RYGAARDS SKOLE
INTERNATIONAL AND
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Maths Curriculum

At Rygaards International School, pupils will develop problem solving and reasoning skills throughout the curriculum alongside the skills detailed below. Cambridge Education defines this is “Thinking and Working Mathematically”. Thinking and Working Mathematically comprises eight characteristics that are presented in four pairs: Specialising and Generalising, Conjecturing and Convincing, Characterising and Classifying and Critiquing and Improving.

More information can be found in this video:

https://vimeo.com/456091036/aa85f588c8

Number

Counting and sequences

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Count objects from 0 to 20, recognising conservation of number and one-to-one correspondence.	Count objects from 0 to 100.				
Recognise the number of objects presented in familiar patterns up to 10, without counting.	Recognise the number of objects presented in familiar patterns up to 10, without counting.				
Estimate the number of objects or people (up to 20), and check by counting.	Estimate the number of objects or people (up to 100).	Estimate the number of objects or people (up to 1000).			
Count on in ones, twos or tens, and count back in	Count on and count back in ones, twos, fives or	Count on and count back in steps of constant size:	Count on and count back in steps of constant size:	Count on and count back in steps of constant size,	Count on and count back in steps of constant size,

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ones and tens, starting from any number (from 0 to 20).	tens, starting from any number (from 0 to 100).	1-digit numbers, tens or hundreds, starting from any number (from 0 to 1000).	1-digit numbers, tens, hundreds or thousands, starting from any number, and extending beyond zero to include negative numbers.	and extend beyond zero to include negative numbers.	including fractions and decimals, and extend beyond zero to include negative numbers.
Understand even and odd numbers as 'every other number' when counting (from 0 to 20).	Recognise the characteristics of even and odd numbers (from 0 to 100).	Use knowledge of even and odd numbers up to 10 to recognise and sort numbers.	Recognise and explain generalisations when adding and subtracting combinations of even and odd numbers.		
		Recognise the use of an object to represent an unknown quantity in addition and subtraction calculations.	Recognise the use of objects, shapes or symbols to represent unknown quantities in addition and subtraction calculations.	Recognise the use of objects, shapes or symbols to represent two unknown quantities in addition and subtraction calculations.	Recognise the use of letters to represent quantities that vary in addition and subtraction calculations.
Use familiar language to describe sequences of objects.	Recognise, describe and extend numerical sequences (from 0 to 100).	Recognise and extend linear sequences, and describe the term-to-term rule.	Recognise and extend linear and non-linear sequences, and describe the term-to-term rule.	Use the relationship between repeated addition of a constant and multiplication to find any term of a linear sequence.	Use the relationship between repeated addition of a constant and multiplication to find and use a position-to-term rule.
		Extend spatial patterns formed from adding and subtracting a constant.	Recognise and extend the spatial pattern of square numbers.	Recognise and extend the spatial pattern of square and triangular numbers.	Use knowledge of square numbers to generate terms in a sequence, given its position.

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Number

Money

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Recognise money used in local currency.	Recognise value and money notation used in local currency.	Interpret money notation for currencies that use a decimal point.	The concept of money is completed in Stage 3. From Stage 4 onwards, learners continue to use money in context, e.g. creating and solving problems, using decimal notation, discounted prices, converting between currencies, recognising when two quantities are directly proportional. Learners are not introduced to decimal places until Stage 5.		
	Compare values of different combinations of coins or notes.	Add and subtract amounts of money to give change.			

Number

Integers and powers

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recite, read and write number names and whole numbers (from 0 to 20).	Recite, read and write number names and whole numbers (from 0 to 100).	Recite, read and write number names and whole numbers (from 0 to 1000).	Read and write number names and whole numbers greater than 1000 and less than 0.		
Understand addition as: - counting on - combining two sets.	Understand and explain the relationship between addition and subtraction.	Understand the commutative and associative properties of addition, and use these to simplify calculations.			
Understand subtraction as: - counting back - take away - difference.					

