

## Medium term Plans for Summer Years 1/2 Mixed age Range

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
1	<p><b>Number and place value</b></p> <p><b>Day 1:</b> Ordering 2-digit numbers.</p> <p><b>Day 2:</b> Find a number between multiples of 10.</p> <p><b>Day 3:</b> Find 10 more and 10 less.</p> <p><b>Day 4:</b> Finding <math>\frac{1}{2}</math>s and <math>\frac{1}{4}</math> of shapes.</p> <p><b>Day 5:</b> Find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of amounts.</p>	<p><b>Day 1:</b> 1. Compare two numbers less than 100, say which is more or less.</p> <p><b>Day 2:</b> 1. Say a number between any given neighbouring pairs of multiples of 10.</p> <p><b>Day 3:</b> 1. Count on in 10s from single-digit numbers and back, and relate this to adding and subtracting 10.</p> <p><b>Day 4:</b> 1. Find <math>\frac{1}{2}</math> and a <math>\frac{1}{4}</math> of shapes.</p> <p><b>Day 5:</b> 1. Find <math>\frac{1}{2}</math> and a <math>\frac{1}{4}</math> of shapes and amounts.</p>	<p><b>Number and place value</b></p> <p><b>Day 1:</b> Counting in 2s, 5s and 10s.</p> <p><b>Day 2:</b> Counting in 3s.</p> <p><b>Day 3:</b> Counting in fractions.</p> <p><b>Day 4:</b> Find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> of amounts.</p> <p><b>Day 5:</b> Find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{3}{4}</math> of amounts.</p>	<p><b>Day 1:</b> 1 Can count in 2s, 5s and 10s confidently.</p> <p>2. Recognise multiples of 2, 5 and 10.</p> <p>3. Are beginning to count in 3s.</p> <p><b>Day 2:</b> 1. Count in 3s.</p> <p>2. Recognise multiples of 3.</p> <p><b>Day 3:</b> 1. Count in <math>\frac{1}{2}</math>s.</p> <p>2. Count in <math>\frac{1}{4}</math>s.</p> <p>3. Know that <math>\frac{2}{4}</math> is the same as <math>\frac{1}{2}</math>.</p> <p><b>Day 4:</b> 1. Find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of amounts by sharing and using number facts.</p> <p>2. Find <math>\frac{3}{4}</math> of amounts by adding <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</p> <p><b>Day 5:</b> 1. Find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of amounts by sharing and using number facts.</p> <p>2. Find <math>\frac{3}{4}</math> of amounts by adding <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</p>

