Inspire Maths: Curriculum for Wales Progression Step 2 (Expectations Age 8)

Additional activities can be found in *Inspire Maths Online* on Oxford Owl (www.oxfordowl.co.uk).

Curriculum for Wales	*Inspire Maths* Pupil Textbooks	Notes and Additional Activities
Progression Step 2		
The Number System		
• I can read, write and interpret larger numbers, up to at least 1000, using digits and words.	PB2A Unit 1: Numbers to 1000; 6–25	NC Activity 3.1
• I can understand that the value of a number can be determined by the position of the digits.	PB1A Unit 7: Numbers to 20; 86–87, 90–91 PB1B Unit 12: Numbers to 40; 26–62 PB1B Unit 17: Numbers to 100; 94–117 PB2A Unit 1: Numbers to 1000; 6-25 PB2A Unit 2: Addition and Subtraction within 1000; 27-59 PB3A Unit 1: Numbers to 10 000; 6–24 PB3A Unit 2: Addition of Numbers within 10 000; 26–33, 35–36 PB3A Unit 3: Subtraction of Numbers within 10 00; 40–48, 50–52 PB4A Unit 1; Numbers to 100 000; 8-21	
• I have engaged in practical tasks to estimate and round numbers to the nearest 10 and 100.	PB4A Unit 2: Whole Numbers (2); 22–35 PB5A Unit 1: Whole Numbers (1); 20–28	NC Activity 3.2
• I am beginning to estimate and check the accuracy of my answers, using *inverse* operations when appropriate.	PB2A Unit 5: Multiplying by 2 and 3; 102-105 PB3A Unit 9: Mental Calculations; 134-136 PB4A Unit 2: Whole Numbers; 32-35	NC Activity 2.5 NC Activity 3.4 NC Activity 4.1
• I can order and sequence numbers, including odd and even numbers, and I can count on and back in step sizes of any *whole number* and simple *unit fractions*.	PB1A Unit 1: Numbers to 10; 17–21 PB1A Unit 6: Ordinal Numbers; 67–78 PB1A Unit 7: Numbers to 20; 88–97	Odd and Even numbers NC Activity 2.6

	PB1B Unit 12: Numbers to 40; 31–36 PB1B Unit 17: Numbers to 100; 95–101 PB2A Unit 1: Numbers to 1000; 21-26 PB3A Unit 1: Numbers to 10 000;16–23	
• I am beginning to understand that unit fractions represent equal parts of a whole and are a way of describing quantities and relationships.	PB2B Unit 12: Fractions; 32-36, 38-39, 41-42, 44-45	
• I have experienced fractions in practical situations, using a variety of representations.	PB2B Unit 12: Fractions; 32, 35-36, 40-41, 42-43, 49 PB3B Unit 14: Fractions; 70-71, 76, 83	NC Activity 2.8
• I have explored equivalent fractions and understand equivalent fraction relationships.	PB3B Unit 14: Fractions; 69–74, 78–83	NC Activity 2.9 NC Activity 5.13
• I have explored *additive relationships*, using a range of representations. I can add and subtract *whole numbers*, using a variety of written and mental methods.	PB1A Unit 3: Addition within 10; 28-38 PB1A Unit 4: Subtraction within 10; 39-52 PB1A Unit 8: Addition and Subtraction within 20; 98-107 PB1A Unit 17: Numbers to 100; 102-117, 120 PB1A Unit 19: Money; 132-143 PB1B Unit 12: Numbers to 40; 37-62 PB1B Unit 13: Mental Calculations; 63-69 PB2A Unit 2: Addition and Subtraction within 1000; 37–59 PB2A Unit 3: Using Models: Addition and Subtraction; 60–78 PB2A Unit 8: Length; 148–151 PB2A Unit 9: Mass; 160-161, 165–172, 175 PB2B Unit 14: Volume; 89–91 PB3B Unit 10: Money; 26 PB3B Unit 11: Length, Mass and Volume; 44 PB3B Unit 12: Solving Word Problems: Length, Mass and Volume; 45–46, 48-55	NC Activity 3.3