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Recognise complements of 10.	Recognise complements of 20 and complements of multiples of 10 (up to 100).	Recognise complements of 100 and complements of multiples of 10 or 100 (up to 1000).			
Estimate, add and subtract whole numbers (where the answer is from 0 to 20).	Estimate, add and subtract whole numbers with up to two digits (no regrouping of ones or tens).	Estimate, add and subtract whole numbers with up to three digits (regrouping of ones or tens).	Estimate, add and subtract whole numbers with up to three digits.	Estimate, add and subtract integers, including where one integer is negative.	Estimate, add and subtract integers.
	Understand multiplication as: - repeated addition - an array.	Understand and explain the relationship between multiplication and division.			
	Understand division as: - sharing (number of items per group) - grouping (number of groups) - repeated subtraction.	Understand and explain the commutative and distributive properties of multiplication, and use these to simplify calculations.	Understand the associative property of multiplication, and use this to simplify calculations.	Understand which law of arithmetic to apply to simplify calculations.	Use knowledge of laws of arithmetic and order of operations to simplify calculations.
				Understand that the four operations follow a particular order.	Understand that brackets can be used to alter the order of operations.
Know doubles up to double 10.	Know 1, 2, 5 and 10 times tables.	Know 1, 2, 3, 4, 5, 6, 8, 9 and 10 times tables.	Know all times tables from 1 to 10.		
		Estimate and multiply whole numbers up to 100 by 2, 3, 4 and 5.	Estimate and multiply whole numbers up to	Estimate and multiply whole numbers up to	Estimate and multiply whole numbers up to

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			1000 by 1-digit whole numbers.	1000 by 1-digit or 2-digit whole numbers.	10 000 by 1-digit or 2-digit whole numbers.
		Estimate and divide whole numbers up to 100 by 2, 3, 4 and 5.	Estimate and divide whole numbers up to 100 by 1-digit whole numbers.	Estimate and divide whole numbers up to 1000 by 1-digit whole numbers.	Estimate and divide whole numbers up to 1000 by 1-digit or 2-digit whole numbers.
		Recognise multiples of 2, 5 and 10 (up to 1000).	Understand the relationship between multiples and factors.	Understand and explain the difference between prime and composite numbers.	Understand common multiples and common factors.
			Use knowledge of factors and multiples to understand tests of divisibility by 2, 5, 10, 25, 50 and 100.	Use knowledge of factors and multiples to understand tests of divisibility by 4 and 8.	Use knowledge of factors and multiples to understand tests of divisibility by 3, 6 and 9.
				Use knowledge of multiplication to recognise square numbers (from 1 to 100).	Use knowledge of multiplication and square numbers to recognise cube numbers (from 1 to 125).

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Number

Place value, ordering and rounding.

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Understand that zero represents none of something.	Understand and explain that the value of each digit in a 2-digit number is determined by its position in that number, recognising zero as a place holder.	Understand and explain that the value of each digit is determined by its position in that number (up to 3-digit numbers).	Understand and explain that the value of each digit in numbers is determined by its position in that number.	Understand and explain the value of each digit in decimals (tenths and hundredths).	Understand and explain the value of each digit in decimals (tenths, hundredths and thousandths).
		Use knowledge of place value to multiply whole numbers by 10.	Use knowledge of place value to multiply and divide whole numbers by 10 and 100.	Use knowledge of place value to multiply and divide whole numbers by 10, 100 and 1000.	
				Use knowledge of place value to multiply and divide decimals by 10 and 100.	Use knowledge of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000.
Compose, decompose and regroup numbers from 10 to 20.	Compose, decompose and regroup 2-digit numbers, using tens and ones.	Compose, decompose and regroup 3-digit numbers, using hundreds, tens and ones.	Compose, decompose and regroup whole numbers.	Compose, decompose and regroup numbers, including decimals (tenths and hundredths).	Compose, decompose and regroup numbers, including decimals (tenths, hundredths and thousandths).
Understand the relative size of quantities to compare and order numbers from 0 to 20.	Understand the relative size of quantities to compare and order 2-digit numbers.	Understand the relative size of quantities to compare and order 3-digit positive numbers,	Understand the relative size of quantities to compare and order positive and negative		

