

	Year 1 Autumn 1										
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7				
	Domains										
			Place Value (within 10)			Addition and subt	raction (within 10)				
•	 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Compare numbers using <, > and = signs Read and write numbers from 1 to 20 in numerals and words. 						nt numbers using objects entations including the e the language of: equal han (fewer) rpret mathematical g addition (+), subtraction gns. umber bonds and related hin 20. e-digit and two-digit ding zero.				
				Fluency			-				
	Cou	nting	Fact r	ecall	Mental o	alculation	Counting				
•	Count forwards in 19 Count backwards in Count forwards in 19 number, within 10. Count backwards in starting number, wit Count forwards, in n zero, to 24. Count backwards, in 24, to zero	s, from 0 to 10. 1s, from 10, to 0. s, from a different starting 1s, from a different thin 10. nultiples of two, from multiples of two, from	 Recall 'one more' fazero Recall 'one less' facts Recall number bonds facts within 5, inclucommutative law. Represent and use nu subtraction facts with use the commutative Recall addition double to a total of 10. Recall doubles to 5, u the corresponding ha 	cts, within 10, including within 10. and related subtraction uding zero and use the umber bonds and related in 10, including zero and law. es for all number to 5, up p to a total of 10, and lves.	 Add near addition d using doubles to 5. (adjust by 1) Add two, 1-digit nu bridging the ten bou and put the larger n (augmentation), kno 	oubles, up to a total of 10, partition, double and mbers, within 10, without Indary. (subitise, reorder umber first, count on wn fact)	 Count forwards in 1s, from 0 to 20 Count backwards in 1s, from 20, to 0 Count forwards in 1s, from a different starting number, within 20 Count backwards in 1s, from a different starting number, within 20 				



	Year 1 Autumn 2									
	WEEK 8	WEEK 9	WEEK 10		WEEK 11	WEEK 12	WEEK 13			
			Dom	nain	S					
•	 Addition and subtraction (within 10) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. 				Shape Recognise and name 2- D and 3-D shapes, including 2-D shapes (for examples rectangles (including squares), circles and triangles); 3-D shapes (for example cuboids (including cubes) pyramids and spheres	Consol	idation			
			Flue	ency	1	1				
	Counting	Fact	recall		Mental c	alculation	Consolidation			
•	Count forwards, in multiples of two, from zero, to 24. Count backwards, in multiples of two, from 24, to zero. Count forwards, in multiples of 10, from zero, to 120. Count backwards, in multiples of 10, from 120, to zero.	 Recall 'one more' facts, wit Recall 'one less' facts, wit Recall number bonds and within 5, including zero a Represent and use numb subtraction facts within 1 commutative law. Recall addition doubles for total of 10. Recall doubles to 5, up to corresponding halves. 	within 20, including zero. thin 20. I related subtraction facts nd use the commutative law. er bonds and related .0, including zero and use the or all number to 5, up to a a total of 10, and the	•	 Subtract two, 1-digit numbers, within 10. (subitise, count back (taking away), count on (finding the difference), known fact) Subtract a 1-digit number from ten. (subitise, count back (taking away), count on (finding the difference), known fact) 					



	WEEK 1	WEEK 2	WEEK 3	WEEK 4		WEEK 5	WEEK 6		WEEK 7
				Domains					
•	 Place Value Read and write numbers to at least 100 in numerals and words Identify, represent and estimate numbers using different representations including the number line Count in steps of 2, 3 and 5 from 0 and in 10's from any number, forward and backward Recognise the place value of each digit in a 2-digit number (tens, ones) Compare and order numbers from 0 up to 100; use <, > and = signs Use place value and number facts to solve problems 				 Addition and subtraction Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written calculations Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a 2-digit number and 1s, a 2-digit number and 10's, two 2-digit numbers and adding three 1-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 				
				Fluency					
•	Count forwards and 0/100 or any other in beyond 100, crossing Count forwards and of 3, from zero, or an 12 x 3.	nting backwards in 1s, from umber, within 100 and g the 100 boundary. backwards, in multiples hy other multiple, up to	 Fact if Recall '10 more' fact Recall '10 less' facts, Derive and recall wh two-digit number to 10, within 100. (56+?) Derive and recall add and a multiple of 10, 	recall ts, within 100. , within 100. hat must be added to any make the next multiple of P = 60) ding a one-digit number within 100.	• E k (a t	Mental c Derive complements mowledge of bonds 23+77=100, using ki and 3+7) Add three, one-digit oridging the ten bou	alculation (bonds) to 100, using for 10 and bonds for 100. nowledge of 20+70 (2+7) numbers, including ndary.	•	Counting Count forwards and backwards in 1s, from 0/100 or any other number, within 100 and beyond 100, crossing the 100 boundary. • Count forwards and backwards, in multiples of 3, from zero, or any other multiple, up to 12 x 3.