• I can use my understanding of multiplication to recall some multiplication facts and tables starting with tables 2, 3, 4, 5 and 10 and I can use the term 'multiples'.	PB2A Unit 5: Multiplying by 2 and 3; 95–105 PB2A Unit 6: Multiplying by 4, 5 and 10; 106–114, 126–131 PB2A Unit 7: Using Models: Multiplication and Division; 132–136 PB2A Unit 8: Length; 152–153 PB2B Unit 15: Graphs; 98–99, 106–107 PB3A Unit 9: Mental Calculations; 132–136	NC Activity 2.6 Multiples - PB4A Unit 2: Whole Numbers 41-43
• I have explored and can use my understanding of *multiplicative* relationships to multiply and divide *whole numbers*, using a range of representations, including sharing, grouping and *arrays*.	PB2A Unit 4: Multiplication and Division; 79–85 PB2A Unit 5: Multiplying by 2 and 3; 86-105 PB2A Unit 6: Multiplying by 4, 5, and 10; 106–130 PB2A Unit 7: Using Models: Multiplication and Division; 132–136	NC Activity 4.3
• I can understand the equivalence and value of coins and notes to make appropriate transactions in role play.	PB1B Unit 18: Money (1); 121–126 PB1B Unit 19: Money (2); 142 PB2B Unit 11: Money; 19–23	NC Activity 2.12
Algebra		
• I have explored patterns of numbers and shape. I can recognise, copy and generate sequences of numbers and visual patterns.	PB1A Unit 1: Numbers to 10; 17-21 PB1A Unit 5: Shapes and Patterns; 62-66 PB2A Unit 1: Numbers to 10; 21-22 PB2B Unit 17: Shapes and Patterns; 132-135 PB3A Unit 1: Numbers to 10000; 16-23	
• I can use the equals sign to indicate that both sides of a number sentence have the same value and I can use *inequality* signs when comparing quantities to indicate 'more than' and 'less than'.	PB1A Unit 1: Numbers to 10;13–21 PB1A Unit 3: Addition within 10; 28-30, 32-38 PB1A Unit 4: Subtraction within 10; 39-41, 43-53 PB1A Unit 7: Numbers to 20; 88–97 PB1A Unit 8: Addition and Subtraction within 20; 98-104, 106-107	NC Activity 2.3 To introduce 'not equal to', expand the teaching sequence in TG1A, page 48, question 1, to include more guidance on what the equals symbol means, and why it couldn't be used between, e.g. 6 + 2

.	PB1B Unit 12: Numbers to 40; 31–36 PB1B Unit 13: Mental Calculations; 63, 65-67, 69 PB1B Unit 14: Multiplication; 70-78 PB1B Unit 17: Numbers to 100; 95–101 PB1B Unit 19: Money (2); 132-133, 136-143 PB2A Unit 1: Numbers to 1000; 14-19	and 6: because these are *not* equal.
• I have explored *commutativity* with addition and multiplication and I can recognise when two different numerical expressions describe the same situation but are written in different ways.	PB1A Unit 4: Subtraction within 10; 50–51 PB2A Unit 4: Multiplication and Division; 79–82 PB2A Unit 5: Multiplying by 2 and 3; 94, 101 PB2A Unit 6: Multiplying by 4, 5 and 10; 114, 121, 125	NC Activity 2.4 NC Activity 2.7
• I can find missing numbers when *number bonds* and multiplication facts are not complete	PB2A Unit 2: Addition and Subtraction within 1000; 59 PB2A Unit 4: Multiplication and Division; 82-83 PB2A Unit 5: Multiplying by 2 and 3; 94, 100-102, 105 PB2A Unit 6: Multiplying by 4,5 and 10; 113-114, 128-130 PB3A Unit 2: Addition of Numbers within 10 000; 36 PB3A Unit 3: Subtraction of Numbers within 10 000; 55 PB3A Unit 5: Multiplying by 6,7, 8 and 9; 64-68, 71-73 PB3A Unit 6: Multiplication; 91	NC Activity 3.5

Geometry

• I am beginning to tell the time using a variety of devices. I have explored and used different ways of showing the passing of time, including calendars, timelines, simple timetables and schedules.	PB1B Unit 16: Time; 84-87 PB2B Unit 13: Time; 60–72, 77	NC Activity 2.14 NC Activity 5.25
• I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.	PB2A Unit 8: Length;137–151 PB2A Unit 9: Mass;155–172 PB2B Unit 14: Volume; 85–91, 94 PB3B Unit 11: Length, Mass and Volume; 27–29, 33–44 PB3B Unit 12: Solving Word Problems: Length, Mass and	