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		using the symbols =, > and <.	numbers, using the symbols =, > and <.		
Recognise and use the ordinal numbers from 1st to 10th.	Recognise and use ordinal numbers.				
	Round 2-digit numbers to the nearest 10.	Round 3-digit numbers to the nearest 10 or 100.	Round numbers to the nearest 10, 100, 1000, 10 000 or 100 000.	Round numbers with one decimal place to the nearest whole number.	Round numbers with 2 decimal places to the nearest tenth or whole number.

Number

Fractions, decimals, percentages, ratio and proportion

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand that an object or shape can be split into two equal parts or two unequal parts.	Understand that an object or shape can be split into four equal parts or four unequal parts.	Understand and explain that fractions are several equal parts of an object or shape and all the parts, taken together, equal one whole.	Understand that the more parts a whole is divided into, the smaller the parts become.		
		Understand that the relationship between the whole and the parts depends on the relative size of each, regardless of their shape or orientation.			

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Understand that a half can describe one of two equal parts of a quantity or set of objects.	Understand that a quarter can describe one of four equal parts of a quantity or set of objects.	Understand and explain that fractions can describe equal parts of a quantity or set of objects.			
	Understand that one half and one quarter can be interpreted as division.	Understand that a fraction can be represented as a division of the numerator by the denominator (half, quarter and three-quarters).	Understand that a fraction can be represented as a division of the numerator by the denominator (unit fractions and three-quarters).	Understand that a fraction can be represented as a division of the numerator by the denominator (unit fractions, three-quarters, tenths and hundredths).	Understand that a fraction can be represented as a division of the numerator by the denominator (proper and improper fractions).
Understand that a half can act as an operator (whole number answers).	Understand that fractions (half, quarter and three-quarters) can act as operators.	Understand that fractions (half, quarter, three-quarters, third and tenth) can act as operators.	Understand that unit fractions can act as operators.	Understand that proper fractions can act as operators.	Understand that proper and improper fractions can act as operators.
	Recognise the relative size of $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and 1, and the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$, and $\frac{2}{2}$, $\frac{4}{4}$ and 1.	Recognise that two fractions can have an equivalent value (halves, quarters, fifths and tenths).	Recognise that two proper fractions can have an equivalent value.	Recognise that improper fractions and mixed numbers can have an equivalent value.	Use knowledge of equivalence to write fractions in their simplest form.
				Recognise that proper fractions, decimals (one decimal place) and percentages can have equivalent values.	Recognise that fractions, decimals (one or two decimal places) and percentages can have equivalent values.

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Understand and visualise that halves can be combined to make wholes.	Understand and visualise that wholes, halves and quarters can be combined to create new fractions.	Estimate, add and subtract fractions with the same denominator (within one whole).	Estimate, add and subtract fractions with the same denominator.	Estimate, add and subtract fractions with the same denominator and denominators that are multiples of each other.	Estimate, add and subtract fractions with different denominators.
				Estimate, multiply and divide unit fractions by a whole number.	Estimate, multiply and divide proper fractions by whole numbers.
			Understand percentage as the number of parts in each hundred and use the percentage symbol (%).	Recognise percentages of shapes and write percentages as a fraction with denominator 100.	Recognise percentages (1%, and multiples of 5% up to 100%) of shapes and whole numbers.
		Use knowledge of equivalence to compare and order unit fractions and fractions with the same denominator, using the symbols =, > and <.	Use knowledge of equivalence to compare and order proper fractions, using the symbols =, > and <.	Understand the relative size of quantities to compare and order numbers with one decimal place, proper fractions with the same denominator and percentages, using the symbols =, > and <.	Understand the relative size of quantities to compare and order numbers with one or two decimal places, proper fractions with different denominators and percentages, using the symbols =, > and <.
				Estimate, add and subtract numbers with the same number of decimal places.	Estimate, add and subtract numbers with the same or different number of decimal places.

