

Half Term 1 (8 weeks)	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
Mental/Oral – on-going skills needed (approx. 15/20 minutes daily)	On-going skills	Half-termly focus	
<p>recall multiplication and division facts for 3,4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for X and <math>\div</math> using the multiplication tables that they know (inc 2 digit numbers times one-digit numbers)</p> <p>+ and – single and 2 digit numbers</p> <p>Count from 0 in multiples of 4, 8, 50 and 100 more or less than a given number</p> <p>Count up and down in tenths</p> <p>order and compare numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p>	<p>Consolidate addition and subtraction with 2 digit numbers and ones/two digit numbers and tens</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers (in both half-termly focus and mental/oral section)</p>	<p>Recognise the place value of each digit in a three digit number (thousands, hundreds, tens, and ones)</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p>	<p>Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them</p> <p>Recognise angles as a property of shape or a description of a turn</p> <p>measure perimeter of a simple 2D shape</p>

Half Term 2 (7 weeks)	Number		Geometry/Measurement/Statistics
	On-going skills	Half-termly focus	N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
<p>Mental/Oral – on-going skills needed</p> <p>recall multiplication and division facts for 3,4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for X and ÷ using the multiplication tables that they know (inc 2 digit numbers times one-digit numbers)</p> <p>+ and – single and 2 digit numbers</p> <p>Count from 0 in multiples of 4, 8, 50 and 100 more or less than a given number</p> <p>Count up and down in tenths</p> <p>order and compare numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p>	<p>Consolidate addition and subtraction with 2 two digit numbers and adding 3 one digit numbers</p> <p>Inverse operations</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, and ones)</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers i.e. number half-termly focus/mental and oral</p>	<p>Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction where appropriate</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>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</p>	<p>Measure, compare, add and subtract lengths (m/cm/mm)</p> <p>Interpret and present data using bar charts, pictograms and tables</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII – 12 hour clocks</p>

Half Term 3 (6 weeks)	Number		Geometry/Measurement/Statistics
	On-going skills	Half-termly focus	N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
<p>Mental/Oral – on-going skills needed</p> <p>recall multiplication and division facts for 3,4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for X and <math>\div</math> using the multiplication tables that they know (inc 2 digit numbers times one-digit numbers)</p> <p>+ and – single and 2 digit numbers</p> <p>Count from 0 in multiples of 4, 8, 50 and 100 more or less than a given number</p> <p>Count up and down in tenths</p> <p>order and compare numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p>	<p>Consolidate + and – 3 digit numbers and ones, three digit numbers and tens</p> <p>Inverse operations</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, and ones)</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers i.e. number half-termly focus/mental and oral</p>	<p>Write and calculate mathematical statements for X and <math>\div</math> using the multiplication tables that they know (inc 2 digit numbers times one-digit numbers)using formal written methods</p> <p>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</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>compare and order unit fractions, and fractions with the same denominator</p>	<p>Measure, compare, add and subtract mass (kg/g)</p> <p>Identify right angles, recognise that 2 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</p> <p>Interpreting data: Solve one-step and two-step questions (for example, ‘How many more? And ‘How many fewer?’) using information presented in scaled bar charts, pictograms and tables</p>

Half Term 4 (5 weeks)	Number		Geometry/Measurement/Statistics
	On-going skills	Half-termly focus	N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
<p>Mental/Oral – on-going skills needed</p> <p>recall multiplication and division facts for 3,4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for X and ÷ using the multiplication tables that they know (inc 2 digit numbers times one-digit numbers)</p> <p>+ and – single and 2 digit numbers</p> <p>Count from 0 in multiples of 4, 8, 50 and 100 more or less than a given number</p> <p>Count up and down in tenths</p> <p>order and compare numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p>	<p>Consolidate + and – 3 digit numbers and ones, three digit numbers and tens. Introduce hundreds</p> <p>Inverse operations</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, and ones)</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers i.e. number half-termly focus/mental and oral</p>	<p>Consolidate adding and subtracting numbers with up to 3 digits, using formal written methods of columnar addition and subtraction where appropriate</p> <p>Solve number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>Measure, compare, add and subtract volume/capacity (l/ml)</p> <p>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, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Interpret and present data using bar charts, pictograms and tables</p>

Half Term 5 (6 weeks)	Number		Geometry/Measurement/Statistics
	On-going skills	Half-termly focus	N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
<p>Mental/Oral – on-going skills needed</p> <p>recall multiplication and division facts for 3,4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for X and ÷ using the multiplication tables that they know (inc 2 digit numbers times one-digit numbers)</p> <p>+ and – single and 2 digit numbers</p> <p>Count from 0 in multiples of 4, 8, 50 and 100 more or less than a given number</p> <p>Count up and down in tenths</p> <p>order and compare numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p>	<p>Consolidate + and – 3 digit numbers and tens/hundreds</p> <p>Inverse operations</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, and ones) and introduce four-digit number (thousands, hundreds, tens, and ones)</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers i.e. number half-termly focus/mental and oral</p>	<p>Consolidate adding and subtracting numbers with up to 3 digits, using formal written methods of columnar addition and subtraction where appropriate</p> <p>Solve number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Compare duration of events (for example to calculate the time taken by particular events or tasks)</p> <p>Consolidate understanding of shape work: Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>

Half Term 6 (8 weeks)	Number		Geometry/Measurement/Statistics
	On-going skills	Half-termly focus	N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
<p>Mental/Oral – on-going skills needed</p> <p>recall multiplication and division facts for 3,4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for X and <math>\div</math> using the multiplication tables that they know (inc 2 digit numbers times one-digit numbers)</p> <p>+ and – single and 2 digit numbers</p> <p>Count from 0 in multiples of 4, 8, 50 and 100 more or less than a given number</p> <p>Count up and down in tenths</p> <p>order and compare numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p>	<p>Consolidate + and – 3 digit numbers and tens/hundreds</p> <p>Inverse operations</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers i.e. number half-termly focus/mental and oral</p>	<p>Write and calculate mathematical statements for X and <math>\div</math> using the multiplication tables that they know (inc 2 digit numbers times one-digit numbers)using formal written methods</p> <p>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</p>	<p>Re-cap previous units of work needed e.g. angles/time/statistics/measurement based on teacher assessments</p>