



Autumn	<b>Comparison 1</b>	<b>Shape, space and measure 1</b>	<b>Pattern 1</b>	<b>Counting 1</b>	<b>Counting 2</b>	<b>Subitising 1</b>	<b>Pattern 2</b>	<b>Shape, space and measure 2</b>
	<b>More than, fewer than, same</b>	<b>Explore and build with shapes and objects</b>	<b>Explore repeats</b>	<b>Hear and say number names</b>	<b>Begin to order number names</b>	<b>I see 1, 2, 3</b>	<b>Join in with repeats</b>	<b>Explore position and space</b>
	<ol style="list-style-type: none"> <li>1) Collect objects to compare amounts</li> <li>2) Make simple comparisons of amounts</li> <li>3) Look for collections of large and smaller amounts</li> <li>4) Compare and talk about large and small amounts</li> <li>5) Make large and small collections</li> <li>6) Make collections the same</li> </ol>	<ol style="list-style-type: none"> <li>1) Explore and play with shapes</li> <li>2) Show interest in simple differences between shapes</li> <li>3) Put shapes and blocks into position</li> <li>4) Select shapes for a reason</li> <li>5) Begin to explore and describe natural shapes and objects</li> <li>6) Find and collect objects for a purpose</li> </ol>	<ol style="list-style-type: none"> <li>1) Listen to repeats in songs and stories</li> <li>2) Start to join in songs with repeats</li> <li>3) Start to join in with repeats from stories</li> <li>4) Clap along to songs</li> <li>5) Make line patterns with own sequences</li> <li>6) Choose blocks to build roads and towers</li> </ol>	<ol style="list-style-type: none"> <li>1) Hear some number names</li> <li>2) Join in saying some number names</li> <li>3) Model saying number names in order</li> <li>4) Practise saying number names in order</li> <li>5) Join in stable order counting forwards</li> <li>6) Join in stable order counting backwards</li> </ol>	<ol style="list-style-type: none"> <li>1) Model saying 1, 2 and 3 in play</li> <li>2) Copy the sequence of 1, 2 and 3</li> <li>3) Copy fingers to represent 1, 2 and 3</li> <li>4) Begin to count actions</li> <li>5) Say number names in order</li> <li>6) Begin to recognise that anything can be counted</li> </ol>	<ol style="list-style-type: none"> <li>1) Notice images in books</li> <li>2) Respond to 'I see 1, 2, 3'</li> <li>3) Recognise 'I see 1, 2, 3'</li> <li>4) Copy 'I see 1, 2, 3'</li> <li>5) Point to 1, 2, 3</li> <li>6) Recognise 1, 2, 3 in well-known tales</li> </ol>	<ol style="list-style-type: none"> <li>1) Join in with repeated actions in songs</li> <li>2) Join in with repeats in songs and stories</li> <li>3) Sing some refrains independently</li> <li>4) Have a sense of daily routines</li> <li>5) Say what happens next</li> <li>6) Make arrangements in art</li> </ol>	<ol style="list-style-type: none"> <li>1) Respond to simple language of position</li> <li>2) Arrange blocks in a chosen position</li> <li>3) Select shapes for a space</li> <li>4) Recognise when 2 objects are the same shape</li> <li>5) Explore and describe shapes and objects</li> <li>6) Sort shapes and objects into simple categories</li> </ol>
Spring	<b>Subitising 2</b>	<b>Counting 3</b>	<b>Shape, space and measure 3</b>	<b>Pattern 3</b>	<b>Counting 4</b>	<b>Shape, space and measure 4</b>	<b>Subitising 3</b>	<b>Comparison 2</b>
	<b>Show me 1, 2, 3</b>	<b>Move and label 1, 2, 3</b>	<b>Explore position and routes</b>	<b>Explore patterns</b>	<b>Take and give 1, 2, 3</b>	<b>Match, talk, push and pull</b>	<b>Talk about dots</b>	<b>Compare and sort collections</b>
	<ol style="list-style-type: none"> <li>1. Copy fingers to show 1</li> <li>2. Copy fingers to show 2</li> <li>3. Copy fingers to show 3</li> <li>4. Show 1 finger when seeing 1 item in stories</li> <li>5. Show 2 or 3 fingers when seeing 2 or 3 in stories</li> <li>6. Show 1, 2 or 3 on fingers when asked</li> </ol>	<ol style="list-style-type: none"> <li>1. Make actions when saying counting words</li> <li>2. Move fingers when saying counting words</li> <li>3. Count out up to 3 objects from rhymes</li> <li>4. Notice number symbols as labels</li> <li>5. Label amounts as 1 and not 1</li> <li>6. Label amounts as 1, 2 or 