	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	**Getting to know you** (Take this time to play and get to know the children!) Contains overviews and frequently asked questions VIEW			**Just like me!** Match and sort Compare amounts Compare size, mass & capacity Exploring pattern VIEW			**It's me 1, 2, 3!** Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language VIEW			**Light & dark** Representing numbers to 5 One more or less Shapes with 4 sides Time VIEW		
Spring term	**Alive in 5!** Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2) VIEW			**Growing 6, 7, 8** 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2) VIEW			**Building 9 & 10** Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns VIEW			Consolidation		
Summer term	**To 20 and beyond** Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate VIEW			**First, then, now** Adding more Taking away Spatial reasoning 2 Compose and decompose VIEW			**Find my pattern** Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build VIEW			**On the move** Deepening understanding Patterns & relationships Spatial mapping (4) Mapping VIEW		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number **Place value** (within 10) VIEW					Number **Addition and subtraction** (within 10) VIEW					Geometry **Shape** VIEW	Consolidation
Spring term	Number **Place value** (within 20) VIEW					Number **Addition and subtraction** (within 20) VIEW			Number **Place value** (within 50) VIEW		Measurement **Length and height** VIEW	Measurement **Mass and volume** VIEW
Summer term	Number **Multiplication and division** VIEW					Number **Fractions** VIEW	Geometry **Position and direction** VIEW		Number **Place value** (within 100) VIEW		Measurement **Money** VIEW	Measurement **Time** VIEW	Consolidation

Autumn Term Year 1		
National Curriculum Objectives		
Number: Place Value	**Number: Addition and Subtraction**	**Geometry: Properties of Shape**
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s read and write numbers from 1 to 20 in numerals and words. given a number, identify 1 more and 1 less	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. add and subtract one-digit and two-digit numbers to 20, including 0	recognise and name common 2-D and 3-D shapes, including: 2-D shapes 3-D shapes Recognise and create repeating patterns with objects with shapes.
Small Steps to Learning		
Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10 Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line End of block assessment (version B)	Step 1 Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families - addition facts Step 5 Number bonds within 10 Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition - add together Step 9 Addition - add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction - find a part Step 13 Fact families - the eight facts Step 14 Subtraction - take away/cross out (How many left?) Step 15 Subtraction - take away (How many left?) Step 16 Subtraction on a number line Step 17 Add or subtract 1 or 2 End of block assessment (version B)	Step 1 Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes End of block assessment (version B)
Number bonds		
Secure number bonds within 10	Number bonds to 10	

Spring Term year 1				
National Curriculum Objectives				
Number: Place Value	**Number: Addition and Subtraction**	**Number: Place Value**	**Measurement: Length and Height**	**Measurement: Mass and Volume**
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	add and subtract one-digit and two-digit numbers to 20, including 0 represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] measure and begin to record the following: lengths and heights	compare, describe and solve practical problems for mass / weight[for example, heavy/light, heavier than, lighter than] measure and begin to record the following: mass/weight

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number given a number, identify 1 more and 1 less compare and order numbers from 0 to 100; use < > and = sign (year 2)	representations, and missing number problems such as 7 = ? – 9 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	recognise the place value of each digit in a 2-digit number (tens, ones) (Y2) given a number, identify 1 more and 1 less compare and order numbers from 0 to 100: use < > and = signs (Y2) count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.	compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] measure and begin to record the following: volume/capacity solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.
Small Steps to Learning				
Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20	Step 1 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction - counting back Step 8 Subtraction - finding the difference Step 9 Related facts Step 10 Missing number problems	Step 1 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less	Step 1 Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres	Step 1 Heavier and lighter Step 2 Measure mass Step 3 Compare mass Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity
Number Bonds				
Secure number bonds to 10			Number bonds to 20	