	Year 2 Autumn 2									
	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13				
	Domains									
•	Addition and Represent and use numb subtraction facts within 2 Recall and use addition a fluently and derive and u Solve problems with addi concrete objects and pict including those involving measures; applying their mental and written calcu Add and subtract number pictorial representations, digit numbers and adding Show that addition of two order (commutative) and from another cannot. Recognise and use the im addition and subtraction calculations and solve mi	d subtraction er bonds and related 20 (Y1) nd subtraction facts to 20 se related facts up to 100. ition and subtraction using corial representations, numbers, quantities and increasing knowledge of lations rs using concrete objects, . and mentally, including a 2- digit number and 10's, two 2- g three 1-digit numbers o numbers can be done in any subtraction of one number verse relationship between and use this to check ssing number problems	 Identify and describe the line of symmetry in a ver Compare and sort comm Identify and describe the vertices and faces Identify 2-D shapes on th 	Shape properties of 2-D shapes, includ tical line on 2-D and 3-D shapes and ever properties of 3-D shapes, includ e surface of 3-D shapes	ding the number of sides, and yday objects ding the number of edges,					
		1	Flue	ency		1				
•	Counting Count forwards and backwards in 1s, from 0/100 or any other number, within 100 and beyond 100, crossing the 100 boundary. Count forwards and backwards, in multiples of 3, from zero, or any other multiple, up to 12 x 3.	 Fact Recall '10 more' facts, with Recall '10 less' facts, with Derive and recall what m number to make the nex (56+? = 60) Derive and recall adding multiple of 10, within 100 	recall thin 100. nin 100. ust be added to any two-digit t multiple of 10, within 100. a one-digit number and a D.	 Mental c Derive complements (bo of bonds for 10 and bond knowledge of 20+70 (2+7) Add three, one-digit no ten boundary. 	ralculation nds) to 100, using knowledge ds for 100. (23+77=100, using 7) and 3+7) umbers, including bridging the	Consolidation				



	Year 3 Autumn 1									
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7				
			Domains	·						
 Count from 0 less than a giv Recognise the tens, ones) us Compare and Identify, repr representation Read and writting Solve number 	Place Value in multiples of 4, 6, 8, 50 and 100 en number. place value of each digit in a thre ing standard and non-standard pa order numbers up to 1000. esent and estimate numbers usin ns. e numbers up to 1000 in numeral problems and practical problems	; find 10 or 100 more or ee-digit number (hundreds, artitioning. g different Is and in words.	 Addition and subtraction Add and subtract numbers mentally, including:; a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. 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. 							
	p									
		T	Fluency	1						
 Count forwar 50, from zero Count forwar 100, from zer Count forwar 3, from zero, 12x3. 	ds and backwards, in multiples of or any other multiple. ds and backwards, in multiples of o or any other multiple. ds and backwards, in multiples of or any other multiple, up to	 Recall '1, 10 and 100 within 1000. Derive and recall add using bonds to 10 to Derive and recall su (40+30, 50+80 (bridg) Derive and recall add numbers to 50, up to 46+46 (bridging)) 	more and less' facts, dition facts, within 100, support. (27+3, 36+14) ms of multiples of 10. ge)) dition doubles for all o a total of 100. (42+42,	 Add a near multiple Subtract a near multiple of 10 (50+342 or 342+50, 10 (bridging)) Subtract a multiple of number. (564-30, 74) 	of 10. (56 +29) iple of 10. (56 -29) and a three-digit number. 70+342 or 342+70 of ten from a three-digit 2-60 (bridging))	 Count forwards and backwards, in multiples of 4, from zero, or any other multiple, up to 12x4. 				



