

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	On-going skills	Half-termly focus	
<p>recall multiplication and division facts for multiplication tables up to 12×12 + and – 2 digit numbers count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number</p> <p>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</p> <p>recognise and use factor pairs and commutativity in mental calculations (e.g. <i>factors of 12 = 12 and 1, 6 and 2, 3 and 4 and knowing multiplying these in any order =12 (commutative)</i>)</p> <p>order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers</p>	<p>Consolidate addition and subtraction with 3 digit and 2 digit numbers using formal written methods where appropriate</p> <p>Estimate and use inverse operations to check answers to a calculation</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>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>measure and calculate the perimeter of rectilinear figure (including squares) in centimetres and metres</p> <p>find the area of rectilinear shapes by counting squares</p> <p>estimate, compare and calculate different measures, including money in pounds and Pence</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
Mental/Oral – on-going skills needed			
<p>recall multiplication and division facts for multiplication tables up to 12×12</p> <p>+ and – 2 digit numbers</p> <p>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</p> <p>count backwards through zero to include negative numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations (e.g. <i>factors of 12 = 12 and 1, 6 and 2, 3 and 4 and knowing multiplying these in any order =12 (commutative)</i>)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p>	<p>Consolidate + and – 3 dig+3 dig using formal written methods where appropriate</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>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>multiply two-digit and three-digit numbers by a one-digit number – moving from partitioning to using formal written layout where appropriate</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>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</p>	<p>Convert between different units of measure (distance)</p> <p>Interpret and present discrete data using appropriate graphical methods, including bar charts and time graphs. Focus: discrete data</p> <p>read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</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 multiplication tables up to 12×12 + and – 2 digit numbers find 1000 more or less than a given number 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 recognise and use factor pairs and commutativity in mental calculations (e.g. <i>factors of 12 = 12 and 1, 6 and 2, 3 and 4 and knowing multiplying these in any order =12 (commutative)</i>)</p> <p>order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers</p>	<p>Consolidate + and – 3 dig+3 dig using formal written methods where appropriate</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>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>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>add and subtract fractions with the same denominator</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Interpret and present continuous data using appropriate graphical methods, including bar charts and time graphs. Focus: continuous data</p> <p>Convert between different units of measure (capacity)</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 multiplication tables up to 12×12 + and – 2 digit numbers count backwards through zero to include negative numbers 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 recognise and use factor pairs and commutativity in mental calculations (e.g. <i>factors of 12 = 12 and 1, 6 and 2, 3 and 4 and knowing multiplying these in any order =12 (commutative)</i>)</p> <p>order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers</p>	<p>Consolidate + and – 4 dig+4 dig using formal written methods where appropriate</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>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>multiply two-digit and three-digit numbers by a one-digit number – moving from partitioning to using formal written layout where appropriate</p> <p>round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places</p>	<p>Convert between different units of measure (mass/weight)</p> <p>interpret and present data using appropriate graphical methods, including bar charts and time graphs. Focus: understand difference between discrete/continuous data and how it can be presented</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>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</p> <p>plot specified points and draw sides to complete a given polygon.</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 multiplication tables up to 12×12</p> <p>+ and – 2 digit numbers</p> <p>find 1000 more or less than a given number</p> <p>use place value, known and derived facts to multiply and divide mentally, including:</p> <p>multiplying by 0 and 1; dividing by 1;</p> <p>multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations (e.g. <i>factors of 12 = 12 and 1, 6 and 2, 3 and 4 and knowing multiplying these in any order =12 (commutative)</i>)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p>	<p>Consolidate + and – 4 dig+4 dig using formal written methods where appropriate</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>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>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p>	<p>using information presented in bar charts, pictograms, tables and other graphs to solve comparison, sum and difference problems</p> <p>Convert between different units of measure (consolidate e.g. money/time)</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 multiplication tables up to 12×12 + and – 2 digit numbers count backwards through zero to include negative numbers 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 recognise and use factor pairs and commutativity in mental calculations (e.g. <i>factors of 12 = 12 and 1, 6 and 2, 3 and 4 and knowing multiplying these in any order =12 (commutative)</i>)</p> <p>order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Themed units e.g. Olympics etc</p> <p>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.</p>	<p>Consolidate + and – 4 dig+4 dig using formal written methods where appropriate</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>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>Multiply two-digit and three-digit numbers by a one-digit number – moving from partitioning to using formal written layout where appropriate.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>using information presented in bar charts, pictograms, tables and other graphs solve comparison, sum and difference problems Convert between different units of measure (consolidate e.g. Money/time)</p>

