



**Phase 2: Measure, Space, Statistics, Probability with identified “worry point” if not achieved during the progress.**



Must achieve during year 4	Must achieve during year 5	Progress outcome by end of year 6 Measure, Space, Statistics, Probability
		<ul style="list-style-type: none"> <li>• read measurement tools and interpret scales accurately</li> <li>• convert between units of time and solve duration of time problems</li> <li>• find the perimeter and area of rectangles and the volume of cuboids</li> <li>• describe an angle using the benchmarks of 90 degrees, 180 degrees and 360 degrees</li> </ul>
<p>identify which shape is a reflection, rotation or translation of a given shape.</p>	<p>visualise and draw nets for a cube</p>	<ul style="list-style-type: none"> <li>• classify two-dimensional shapes and prisms using their spatial properties to justify my classifications</li> <li>• perform and describe rotations, reflections, translations, enlargements and reductions on two dimensional shapes and simple geometric patterns</li> <li>• visualise and represent three dimensional shapes from different viewpoints</li> <li>• visualise and draw nets for rectangular prisms</li> <li>• use grid references, simple scales, the language of direction (compass points) distance (in m, km) and turn (in degrees) to locate and describe positions and pathways</li> </ul>
	<p>recognise the need for relevant and useable data to answer investigative questions suggest reasons why data may vary in a familiar context</p>	<ul style="list-style-type: none"> <li>• pose investigative questions about school contexts for summary, comparison, and time series situations and make predictions or assertions about what I expect to find</li> <li>• plan how to collect primary data or to use provided secondary data</li> <li>• use and describe a variety of data visualisations, identifying features, patterns, and trends in context and making connections to the group of interest</li> <li>• interrogate others' survey or data collection questions and identify and explain features and errors in others data visualisations and statements about data.</li> </ul>
		<ul style="list-style-type: none"> <li>• pose investigative questions for a chance-based situation with equally likely outcomes, listing all possible outcomes for the situation</li> <li>• plan, conduct, and record data for a probability experiment</li> <li>• create and describe data visualisations for the distribution of observed outcomes from a probability experiment using them to answer the investigative question</li> <li>• compare my findings with those of others when undertaking probability experiments</li> </ul>