,=)	Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number	4

		sentences	
		Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number	4
		Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number	4
	<b>Christmas</b>		
14	Revision and practice: numbers 0,1,2,3,4,5,6,7,8	Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple	3
		Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts	3
15	Writing and using 9; number line, number bonds, practice(<, >, +, -, =)	Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences	4
		Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-	4

		<p>digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	4
16	Writing and using 10; number line, number bonds, practice(<, >, +, -, =)	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	4 4 4
17	Revision and practice: numbers 0,1,2,3,4,5,6,7,8,9,10	Recall the doubles of all numbers to at least 10	3
18	Recognise and distinguish shapes: circle, triangle, square	<p>Use the vocabulary of halves and quarters in context</p> <p>Visualise and name common 2-D shapes and 3-D solids and</p>	2 5

		describe their features; use them to make patterns, pictures and models	
19	Calendar: days, weeks, months, seasons	Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour	6
	<b>Half Term</b>		
20	Revision and Practice (0 -10) ( <i>Test</i> )		
21	Extending the number line: 0 to 20 Operations without crossing 10	Count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting  Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line	2  2
22	Number bonds and sums to 11; practice	Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences  Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number  Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number	4  4  4

23	Number bonds and sums to 12; practice	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	<p>4</p> <p>4</p> <p>4</p>
24	Number bonds and sums to 13; practice	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or</p>	<p>4</p> <p>4</p> <p>4</p>

		two-digit number and a multiple of 10 from a two-digit number	
25	Number bonds and sums to 14; practice	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	<p>4</p> <p>4</p> <p>4</p>
	<b>Easter</b>		
26	Number bonds and sums to 15; practice	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-</p>	<p>4</p> <p>4</p> <p>4</p>

		digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number	
27	Revision and practice: numbers 0 to 15 ( <i>Test</i> )	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	<p>4</p> <p>4</p> <p>4</p>
28	Number bonds and sums to 16 and 17; practice	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and</p>	<p>4</p> <p>4</p> <p>4</p>

		informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number	
29	Number bonds and sums to 18 and 19; practice	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number</p>	<p>4</p> <p>4</p> <p>4</p>
30	Number bonds and sums to 20; practice	<p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences</p> <p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10</p>	<p>4</p> <p>4</p>

		to a one-digit or two-digit number	
		Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number	4
31	Revision and Practice: numbers 0 to 20 ( <i>Test</i> )	Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups	4
	<b>Half Term</b>		
32	Measurement up to 20cm. Shapes and Reflections	Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)	6
		Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns	5
33	Time: hours, days, months. Ordering sets. Number Sequences. Tables	Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour	6
		Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions	2
34	Revision and Practice ( <i>Test</i> )		

Elements of the NNS strands which do not directly match with the MEP scheme in Year 1

1	Y1 NNS: Using and Applying Mathematics
	<ul style="list-style-type: none"> <li>• Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context</li> <li>• Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures</li> <li>• Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures</li> </ul>
7	Y1NNS:Handling data
	<ul style="list-style-type: none"> <li>• Answer a question by recording information in lists and tables; present outcomes using practical resources,</li> </ul>

	<p>pictures, block graphs or pictograms</p> <ul style="list-style-type: none"><li>• Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects</li></ul>
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Mapping the 7 National Numeracy Strategy strands on to the MEP Scheme of work for Year 2

No.	Strand
1	Using and Applying Mathematics
2	Counting and Understanding Number
3	Knowledge and Using Number facts
4	Calculating
5	Understanding Shape
6	Measuring
7	Handling data

Unit	Y2 MEP Topics	NNS Y2 Learning Objectives	Strand
1	Revision: numbers to 20. Addition and subtraction	Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences	4
		Partition two-digit numbers in different ways, including into multiples of 10 and 1	2
2	Addition and subtraction in context: missing signs	Solve problems involving addition, subtraction, in contexts of numbers, measures or pounds and pence	1
		Order two-digit numbers and position them on a number line; use the greater than (>) and less than (<) signs	2
		Use the symbols +, -, *, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. $\square + 2 = 6$ , $30 - \square = 24$ )	4
3	Measurement: length, capacity and mass	Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments	6