<b>Week</b>	<b>Y1: Main focus of teaching/activities</b>	<b>Outcomes</b>	<b>Y2: Main focus of teaching/activities</b>	<b>Outcomes</b>
<b>2</b>	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Adding 10 to a 2-digit number.</p> <p><b>Day 2:</b> Adding 11 to 2-digit numbers.</p> <p><b>Day 3:</b> Subtracting 10s.</p> <p><b>Day 4:</b> Subtracting 11 from 2-digit numbers.</p> <p><b>Day 5:</b> Recap adding and subtracting 11.</p>	<p><b>Day 1:</b> 1. Add 10s to 2-digit numbers.</p> <p><b>Day 2:</b> 1. Add 11 to multiples of 10.</p> <p><b>Day 3:</b> 1. Subtracting 10s from a 2-digit number.</p> <p><b>Day 4:</b> 1. Subtract 11 from multiples of 10.</p> <p><b>Day 5:</b> 1. Add and subtract 11 from multiples of 10.</p> <p>2. Describe the pattern this makes on a number grid</p>	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Doubling and halving by partitioning.</p> <p><b>Day 2:</b> Adding pairs of 2-digit number by partitioning.</p> <p><b>Day 3:</b> Adding partitioning or counting on.</p> <p><b>Day 4:</b> Subtracting pairs of 2-digit numbers by counting back.</p> <p><b>Day 5:</b> Subtracting pairs of 2-digit numbers by counting back.</p>	<p><b>Day 1:</b> 1. Double 2-digit numbers using partitioning (answers less than 100).</p> <p>2. Halve 2-digit numbers using partitioning (friendly numbers).</p> <p><b>Day 2:</b> 1. Add any pair of 2-digit numbers using partitioning.</p> <p><b>Day 3:</b> 1. Add any pair of 2-digit numbers using partitioning or counting on in 10s and ones.</p> <p><b>Day 4:</b> 1. Subtract a 2-digit number by counting back in 10s (not crossing 10s).</p> <p><b>Day 5:</b> 1. Subtract a 2-digit number by counting back in 10s.</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
3	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Adding to the next 10.</p> <p><b>Day 2:</b> Adding bridging 10.</p> <p><b>Day 3:</b> Subtracting bridging 10.</p> <p><b>Day 4:</b> Subtracting bridging 10.</p> <p><b>Day 5:</b> Sort calculations.</p>	<p><b>Day 1:</b> 1. Know number bonds to 10.</p> <p>2. Use pairs to 10 to add to the next 10s number.</p> <p><b>Day 2:</b> 1. Use number bonds to add, bridging 10.</p> <p>2. Recognise whether two numbers added together will bridge 10.</p> <p><b>Day 3:</b> 1. Use bonds to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 - 4...) with visual support.</p> <p><b>Day 4:</b> 1. Use pairs to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 - 4...)</p> <p>2. Record the steps on a beaded line.</p> <p><b>Day 5:</b> 1. Use pairs to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 - 4...) and record the steps on a beaded line.</p> <p>2. Sort calculations according to whether they will bridge 10 or not.</p>	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Subtracting by counting up.</p> <p><b>Day 2:</b> Subtracting by counting up.</p> <p><b>Day 3:</b> Subtracting by counting up/counting back.</p> <p><b>Day 4:</b> Subtracting by counting up or counting back.</p> <p><b>Day 5:</b> Subtracting by counting up or counting back.</p>	<p><b>Day 1:</b> 1. Find a difference between two 2-digit numbers by counting up.</p> <p><b>Day 2:</b> 1. Find a difference between two 2-digit numbers by counting up.</p> <p>2. Begin to find differences totalling more than 20.</p> <p><b>Day 3:</b> 1. Subtract by counting up (difference) or counting back.</p> <p>2. Decide whether it would be more efficient to subtract by counting back or counting up.</p> <p><b>Day 4:</b> 1. Subtract by counting up (difference) or counting back.</p> <p>2. Decide whether it would be more efficient to subtract by counting back or counting up.</p> <p><b>Day 5:</b> 1. Subtract by counting up (difference) or counting back.</p> <p>2. Decide whether it would be more efficient to subtract by counting back or counting up.</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
4	<p><b>Measure</b></p> <p><b>Day 1:</b> Name common 3D shapes and their faces.</p> <p><b>Day 2:</b> Name and describe common 3D shapes.</p> <p><b>Day 3:</b> Describe common 3D shapes.</p> <p><b>Day 4:</b> Read the time to the <math>\frac{1}{2}</math> hour on analogue clocks.</p> <p><b>Day 5:</b> Read <math>\frac{1}{2}</math> hour times on analogue/digital clocks.</p>	<p><b>Day 1:</b> 1. Name common 3D shapes and their faces.</p> <p><b>Day 2:</b> 1. Name, describe and sort common 3D shapes.</p> <p>2. Recognise 2D drawings of common 3D shapes.</p> <p><b>Day 3:</b> 1. Describe properties of common 3D shapes.</p> <p>2. Make models of 3D shapes.</p> <p><b>Day 4:</b> 1. Read the time to the <math>\frac{1}{2}</math> hour on analogue clocks.