Topics	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Number & Place Value	Explore quantity to 10; subitise to 3; count, compare and order small sets; link numerals to quantities; talk about "more than/fewer than".	Count to and across 100; read/write numbers to 100; identify 1 more/less; count in 2s, 5s, 10s.	Place value in 2-digit numbers; tens and ones; count to 100 from any number; locate numbers on number line; compare/order to 100.	Place value in 3-digit numbers; count in 4, 8, 50, 100; 10/100 more or less; order and compare to 1000.	Place value in 4-digit numbers; count in 1000s; 1/10/100/1000 more or less; order and round numbers to 10 000.	Read/write/order numbers to 1 000 000; powers of 10; negative numbers introduced in context; round to nearest 10–100 000.	Read/write/order numbers to 10 000 000; negative numbers through zero; round to any degree of accuracy; use number lines and powers of 10.	Place value for integers and decimals; factors, multiples and primes; rounding and estimation; powers and roots; work on directed numbers.	Consolidate large integers and decimals; index notation; rounding to significant figures; standard form (intro); real number line including negative numbers.	Fluent place value with integers, decimals and standard form; exact values with surds (optional); error intervals and bounds; prime factorisation and indices.
Curriculum Adaptation	Use concrete manipulatives (cubes, counters, bead-strings, tens frames). Bilingual number mats (١٠–١ and 1–10). Counting songs in English and Arabic. Visual number lines displayed permanently. EAL scaffolds: "Show me ___", "What comes before/after ___?". ALN: tactile resources, enlarged number cards, colour-coded tens/ones.			Use Dienes blocks, place-value charts, arrow cards. Pre-teach vocabulary with bilingual flashcards. Provide sentence frames: "The value of this digit is ___." "This number is greater/smaller because…" Real UAE contexts: bus numbers, building floors, money in AED. Tiered tasks: concrete → pictorial → abstract.				Bilingual glossary for integers, decimals, powers, indices. Scaffolded worked examples before independent tasks. ALN adaptation: "cloze" examples, structured steps. Extension: standard form linked to UAE population, finance, distances.		
Addition & Subtraction	Combine and partition small sets; real-life adding/taking away; "one more/one less"; explore number stories to 5 and 10.	Number bonds within 10 and 20; add/subtract 1- and 2-digit numbers within 20; simple missing-number problems and equations with +, −, =.	Secure bonds within 10; add/subtract 2-digit numbers within 100 (mental and written); add/subtract 10s; use number lines; two-step word problems.	Add/subtract 3-digit numbers using formal column methods; complements to 100; use inverse; solve money and measure problems.	Column addition and subtraction with up to 4-digit numbers; efficient mental strategies; multi-step word problems.	Column methods with numbers >5digits; mental strategies; use of rounding/estimation to check; multi-step contextual problems.	Column methods with numbers >6 digits. Multi-step problems using all operations; choosing efficient methods; use of order of operations as preparation for KS3.	Extend written and mental methods to larger integers and decimals; introduction of algebraic representations of sums and differences; solving multi-step word problems.	Secure fluency with integers and decimals; use of efficient strategies and calculator methods; start solving linear equations emerging from add/subtract contexts.	Complex multi-step problems; algebraic manipulation underpinning equations and inequalities; work with exact values and surds in contexts.
Curriculum Adaptation	Use hands-on addition (counters, objects, cubes). Ten-frame addition and subtraction. Use stories relatable in the UAE ("I had 5 dates and ate 2…"). Bilingual symbols (+, −, = labelled in Arabic/English).			Scaffold column addition/subtraction with colour-coded place-value columns. Provide structured steps for regrouping. UAE-relevant word problems (shopping in AED, distances in km). EAL support: operation cue cards.				Reinforce negative number operations with number lines. Guided examples for multi-step equations. Use real-life contexts (money exchange, temperature differences). HA: algebraic addition/subtraction.		