4	Plane Shapes: use of logic sets. Simple combinatoric problems	Describe patterns and relationships involving shapes make predictions and test these with examples  Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'	1  7
5	Addition with equal numbers: preparation for Multiplication and Division	Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders	4
6	Extending number line to 100. Writing and reading numbers on the number line; ordering money	Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1  Read and write two-digit and three-digit numbers in figures and words	2  2
<b>Half term</b>			
7	Number sequences: adding, subtracting in 10's and 5's	Describe patterns and relationships involving numbers make predictions and test these with examples  describe and extend number sequences and recognise odd and even numbers	1  2
8	Counting by 10,5,2: addition with 10's	Count up to 100 objects by grouping them and counting in tens, fives or twos	2

9	Ordering 2 digit numbers; creating 2-digit numbers from 3 or 4 digits	Read and write two-digit and three-digit numbers in figures and words	2
10	Addition/Subtraction with whole tens, and 1 digit numbers to whole tens	Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100	3
11	Addition/Subtraction if 1 digit (and 2 digit) to 2 digit numbers without tens crossing	Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers	4
12	Addition/Subtraction of 1 digit (and 2 digit) numbers to 2 digit numbers with tens crossing	Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers	4
13	Revision and practice; numbers 0 to 100. Addition/Subtraction of 2 digit numbers	<b>See above</b>	
	<b>Christmas</b>		
14	Measurement: estimation and units up to 1m (100cm)	Estimate, compare and measure lengths, choosing and using standard units (m, cm) and suitable measuring instruments  Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to	6  6

		the nearest centimetre	
15	Geometry: rectangle, square	Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties	5
16	Capacity: litres and centilitres	Estimate, compare and measure capacities, choosing and using standard units (litre) and suitable measuring instruments	6
17	Mass: estimation, comparison	Estimate, compare and measure weights, choosing and using standard units (kg) and suitable measuring instruments	6
18	Revision and practice	<b>See above</b>	
19	Multiplication and division in context (2,5,10). Multiplication tables 10,2 and 5	Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10.	3
19		Solve problems involving multiplication, division in contexts of numbers, measures or pounds and pence	1
	<b>Half term</b>		
20	Multiplication and Division table for 3		
21	Revision and practice		
22	Multiplication and Division table for 4. Relationship with 2(and 8)	Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves	3
23	Decomposing Numbers into sums and products		
24	Geometry: reflection, enlargement	Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes	5
25	Multiplication and division table for 6. Relationship with 3 and 2 (and 9)		

	<b>Easter</b>		
26	Multiplication and Division table for 9		
27	Operations in Context		
28	Multiplication and Division tables for 7 and 8		
29	Fractions: half, quarter, three quarters	Find one half, one quarter and three quarters of shapes and sets of objects	2
30	Division with remainders in context		
31	Revision and practice. Probability: dice		
	<b>Half term</b>		
32	Division by 2,3,...9		
33	Extending the number line: counting above 100	Read and write two-digit and three-digit numbers in figures and words; describe and extend number sequences and recognise odd and even numbers	2
34	Hundreds, tens and units		
35	Revision and practice. Puzzles and challenges	Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences	1

Elements of the NNS strands which do not directly match with the MEP scheme in Year 2

Y2 NNS: Using and Applying Mathematics	1
Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem  Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams	
Y2 NNS: Counting and Understanding Number	2
Estimate a number of objects; round two-digit numbers to the nearest 10	

Y2 NNS: Knowledge and Using Number facts	3
Use knowledge of number facts and operations to estimate and check answers to calculations	
Y2 NNS: Calculating	4
Y2 NNS: Understanding Shape	5
Follow and give instructions involving position, direction and movement  Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn	
Y2 NNS: Measuring	6
Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour	
Y2 NNS: Handling data	7
Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data	

Mapping the 7 National Numeracy Strategy strands on to the MEP Scheme of work for  
Year 3

