Transitioning from National Curriculum to iPrimary

This document is designed to help Primary schools moving from the National Curriculum to iPrimary. It indicates iPrimary objectives that will not have been covered by the National Curriculum by your point of transitioning and may need separate teaching to provide children with a solid base for their learning. The curriculum document will provide further examples of what each objective looks like in practice.

Your Year group	Additional iPrimary objectives to teach	How you can address these
Year 2	Y1: Identify missing numbers up to and including 100. Y1: Compare and order numbers to 100.	Practise counting every day with students, in small and large groups. Vary the quantity you count in (e.g. 2s, 5s, 10s) and vary the number you start from. You could ask students to count up during the register rather than answer with 'yes' or 'here'.
	Y1: Partition a collection of up to 10 objects, and then up to and including 20 objects, in two. Y1: Recognise and use the commutative nature of addition.	Add together groups of objects, in different orders, to explore the idea that the order of the calculation does not affect the total in addition.
	Y1: Construct simple pictograms and block tables with one-to-one correspondence.	Ask simple questions and conduct surveys with students. Record answers together and model creating simple block tables and pictograms.

Year 3	Y2: Count in steps of 2 from 0, in steps of 5 from 0, and in steps of 10 from 0. Y2: Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0, and 10s from 0, from any number forwards and backwards. Y2: Read and write numbers in words up to and including 20. Y2: Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) for calculations up to and including 100. Y2: Order different denominations of local coins and notes (up to and including denominations of 100). Y2: Record local money denominations. Y2: Read and write days of the week. Y2: Know the meaning of 'month' and 'year' and say aloud months of the year.	Practise counting every day with students, in small and large groups. Vary the quantity you count in (e.g. 2s, 5s, 10s) and vary the number you start from. You could ask students to count up during the register rather than answer with 'yes' or 'here'. Model reading numbers and number problems aloud when seeing them written down. Model how to write different numbers and identify the value of each digit in a number with students (e.g. what is the '1' worth in 12?). Role-play shopping and give students the chance to handle and experience money (or representations of money). Encourage students to write the day, in English, at the start of any piece of work. Keep a calendar of important dates in class and ask students questions like, *When is the Summer holiday? Which month?*
Year 4	Y3: Count beyond 100 and recognise patterns when counting across 100s boundaries to 1000. Y3: Understand when to add and when to subtract, and the relationship between addition and subtraction. Y3: Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10.	Practise counting every day with students, in small and large groups. Vary the quantity you count in (e.g. 2s, 5s, 10s) and vary the number you start from. You could ask students to count up during the register rather than answer with 'yes' or 'here'. Ensure students have experience of problem solving where the number sentence needed is not explicitly given to them. For example, *Rani has 34 apples. She gives 18 to her animals. How many does she have left?*

		Include problems that involve dividing or multiplying. For example, *Alex has 25 sweets and shares them with 4 other children. How many sweets does each child have?*
	Y3: Recognise, find and name unit fractions of a shape (for fractions with denominators up to and including 10). Y3: Recognise that two-halves make one-whole, three-thirds make one-whole, four-quarters make one-whole, five-fifths make one-whole … ten-tenths make one-whole (for fractions with denominators up to and including 10). Y3: Recognise, find and name non-unit fractions of a shape (for fractions with denominators up to and including 10). Y3: Recognise and name a third as one of three equal parts on a number line, and recognise that three-thirds make one-whole; recognise and name other unit fractions as one of equal parts on a number line, and recognise how many of the unit fractions make a whole (for fractions with denominators up to and including 10). Y3: Understand whole and fractions of a whole (for fractions with denominators up to and including 10) as mixed numbers	Show students fraction charts comparing equal length bars cut into a variable number of equal parts so they can see how the same quantity can be split different ways. This can also be done with cakes! Relate the practical fraction work to written representations and the formal language of written fractions.
	Y3: Choose appropriate standard units (mm or cm or m; g or kg; ml or l) to use; compare, order and describe weights/masses and capacities, where measures are in the same units, and record the results using >, < and =. Y3: Estimate length/height, mass/weight, volume/capacity and time to the nearest appropriate unit.	Give students practical opportunities to estimate, measure, compare and calculate lengths, volumes and capacities. For example, *What is the total mass of you and your partner*? – providing students the opportunity to separately measure each other's mass, then add them together.

	Y3: Record data in simple tally charts and tables. Y3: Interpret simple tally charts and tables.	Work with students to gather data and model representing this in table form. Encourage students to gather their own data to answer a set question and present this information in their own tables.
Year 5	Y4: Read, write and say aloud numbers written in figures from 1000 to 10 000. Y4: Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 6 and 8 multiplication tables. Y4: Solve missing number problems for multiplication and division. Y4: Solve problems involving fractions (for fractions with denominators up to and including 10), including missing number problems (for addition and subtraction), and finding fractions in everyday contexts. Y4: Solve problems involving measure, including conversions, comparing, rounding and the four operations (integer measure only). Y4: Read and write the time in multiples of 5 to and past the hour on an analogue clock. Y4: Know that half an hour is 30 minutes, quarter of an hour is 15 minutes and three-quarters of an hour is 45 minutes. Y4: Solve simple problems involving time. Y4: Read and write months of the year.	Model reading numbers aloud when seeing them written down. Model how to write different numbers and identify the value of each digit in a number with students. For example: *What is the '5' worth in 2,512?* Ensure students have experience of problem solving in a range of contexts and with a range of operations. Include problems that involve dividing or multiplying, and include problems involving fractions. For example, *There are 30 sweets in a jar. Pam has 6 of them. What fraction of the sweets are left?* Ensure students have practical experience of estimating and measuring and set problems including common units. Ensure students know what time events start and end throughout the day and point these out on a clock (for example, start and end of lessons, lunch time, home time).

	Y4: Know the number of days in each month, year and leap year.	Have a class calendar where important events are recorded and ask regular questions about this. Encourage students to add key events to the calendar.
Year 6	Y5: Relate 1/100s and 0.01 to the place value table Y5: Write or say aloud 10, 100, 1000 or 10 000 more than any given number up to 100 000 (with answers no more than 100 000); write or say aloud 10, 100, 1000 or 10 000 less than any given number up to 100 000 (with answers no less than 0). Y5: Compare and order numbers to 100 000 and write statements using inequality signs < or >. Y5: Order negative and positive numbers in context and write statements using inequality signs < or >.	Model reading numbers aloud when seeing them written down. Model how to write different numbers and identify the value of each digit in a number with students. For example: *What is the '5' worth in 2,512?* Give students a range of different numbers, including negative numbers, and ask them to compare them. For example ask them to put 1, 0.1, and -2 in order.
	Y5: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places). Y5: Recognise and name kite, trapezium, isosceles triangles and scalene triangles. Y5: Know and recognise a polygon as a closed 2D shape with straight sides. Y5: Identify, describe and compare simple properties of common 3D solids; sort the shapes accordingly.	Give students practical opportunities to measure, compare and calculate lengths, volumes and capacities. For example, *What is the total mass of you and your partner*? – providing students the opportunity to separately measure each other's mass, then add them together. Identify common shapes in the environment and name these with the students. Share less common shapes through models and drawing and discuss symmetry in these models.

	Y5: Recognise symmetry in 2D shapes with a vertical, horizontal and/or diagonal line of symmetry; draw the lines of symmetry. Y5: Identify, describe and compare simple properties of triangles and quadrilaterals; sort the shapes accordingly.	