	Year 3 Autumn 2									
WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13					
	Domains									
Addition and subtraction Multiplication and division Add and subtract numbers mentally, including; a three-digit number and ones, a three-digit number and tens, a three-digit number and tens, a three-digit number and tens, a three-digit number and numbers. Recall and use multiplication and division facts for the 2, 3, 4, 6, 8 and 10 multiplication tables. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Solve problems, including missing number problems in which n objects are connected to m objects. Solve problems, including missing number problems, using number problems, using number problems, using number facts, place Solve problems, place				Consolidation						
addition and subtraction.		Flux								
Counting	East	Flue	ency	algulation	Consolidation					
 Count forwards and backwards, in multiples of 8, from zero, or any other multiple, up to 12x8. 	 Pact Derive and recall addition up to a total of 200. Derive and recall addition up to a total of 1000. Derive and recall differen 120-90 (bridge)) Derive and recall what m digit number to make the =600) 	n doubles for multiples of 10, n doubles for multiples of 100, nces of multiples of 10. (80- 40, ust be added to any three- e next multiple of 100. (521+?	 Add three-digit multiples Subtract three-digit multiples Subtract three-digit multiples Add/subtract a three-dig number, without bridging Add/subtract a three-dig number, bridging the box Add/subtract a three-dig number, without bridging Add/subtract a three-dig number, bridging the ten Add a three-digit number bridging the ten boundar 	in control (620+280) iples of 10. (620-280) it number and a one-digit g the ten boundary. it number and a one-digit undary. it number and a two-digit g the ten boundary. git number and a two-digit a boundary. r and a two-digit number, ry and the 100 boundary.	Consolidation					



	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
			·	Domains		÷	·
		Place	Value			Addition and subtraction	1
• • • •	 Count in multiples of 6, 7, 9, 25 and 1000. 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) and use standard and non- standard partitioning. 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. Read Roam numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 					act numbers with up to 4 digits u lumnar addition and subtraction use inverse operations to check a and subtraction two-step proble ons and methods to use and why.	sing the formal written where appropriate. nswers to a calculation. ms in contexts, deciding
				Fluency	-		
	Cou	nting	Fact	recall	M	lental calculation	Counting
•	Count backwards th negative numbers. Count forwards and 25. from zero or any	rough zero to include backwards, in multiples other multiple.	 Recall '1, 10, 100 and 1000 up to 4-digits. Derive and recall addition 1 10 to support. (327+23, 45 Derive and recall sums and 100 or 1000 (550+320) (96 	0 more/less' facts, with numbers facts, within 1000, using bonds to i2+154) d differences of multiples of 10, 50- 200)	 Add near add with a differe adjust) Add/subtraction 	lition doubles of multiples of 10, ence of 20 (partition, double and t a near multiple of 100.	 Count forwards and backwards, in multiples 25, from zero or any other multiple.
•	Count forwards and 1000, from zero or a Count forwards and of 7, from zero, or a	backwards, in multiples ny other multiple. backwards, in multiples ny other multiple, up to	 Derive and recall addition a 100, up to a total of 200. (Derive and recall addition a within 1000. 	doubles of all numbers from 1 to (63+63, 67+67 (bridging)) doubles for multiples of 10,	 (140+150)/(3) Add/subtrac any two-digit (235+198)/(5) 	 Count forwards and backwards, in multiples 1000, from zero or any other multiple. 	
	12x7.		 Derive and recall addition to a total of 2000. Derive and recall addition Derive and recall what munumber to make the next for the next of the next	doubles for multiples of 100, up doubles for multiples of 1000. Ist be added to any four-digit multiple of 1000. (4087+?=5000)	 Add/subtract three-digit m (86+-39, 390- 	a pair of two-digit numbers or ultiples of 10 (38+86, 350+360)/ -360)	 Count forwards and backwards, in multiples of 7, from zero, or any other multiple, up to 12x7



