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| TERM | WEEK | STRAND | Key objectives |  | |
| **Autumn A** | 1 | Skills week |  | | |
| 2 | Number: Place Value | To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.  To recognise the place value of each digit in a three- digit number (hundreds, ten and ones).  To compare and order numbers up to 1000.  To identify, represent and estimate numbers using different representations.  To read and write numbers up to 1000 in numerals and in words.  To solve number problems and practical problems involving these ideas in place value. | | |
| 3 | Number: Place Value |
| 4 | Number: Place Value |
| 5 | Number: Addition and Subtraction | To add and subtract mentally including:  A three digit number and ones.  A three digit number and tens.  A three digit number and hundreds.  To add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction involving the use of the inverse operation.  To 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. | | |
| 6 | Number: Addition and Subtraction |
| 7 | Number: Addition and Subtraction |
| **Autumn B** | 1 | Assessment week |  | | |
| 2 | Number: Addition and Subtraction | Adding 9 as near ten or multiple e.g. 19  Subtracting 9 as near ten or multiple e.g. 19 | | |
| 3 | Number: Multiplication and Division | To recall and use multiplication and division facts for the 3, 4, and 8 multiplication tables.  To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers multiplied by one-digit numbers using mental and progressing to formal written methods.  To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and corresponding problems in which n objects are connected to m objects. | | |
| 4 | Number: Multiplication and Division |
| 5 | Number: Multiplication and Division |
| 6 | Number: Multiplication and Division |
| 7 | Statistics | To interpret and present data using bar charts, pictograms and tables.  To 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. | | |
| **Spring A** | 1 | STEAM Week |  | | |
| 2 | Measurement: length and Perimeter | To measure, lengths (m/cm/mm);  Compare lengths  Add and subtract lengths  Find equivalent lengths m – cm and cm - mm  To measure the perimeter of simple 2-D shapes  To calculate perimeter. | | |
| 3 | Measurement: length and Perimeter |
| 4 | Measurement: length and Perimeter |
| 5 | Measurement : Money | To add and subtract amounts of money to give change, using both £ and p in practical contexts | | |
| 6 | Number Fractions | To compare and order unit fractions, and fractions with the same denominators  To recognise, find and write fractions of a discrete set of objects; unit fraction e.g. 1/5, 1/2 and non-unit fractions e.g. 2/5, 2/3 with small denominators | | |
| 7 | Number: Fractions |
| **Spring B** | 1 | Assessment week |  | | |
| 2 | Reading week |  | | |
| 3 | Number: Fractions | To 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.  To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators  To recognise and show using diagrams, equivalent fractions with small denominators.  To add and subtract fractions with the same denominator within one whole for example, 5/7 + 1/7 = 6/7  To solve problems that involve all of the above | |  |
| 4 | Number: Fractions |
| 5 | Number: Fractions |  | | |
| 6 | Measurement: Time | To tell and write the time from an analogue clock. Including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  To 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  To know the number of seconds in a minute and the number of days in each month, year and leap year  To compare durations of events (for example to calculate the time taken by particular events or tasks) | | |
| **Summer A** | 1 | Measurement: Time |
| 2 | Measurement: Time |
| 3 | Geometry – Properties of shape | To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. | | |
| 4 | Poetry Slam week |  | | |
| 5 | MADD week |
| **Summer B** | 1 | Assessment week |  | | |
| 2 | Geometry – Properties of shape | To recognise angles as a property of shape or a description of a turn  Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.  To identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | | |
| 3 | Geometry – Properties of shape |
| 4 | Measurement – Mass and Capacity | To measure Mass  To compare Mass  To add and subtract mass  To compare volume/capacity (l /ml).  To measure capacity  To add and subtract capacity. | | |
| 5 | Measurement – Mass and Capacity |
| 6 | Measurement – Mass and Capacity |
| 7 | Investigations /Problem Solving |  | | |