3</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore shape resources</li> <li>2. Explore more complex inset jigsaws</li> <li>3. Talk about simple positions</li> <li>4. Move into simple positions</li> <li>5. Move through positions</li> <li>6. Follow simple small-world routes</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain simple pattern arrangements</li> <li>2. Make roads and bridges with intent</li> <li>3. Choose blocks to copy simple creations</li> <li>4. Make simple line patterns with objects</li> <li>5. Make simple pattern arrangements</li> <li>6. Show an interest in patterns and shapes</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose a group to count</li> <li>2. Take out 2 from a group</li> <li>3. Take out 3 from a group</li> <li>4. Give others 2 items</li> <li>5. Give others 3 items</li> <li>6. Count 3 objects with one-to-one correspondence</li> </ol>	<ol style="list-style-type: none"> <li>1. Match simple shapes</li> <li>2. Push some shapes and blocks together</li> <li>3. Make simple arrangements</li> <li>4. Talk about arrangements</li> <li>5. Follow simple routes outside</li> <li>6. Follow toys around a simple route</li> </ol>	<ol style="list-style-type: none"> <li>1. Become familiar with dot patterns</li> <li>2. Say when there is 1 dot</li> <li>3. Say when there are 2 dots</li> <li>4. Recognise 1 and 2 in different arrangements</li> <li>5. Say when there are 3 dots</li> <li>6. Recognise 1, 2 and 3 in different arrangements</li> </ol>	<ol style="list-style-type: none"> <li>1. Notice when two collections are the same</li> <li>2. Make collections of small objects the same</li> <li>3. Make collections of large objects the same</li> <li>4. Recognise two collections are the same using large and small objects</li> <li>5. Make collections the same using large and small objects</li> <li>6. Sort and talk about their own collections</li> </ol>
Summer	<b>Pattern 4</b>	<b>Shape, space and measure 5</b>	<b>Pattern 5</b>	<b>Subitising 4</b>	<b>Counting 5</b>	<b>Pattern 6</b>	<b>Counting 6</b>	<b>Comparison 3</b>
	<b>Lead on own repeats</b>	<b>Start to puzzle</b>	<b>Making patterns together</b>	<b>Make games and actions</b>	<b>Show me 5</b>	<b>My own pattern</b>	<b>Stop at 1, 2, 3, 4, 5</b>	<b>Match, sort, compare</b>
	<ol style="list-style-type: none"> <li>1. Join in fully with sequences and songs</li> <li>2. Sing rhymes independently</li> <li>3. Lead sequences and songs</li> <li>4. Read on in familiar repeating stories</li> <li>5. Copy art-based simple patterns</li> <li>6. Explore own line and repeating patterns in art</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete shape-match puzzles</li> <li>2. Complete simple jigsaws</li> <li>3. Match objects to pictures</li> <li>4. Match objects to shadows Explore objects and small world from different positions</li> <li>5. Make simple routes in small world with lines and curves</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing their own songs independently</li> <li>2. Clap in time to a beat</li> <li>3. Make and talk about movement patterns</li> <li>4. Talk about objects in patterns and arrangements</li> <li>5. Copy AB patterns with support</li> <li>6. Continue AB patterns with support</li> </ol>	<ol style="list-style-type: none"> <li>1. Match dot patterns</li> <li>2. Be introduced to subitising games</li> <li>3. Play subitising games</li> <li>4. Copy sets of sounds</li> <li>5. Listen to and represent sounds with fingers</li> <li>6. Listen to and represent sounds with resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing rhymes to 5 and join in with movements</li> <li>2. Move props to 5</li> <li>3. Move props back from 5</li> <li>4. Show fingers to 5</li> <li>5. Begin to count 5 objects with one-to-one correspondence</li> <li>6. Match numerals to quantity when acting out songs</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue AB patterns</li> <li>2. Create their own AB patterns</li> <li>3. Notice an error in a pattern</li> <li>4. Build constructions with simple enclosures</li> <li>5. Copy simple repeated constructions</li> <li>6. Begin to sequence