</p> <p><b>Day 5:</b> 1. Read the time to the <math>\frac{1}{2}</math> hour on analogue and digital clocks.</p> <p>2. Match analogue and digital clocks.</p>	<p><b>Measure</b></p> <p><b>Day 1:</b> Name 3D shapes.</p> <p><b>Day 2:</b> Naming 3D shapes and identifying their properties.</p> <p><b>Day 3:</b> Naming 3D shapes and identifying their properties.</p> <p><b>Day 4:</b> Telling time to nearest <math>\frac{1}{4}</math> on analogue clocks.</p> <p><b>Day 5:</b> Telling time to <math>\frac{1}{4}</math> hour.</p>	<p><b>Day 1:</b> 1. Recognise common 3D solids including in pictures in different positions and orientations.</p> <p>2. Sort and describe 3D shapes, referring to their properties.</p> <p><b>Day 2:</b> 1. Count number of faces and corners of common 3D shapes.</p> <p><b>Day 3:</b> 1. Describe 3D shapes.</p> <p><b>Day 4:</b> 1. Read the time to the <math>\frac{1}{4}</math> of an hour on analogue clocks.</p> <p><b>Day 5:</b> 1. Read the time to the <math>\frac{1}{4}</math> of an hour on an analogue clock.</p> <p>2. Match times on an analogue clock to digital times (to the <math>\frac{1}{4}</math> of an hour).</p> <p>3. Begin to read the time to the nearest 5 minutes on an analogue clock.</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
5	<p><b>Multiplication and division</b></p> <p><b>Day 1:</b> Counting in 5s and 10s-multiplication.</p> <p><b>Day 2:</b> Count in 2s, 5s and 10s-multiplication.</p> <p><b>Day 3:</b> Multiplication using a penny number line.</p> <p><b>Day 4:</b> Division by finding how many sets.</p> <p><b>Day 5:</b> Division by finding how any sets.</p>	<p><b>Day 1:</b> 1. Count in 2s, 5s and 10s.</p> <p>2. Record counting on a beaded line with hops.</p> <p><b>Day 2:</b> 1.Counting in 2s, 5s and 10s.</p> <p>2. Use repeated addition to work out multiplication problems.</p> <p><b>Day 3:</b> 1.Work out simple multiplications by counting ‘sets of’.</p> <p>2. Begin to use a penny number line to ring sets.</p> <p><b>Day 4:</b> 1. Work out simple division problems by working out how many sets in a given number.</p> <p><b>Day 5:</b> 1.Work out division problems by grouping objects.</p> <p>2. Begin to use a beaded line to group.</p>	<p><b>Multiplication and division</b></p> <p><b>Day 1:</b> Working out multiplication using beaded lines.</p> <p><b>Day 2:</b> Multiplication using beaded/landmarked lines.</p> <p><b>Day 3:</b> Working out multiplication and division using beaded and also landmarked lines.</p> <p><b>Day 4:</b> Working out division using beaded and landmarked lines, understanding multiplication as the inverse of division.</p> <p><b>Day 5:</b> Using landmarked lines to solve mystery multiplications and divisions.</p>	<p><b>Day 1:</b> 1. Work out multiplications using beaded lines and drawing hops.</p> <p>2. Begin to use landmarked lines to work out multiplications.</p> <p><b>Day 2:</b> 1. Work out multiplications using beaded lines and drawing hops.</p> <p>2. Begin to use landmarked lines to work out multiplications.</p> <p><b>Day 3:</b> 1. Work out divisions using beaded or landmarked lines and drawing hops.</p> <p>2. Understand that division is the inverse of multiplication.</p> <p><b>Day 4:</b> 1. Work out divisions using beaded or landmarked lines and drawing hops.</p> <p>2. Understand that division is the inverse of multiplication.</p> <p><b>Day 5:</b> 1. Use division as the inverse of multiplication to solve problems.</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
6	<p><b>Number and fractions</b></p> <p><b>Day 1:</b> Finding totals to 20p.</p> <p><b>Day 2:</b> Find totals using other number facts.</p> <p><b>Day 3:</b> Finding totals adding 10 or 20 pence.</p> <p><b>Day 4:</b> Finding change, finding the difference/counting on.</p> <p><b>Day 5:</b> Finding differences.</p>	<p><b>Day 1:</b> 1. Work out totals to 20p by using number bonds to 10 and twenty.</p> <p><b>Day 2:</b> 1. Find totals of amounts by using different number facts to help.</p> <p><b>Day 3:</b> 1. Finding totals by adding 10 or twenty to a number.</p> <p><b>Day 4:</b> 1. Finding change from 20p by counting on and finding the difference.</p> <p><b>Day 5:</b> 1. Find the difference between two amounts by counting on.</p>	<p><b>Number and fractions</b></p> <p><b>Day 1:</b> Placing 2-digit numbers on a number line</p> <p><b>Day 2:</b> Rounding 2-digit numbers to nearest 10</p> <p><b>Day 3:</b> Placing 3-digit numbers on a beaded line</p> <p><b>Day 4:</b> Place value in 3-digit numbers</p> <p><b>Day 5:</b> Writing place value additions</p>	<p><b>Day 1:</b> 1. Mark 2-digit numbers on an 'empty' number line (only 0 and 100 labelled).