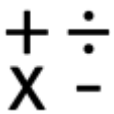
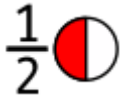
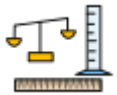
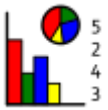
Donnington Wood CE Junior School	Our School Vision	Our core values
	Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.	**friendship** **hope** **perseverance**
Our Motto "*The ones who plant and the ones who water work together as a team with the same purpose*." **1 Corinthians 3:8** We believe that with God's help when we all work as a TEAM - Together Everyone Achieves More.		

Progression of knowledge in Maths

Adapted from the NCETM

Key Concepts/Golden threads

Subject concepts act as coat-hangers to hook information onto and ***'Golden threads'*** that run throughout the curriculum. This allows the pupils to store this knowledge into the long term memory and to remember for longer. Developed on research by Jan Meyer and Ray Land (2003), the use of concepts in our curriculum are used to capture the most important essence (knowledge) of the subject. The same concepts are explored in every year group and students will gradually increase their understanding of them.

Number and place value	Four operations	Fractions, decimals and percentages	Measurement	Properties of shape	Position and direction	Statistics	Algebra	Ratio and proportion
							$a^2+b^2=c^2$	4:3

KEY CONCEPT: GEOMETRY - PROPERTIES OF SHAPE						
Strands	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Identifying shapes and their properties	I can recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.	I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	I can recognise 3-D shapes in different orientations and describe them.	I can identify lines of symmetry in 2-D shapes presented in different orientations.	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	I can recognise and describe simple 3-D shapes.
	I can recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.	I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			I can illustrate and name parts of circles, including radius, diameter and circumference.
		I can identify 2-D shapes on the surface of 3-D shapes.				I know that the diameter is twice the radius.
Drawing and constructing			I can draw 2-D shapes.	I can complete a simple symmetric figure with respect to a specific line of symmetry.	I can draw given angles, and measure them in degrees.	I can draw 2-D shapes using given dimensions and angles.
			I can make 3-D shapes using modelling materials.			I can build 3-D shapes, including making nets.
Comparing and classifying		I can compare and sort common 2-D and 3-D shapes and everyday objects.		I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	I can compare and classify geometric shapes based on their properties and sizes.

				sizes.		
Comparing and classifying					I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	
Angles			I can recognise angles as a property of shape or a description of a turn.	I can identify acute and obtuse angles.	I know angles are measured in degrees.	I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite.
			I can identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn.	I can compare and order angles up to two right angles by size.	I can identify angles: ❖ at a point and one whole turn ❖ at a point on a straight line and ½ a turn ❖ other multiples of 90^{o}	I can find unknown angles in any triangles, quadrilaterals, and regular polygons.
			I can identify whether angles are greater than or less than a right angle.		I can estimate and compare acute, obtuse and reflex angles.	