No.	Strand
1	Using and Applying Mathematics
2	Counting and Understanding Number
3	Knowledge and Using Number facts
4	Calculating
5	Understanding Shape
6	Measuring
7	Handling data

Unit	Y3 MEP topics	NNS Y3 Learning Objectives	Strand
1	Revision numbers 1 to 100; addition and subtraction	<p><i>Add or subtract mentally combinations of one-digit and two-digit numbers</i></p> <p>Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers</p> <p><i>Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100</i></p>	4  4  3
2	Revision: Multiplication	<p>Multiply one-digit and two-digit numbers by 10 or 100, and describe the effect</p> <p>Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division</p>	4  4

		number sentences	
3	Revision: Division		
4	Revision: Division with remainders; 4 operations	Use practical and informal written methods to multiply and divide two-digit numbers (e.g. $13 \times 3$ , $50 \div 4$ ); round remainders up or down, depending on the context  Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences	4  4
5	Revision: Length, capacity, mass and time	Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements  Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations	6  1
6	Collecting, recording and interpreting data; lists, tables, graphs	Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate	7

		<p>observations; use ICT to create a simple bar chart</p> <p><i>Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion</i></p> <p>Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information</p>	<p>7</p> <p>1</p>
	<b>Half term</b>		
7	Numbers up to 200; addition and subtraction	Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers	4
8	Numbers up to 200; multiplication and division	<p>Multiply one-digit and two-digit numbers by 10 or 100, and describe the effect</p> <p>Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000</p> <p>Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences</p>	<p>4</p> <p>3</p> <p>4</p>

9	Numbers up to 200; 4 operations		
10	Order of Calculation; rounding to the nearest 10		
11	2D and 3D Shapes, parallel and perpendicular lines. Fractions: half, quarter, third	Read and write proper fractions (e.g. $\frac{3}{7}$ , $\frac{9}{10}$ ), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents	2
12	Time: quarter, half three quarters of an hour. Introduction to the 24hour clock	Read the time on a 12-hour digital clock and to the nearest 5 minutes on an analogue clock; calculate time intervals and find start or end times for a given time interval	6
13	Fractions: contextual problems. Revision and practice	Read and write proper fractions (e.g. $\frac{3}{7}$ , $\frac{9}{10}$ ), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents	2
	<b>Christmas</b>		
14	Extending numbers to 1000	Read, write and order whole numbers to at least 1000 and position them on a number line; count on from and back to zero in	2



		calculations	
19	Problems in context. Column addition, crossing tens (Th, H, T, U)	Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations	1
	<b>Half term</b>		
20	Estimation differences. Column Subtraction		
21	Addition and subtraction. Problems in context	Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations	1
22	Geometry: sorting 1-D, 2-D, 3-D shapes. Compass directions. Right angle turns	<p>Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes</p> <p>Use a set-square to draw right angles and to identify right angles in 2-D shapes; compare angles with a right angle; recognise that a straight line is equivalent to two right angles</p> <p>Read and record the vocabulary of position, direction and movement, using the four compass directions to describe movement about a grid</p>	<p>5</p> <p>5</p> <p>5</p>
23	Reflection, symmetry. Parallel and perpendicular lines	<i>Draw and complete shapes with reflective symmetry; draw the reflection of a shape in a mirror line along one side</i>	5

24	Enlargements and reductions. Building 3D shapes	Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes	5
25	Fraction: using and finding halves, quarters, eights and thirds	Find unit fractions of numbers and quantities (e.g. $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ and $\frac{1}{6}$ of 12 litres)	4
	<b>Easter</b>		
26	Revision and practice. Equations, inequalities. Problems in context. Negative numbers	Identify patterns and relationships involving numbers or shapes, and use these to solve problems  Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams	1  1
27	Multiplication: Estimation of products		
28	Multiplication without tens crossing. Problems in context		
29	Graphs perimeter and area of rectangles. Quantities: mass capacity, length and time		
30	Division. Divisor, factor, multiple		
31	Division problems in context. Probability; simple experiments		
	<b>Half term</b>		
32	Roman Numerals. Money problems		
33	Revision: enlargement, reduction, similarity, perimeter and area		
34	Building and drawing solids. Probability: combinatorics. Numbers up to 10,000		
35	Revision and practice: length, capacity, mass. Decimal number	Represent the information in a puzzle or problem using numbers, images or	1

	system. Puzzles, challenges	diagrams; use these to find a solution and present it in context, where appropriate using $\epsilon$ .p notation or units of measure	
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Mapping the 7 National Numeracy Strategy strands on to the MEP Scheme of work for  
Year 4