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				Estimate and multiply numbers with one decimal place by 1-digit whole numbers.	Estimate and multiply numbers with one or two decimal places by 1-digit and 2-digit whole numbers.
					Estimate and divide numbers with one or two decimal places by whole numbers.
				Understand that: - a proportion compares part to whole - a ratio compares part to part of two or more quantities.	Understand the relationship between two quantities when they are in direct proportion.
					Use knowledge of equivalence to understand and use equivalent ratios.

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Geometry and Measure

Time

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Use familiar language to describe units of time.	Order and compare units of time (seconds, minutes, hours, days, weeks, months and years).	Choose the appropriate unit of time for familiar activities.	Understand the direct relationship between units of time and convert between them.	Understand time intervals less than one second.	
Know the days of the week and the months of the year.					
Recognise time to the hour and half hour.	Read and record time to five minutes in digital notation (12-hour) and on analogue clocks.	Read and record time accurately in digital notation (12-hour) and on analogue clocks.	Read and record time accurately in digital notation (12- and 24-hour) and on analogue clocks.	Compare times between time zones in digital notation (12- and 24-hour) and on analogue clocks.	
	Interpret and use the iormation in calendars.	Interpret and use the iormation in timetables (12-hour clock).	Interpret and use the iormation in timetables (12- and 24-hour clock).	Learners continue to interpret and use calendars and timetables to calculate times (12- and 24-hour clocks).	
		Understand the difference between a time and a time interval. Find time intervals between the same units in days, weeks, months and years.	Find time intervals between different units: - days, weeks, months and years - seconds, minutes and hours that do not bridge through 60.	Find time intervals in seconds, minutes and hours that bridge through 60.	

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				Recognise that a time interval can be expressed as a decimal, or in mixed units.	Convert between time intervals expressed as a decimal and in mixed units.

Geometry and Measure

Geometrical reasoning, shapes, and measurements

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Identify, describe and sort 2D shapes by their characteristics or properties, including reference to number of sides and whether the sides are curved or straight.	Identify, describe, sort, name and sketch 2D shapes by their properties, including reference to regular polygons, number of sides and vertices. Recognise these shapes in different positions and orientations.	Identify, describe, classify, name and sketch 2D shapes by their properties. Differentiate between regular and irregular polygons.	Investigate what shapes can be made if two or more shapes are combined, and analyse their properties, including reference to tessellation.	Identify, describe, classify and sketch isosceles, equilateral or scalene triangles, including reference to angles and symmetrical properties.	Identify, describe, classify and sketch quadrilaterals, including reference to angles, symmetrical properties, parallel sides and diagonals.
	Understand that a circle has a centre and any point on the boundary is at the same distance from the centre.				Know the parts of a circle: - centre - radius - diameter - circumference.
Use familiar language to describe length, including long, longer, longest,	Understand that length is a fixed distance between two points. Estimate and	Estimate and measure lengths in centimetres (cm), metres (m) and	Learners continue to use length in context.		

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thin, thinner, thinnest, short, shorter, shortest, tall, taller and tallest.	measure lengths using non-standard or standard units.	kilometres (km). Understand the relationship between units.			
		Understand that perimeter is the total distance around a 2D shape and can be calculated by adding lengths, and area is how much space a 2D shape occupies within its boundary.	Estimate and measure perimeter and area of 2D shapes, understanding that two areas can be added together to calculate the area of a compound shape.	Estimate and measure perimeter and area of 2D shapes, understanding that shapes with the same perimeter can have different areas and vice versa.	
	Draw and measure lines, using standard units.	Draw lines, rectangles and squares. Estimate, measure and calculate the perimeter of a shape, using appropriate metric units, and area on a square grid.	Draw rectangles and squares on square grids, and measure their perimeter and area. Derive and use formulae to calculate areas and perimeters of rectangles and squares.	Draw compound shapes that can be divided into rectangles and squares. Estimate, measure and calculate their perimeter and area.	Use knowledge of area of rectangles to estimate and calculate the area of right-angled triangles.
			Estimate the area of irregular shapes on a square grid (whole and part squares).		
Identify, describe and sort 3D shapes by their properties, including reference to the number	Identify, describe, sort and name 3D shapes by their properties, including reference to number and	Identify, describe, sort, name and sketch 3D shapes by their properties.	Identify 2D faces of 3D shapes, and describe their properties.	Identify, describe and sketch 3D shapes in different orientations.	Identify, describe and sketch compound 3D shapes.