Summer Term year 1

National Curriculum Objectives

Number: Multiplication and Division	Fractions	Geometry: Position and Direction	Number: Place Value	Measurement: Money	Measurement: Time
count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.	describe position, directions and movements, including whole, half, quarter and three-quarter turns.	count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number given a number, identify 1 more and 1 less recognise the place value of each digit in a 2-digit number (tens, ones) (Y2) represent and use number bonds and related subtraction facts within 20	recognise and know the value of different denominations of coins and notes count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	sequence events in chronological order using language recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. measure and begin to record the following: time (hours, minutes, seconds) compare, describe and solve practical problems for time

			recall and use addition and subtraction facts to 20 fluently, and derive related facts to 100 (y2)		solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
Small Steps to Learning					
Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups - grouping Step 9 Make equal groups - sharing	Step 1 Recognise a half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity	Step 1 Describe turns Step 2 Describe position - left and right Step 3 Describe position - forwards and backwards Step 4 Describe position - above and below Step 5 Ordinal numbers	Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers	Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins	Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour
Number bonds					
Number bonds to 10 and 20					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number **Place value** VIEW				Number **Addition and subtraction** VIEW					Geometry **Shape** VIEW		
Spring term	Measurement **Money** VIEW				Number **Multiplication and division** VIEW			Measurement **Length and height** VIEW		Measurement **Mass, capacity and temperature** VIEW		
Summer term	Number **Fractions** VIEW				Measurement **Time** VIEW		**Statistics** VIEW	Geometry **Position and direction** VIEW		Consolidation		

Autumn Term Year 2		
National Curriculum Objectives		
Number: Place Value	**Number: Addition and Subtraction**	**Geometry: Properties of Shape**
Recognise the place value of each digit in a two digit number Compare and order numbers to 100 using < > and = Read and write numbers to 100 in digits and words Count in steps of 2,3,5 from 0 and in tens from any number, forward and backward Identify, represent and estimate numbers to 100 using different representations including a number line Use place value and number facts to solve problems	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and sue the inverse relationship between addition and subtraction and use this to check calculations to solve missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes compare and sort common 2-D and 3-D shapes and everyday objects
Small Steps to Learning		
Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s End of block assessment (version B)	Step 1 Bonds to 10 Step 2 Fact families - addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s Step 6 Add by making 10 Step 7 Add three 1-digit numbers Step 8 Add to the next 10 Step 9 Add across a 10 Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems End of block assessment (version B)	Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shapes End of block assessment (version B)
TAFS		
Working Towards: Read and write numbers in numerals up to 100 Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them Working At: Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	Working Towards Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) Recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) Working AT:	Working Towards name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). Working AT:

	Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17) Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)	name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. Greater Depth: describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).
Times table Rock Stars		
Recall and use multiplication facts for the 10 times tables		Recall and use multiplication facts for the 10 and 2 times tables
Spring Term year 2		
National Curriculum Objectives		
Money	**Multiplication and division**	**Length and Height**	**Mass, capacity and Temperature**
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts.	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers, compare and order lengths and record the results using >, < and =	choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels compare and order mass, volume/capacity and record the results using >, < and =
Small Steps to Learning			
Step 1 Count money - pence Step 2 Count money - pounds (notes and coins) Step 3 Count money - pounds and pence Step 4 Choose notes and coins Step 5 Make the same amount Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change Step 10 Two-step problems	Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol Step 5 Multiplication sentences Step 6 Use arrays Step 7 Make equal groups – grouping Step 8 Make equal groups – sharing Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 Step 17 The 5 and 10 times-tables	Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights	Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity answer Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature
TAFs			
WT: Know the value of different coins AT: Use different coins to make the same amount	Working Towards count in twos, fives and tens from 0 and use this to solve problems Working AT:	Working At read scales* in divisions of ones, twos, fives and tens Greater Depth	Working At read scales* in divisions of ones, twos, fives and tens Greater Depth

	recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary Greater Depth recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	read scales* where not all numbers on the scale are given and estimate points in between	read scales* where not all numbers on the scale are given and estimate points in between