No.	Strand
1	Using and Applying Mathematics
2	Counting and Understanding Number
3	Knowledge and Using Number facts
4	Calculating
5	Understanding Shape
6	Measuring
7	Handling data

Unit	Y4 MEP topics	NNS Y4 Learning Objectives	Strand
1	Revision: numbers up to 1000: writing and ordering, comparison, rounding and sequences	Recognise and continue number sequences formed by counting on or back in steps of constant size	2
2	Revision: Operations with numbers up to 1000. Addition and Subtraction	Use knowledge of addition and subtraction facts and place value to derive sums and differences of pairs of multiples of 10, 100 or 1000  <i>Add or subtract mentally pairs of two-digit whole numbers (e.g. <math>47 + 58</math>, <math>91 - 35</math>)</i>	3  4
3	Revision: Operations with numbers up to 1000. Multiplication and division tables	<i>Derive and recall multiplication facts up to <math>10 \times 10</math>, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple</i>  Identify the doubles of two-digit numbers; use these to calculate doubles of multiples of 10 and 100 and derive the corresponding halves	3  3



	10,000. Written calculations	<p>derive sums and differences of pairs of multiples of 10, 100 or 1000</p> <p>Refine and use efficient written methods to add and subtract two-digit and three-digit whole numbers and £.p</p>	4
9	Multiplication and division up to 10,000. Written calculations (x and / by 1-digit)	<p>Identify the doubles of two-digit numbers; use these to calculate doubles of multiples of 10 and 100 and derive the corresponding halves</p> <p><i>Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number, including division with remainders (e.g. <math>15 \times 9</math>, <math>98 \div 6</math>)</i></p> <p>Multiply and divide numbers to 1000 by 10 and then 100 (whole-number answers), understanding the effect; relate to scaling up or down</p>	<p>3</p> <p>4</p> <p>4</p>
10	Geometry: grouping 1D, 2D, 3D objects. Angles. Parallel and perpendicular lines	<p>Visualise 3-D objects from 2-D drawings; make nets of common solids</p> <p><i>Know that angles are measured in degrees and that one whole turn is <math>360^\circ</math>; compare and order angles</i></p>	<p>5</p> <p>5</p>

		<i>less than 180°</i>	
11	Shapes: Properties, angles, parallel and perpendicular lines. Convex and concave	Recognise horizontal and vertical lines; use the eight compass points to describe direction; describe and identify the position of a square on a grid of squares  <i>Know that angles are measured in degrees and that one whole turn is 360°; compare and order angles less than 180°</i>	5  5
12	Shapes and solids: similarity and congruence, reflection, symmetry	Draw polygons and classify them by identifying their properties, including their line symmetry	5
13	Revision and practice: multiplication and division by 1 digit numbers		
	<b>Christmas</b>		
14	Revision and practice: 4 operations		
15	Problems in context	Solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriate	1
16	Fractions, including tenths. Equivalent fractions. Position on a number line	Identify pairs of fractions that total 1  <i>Use diagrams to identify equivalent fractions (e.g. <math>\frac{6}{8}</math> and <math>\frac{3}{4}</math>, or <math>\frac{70}{100}</math> and <math>\frac{7}{10}</math>); interpret mixed numbers and position them on a number line (e.g. <math>3\frac{1}{2}</math>)</i>  Interpret intervals and divisions on partially numbered scales and record readings accurately, where	3  2  6

