Number and place value

- How do pupils practice counting, ordering quantity?
- What strategies are employed to recognise place value from low to higher numbers?
- How do pupils recognise and create patterns that support learning?
- How are pupils encouraged to see the connections between the number skills they need in a variety of contexts and situations?

Addition and subtraction

- What strategies are used to support learners become confident in adding and subtracting?
- In what contexts are pupils using these skills to solve problems*?*
- What opportunities are there for pupils to become flexible users of their skills?
- How are these skills assessed in lessons and across the year groups?

Multiplication and division

- What kind of activities support learners to solve problems involving multiplication and division?
- How do pupils learn how to group and share quantities?
- What opportunities are there for learners to solve problems using these skills?

Measuring

- Identify where measuring is an integral part of learning in specified topics?
- How is measurement taught in different contexts and year groups?
- How are pupils becoming familiar with standard measurement leading to being able to make conversions to graphical representations?
- Are learners able to tell digital and analogue time?

Geometry

- How do different teachers support pupils to understand the language of position, direction and motion
- What is the sequence of learning that provides the platform for learning how to label axes and use them
- How do teachers share their approach to helping pupils to connect their work on angles, fractions and percentages to the interpretation of pie charts
- By year 6 can pupils draw shapes and nets accurately, describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements

Fractions

- What strategies are used to help pupils to understand fractions in the context of parts of a whole etc.
- How are fractions used to support problem solving activities
- To what extent are pupils taught and encouraged to use rounding and estimating as a means of checking and predicting?
- Where across the curriculum are there opportunities to use fractions in a variety of contexts?

Algebra

- At what stage should pupils be able to use symbols and letters to represent variables and unknowns in mathematical situations?
- How are pupils taught to use simple formulae, to generate and describe linear number sequences, to express missing number problems algebraically, find pairs of numbers that satisfy an equation with two unknowns?

Statistics

- How are pupils taught to solve comparison, sum and difference problems using information presented in a line graph?
- What opportunities are there for pupils to complete, read and interpret information in tables including timetables?
- By Year 6 can pupils connect their work on co-ordinates and scales to the interpretation of time graphs?
- Can pupils decide which representations of data are the most appropriate and why?

Ratio and proportion

LEARNING CULTURES

- How is the concept of ratio and proportion taught?
- How do pupils use the calculation of percentages for comparison?
- What examples can be drawn to show how to solve problems using the concept of unequal sharing and grouping using knowledge of fractions and multiples?