Multiplication & Division	Make equal groups in play; share objects; repeated patterns of counting in 2s/5s; early language of "lots of, groups of, share, half".	Count in 2s, 5s, 10s; recall related facts; use arrays; one-step word problems with concrete/pictorial support.	Introduce × and ÷ symbols; 2, 5, 10 tables; repeated addition; grouping and sharing; division as inverse of multiplication.	3, 4, 8 tables; × and ÷ of 2- and 3-digit numbers by 1-digit using informal and formal methods; scaling and correspondence problems.	Recall all tables to 12×12; factor pairs; multiply/divide by 10 and 100; short multiplication; divide 2-digit by 1-digit with remainders.	Multiply and divide by 10, 100, 1000; multiply 4-digit by 1-digit using formal methods; short division with remainders; factors, multiples, primes, squares, cubes.	Long multiplication up to 4-digit × 2-digit; long and short division with 2-digit divisors; interpret remainders; apply four operations in multi-step problems.	Fluent integer/decimal multiplication and division; use of prime factorisation and indices; operations with powers; begin work with fractional and algebraic multiplication.	Develop non-calculator and calculator strategies; expand and factorise expressions via distributive law; work with integer powers and roots; compound growth and rate problems.	Extend to more complex products and quotients including algebraic; solve problems involving proportional change; formal use of index laws and standard form in multiplicative contexts.

Curriculum Adaptation	Grouping and sharing with concrete objects. Arrays with counters and pictures. Skip counting songs (2s, 5s, 10s). Bilingual support on multiplication tables.			Use equal groups, bar modelling, number lines. Multiplication chart bilingual wall display. ALN: colour-coded multiplication facts, repeated addition first. Real-life UAE links: sharing food, grouping items, equal parts.			Scaffold long multiplication and division steps. Prime factorisation using colour-coded trees. Use calculator/non-calculator practice proportionately. HA: algebraic multiplication, indices, factorisation.			
Fractions	Share objects into equal parts (halves, then quarters); talk about "fair shares"; simple part–whole language.	Recognise and find 1/2 and 1/4 of shapes and small sets; begin to see fraction as equal parts of a whole.	Recognise, find and write unit and simple non-unit fractions of shapes/sets; fractions on number line; 1/3, 1/4, 2/4, 3/4.	Recognise and write unit and non-unit fractions; place fractions on number line; find fractions of quantities using known facts; add/subtract fractions with same denominator within 1.	Count in tenths and hundredths; equivalent fractions; compare/order fractions with same denominator; add/subtract with same denominator; mixed and improper fractions.	Compare/order fractions with related denominators; recognise and use mixed and improper fractions; add/subtract fractions with same denominator and multiples; multiply proper fractions and mixed numbers by whole numbers.	Simplify fractions using common factors; compare/order fractions (incl. >1) by reasoning and common denominators; add/subtract with different denominators; multiply and divide fractions by integers and other fractions.	Extend to all rational numbers; operate with fractions, including improper and mixed; recurring decimals and fraction equivalence; fraction arithmetic in algebraic contexts.	Work with rational numbers in more complex problems; algebraic fractions (simple cases); develop links between ratio, fractions and percentage.	Secure fluency with fractions and mixed numbers, including algebraic fractions; use in equations, similarity, trigonometry and probability contexts.
Curriculum Adaptation	Use pizzas, dates, circles, and Arabic sweets for halves/quarters. Folded paper fractions. Use visual cutouts before symbols.			Bar models, fraction walls, number lines. Tiered tasks: match → order → calculate. EAL: fraction sentence frames ("___ is bigger because…"). UAE contexts: recipe fractions, dividing money.			Scaffolded conversion between fractions/decimals/percentages. Chunked steps for fraction operations. HA: algebraic fractions.			
Decimals	Early experiences comparing length/weight/capacity through language (no formal decimals).	-	-	Read and write simple tenths in context (measures, money).	Tenths and hundredths as decimals; compare and round to 1 decimal place.	Read, write, compare and round decimals with 2 decimal places; link to fractions (1/10, 1/100); place value to hundredths.	Read, write, order and compare numbers with up to 3 decimal places; connect decimals to fraction and measure contexts.	Consolidate decimal place value; operations with decimals (all four operations); recurring decimals; links to proportion and graphs.	Work confidently with decimals in standard form, bounds and percentage problems; exact vs rounded values.	Apply decimals widely in algebra, geometry (trig) and statistics; use calculators efficiently while maintaining estimation skills.
Curriculum Adaptation	Introduce informally through money (AED).			Place-value grids for tenths/hundredths. Use money in AED (1.25 AED, 3.50 AED). Bilingual decimal charts.			Structured steps for rounding and operations. Link decimals to measurement (km, L, kg). HA: problem solving / standard form.			