		appropriate to the nearest tenth of a unit	
17	Fractions: addition and subtraction (equal denominator)		
18	Review and practice: natural numbers and fractions. Equations		
19	Fractions and decimals. Decimal notation	Recognise the equivalence between decimal and fraction forms of one half, quarters, tenths and hundredths	2
	<b>Half term</b>		
20	Addition and subtraction of decimals (1 decimal place)	Use decimal notation for tenths and hundredths and partition decimals; relate the notation to money and measurement; position one-place and two-place decimals on a number line	2
21	Fractions and decimals in context	<p>Find fractions of numbers, quantities or shapes (e.g. <math>\frac{1}{5}</math> of 30 plums, <math>\frac{3}{8}</math> of a 6 by 4 rectangle)</p> <p>Use the vocabulary of ratio and proportion to describe the relationship between two quantities (e.g. 'There are 2 red beads to every 3 blue beads, or 2 beads in every 5 beads are red'); estimate a proportion (e.g. 'About one quarter of the apples in the box are green')</p> <p>Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a</p>	<p>4</p> <p>2</p> <p>6</p>

		unit	
22	Perimeter, area, volume (with natural numbers, fractions and decimals)	Draw rectangles and measure and calculate their perimeters; find the area of rectilinear shapes drawn on a square grid by counting squares	6
23	Practice: addition, subtraction, division and multiplication		
24	Natural numbers up to 10,000. rounding		
25	Problems in context. Measures. Fractional parts	<p><i>Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)</i></p> <p>Represent a puzzle or problem using number sentences, statements or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem</p> <p>Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols</p>	6  1  1
	<b>Easter</b>		
26	Positive and negative numbers: thermometers, number line Comparisons	Partition, round and order four-digit whole numbers; use positive and negative numbers in context and	2

		position them on a number line; state inequalities using the symbols $\leq$ and $\geq$ (e.g. $-3 \geq -5$ , $-1 \leq +1$ )	
27	Positive and negative numbers. Money: cash and debt. Addition and subtraction	Use a calculator to carry out one-step and two-step calculations involving all four operations; recognise negative numbers in the display, correct mistaken entries and interpret the display correctly in the context of money	4
28	Revision and practice: numbers, word problems, factors and multiples	Represent a puzzle or problem using number sentences, statements or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem	1
29	Revision and practice: geometry, geometric games and puzzles	Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples	1
30	Collecting and displaying data. Tally charts and grouping	Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers	1
31	Data diagrams, tables, functions, single line graphs	<i>Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate</i>  Suggest a line of enquiry and the strategy needed to follow it; collect,	7  1

		organise and interpret selected information to find answers	
	<b>Half term</b>		
32	Probability: fair and unfair games, experiments		
33	Revision and practice		
34	Revision and practice		
35	Revision and practice		

Mapping the 7 National Numeracy Strategy strands on to the MEP Scheme of work for Year 5

No.	Strand
1	Using and Applying Mathematics
2	Counting and Understanding Number
3	Knowledge and Using Number facts
4	Calculating
5	Understanding Shape
6	Measuring
7	Handling data

Unit	Y5 MEP topics	NNS Y5 Learning Objectives	Strand
1	Revision: Natural numbers and the number system. Measures	<p>Interpret a reading that lies between two unnumbered divisions on a scale</p> <p>Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 or 1000</p>	6  4
2	Revision: Natural numbers-comparing ordering rounding addition and subtraction	<p><i>Explain what each digit represents in whole numbers and decimals with up to two places, and partition, round and order these numbers</i></p> <p><i>Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g. <math>6.5 \pm 2.7</math>, half of 5.6, double 0.34)</i></p>	2  3

3	Revision: natural numbers- multiplication tables mental strategies, factors and multiples	<p>Recall quickly multiplication facts up to <math>10 \times 10</math> and use them to multiply pairs of multiples of 10 and 100; derive quickly corresponding division facts</p> <p>Identify pairs of factors of two-digit whole numbers and find common multiples (e.g. for 6 and 9)</p> <p>Extend mental-methods for whole- number calculations, for example to multiply a two-digit by a one-digit number (e.g. <math>12 \times 9</math>), to multiply by 25 (e.g. <math>16 \times 25</math>), to subtract one near-multiple of 1000 from another (e.g. <math>6070 - 4097</math>)</p>	<p>3</p> <p>3</p> <p>4</p>
4	Revision: Natural numbers- division by 1 digit numbers; division tables, written procedures		
5	Integers: comparing, ordering, rounding. Sequences. Opposite numbers	<p>Count from any given number in whole-number and decimal steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line</p> <p>Use knowledge of rounding, place value, number facts and inverse operations to estimate and check calculations</p>	<p>2</p> <p>5</p>