	Year 4 Autumn 2								
	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13			
			Don	nains					
•	Area Find the area of rectilinear shapes by counting squares.	 Recall multiplication and Use place value, known a multiplying by 0 and 1; di Recognise and use factor 	lidation						
		1	Flue	ency					
•	Counting Count forwards and backwards, in multiples 25, from zero or any other multiple. Count forwards and backwards, in multiples 1000, from zero or any other multiple. Count forwards and backwards, in multiples of 7, from zero, or any other multiple, up to 12x7	 Fact Derive and recall doubles and the corresponding h Derive and recall doubles and the corresponding h Halve any even number t Multiply by 1 and 0. Divide by 1. 	recall s of all numbers from 1 to 100 alves. s of any multiple of 10 and 100 alves. (double 340, halve 680) to 200. (halve 186)	 Multiply numbers, up to 3 Multiply a multiple of 10, number (90x6) Multiple a one-digit/two Multiply a three-digit by 3 Divide numbers by 10 and answers) Multiply two-digit number (26x4=double 26, double (26x4=double 26, double) Divide two-digit numbers (96÷4=halve 96, halve 48 Multiply two-digit number (32x5 = (32x10)÷2 or (32÷4) Multiply two-digit number (32x20 = (32x10)x3) 	alculation 20, by a one-digit number , up to 100, by a one-digit digit number by 100 10 and 100 d 100 (whole number ers by 4, using doubles. 52) s by 4, using doubles.) ers by 5, using x10 and halve. ÷2)x10) ers by 20, using x10 and 2 or (32x2) x 10)	Consolidation			



	Year 5 Autumn 1										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7					
			Domains								
	Place Value		Addition and subtraction Multip			tion and division					
 Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years in Roman numerals 			 Add and subtract wh than 4 digits, includin methods (columnar subtraction). Add and subtract nu increasingly large nu Use rounding to che calculations and detu a problem, levels of Solve addition and s problems in contexts operations and meth 	nole numbers with more ng using formal written addition and mbers mentally with imbers. ck answers to ermine, in the context of accuracy. subtraction multi-step s, deciding which hods to use and why.	 Identify multiples an all factor pairs of a n factors of two numb Know and use the von numbers, prime fact (nonprime) numbers Establish whether a fand recall prime num Solve problems involdivision including usi factors and multiples recognise and use so and the notation for 	d factors, including finding umber and common ers bocabulary of prime ors and composite s. number up to 100 is prime nbers up to 19. lving multiplication and ing their knowledge of s, squares and cubes juare and cube numbers squared and cubed.					
			Fluency								
 Counting Fact Count forwards and backwards with positive and negative whole numbers, including through zero. Count forwards or backwards in steps of powers of 10 (10s, 100s, 1,000s, 10,000s, 10,000s, 1000,000s) for any given number up to 1000 000. Recall multiples of al 12x12, in any order, numbers and related 000. Derive and recall add multiples of 10, 100 400+400, 2000+2000 		recall 2, up to 12x12, in any sing numbers and related Il times tables up to including missing I division facts. dition doubles for and 1000. (30+30, D)	Mental of Add a near multiple number. (3235+119 Subtract a near mul from any number. (3	calculation of 10, 100 or 1000 to any 8) tiple of 10, 100 or 1000 3235- 1198)	 Counting Count forwards and backwards with positive and negative whole numbers, including through zero. Count forwards or backwards in steps of powers of 10 (10s, 100s, 100,000s, 100,000s) for any given number up to 1000 000. 						



	Year 5 Autumn 2									
	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13				
Domains										
•	Multiplication and division Fractions A • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths statements > 1 as a mixed number • Multiply and divide numbers mentally drawing upon known facts • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths attements of the same number									
			Flue	ency						
	Counting	Fact	recall	Mental o	alculation	Consolidation				
•	Count forwards and backwards with positive and negative whole numbers, including through zero. Count forwards or backwards in steps of powers of 10 (10s, 100s, 1,000s, 10,000s, 100,000s) for any given number up to 1000 000.	 Recall multiples of all tim order, including missing r facts. Recall prime numbers up Recall squares to 12 x 12. Recall cube numbers. Derive and recall factor p 4x14, 7x8)) 	es tables up to 12x12, in any numbers and related division to 19. airs to 100 (56 (1x56, 2x28,	 Count forwards and backwa whole numbers, including th Count forwards or backward 100s, 1,000s, 10,000s, 100,0 1000 000. 	rds with positive and negative nrough zero. ds in steps of powers of 10 (10s, 000s) for any given number up to					