Revised Syllabus 2014		LOF	
A/C/D: Numbers, Number Patterns and Place Value/Multiplication and Division/Fractions, Decimals, Percentages and Proportion		**Strand 1: The Number System-Number**	
LEARNING OUTCOMES			
A.4.1	Read, write and order whole numbers to at least 10,000 in figures and words and know what each digit represents.	**5.1.1**	I can read, write and order whole number up to ten thousand (10,000) in figures and words.
		5.1.2	I can **recognise**, read and **position** whole numbers up to ten thousand (10,000) **on a number line.**
A.4.2	Partition numbers into thousands (TH), hundreds (H), tens (T) and units (U).[1]	**5.1.3**	I can recognise the place value of any digit in a whole number **up to ten thousand (10,000).**[1]
A.4.3	Read, say and write ordinal numbers to at least **100**.[2]	**5.1.5**	I can **recognise**, read, say and write (in figures) ordinal numbers **from 1st to 31st.**[2]
A.4.4	Identify odd and even numbers to at least 100.	**5.1.6**	I can identify odd and even numbers **up to ten thousand (10,000).**

A.4.5	Count: . on/back in 1s, 2s, 10s or 100s, starting from any two- or three-digit number. [3] . on/back in steps of 3,4 or 5 from any small number to at least 50. . on in steps of 25 and 50 to 500.	**5.1.7** **5.1.8** **5.1.9**	I can count forward and backwards in 1s, 2s, 10s and 100s **starting from any whole number up to one thousand (1,000)**.[3] I can count forward and backwards in steps of 3, 4, or 5 to and from any whole number less than or equal to fifty (50). I can count forward/**backwards** in steps of 25 **(to/from any multiple of 25)** and 50 **(to/from any multiple of 50)** within five hundred (500).
A.4.6	**Round any two-digit number to the nearest 10.**		**See Strand 2.**
A.4.7	**Round any three-digit number to the nearest 100.**		**See Strand 2.**
A.4.8	Use symbols correctly, including less than (<), greater than (>), equals (=).	**5.1.4**	I can compare and order whole numbers **up to ten thousand (10,000)** and include symbols such as <, > or =.
C.4.4	Know by heart the multiplication facts of 2, 3, 4, 5, 8 and 10 times- tables.	**5.1.10**	I can recall the first ten multiples of the following numbers: 2, 3, 4, 5, **6**, 8 & 10.

D.5.3	Relate fractions to division and find simple fractions of numbers and quantities.	**5.1.11**	I can **recognise** and name **one half** ($\frac{1}{2}$) of a small number of objects. I can **recognise** and name **one quarter** ($\frac{1}{4}$) of a small number of objects.
		5.1.12	**I can associate 0.5 represents one half** ($\frac{1}{2}$).
D.4.1 **D.4.2.**	Recognise unit fractions and use them to find fractions of shapes and **numbers** such as: $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{10}$ **Recognise simple fractions that are several parts of a whole such as:** $\frac{2}{4}, \frac{2}{3}, \frac{3}{10}$	**5.1.13**	I can recognise and name fractions with **denominator up to 12** that are parts of a whole which is divided into equal parts. **(Use of Fraction Wall is recommended).** **See Strand 2.**
D.4.4	Recognise simple equivalent fractions such as five tenths and one half, five fifths and one whole.	**5.1.14**	I can recognise and name equivalent fractions of a **given fraction with denominator up to 12.**

D.4.5	Compare fractions.	**5.1.15**	I can compare **and order unit fractions up to $\frac{1}{12}$ and position them on a number line.**
D.4.3	**Recognise mixed numbers such as $5\frac{3}{4}$.**		
		5.1.16	**I can state one whole number lying halfway between two whole numbers.**
		5.1.17	**I can use assistive technology (e.g. tablets & computers) and other learning resources (e.g. base ten material, Bee-bot, Cuisenaire rods, fraction wall, number frames, number grid, number line, Unfix cubes) to learn about numbers and their properties.**

Moved to another strand

Not in syllabus anymore

New learning outcomes