		and draw nets of 3-D shapes  <i>Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate the rectangle's area</i>	6
10	Revision: Nets, Surface area and volume of solids. Capacity	Identify, visualise and describe properties of rectangles, triangles, regular polygons and 3-D solids; use knowledge of properties to draw 2-D shapes, and to identify and draw nets of 3-D shapes	5
11	Ordering and adding integers. Number line. Absolute value. Cash and debt model		
12	Subtraction of integers using models: subtraction as difference on the number line		
13	Multiplying and dividing integers by natural numbers	Refine and use efficient written methods to multiply and divide $HTU \times U$ , $TU \times TU$ , $U.t \times U$ and $HTU \div U$	4
	<b>Christmas</b>		
14	Practice: operations with natural numbers (mental and written). Word problems		
15	Sets of points: circle, sphere. Constructing triangles. Parallel and perpendicular lines	<i>Read and plot coordinates in the first quadrant; recognise parallel and perpendicular lines in</i>	5

		<i>grids and shapes; use a set-square and ruler to draw shapes with perpendicular or parallel sides</i>	
16	Special quadrilaterals: trapezium, parallelogram, deltoid, rhombus, rectangle, square	Identify, visualise and describe properties of rectangles, triangles, regular polygons and 3-D solids; use knowledge of properties to draw 2-D shapes, and to identify and draw nets of 3-D shapes	5
17	Angles: types of angles, comparing measuring and drawing. Compass directions	Estimate, draw and measure acute and obtuse angles using an angle measurer or protractor to a suitable degree of accuracy; calculate angles in a straight line	5
18	Reflections: line symmetry. Translations. Similarity and congruence.	Complete patterns with up to two lines of symmetry; draw the position of a shape after a reflection or translation	5
19	Geometric transformations: translation, rotation, enlargement and reduction on grids		
	<b>Half term</b>		
20	Comparing fractions with equal and different denominators: simplifying and expanding		
21	Adding and subtracting fractions with equal and different denominators		
22	Practice: addition and subtraction with integers and fractions		

23	Percentages. Multiplication and division of fractions by natural numbers.	Understand percentage as the number of parts in every 100 and express tenths and hundredths as percentages	2
24	Decimals: reading and writing. Place value. Addition and subtraction of decimals. Rounding		
25	Word problems. Measures using decimals. Multiplying decimals by natural numbers		
	<b>Easter</b>		
26	Dividing decimals by natural numbers. Decimal forms of fractions. Recurring decimals		
27	Combinatorics. Ratio. Percentage. Probability: experiments	Use sequences to scale numbers up or down; solve problems involving proportions of quantities (e.g. decrease quantities in a recipe designed to feed six people)  Understand percentage as the number of parts in every 100 and express tenths and hundredths as percentages	2  2
28	Combinatorics. Probability: experiments using two dice		
29	Probability: experiments; predictions; fair and unfair games	Describe the occurrence of familiar events using the language of chance or likelihood	7

30	Collecting, displaying, interpreting continuous and discrete data: graphs; mode, median and mean	<p>Find and interpret the mode of a set of data</p> <p><i>Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time</i></p> <p>Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask</p> <p>Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols</p> <p>Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry</p>	<p>7</p> <p>7</p> <p>7</p> <p>1</p> <p>1</p>
31	Review: Numbers and calculations. Roman numerals. Negative numbers, fractions and decimals		
	<b>Half term</b>		
32	Review: order of operations; brackets; operations using integers, fractions and decimals	Use a calculator to solve problems, including those involving decimals or fractions (e.g. find $\frac{3}{4}$ of 150 g); interpret the display correctly in the context of measurement	4