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of faces, edges and whether faces are flat or curved.	shapes of faces, edges and vertices.				
Use familiar language to describe mass, including heavy, light, less and more.	Understand that mass is the quantity of matter in an object. Estimate and measure familiar objects using non-standard or standard units.	Estimate and measure the mass of objects in grams (g) and kilograms (kg). Understand the relationship between units.	Learners continue to use mass in context.		
Use familiar language to describe capacity, including full, empty, less and more.	Understand that capacity is the maximum amount that an object can contain. Estimate and measure the capacity of familiar objects using non-standard or standard units.	Estimate and measure capacity in millilitres (m*l*) and litres (*l*), and understand their relationships.			Understand the difference between capacity and volume.
Differentiate between 2D and 3D shapes.	Identify 2D and 3D shapes in familiar objects.	Recognise pictures, drawings and diagrams of 3D shapes.	Match nets to their corresponding 3D shapes.	Identify and sketch different nets for a cube.	Identify and sketch different nets for cubes, cuboids, prisms and pyramids.
					Understand the relationship between area of 2D shapes and surface area of 3D shapes.

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Identify when a shape looks identical as it rotates.	Identify a horizontal or vertical line of symmetry on 2D shapes and patterns.	Identify both horizontal and vertical lines of symmetry on 2D shapes and patterns.	Identify all horizontal, vertical and diagonal lines of symmetry on 2D shapes and patterns.	Use knowledge of reflective symmetry to identify and complete symmetrical patterns.	Identify rotational symmetry in familiar shapes, patterns or images with maximum order 4. Describe rotational symmetry as 'order x'.
	Predict and check how many times a shape looks identical as it completes a full turn.				
	Understand that an angle is a description of a turn, including reference to the terms whole, half and quarter turns, both clockwise and anticlockwise.	Compare angles with a right angle. Recognise that a straight line is equivalent to two right angles or a half turn.	Estimate, compare and classify angles, using geometric vocabulary including acute, right and obtuse.	Estimate, compare and classify angles, using geometric vocabulary including acute, right, obtuse and reflex.	Classify, estimate, measure and draw angles.
				Know that the sum of the angles on a straight line is 180º, and use this to calculate missing angles on a straight line.	Know that the sum of the angles in a triangle is 180º, and use this to calculate missing angles in a triangle.
Explore instruments that have numbered scales, and select the most appropriate instrument to measure length, mass,	Understand a measuring scale as a continuous number line where intermediate points have value.	Use instruments that measure length, mass, capacity and temperature.	Use knowledge of fractions to read and interpret a measuring scale.	Learners continue to read and interpret a measuring scale in context.	

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capacity and temperature.					
					Construct circles of a specified radius or diameter.

Geometry and Measure

Position and transformation

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Use familiar language to describe position and direction.	Use knowledge of position and direction to describe movement.	Interpret and create descriptions of position, direction and movement, including reference to cardinal points.	Interpret and create descriptions of position, direction and movement, including reference to cardinal and ordinal points, and their notations.		
			Understand that position can be described using coordinate notation. Read and plot coordinates in the first quadrant (with the aid of a grid).	Compare the relative position of coordinates (with or without the aid of a grid).	Read and plot coordinates including integers, fractions and decimals, in all four quadrants (with the aid of a grid).
				Use knowledge of 2D shapes and coordinates to plot points to form lines and shapes in the	Use knowledge of 2D shapes and coordinates to plot points to form