</p> <p><b>Day 2:</b> 1. Say which multiples of 10 a 2-digit number is between.</p> <p>2. Round a 2-digit number to the nearest 10.</p> <p><b>Day 3:</b> 1. Recite numbers 100 to 200.</p> <p>2. Mark 3-digit numbers between 100 and 200 on a bead string.</p> <p>3. Use knowledge of the order of numbers to 100 to order numbers 100 to 200.</p> <p><b>Day 4:</b> 1. Partition three-digit numbers into multiples of 100, 10 and 1</p> <p>2. Write addition sentences.</p> <p><b>Day 5:</b> 1. Partition three-digit numbers into multiples of 100, 10 and 1 and write addition sentences.</p> <p>2. Know what each digit represents in a three-digit number.</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
7	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Use pairs to ten to find the complement to the next multiple of ten.</p> <p><b>Day 2:</b> Use pairs to ten to find the complement to the next multiple of ten.</p> <p><b>Day 3:</b> Add single digit numbers to 2-digit numbers using patterns.</p> <p><b>Day 4:</b> Adding single digit numbers to 2-digit numbers using patterns.</p> <p><b>Day 5:</b> Adding single digit numbers to 2-digit numbers using number facts.</p>	<p><b>Day 1:</b> 1. Use pairs to ten to find the complement to the next multiple of ten, using a bead string for support.</p> <p><b>Day 2:</b> 1. Use pairs to ten to find the complement to the next multiple of ten, using a beaded number line for support.</p> <p><b>Day 3:</b> 1. Adding single digit numbers to 2-digit numbers using patterns, e.g. 2+4 and 12+4.</p> <p><b>Day 4:</b> 1. Adding single digit numbers to 2-digit numbers using number facts and patterns.</p> <p><b>Day 5:</b> 1. Adding single digit numbers to 2-digit numbers using number facts such as pairs to 10 and doubles.</p> <p>2. Find numbers that are easier to add together and explain why.</p>	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Add pairs of 2-digit numbers by partitioning or counting on.</p> <p><b>Day 2:</b> Add pairs of 2-digit numbers by partitioning or counting on.</p> <p><b>Day 3:</b> Subtract by counting up or counting back.</p> <p><b>Day 4:</b> Subtracting by finding a difference or counting back.</p> <p><b>Day 5:</b> Solve problems involving addition and subtraction of pence (&lt;£1).</p>	<p><b>Day 1:</b> 1. Add any pair of two-digit numbers using partitioning or counting on in tens and ones.</p> <p><b>Day 2:</b> 1. Add any pair of two-digit numbers using partitioning or counting on in tens and ones.</p> <p><b>Day 3:</b> 1. Subtract by counting up (difference) or counting back.</p> <p>2. Decide whether it would be more efficient to subtract by counting back or counting up.</p> <p><b>Day 4:</b> 1. Subtract by counting up (difference) or counting back.</p> <p>2. Decide whether it would be more efficient to subtract by counting back or counting up.</p> <p><b>Day 5:</b> 1. Solve money (&lt;£1) word problems, know whether to use addition or subtraction.</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
8	<p><b>Measures, shape and data</b></p> <p><b>Day 1:</b> Recognising 3D shapes; understand <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> turns.</p> <p><b>Day 2:</b> Recognise 3D shapes and describe their position.</p> <p><b>Day 3:</b> Know days of the week and months of the year.</p> <p><b>Day 4:</b> Telling the time to the nearest half hour.</p> <p><b>Day 5:</b> Telling the time to the nearest half hour.</p>	<p><b>Day 1:</b> 1. Recognise 3D shapes and describe some of their properties.</p> <p>2. Describe how a 3D object has been turned.</p> <p>3. Understand <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> turns.</p> <p><b>Day 2:</b> 1. Recognise 3D shapes and describe some of their properties.</p> <p>2. Describe the position of a 3D shape using directional language.</p> <p><b>Day 3:</b> 1. Know the order of days of the week and months of the year.</p> <p>2. Say the next month/day that comes after any given month/day.</p> <p><b>Day 4:</b> 1. Tell the time to the nearest half hour with confidence.</p> <p>2. Work out times half an hour later.</p> <p><b>Day 5:</b> 1. Tell the time to the nearest half hour with confidence.</p> <p>2. Work out time problems involving half hour time intervals.</p>	<p><b>Measures, shape and data</b></p> <p><b>Day 1:</b> Days of the week.</p> <p><b>Day 2:</b> Months of the year.</p> <p><b>Day 3:</b> Collect data to make a block graph.</p> <p><b>Day 4:</b> Ordering times shown on a clock.</p> <p><b>Day 5:</b> Telling the time to the nearest 5 minutes.</p>	<p><b>Day 1:</b> 1. Know the days of the week in order.</p> <p><b>Day 2:</b> 1. Know the months of the year in order.</p> <p>2. Know what usually happens during each month of the year.</p> <p><b>Day 3:</b> 1. Answer a question by showing data in a block graph.</p> <p><b>Day 4:</b> 1. Tell the time on an analogue clock to the nearest 5 minutes.</p> <p>2. Order times shown on analogue clocks.</p> <p><b>Day 5:</b> 1. Tell the time on an analogue clock to the nearest 5 minutes.</p> <p>2. Show the time, to the nearest 5 minutes, on an analogue clock.</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
