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| TERM | WEEK | STRAND | Key objectives |  | |
| **Autumn A** | 1 | Skills week |  | | |
| 2 | Number: Place Value | To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.  To recognise the place value of each digit in a two-digit number (tens, ones)  To identify, represent and estimate numbers using different representations (e.g. 52 can be represented as 50 and 2, 40 and 12, 30 and 22 etc), including the number line  To compare and order numbers from 0 up to 100: use < ,> and = signs.  To read and write numbers to at least 100 in numerals and in words.  To use place value and number facts to solve problems. | | |
| 3 | Number: Place Value |
| 4 | Number: Place Value |
| 5 | Number: Addition and Subtraction | .To use concrete objects and pictorial representations, including those involving numbers, quantities and measures.  To apply their increasing knowledge of mental and written methods.  To recall and use addition and subtraction facts to 20 fluently.  To find 10 more and 10 less than a number to 100.  To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  A two-digit number and ones. – column method/ number line/ adding to the next ten.  A two-digit number and tens. – column method/ number line / hundred square  Two two-digit numbers. – column method  To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot | | |
| 6 | Number: Addition and Subtraction |
| 7 | Number: Addition and Subtraction |
| **Autumn B** | 1 | Assessment Week |  | | |
| 2 | Number: Addition and Subtraction | To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.  Adding three one-digit numbers.  Derive and use related facts up to 100. | | |
| 3 | Measurement - Money | To recognise and use symbols for pounds (£) and pence (p): combine amounts to make a particular value.  To find different combinations of coins that equal the same amounts of money.  To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | | |
| 4 | Measurement - Money |
| 5 | Number – Multiplication and Division | To read multiplication and division sentences using the x and ÷ symbols.  To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.  To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals signs (=).  To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. | | |
| 6 | Number – Multiplication and Division |
| 7 | Number – Multiplication and Division |
| **Spring A** | 1 | STEAM Week |  | | |
| 2 | Number – Multiplication and Division | To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | | |
| 3 | Statistics | To interpret and construct simple pictograms, tally charts, block diagrams and simple tables  To ask and answer simple questions by counting the number of objects in each category and sorting categories by amount e.g. In a Venn diagram or sorting trays.  To ask and answer questions about totalling and comparing categorical data. | | |
| 4 | Statistics |
| 5 | Geometry : Properties of shape | To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.  To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.  To identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]  To compare and sort common 2-D and 3-D shapes and everyday objects. | | |
| 6 | Geometry : Properties of shape |
| 7 | Measurement: Length and Height | To choose and use appropriate standard units to estimate and measure length and height to the nearest appropriate unit, using rulers, scales, thermometers and vessels.  To compare and order lengths and record the results using > , < , and = | | |
| **Spring B**  **Summer A** | 1 | Reading week |  | | |
| 2 | Assessment week |  | | |
| 3 | Number: Fractions | To recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity.  To write simple fractions for example, ½ of 6=3, and recognise the equivalence of 2/4 and ½. | |  |
| 4 | Number: Fractions |
| 5 | Geometry – Position and direction | To order and arrange combinations of mathematical objects in patterns and sequence.  To 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). | | |
| 6 | Geometry – Position and direction |
| 1 | Measurement: Mass, Capacity and temperature | To choose and use appropriate standard units to estimate and measure mass, capacity and temperature to the nearest appropriate unit, using rulers, scales, thermometers and vessels.  To compare and order mass, volume/capacity and record the results using > , < , and = | | |
| 2 | Measurement: Mass, Capacity and temperature |
| 3 | Measurement Time | To compare and sequence intervals of time.  To 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 a hour and the number of hours in a day. | | |
| 4 | Poetry Slam week |  | | |
| 5 | MADD week |
| **Summer B** | 1 | Assessment Week |  | | |
| 2 | Number : Addition and subtraction | **Curriculum planning from assessments**  To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.  Adding three one-digit numbers.  Derive and use related facts up to 100. | | |
| 3 |
| 4 | Multiplication and Division | **Curriculum planning from assessments**  To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals signs (=). | | |
| 5 |
| 6 | Number: Fractions | To recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity.  To write simple fractions for example, ½ of 6=3, and recognise the equivalence of 2/4 and ½. | | |
| 7 | Investigations |  | | |