Mapping the 7 National Numeracy Strategy strands on to the MEP Scheme of work for Year 6

No.	Strand
1	Using and Applying Mathematics
2	Counting and Understanding Number
3	Knowledge and Using Number facts
4	Calculating
5	Understanding Shape
6	Measuring
7	Handling data

Unit	Y6 MEP topics	NNS Y6 Learning Objectives	Strand
1	Review: Numbers up to 1000000: reading, writing place value, ordering, rounding	Use approximations, inverse operations and tests of divisibility to estimate and check results	3
2	The 4 operations: mental strategies. Arithmetic laws. Brackets. Squares of multiples of 10	Use knowledge of multiplication facts to derive quickly squares of numbers to $12 \times 12$ and the corresponding squares of multiples of 10	3
		Use approximations, inverse operations and tests of divisibility to estimate and check results	3
		Calculate mentally with integers and decimals: $U.t \pm U.t$ , $TU \times U$ , $TU \div U$ , $U.t \times U$ , $U.t \div U$	4
		<i>Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and</i>	4

		<i>decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer</i>	
3	The 4 operations: written procedures (short and long). Mensuration: problems in context	Use approximations, inverse operations and tests of divisibility to estimate and check results	3
4	Properties of natural numbers. Multiples and factors. Tests of divisibility	Recognise that prime numbers have only two factors and identify prime numbers less than 100; find the prime factors of two-digit numbers  Use approximations, inverse operations and tests of divisibility to estimate and check results	3  3
5	Miscellaneous problems with natural numbers and decimals. Number sequences	<i>Use knowledge of place value and multiplication facts to <math>10 \times 10</math> to derive related multiplication and division facts involving decimals (e.g. <math>0.8 \times 7</math>, <math>4.8 \div 6</math>)</i>  <i>Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer</i>	3  4

6	Positive and Negative integers: ordering, addition and subtraction, coordinate system (4 quadrants)	Find the difference between a positive and a negative integer, or two negative integers, in context	2
	<b>Half term</b>		
7	Fractions, decimals, mixed numbers: + - multiplication and division by natural numbers	<p><i>Use knowledge of place value and multiplication facts to <math>10 \times 10</math> to derive related multiplication and division facts involving decimals (e.g. <math>0.8 \times 7</math>, <math>4.8 \div 6</math>)</i></p> <p>Calculate mentally with integers and decimals: <math>U.t \pm U.t</math>, <math>TU \times U</math>, <math>TU \div U</math>, <math>U.t \times U</math>, <math>U.t \div U</math></p>	3  4
8	Fractions and decimals: equivalence, conversion: as operators: finding fractions of a whole	<p>Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use</p> <p>Use decimal notation for tenths, hundredths and thousandths; partition, round and order decimals with up to three places, and position them on the number line</p> <p>Relate fractions to multiplication and division (e.g. <math>6 \div 2 = \frac{1}{2}</math> of <math>6 = 6 \times \frac{1}{2}</math>); express a quotient as a fraction or decimal (e.g. <math>67 \div 5 =</math></p>	1  2  4

		13.4 or $13\frac{2}{5}$ ); find fractions and percentages of whole-number quantities (e.g. $\frac{5}{8}$ of 96, 65% of £ 260)	
9	Review 2D Shapes, 3D Shapes. Angles: measuring, drawing: sum of angles in a triangle		
10	Mensuration: standard metric and imperial units; perimeter and area of compound shapes		
11	Data collection, presentation, analysis. Mode, median, mean and range. Frequency tables	<p>Tabulate systematically the information in a problem or puzzle; identify and record the steps or calculations needed to solve it, using symbols where appropriate; interpret solutions in the original context and check their accuracy</p> <p>Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions</p> <p><i>Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask</i></p> <p>Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts</p>	<p>1</p> <p>1</p> <p>7</p> <p>7</p>