9	<p><b>Multiplication and division</b></p> <p><b>Day 1:</b> Doubling numbers.</p> <p><b>Day 2:</b> Halving numbers.</p> <p><b>Day 3:</b> Multiplication using 'sets of.'</p> <p><b>Day 4:</b> Multiplication as 'sets of' and division as 'how many sets?'</p> <p><b>Day 5:</b> Multiplication and division.</p>	<p><b>Day 1:</b> 1. Double a number up to 20 by doubling the tens and then doubling the ones.</p> <p><b>Day 2:</b> 1. Understand what halving a number means.</p> <p>2. Halving even numbers up to 20.</p> <p><b>Day 3:</b> 1. Understand multiplication as 'sets of'.</p> <p>2. Begin to record 'sets of' as a multiplication number sentence.</p> <p><b>Day 4:</b> 1. Work out multiplication sets of 5 and 10 as towers of cubes.</p> <p><b>Day 5:</b> 1. Work out multiplication problems involving money.</p> <p>2. Begin to work out division problems as grouping.</p>	<p><b>Multiplication and division</b></p> <p><b>Day 1:</b> Understanding doubling and halving as inverses.</p> <p><b>Day 2:</b> Multiplying using sets, beaded lines or landmarked lines.</p> <p><b>Day 3:</b> Solving word problems using multiplication.</p> <p><b>Day 4:</b> Dividing using sets, beaded / landmarked lines.</p> <p><b>Day 5:</b> Solving word problems using multiplication or division.</p>	<p><b>Day 1:</b> 1. Halve or double a 2-digit number.</p> <p>2. Understand that halving is the inverse of doubling.</p> <p><b>Day 2:</b> 1. Understand arrays and the facts that can be found from them.</p> <p>2. Solve multiplications using beaded or landmarked lines.</p> <p><b>Day 3:</b> 1. Solve multiplications using beaded or landmarked lines.</p> <p>2. Use multiplication to solve word problems.</p> <p><b>Day 4:</b> 1. Solve divisions using beaded or landmarked lines.</p> <p>2. Say the multiplication which is the inverse of a given division.</p> <p><b>Day 5:</b> 1. Solve multiplications and divisions using landmarked or beaded lines.</p> <p>2. Understand that multiplication is the inverse of division.</p> <p>3. Interpret a word problem – know whether it involves multiplication or division.</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
10	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Adding single digit numbers to 2-digit using facts.</p> <p><b>Day 2:</b> Subtracting single digit numbers to 2-digit numbers using facts.</p> <p><b>Day 3:</b> Adding and subtracting single digit numbers to two-digit numbers using facts.</p> <p><b>Day 4:</b> Finding totals of money.</p> <p><b>Day 5:</b> Giving change by finding the difference.</p>	<p><b>Day 1:</b> 1. Adding single digit numbers to 2-digit using facts and patterns.</p> <p><b>Day 2:</b> 1. Subtracting single digit numbers to 2-digit numbers using facts and patterns.</p> <p><b>Day 3:</b> 1. Use the correct operation to work out number sentences.</p> <p>2. Work out addition and subtraction number sentences using facts and patterns to help.</p> <p><b>Day 4:</b> 1. Find totals of money amounts using number facts.</p> <p>2. Find the best order for adding money amounts.</p> <p><b>Day 5:</b> 1. Find change from 30p by finding the difference.</p>	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Use coins to make 2-digit numbers.</p> <p><b>Day 2:</b> Add 2 amounts of money totalling less than £1.</p> <p><b>Day 3:</b> Find change by counting up to find a difference.</p> <p><b>Day 4:</b> Find change by counting up or counting back.</p> <p><b>Day 5:</b> Solve 1 and 2-step addition &amp; subtraction money problems.</p>	<p><b>Day 1:</b> 1. Recognise coins.</p> <p>2. Use coins to make 2-digit amounts.</p> <p><b>Day 2:</b> 1. Add 2-digit money amounts (totalling less than £1) using counting up or partitioning.</p> <p><b>Day 3:</b> 1. Find change by counting up to find a difference, differences less than 30.</p> <p><b>Day 4:</b> 1. Find change by counting up to find a difference.</p> <p>2. Find change by counting back to subtract.</p> <p>3. Choose a strategy for taking away.</p> <p><b>Day 5:</b> 1. Use addition and subtraction to solve a 2-step problem.</p>