Times table Rock Stars

Recall and use multiplication and division facts for the 10 and 2 times tables

Summer Term year 2

National Curriculum Objectives

Fractions	Time	Statistics	Position and Direction
recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. know the number of minutes in an hour and the number of hours in a day	interpret and construct simple pictograms, tally charts, block diagrams and tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.	order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Small Steps to Learning			
Step 1 Introduction to parts and whole **Step 2 Equal and unequal parts** **Step 3 Recognise a half** **Step 4 Find a half** **Step 5 Recognise a quarter** **Step 6 Find a quarter** **Step 7 Recognise a third** **Step 8 Find a third** **Step 9 Find the whole** **Step 10 Unit fractions** **Step 11 Non-unit fractions** **Step 12 Recognise the equivalence of a half and two quarters** **Step 13 Recognise three-quarters** **Step 14 Find three-quarters** **Step 15 Count in fractions up to a whole**	**Step 1 O'clock and half past** **Step 2 Quarter past and quarter to** **Step 3 Tell time past the hour** **Step 4 Tell time to the hour** **Step 5 Tell the time to 5 minutes** **Step 6 Minutes in an hour** **Step 7 Hours in a day**	**Step 1 Make tally charts** **Step 2 Tables** **Step 3 Block diagrams** **Step 4 Draw pictograms (1-1)** **Step 5 Interpret pictograms (1-1)** **Step 6 Draw pictograms (2, 5 and 10)** **Step 7 Interpret pictograms (2, 5 and 10)**	**Step 1 Language of position** **Step 2 Describe movement** **Step 3 Describe turns** **Step 4 Describe movement and turns** **Step 5 Shape patterns with turns**
TAFs			
Working At identify 1/4, 1/3, 1/2, 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole	Working At • read the time on a clock to the nearest 15 minutes Greater Depth • read the time on a clock to the nearest 5 minutes		

Times table Rock Stars

Recall and use multiplication and division facts for the 10 and 2 times tables

Re

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number **Place value** VIEW			Number **Addition and subtraction** VIEW					Number **Multiplication and division A** VIEW			
Spring term	Number **Multiplication and division B** VIEW			Measurement **Length and perimeter** VIEW			Number **Fractions A** VIEW		Measurement **Mass and capacity** VIEW			
Summer term	Number **Fractions B** VIEW			Measurement **Money** VIEW			Measurement **Time** VIEW		Geometry **Shape** VIEW		Statistics VIEW	Consolidation

Autumn Term Year 3

National Curriculum Objectives

Number: Place Value	Number: Addition and Subtraction	Multiplication and Division A
recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) read and write numbers up to 1,000 in numerals and in words identify, represent and estimate numbers using different representations compare and order numbers up to 1,000 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number solve number problems and practical problems involving these ideas.	add and subtract numbers mentally, including: i. a three-digit number and 1s ii. a three-digit number and 10s iii. a three-digit number and 100s add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Small Steps to Learning

Step 1 Represent numbers to 100 Step 2 Partition numbers to 100 Step 3 Number line to 100 Step 4 Hundreds Step 5 Represent numbers to 1,000 Step 6 Partition numbers to 1,000 Step 7 Flexible partitioning of numbers to 1,000 Step 8 Hundreds, tens and ones Step 9 Find 1, 10 or 100 more or less Step 10 Number line to 1,000 Step 11 Estimate on a number line to 1,000 Step 12 Compare numbers to 1,000 Step 13 Order numbers to 1,000 Step 14 Count in 50s	Step 1 Apply number bonds within 10 Step 2 Add and subtract 1s Step 3 Add and subtract 10s Step 4 Add and subtract 100s Step 5 Spot the pattern Step 6 Add 1s across a 10 Step 7 Add 10s across a 100 Step 8 Subtract 1s across a 10 Step 9 Subtract 10s across a 100 Step 10 Make connections Step 11 Add two numbers (no exchange) Step 12 Subtract two numbers (no exchange) Step 13 Add two numbers (across a 10) Step 14 Add two numbers (across a 100) Step 15 Subtract two numbers (across a 10) Step 16 Subtract two numbers (across a 100) Step 17 Add 2-digit and 3-digit numbers Step 18 Subtract a 2-digit number from a 3-digit number Step 19 Complements to 100 Step 20 Estimate answers Step 21 Inverse operations Step 22 Make decisions	Step 1 Multiplication - equal groups Step 2 Use arrays Step 3 Multiples of 2 Step 4 Multiples of 5 and 10 Step 5 Sharing and grouping Step 6 Multiply by 3 Step 7 Divide by 3 Step 8 The 3 times-table Step 9 Multiply by 4 Step 10 Divide by 4 Step 11 The 4 times-table Step 12 Multiply by 8 Step 13 Divide by 8 Step 14 The 8 times-table Step 15 The 2, 4 and 8 times-tables

Times table Rock Stars

Recall and use multiplication and division facts for the 5, 10 and 2 times tables