Percentages	-	-	-	-	Introduce simple equivalences (1/2 = 50%, 1/4 = 25%) informally.	Recognise % as "per hundred"; convert between simple fractions, decimals and percentages; percentage of quantities in simple cases.	Percentage of amounts including multi-step problems; link percentage change to ratio and decimals.	Percentage of quantities; increase/decrease; compound change (intro); financial contexts such as profit/discount.	More complex % problems; reverse percentages; repeated change; link to algebraic multipliers.	Full GCSE-style work: percentage equations, growth and decay, compound interest, repeated reductions; connection to probability and statistics.
Curriculum Adaptation	Not introduced formally; visuals only (half = 50%).			Link percentages to real UAE contexts: discounts, VAT, sale signs. Bilingual fraction–decimal–percentage chart.			Scaffold multi-step percentage problems. HA: reverse percentages, compound change.			

Ratio & Proportion	-	-	-	-	-	Use vocabulary of proportion informally in measures and scaling problems.	Solve ratio problems, including unequal sharing and scaling; link to fractions and percentages; use of ratio notation and word–symbol connection.	Use direct proportion, unitary method; interpret graphs and tables in proportional situations; begin inverse proportion qualitatively.	Solve ratio and proportion problems algebraically; scale diagrams and maps; work with direct and inverse proportion.	Complex proportional reasoning including changing ratios, mixtures, best-value problems and links to similarity, trigonometry and probability.
Curriculum Adaptation	Simple "more/less" comparisons.				Recipes, mixtures, pictorial models. UAE examples: juice recipes, class groups.			Scaffold unitary method. Bilingual bar-proportion charts. HA: ratio algebra, scale models, maps.		
Algebra	Notice patterns in counting and shape; talk about "what comes next" in simple sequences.	Missing-number problems with + and − as early algebraic thinking.	Missing-number and simple two-step problems; function-machine style reasoning.	Use inverse operations and number patterns to generalise; simple "n + 10" style rules.	Use formulae in measure (area, perimeter); explore number sequences and patterns.	Use simple algebraic notation (n, 2n, n^2); express and evaluate simple formulae; generate linear sequences.	Formally use algebra: expressions, simplifying, substitution; solve 1-step and 2-step linear equations; use formulae; coordinate work.	Extend to simultaneous equations, inequalities, linear graphs, basic quadratics; real-life modelling.	Work with more complex algebraic manipulation (factorising quadratics, solving quadratic equations), sequences (including nth term), simultaneous equations (two variables).	Introduce further techniques as needed for GCSE: non-linear graphs, functions, more advanced sequences, and algebraic proof.
Curriculum Adaptation	Patterns and sequences; shapes and colours.			Number patterns with bilingual vocabulary. Missing numbers using frames.			Step-by-step solving with worked examples. Graphic organisers for equations/inequalities. HA: quadratics and simultaneous equations.			
Measurement (Length, Mass, Capacity, Time, Money)	Compare length, weight, capacity directly; use everyday language (bigger, shorter, heavier, full); explore time in routines ("now, next").	Compare, describe and solve problems for length, mass, capacity/volume and time; use non-standard units and begin standard units; recognise coins and notes.	Use standard units (m, cm, kg, g, l, ml); compare and order; four operations with money; tell and write time to 5 minutes; simple durations.	Measure, compare, add and subtract using standard units; perimeter; analogue time including 24-hour; durations and simple timetable problems.	Convert between units of measure; perimeter of rectilinear shapes; area; time problems using timetables.	Convert between metric units and between metric and common imperial; estimate, compare and calculate perimeter and area (including triangles/parallelograms); volume (cubes/cuboids).	Use, read, write and convert between standard units using decimal notation; solve problems involving perimeter, area (including triangles/parallelograms) and volume; scale factors.	Use compound measures (speed, density, unit price); convert between and compare units; complex time, money and metric/imperial conversions.	Extend work with compound measures; circle mensuration (intro in geometry but linked); growth and scale problems.	Apply measures across geometry and statistics (surface area, volume, kinematics); interpret and construct scale drawings and graphs of measure relationships.
Curriculum Adaptation	Non-standard units (blocks, hands). UAE everyday contexts (temperature, water bottles). Bilingual rulers and vocabulary cards.			Scaffold unit conversions. Use real tools: measuring cylinders, thermometers. UAE contexts: distances between cities, money (AED).			Compound measures (speed, density) with structured steps. HA: complex conversions and real data.			