	Volume; 45–46, 48	
• I can estimate and measure, using *non-standard units,* before progressing onto standard units.	PB1A Unit 9: Length; 119-122 PB1B Unit 10: Mass; 11-12, 13-16 PB2A Unit 8: Length; 137–147 PB2A Unit 9: Mass; 155–168 PB2B Unit 14: Volume; 85–88	NC Activity 2.10
• I can use a variety of measuring devices from different starting points.	PB1A Unit 9: Length; 117-118 PB2A Unit 8: Length;137–147 PB2A Unit 9: Mass; 155–168 PB2B Unit 14: Volume; 85–88	
• I have explored two-dimensional and three-dimensional shapes and their properties in a range of contexts.	PB1A Unit 5: Shapes and Patterns; 54–61 PB2B Unit 16: Lines and Surfaces; 110–114, 115-119 PB2B Unit 17: Shapes and Patterns; 120–125, 129-131, 136	NC Activity 2.16 NC Activity 2.17 NC Activity 3.12
• I have explored reflective symmetry in a range of contexts and I can discuss it as a property of shapes and images.	PB4B Unit 13: Symmetry; 117–134	NC Activity 4.13
• I can describe and quantify the position of objects in relation to other objects		NC Activity 4.14 NC Activity 4.15
• I have explored the concept of rotation and I am beginning to use simple fractions of a complete rotation to describe turns		NC Activity 5.24
Statistics		
• I can collect and organise data to ask and answer questions in relevant situations.	PB1A Unit 6: Ordinal Numbers; 76 PB1A Unit 9: Length; 125 PB1B Unit 10: Mass; 9, 14, 15 PB1B Unit 11: Picture Graphs;18–25 PB2A Unit 8: Length; 139	

	PB2A Unit 9: Mass; 157, 166, 171 PB2B Unit 13: Time; 77 PB2B Unit 14: Volume; 87 PB2B Unit 15: Graphs; 95–109 PB3B Unit 11: Length, Mass and Volume; 36, 42 PB3B Unit 13: Bar Graphs; 56–67 PB3B Unit 16: Angles; 121 PB3B Unit 17: Perpendicular and Parallel Lines; 131, 142	
• I can sort and classify using more than one criterion, including the use of Venn diagrams and Carroll diagrams.	PB1B Unit 11: Picture Graphs; 18–20	
• I am beginning to record and represent data in a variety of ways, including the use of tally charts, frequency tables and block graphs, when appropriate axes and scales are provided	PB2A Unit 9: Mass; 157, 166, 171 PB2B Unit 13: Time; 77 PB2B Unit 14: Volume; 87 PB2B Unit 15: Graphs; 95–109 PB3A Unit 5: Multiplying by 6, 7, 8 and 9; 73 PB3B Unit 11: Length, Mass and Volume; 36, 42 PB3B Unit 13: Bar Graphs; 56–67 PB3B Unit 16: Angles; 121 PB3B Unit 17: Perpendicular and Parallel Lines; 131, 142 PB4A Unit 4: Tables and Line Graphs; 71–86 PB2B Unit 15: Graphs; 95–103, 106–109 PB3B Unit 13: Bar Graphs; 60–67 PB4A Unit 4: Tables and Line Graphs; 71–86	NC Activity 2.21
• I am beginning to interpret and analyse simple graphs, charts and data.	PB1A Unit 6: Ordinal Numbers; 76 PB1A Unit 9: Length; 125 PB1B Unit 10: Mass; 9, 14, 15 PB1B Unit 11: Picture Graphs; 18–25 PB2A Unit 8: Length; 139 PB2A Unit 9: Mass;157, 166, 171 PB2B Unit 13: Time; 77 PB2B Unit 14: Volume; 87	NC Activity 4.17

	PB2B Unit 15: Graphs; 95–109 PB3A Unit 5: Multiplying by 6, 7, 8 and 9; 73 PB3B Unit 11: Length, Mass and Volume; 36, 42 PB3B Unit 13: Bar Graphs; 56–67 PB3B Unit 16: Angles; 121 PB3B Unit 17: Perpendicular and Parallel Lines; 131, 142	
• I can explain my findings and I am beginning to evaluate how well my method worked.	PB1B Unit 11: Picture Graphs; 20, 23–25 PB2B Unit 15: Graphs; 96–103, 106–109	NC Activity 2.22