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				first quadrant (with the aid of a grid).	lines and shapes in all four quadrants.
				Translate 2D shapes, identifying the corresponding points between the original and the translated image, on square grids.	Translate 2D shapes, identifying the corresponding points between the original and the translated image, on coordinate grids.
	Sketch the reflection of a 2D shape in a vertical mirror line, including where the mirror line is the edge of the shape.	Sketch the reflection of a 2D shape in a horizontal or vertical mirror line, including where the mirror line is the edge of the shape.	Reflect 2D shapes in a horizontal or vertical mirror line, including where the mirror line is the edge of the shape, on square grids.	Reflect 2D shapes in both horizontal and vertical mirror lines to create patterns on square grids.	Reflect 2D shapes in a given mirror line (vertical, horizontal and diagonal), on square grids.
					Rotate shapes 90º around a vertex (clockwise or anticlockwise).

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Answer non-statistical questions (categorical data).	Conduct an investigation to answer non-statistical and statistical questions (categorical data).	Conduct an investigation to answer non-statistical and statistical questions (categorical and discrete data).	Plan and conduct an investigation to answer statistical questions, considering what data to collect (categorical and discrete data).	Plan and conduct an investigation to answer a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).	Plan and conduct an investigation and make predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).
- Record, organise and represent categorical data using:practical resources and drawings - lists and tables - Venn and Carroll diagrams - block graphs and pictograms.	Record, organise and represent categorical data. Choose and explain which representation to use in a given situation: - lists and tables - Venn and Carroll diagrams - tally charts - block graphs and pictograms.	Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation: - Venn and Carroll diagrams - tally charts and frequency tables - pictograms and bar charts.	Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation: - Venn and Carroll diagrams - tally charts and frequency tables - pictograms and bar charts - dot plots (one dot per count).	Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation: - Venn and Carroll diagrams - tally charts and frequency tables - bar charts - waffle diagrams - frequency diagrams for continuous data - line graphs - dot plots (one dot per data point).	Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation: - Venn and Carroll diagrams - tally charts and frequency tables - bar charts - waffle diagrams and pie charts - frequency diagrams for continuous data - line graphs - scatter graphs - dot plots.
				Understand that the mode and median are ways to describe and	Understand that the mode, median, mean and range are ways to

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				summarise data sets. Find and interpret the mode and the median and consider their appropriateness for the context.	describe and summarise data sets. Find and interpret the mode (including bimodal data), median, mean and range, and consider their appropriateness for the context.
Describe data, using familiar language including reference to more, less, most or least to answer non-statistical questions and discuss conclusions.	Describe data, identifying similarities and variations to answer non-statistical and statistical questions and discuss conclusions.	Interpret data, identifying similarities and variations, within data sets, to answer non-statistical and statistical questions and discuss conclusions.	Interpret data, identifying similarities and variations, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation.	Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation.	Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, and check predictions.

Statistics and Probability

Probability

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use familiar language associated with patterns and randomness, including regular pattern and random pattern.	Use familiar language associated with chance to describe events, including 'it will happen', 'it will not happen', 'it might happen'.	Use language associated with chance to describe familiar events, including reference to maybe, likely, certain, impossible.	Use the language associated with likelihood to describe and compare likelihood and risk of familiar events, including those with equally likely outcomes.	Use the language associated with probability and proportion to describe and compare possible outcomes.

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				Recognise that some outcomes are equally likely to happen and some outcomes are more (or less) likely to happen, when doing practical activities.	Identify when two events can happen at the same time and when they cannot, and know that the latter are called 'mutually exclusive'.
					Recognise that some probabilities can only be modelled through experiments using a large number of trials.
	Conduct chance experiments with two outcomes, and present and describe the results.	Conduct chance experiments, and present and describe the results.	Conduct chance experiments, using small and large numbers of trials, and present and describe the results using the language of probability.	Conduct chance experiments or simulations, using small and large numbers of trials, and present and describe the results using the language of probability.	Conduct chance experiments or simulations, using small and large numbers of trials. Predict, analyse and describe the frequency of outcomes using the language of probability.