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| TERM | WEEK | STRAND | Key objectives |  |
| **Autumn A** | 1 | Skills week |  | |
| 2 | Number: Place Value | To count in multiples of 6, 7, 9, 25 and 1000.  To find 1000 more or less than a given number.  Count backwards through zero to include negative numbers.  Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).  To order and compare numbers beyond 1000 (E.g. 1345,1445,1500)  Identify, represent and estimate numbers using different representations.  To round numbers up to the nearest 10, 100 or 1000.  Solve number and practical problems that involve all of the above and with increasingly large positive numbers.  To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | |
| 3 | Number: Place Value |
| 4 | Number: Place Value |
| 5 | Number: Place Value |
| 6 | Number: Addition and Subtraction | To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.  To estimate and use inverse operations to check answers to a calculation.  To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. | |
| 7 | Number: Addition and Subtraction |
| **Autumn B** | 1 | Assessment week |  | |
| 2 | Number: Addition and Subtraction | To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. | |
| 3 | Measurement: length and Perimeter | To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and meters.  To convert between different units of measure. | |
| 4 | Number: Multiplication and Division | To recall multiplication and division facts for multiplication tables up to 12 x 12 verbally and in written work.  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1;  multiplying together three numbers.  To recognise and use factor pairs and know that changing the order of numbers in mental calculations will not affect the outcome and support in finding missing detail e.g. 6\_\_\_ x 4 = 512 is the same as 512 ÷ 4 = 6\_\_\_  To multiply two-digit numbers by a one-digit number using formal written layout.  To multiply three-digit numbers by a one-digit number using formal written layout.  To solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit.  The Distributive Law says that multiplying a number by a group of numbers added together is the same as doing each multiplication separately e.g. 3 × (2 + 4) = 3×2 + 3×4 | |
| 5 | Number: Multiplication and Division |
| 6 | Number: Multiplication and Division |
| 7 | Number: Multiplication and Division |
| **Spring A** | 1 | STEAM week |  | |
| 2 | Number: Multiplication and Division | Multiply by 10 and 100  Divide by 10 and 100 | |
| 3 | Measurement: Area | To find the area of rectilinear shapes by counting squares | |
| 4 | Number: Fractions | Pupils recognise and show, using diagrams, families of common equivalent fractions.  To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  Solve problems involving increasingly harder fractions (beyond ½, ¼, 1/5, 1/10 and 1/3) to calculate amounts, and fractions to divide amounts, including fractions with a numerator greater than 1 ( 2/3, ¾ etc) where the answer is a whole number.  To add and subtract fractions with the same denominator.  To recognise and write decimal equivalents to ¼, ½, ¾.  Find 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.  To round decimals with one decimal place to the nearest whole number.  To compare numbers with the same number of decimal places up to two decimal places.  To solve simple measures and money problems involving fractions and decimals to decimal places. | |
| 5 | Number: Fractions |
| 6 | Number: Fractions |
| 7 | Number: Fractions |
| **Spring B** | 1 | Assessment Week |  | |
| 2 | Reading week |  | |
| 3 | Number: Decimals | To recognise tenths and hundredths.  To write decimal equivalents of any numbers of tenths or hundredths.  Find the effect of dividing a one or two digit number by 10 identifying the value of the digits in the answer as ones, tenths and hundredths.  Find the effect of dividing one or two digit number 100, identifying the value of the digits in the answer as ones, tenths and hundredths.  To round decimals with one decimal place to the nearest whole number.  To compare numbers with the same number of decimal places up to two decimal places  Recognise decimal equivalents of half and quarter. | |
| 4 | Number: Decimals |
| 5 | Number: Decimals |
| 6 | Number: Decimals |
| **Summer A** | 1 | Measurement: Money | To estimate with pounds and pence  To compare money in pounds and pence  To solve a range of problems involving money including converting, adding and subtracting and giving change. | |
| 2 | Measurement: Money |
| 3 | Measurement: Time | To write and convert time between analogue and digital 12- and 24-hour clocks  To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | |
| 4 | Poetry slam week |  | |
| 5 | MAAD week |
| **Summer B** | 1 | Assessment week |  | |
| 2 | Measurement – time (MTC week) | To write and convert time between analogue and digital 12- and 24-hour clocks  To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | |
| 3 | statistics | To read and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  To solve problems that involve comparing data, adding and subtracting using information presented in bar charts, pictograms, tables and other graphs. | |
| 4 | Geometry: Properties of Shape | To compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes.  To identify acute and obtuse angles and compare and order angles up to two right angles by size.  To identify lines of symmetry in 2-D shapes presented in different orientations.  To finish drawing a simple symmetric shape with respect to a specific line of symmetry. | |
| 5 | Geometry: Properties of Shape |
| 6 | Geometry: Properties of Shape |
| 7 | Geometry: Position and Direction | To describe positions of a 2-D grid as coordinates in the first quadrant.  To describe movements between positions as translations of a given unit to the left/right and up/down.  To plot points on a graph and draw sides to complete a given polygon. | |