Spring Term year 3

National Curriculum Objectives

Multiplication and Division B	Length and Perimeter	Fractions A	Mass and Capacity
recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	measure, compare, add and subtract: lengths (m/cm/mm) measure the perimeter of simple 2-D shapes	recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	measure, compare, add and subtract: mass (kg/g); measure, compare, add and subtract: volume/capacity (l/ml)

solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.		compare and order unit fractions, and fractions with the same denominators recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators solve problems that involve all of the above.	
Small Steps to Learning			
Step 1 Multiples of 10 Step 2 Related calculations Step 3 Reasoning about multiplication Step 4 Multiply a 2-digit number by a 1-digit number - no exchange Step 5 Multiply a 2-digit number by a 1-digit number - with exchange Step 6 Link multiplication and division Step 7 Divide a 2-digit number by a 1-digit number - no exchange Step 8 Divide a 2-digit number by a 1-digit number - flexible partitioning Step 9 Divide a 2-digit number by a 1-digit number - with remainders Step 10 Scaling Step 11 How many ways?	Step 1 Measure in metres and centimetres Step 2 Measure in millimetres Step 3 Measure in centimetres and millimetres Step 4 Metres, centimetres and millimetres Step 5 Equivalent lengths (metres and centimetres) Step 6 Equivalent lengths (centimetres and millimetres) Step 7 Compare lengths Step 8 Add lengths Step 9 Subtract lengths Step 10 What is perimeter? Step 11 Measure perimeter Step 12 Calculate perimeter	Step 1 Understand the denominators of unit fractions Step 2 Compare and order unit fractions Step 3 Understand the numerator of non-unit fractions Step 4 Understand the whole Step 5 Compare and order non-unit fractions Step 6 Fractions and scales Step 7 Fractions on a number line Step 8 Count in fractions on a number line Step 9 Equivalent fractions on a number line Step 10 Equivalent fractions as bar models	Step 1 Use scales Step 2 Measure mass in grams Step 3 Measure mass in kilograms and grams Step 4 Equivalent masses (kilograms and grams) Step 5 Compare mass Step 6 Add and subtract mass Step 7 Measure capacity and volume in millilitres Step 8 Measure capacity and volume in litres and millilitres Step 9 Equivalent capacities and volumes (litres and millilitres) Step 10 Compare capacity and volume Step 11 Add and subtract capacity and volume
Times table Rock Stars			
Recall and use multiplication and division facts for the 3 and times tables			

Summer Term year 3

National Curriculum Objectives

Fractions B	Money	Time	Shape	Statistics
recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole	add and subtract amounts of money to give change, using both £ and p in practical contexts	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
Small Steps to Learning				
Step 1 Add fractions	Step 1 Pounds and pence	Step 1 Roman numerals to 12	Step 1 Turns and angles	Step 1 Interpret pictograms

Step 2 Subtract fractions Step 3 Partition the whole Step 4 Unit fractions of a set of objects Step 5 Non-unit fractions of a set of objects Step 6 Reasoning with fractions of an amount	Step 2 Convert pounds and pence Step 3 Add money Step 4 Subtract money Step 5 Find change	Step 2 Tell the time to 5 minutes Step 3 Tell the time to the minute Step 4 Read time on a digital clock Step 5 Use a.m. and p.m. Step 6 Years, months and days Step 7 Days and hours Step 8 Hours and minutes - use start and end times Step 9 Hours and minutes - use durations Step 10 Minutes and seconds Step 11 Units of time Step 12 Solve problems with time	Step 2 Right angles Step 3 Compare angles Step 4 Measure and draw accurately Step 5 Horizontal and vertical Step 6 Parallel and perpendicular Step 7 Recognise and describe 2-D shapes Step 8 Draw polygons Step 9 Recognise and describe 3-D shapes Step 10 Make 3-D shapes	Step 2 Draw pictograms Step 3 Interpret bar charts Step 4 Draw bar charts Step 5 Collect and represent data Step 6 Two-way tables
Times table Rock Stars				
Recall and use multiplication and division facts for the 3, 4 and 8 times tables				Re

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number **Place value** VIEW				Number **Addition and subtraction** VIEW			Measurement **Area** VIEW	Number **Multiplication and division A** VIEW			Consolidation
Spring term	Number **Multiplication and division B** VIEW				Measurement **Length and perimeter** VIEW			Number **Fractions** VIEW			Number **Decimals A** VIEW	
Summer term	Number **Decimals B** VIEW				Measurement **Money** VIEW		Measurement **Time** VIEW	Consolidation	Geometry **Shape** VIEW	**Statistics** VIEW	Geometry **Position and direction** VIEW	