		<ul style="list-style-type: none"> <li>Describe and interpret results and solutions to problems using the mode, range, median and mean</li> </ul>	7
12	Probability: language prob. Scale, experiments, frequency, relative frequency, problems	Describe and predict outcomes from data using the language of chance or likelihood	7
13	Calculating: a fraction of a number or quantity, the whole from apart (with/without models)	<p>Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use</p> <p>Express a larger whole number as a fraction of a smaller one (e.g. recognise that 8 slices of a 5-slice pizza represents <math>\frac{8}{5}</math> or <math>1\frac{3}{5}</math> pizzas); simplify fractions by cancelling common factors; order a set of fractions by converting them to fractions with a common denominator</p>	1  2
<b>Christmas</b>			
14	Multiplying by fractions or decimals: models, written procedures, operations, simple problems	<p>Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use</p> <p><i>Use knowledge of place value and multiplication facts to <math>10 \times 10</math> to derive related multiplication and division facts involving decimals (e.g. <math>0.8 \times 7</math>, <math>4.8 \div 6</math>)</i></p>	1  3

15	Dividing by fractions or decimals: models, written procedures, operations, simple problems	Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use	1
16	Understanding percentage. Calculating: a percentage part, the whole from a %. Problems	Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use  <i>Express one quantity as a percentage of another (e.g. express £400 as a percentage of £1000); find equivalent percentages, decimals and fractions</i>	1  2
17	Review: Line and rotational symmetry. Reflection, translation, rotation. Similarity, congruence	<i>Visualise and draw on grids of different types where a shape will be after reflection, after translations, or after rotation through <math>90^\circ</math> or <math>180^\circ</math> about its centre or one of its vertices</i>	5
18	Recognising and constructing reflections in an axis. Constructing symmetrical triangles	Use coordinates in the first quadrant to draw, locate and complete shapes that meet given properties	5
19	Symmetrical quadrilaterals: properties, perimeter, area and angles. Regular polygons	Describe, identify and visualise parallel and perpendicular edges or faces; use these properties to classify 2-D shapes and 3-D solids  Make and draw shapes with increasing accuracy and apply knowledge of their properties	5  5

	<b>Half term</b>		
20	Order of rotational symmetry. Angles in a triangle or around a point: acute, obtuse, reflex	<p><i>Visualise and draw on grids of different types where a shape will be after reflection, after translations, or after rotation through <math>90^\circ</math> or <math>180^\circ</math> about its centre or one of its vertices</i></p> <p>Estimate angles, and use a protractor to measure and draw them, on their own and in shapes; calculate angles in a triangle or around a point</p>	5  5
21	Mensuration: metric and imperial units, conversion of units, percentages. 24 hour clock	<p><i>Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750 ml, or vice versa</i></p> <p>Read and interpret scales on a range of measuring instruments, recognising that the measurement made is approximate and recording results to a required degree of accuracy; compare readings on different scales, for example when using different instruments</p>	6  6
22	Perimeter and area. Squares and square roots. Volume and surface area of cubes and cuboids. Graphs	Calculate the perimeter and area of rectilinear shapes; estimate the area of an irregular shape by counting squares	6

23	Ratio and proportion: direct and inverse. Graphs. Ratio as a percentage	Solve simple problems involving direct proportion by scaling quantities up or down	2
24	Probability: equally likely outcomes. Patterns, relationships. Generalising formulae		
25	Review: multiples, factors. Calculating remainders. Test of divisibility		
	<b>Easter</b>		
26	Review; fractions, decimals and percentages. Simple word problems	Express a larger whole number as a fraction of a smaller one (e.g. recognise that 8 slices of a 5-slice pizza represents $\frac{8}{5}$ or $1\frac{3}{5}$ pizzas); simplify fractions by cancelling common factors; order a set of fractions by converting them to fractions with a common denominator  Use a calculator to solve problems involving multi-step calculations	2  4
27	Review: Diagnostic tests or practice		
28	Review: diagnostic tests or practice. Formulae. Combinatoric probability		
29	Equations and inequalities. Formulae. Solving equations using the “balance” method	Tabulate systematically the information in a problem or puzzle; identify and record the steps or calculations needed to solve it, using symbols where appropriate; interpret solutions in the original	1