<b>Week</b>	<b>Y1: Main focus of teaching/activities</b>	<b>Outcomes</b>	<b>Y2: Main focus of teaching/activities</b>	<b>Outcomes</b>
11	<p><b>Fractions, multiplication &amp; division, time</b></p> <p><b>Day 1:</b> Learning the months of the year.</p> <p><b>Day 2:</b> Understanding time, using the language of time.</p> <p><b>Day 3:</b> Order times from earliest to latest.</p> <p><b>Day 4:</b> Draw, read and understand block graphs.</p> <p><b>Day 5:</b> Read, understand and draw pictograms.</p>	<p><b>Day 1:</b> 1. Know the days of the week and months of the year in order.</p> <p>2. Say the month that comes before or after a given month.</p> <p><b>Day 2:</b> 1. Use the language of time to describe events.</p> <p>2. Order events into chronological order.</p> <p><b>Day 3:</b> 1. Read o'clock and half past times on analogue and digital clocks.</p> <p>2. Convert digital times to analogue times.</p> <p>3. Order times from earliest to latest.</p> <p><b>Day 4:</b> 1. Show data in block graphs.</p> <p>2. Answer questions about their block graphs.</p> <p><b>Day 5:</b> 1. Present data in pictograms.</p> <p>2. Compare data from two pictograms.</p>	<p><b>Fractions, multiplication &amp; division, time</b></p> <p><b>Day 1:</b> Finding halves and quarters of amounts.</p> <p><b>Day 2:</b> Finding halves and quarters of amounts and counting in fractions.</p> <p><b>Day 3:</b> Solving word problems using multiplication and division.</p> <p><b>Day 4:</b> Telling the time using digital and analogue clocks.</p> <p><b>Day 5:</b> Telling the time using digital and analogue clocks.</p>	<p><b>Day 1:</b> 1. Find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of amounts by sharing and using number facts.</p> <p>2. Find <math>\frac{3}{4}</math> of amounts by adding <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></p> <p><b>Day 2:</b> 1. Count in halves.</p> <p>2. Count in quarters.</p> <p>3. Know that <math>\frac{2}{4}</math> is the same as <math>\frac{1}{2}</math>.</p> <p>4. Find <math>\frac{1}{4}</math> of an amount by sharing.</p> <p><b>Day 3:</b> 1. Use multiplication and division (number facts &amp; sharing) to solve 1-step word problems.</p> <p><b>Day 4:</b> 1. Tell the time on an analogue and digital clock to quarter of an hour intervals.</p> <p>2. Begin to tell the time to 5 minute intervals.</p> <p><b>Day 5:</b> 1. Tell the time on an analogue and digital clock to 5 minute intervals.</p>

*Title of topic – colour code (see below)*

**GREEN – Place Value or number**

**ORANGE – Addition or subtraction**

**PURPLE – Multiplication or division (inc. scaling or square/cube numbers or multiples and factors...)**

**GREY – Fractions or decimals or percentages or ratio**

**BLUE – shape or measures or data**

**BROWN – Algebra**

**The Hamilton plans do provide resources for practice of the relevant algorithms, skills and the reinforcement of crucial understandings.** However, some teachers may prefer to use textbooks as an additional source of practice. We have agreed with Pearson, the publisher of Abacus, that we can reference the Abacus textbooks and that they will do a special deal if any Hamilton users wish to purchase a set of these textbooks. These are new books, written specifically to match the new National Curriculum. Any schools wishing to follow this up should go to this webpage:

<http://www.pearsonschoolsandcolleges.co.uk/Primary/GlobalPages/AbacusFriendsofHamiltonTrust/SpecialOfferforFriendsofHamiltonTrust.aspx>