National Curriculum Objectives			
Number: Place Value	**Number: Addition and Subtraction**	**Area**	**Multiplication and Division A**
count in multiples of 6, 7, 9, 25 and 1,000 find 1,000 more or less than a given number count backwards through 0 to include negative numbers recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) order and compare numbers beyond 1,000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1,000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	find the area of rectilinear shapes by counting squares	recall multiplication facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together 3 numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Small Steps to Learning			
Represent numbers to 1000 (R) Partition numbers to 1000 (R) Number line to 1000 (R) Thousands Represent numbers to 10,000 Partition numbers to 10,000 Flexible partitioning of number to 10,000 Find 1, 10, 100, 1000 more or less Number line to 10,000 Estimate on a number line to 10,000 Compare numbers to 10,000 Order numbers to 10,000 Roman numerals Round to the nearest 10 Round to the nearest 100 Round to the nearest 1000 Rount to the nearest 10, 100, 1000 End of block assessment (version B)	Step 1 Add and subtract 1s, 10s, 100s and 1,000s Step 2 Add up to two 4-digit numbers - no exchange Step 3 Add two 4-digit numbers - one exchange Step 4 Add two 4-digit numbers - more than one exchange Step 5 Subtract two 4-digit numbers - no exchange Step 6 Subtract two 4-digit numbers - one exchange Step 7 Subtract two 4-digit numbers - more than one Step 8 Efficient subtraction Step 9 Estimate answers Step 10 Checking strategies End of block assessment (version B)	Step 1 What is area? Step 2 Count squares Step 3 Make shapes Step 4 Compare areas End of block assessment (version B)	Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts Step 9 11 times-table and division facts Step 10 12 times-table and division facts Step 11 Multiply by 1 and 0 Step 12 Divide a number by 1 and itself Step 13 Multiply three numbers End of block assessment (version B)
Times table Rock Stars			
Recall and use multiplication and division facts for 2,5,10,3,4,8 revisit			
Spring Term year 4			
National Curriculum Objectives			
Multiplication and Division B	**Length and Perimeter**	**Fractions**	**Decimals A**
recall division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to divide mentally, including: dividing by 1 Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres convert between different units of measure	recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities,	Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places.

		including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator	Convert between different units of measure [for example, kilometre to metre]
Small Steps to Learning			
Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related facts – multiplication and division Step 8 Informal written methods for multiplication Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems Step 15 Efficient multiplication	Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) Step 3 Perimeter on a grid Step 4 Perimeter of a rectangle Step 5 Perimeter of rectilinear shapes Step 6 Find missing lengths in rectilinear shapes Step 7 Calculate the perimeter of rectilinear shapes Step 8 Perimeter of regular polygons Step 9 Perimeter of polygons	Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers	Step 1 Tenths as fractions Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10 Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2-digit number by 100
Times table Rock Stars			
Recall and use multiplication and division facts for 6, 7, 9		Recall and use multiplication and division facts for the 11, 12	

Summer Term year 4

National Curriculum Objectives

Decimals B	Money	Time	Shape	Statistics	Position and Direction
recognise and write decimal equivalents to ¼; ½; ¾ Understand the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with 1 decimal place to the nearest whole number	estimate, compare and calculate different measures, including money in pounds and pence	read, write and convert time between analogue and digital 12 and 24-hour clocks solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon
Small Steps to Learning					

Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals	Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money	Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital times Step 4 Convert to the 24 hour clock Step 5 Convert from the 24 hour clock	Step 1 Understand angles as turns Step 2 Identify angles Step 3 Compare and order angles Step 4 Triangles Step 5 Quadrilaterals Step 6 Polygons Step 7 Lines of symmetry Step 8 Complete a symmetric figure	Step 1 Interpret charts Step 2 Comparison, sum and difference Step 3 Interpret line graphs Step 4 Draw line graphs	Step 1 Describe position using coordinates Step 2 Plot coordinates Step 3 Draw 2-D shapes on a grid Step 4 Translate on a grid Step 5 Describe translation on a grid
Times table Rock Stars					
Recall and use multiplication and division facts for the all times tables					Re