Geometry: Properties of Shapes	Explore 2D and 3D shapes; talk about sides, corners, round/straight; build with shapes; compose/decompose shapes.	Recognise and name common 2D and 3D shapes; describe using simple language (sides, corners).	Identify and describe properties of 2D and 3D shapes; line of symmetry in a vertical line; sort shapes using properties.	Draw 2D shapes accurately; recognise angles as properties of a shape; identify right angles and compare others.	Compare and classify 2D/3D shapes; identify acute, obtuse and right angles; symmetry in 2D shapes.	Identify 3D shapes from 2D representations; measure and draw angles; properties of triangles and quadrilaterals; regular polygons.	Draw and measure angles accurately; classify shapes by properties; find unknown angles in triangles, quadrilaterals and at a point/on a straight line.	Classify and construct more complex polygons; angle reasoning in parallel lines and polygons; introduce circle terminology.	Explore congruence and similarity; interior and exterior angles of polygons; circle properties (radius, diameter, circumference).	Full angle work with polygons; Pythagoras and trigonometry (right-angled); more detailed circle theorems (if offered); similarity and congruence in more formal contexts.
Curriculum Adaptation	Manipulatives: 2D/3D shapes, puzzles, construction toys. Bilingual shape posters.			Scaffold angle measurement and drawing. Pre-drawn shapes for ALN; deeper reasoning for HA. UAE connections: architecture (mosques, towers).				Guided steps for transformations, nets, coordinates. HA: Pythagoras, trigonometry contexts.		
Geometry: Position & Direction (including Coordinate Geometry, Transformations)	Use positional language (in, on, under, next to, behind, in front of); follow simple routes.	Describe position, direction and movement (quarter, half, three-quarter turns).	Describe position on a grid with rows/columns; simple movement and turns.	Use coordinates in first quadrant; describe translations; recognise horizontal and vertical.	Coordinates in all four quadrants (intro); describe translations and reflections.	Use all four quadrants; reflect and translate shapes on coordinate grid.	Consolidate coordinates and transformations; link to algebraic graphs; scale factors for enlargements (pre-similarity).	Work with straight-line graphs; gradient and intercept; transformations (reflect, rotate, translate, enlarge) in all quadrants.	Extend coordinate geometry: parallel/perpendicular lines; midpoints; transformations with vectors.	Use graphs in more complex contexts (simultaneous equations, distance–time, velocity–time); combine transformations; coordinate proofs (if offered).
Curriculum Adaptation	Manipulatives: 2D/3D shapes, puzzles, construction toys. Bilingual shape posters.			Scaffold angle measurement and drawing. Pre-drawn shapes for ALN; deeper reasoning for HA. UAE connections: architecture (mosques, towers).				Guided steps for transformations, nets, coordinates. HA: Pythagoras, trigonometry contexts.		
Statistics	Sort and compare objects; talk about "how many" in each group; simple pictorial tallies.	Interpret and create simple pictograms, tally charts and block diagrams; ask and answer questions.	Draw and interpret pictograms, tally charts, block diagrams and simple tables; compare totals and differences.	Bar charts, pictograms and tables; answer questions using data; introduce scale on axes.	Discrete data using bar charts and time graphs; compare data sets.	Interpret and compare tables, line graphs; begin to solve two-step problems using data.	Use line graphs and pie charts; calculate the mean as average; interpret complex discrete and continuous data.	Collect, organise and display data (bar charts, pie charts, line graphs); introduce averages (mean, median, mode) and range.	Compare distributions using averages and range; construct and interpret scatter graphs; correlation (informal).	Work with grouped data, histograms (if offered), box plots; two-way tables; more formal comparison of data sets and correlation.
Curriculum Adaptation	Sorting objects & simple pictograms. Bilingual titles ("more/أكثر", "less/أقل").			Scaffolded bar charts, tables, tally codes. UAE contexts: weather, class surveys, traffic.				Step-by-step graph plotting. ALN: partially completed tables. HA: scatter graphs, averages, box plots (if needed).		
Probability	Experience chance informally in play ("it might rain", "maybe"); language of certain/possible/impossible in everyday talk.	Talk about events that will/won't happen without formal measures.	-	-	-	-	Informal use when discussing outcomes and fairness in games.	Introduce probability language (certain, likely, unlikely, impossible); simple equally likely outcomes; fractions for probability.	More formal probability on number line 0–1; combined events using sample space diagrams (simple cases).	Mutually exclusive and combined events; relative frequency; more complex sample spaces; link probability to fractions, decimals and percentages.
Curriculum Adaptation	Simple verbal comparisons: "maybe", "always", "never".			Not formally introduced; basic ideas through games.				Scaffold sample spaces, probability line, events. HA: independent/dependent events.		