some events</li> </ol>	<ol style="list-style-type: none"> <li>1. Count out up to 5 objects from a larger group</li> <li>2. Explore counting to 5 in different ways</li> <li>3. Verbally count to a given number</li> <li>4. Label objects with numerals Independently show fingers to 5</li> <li>5. Begin to make marks to represent quantities</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare up to 5 different objects</li> <li>2. Compare by matching</li> <li>3. Make the same set by matching</li> <li>4. Match by type</li> <li>5. Recognise attributes of objects</li> <li>6. Begin to sort some objects by type</li> </ol>



	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Autumn	<b>Number: Match, Sort &amp; Compare</b>		<b>Measure: Talk about Measure &amp; Patterns</b>		<b>Number: It's me, 1, 2, 3</b>		<b>Geo: Circles &amp; Triangles</b>	<b>Number: 1, 2, 3, 4, 5</b>		<b>Geo: Shapes with 4 Sides</b>	<b>Number: Alive in 5</b>		
	1) To match objects 2) To match pictures and objects 3) To identify a set 4) To sort objects to a type 5) To explore different ways to sort 6) To create sorting rules 7) To compare amounts		1) To compare size 2) To compare mass 3) To compare capacity 4) To explore simple patterns 5) To copy and continue patterns 6) To create simple patterns		1) To find 1, 2 and 3 2) To subitise 1, 2 and 3 3) To represent 1, 2 and 3 4) To find one more 5) To find one less 6) To explore the composition of 1, 2 and 3		1) To identify circles and triangles 2) To compare circles and triangles 3) To find and identify shapes in our environment 4) To describe position	1) To find 4 and 5 2) To subitise 4 and 5 3) To represent 4 and 5 4) To find one more 5) To find one less 6) To explore the composition of 4 and 5 7) To explore the composition of 1 to 5		1) To identify and name shapes with 4 sides 2) To combine shapes with 4 sides 3) To find shapes in our environment 4) To talk about key differences between day and night	1) To introduce zero 2) To find 0 to 5 3) To subitise 0 to 5 4) To represent numbers 0 to 5 5) To find one more 6) To find one less 7) To explore the composition of numbers 0 to 5 8) To subitise to 5 in different ways		
Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
	<b>Measure: Mass &amp; Capacity</b>	<b>Number: Growing 6, 7 &amp; 8</b>			<b>Measure: Length, Height &amp; Time</b>		<b>Number: Building 9 &amp; 10</b>		<b>Geometry: Explore 3D shapes</b>		<b>Number: To 20 and beyond</b>		
	1) To compare mass 2) To explore balance 3) To explore capacity 4) To compare capacity	1) To find 6, 7 and 8 2) To represent 6, 7 and 8 3) To find one more 4) To find one less 5) To explore the composition of numbers 6, 7 and 8 6) To make pairs, odd and even 7) To find doubles to 8 8) To make doubles to 8 9) To combine 2 groups 10) To subitise to 8			1) To explore length 2) To compare length 3) To explore height 4) To compare height 5) To discuss time 6) To order and sequence time		1) To find 9 and 10 2) To compare numbers to 10 3) To represent 9 and 10 4) To subitise to 10 5) To find one more 6) To find one less 7) To explore the composition of numbers up to 10 8) To find number bonds to 10 9) To make arrangements of 10 10) To find number bonds to 10 (3 parts) 11) To find doubles to 10 12) To make doubles to 10 13) To explore odd and even		1) To recognise and name 3D shapes 2) To find 2D shapes within 3D shapes 3) To explore and use 3D shapes 4) To find 3D shapes in our environment 5) To identify complex patterns 6) To copy and continue patterns 7) To find patterns in our environment		1) To build numbers beyond 10 (10-13) 2) To continue patterns beyond 10 (10-13) 3) To build numbers beyond 10 (14-20)		
Summer	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	<b>Number: To 20 and beyond</b>	<b>Number: How many now?</b>		<b>Geo: Manipulate, compose &amp; decompose</b>		<b>Geometry: Visualise, Build &amp; Map</b>			<b>Number: Sharing &amp; Grouping</b>		<b>Knowledge: Make Connections</b>		<b>Consolidate</b>
1) Continue patterns beyond 10 (14-20) 2) Verbal counting beyond 20 3) Verbal counting patterns	1) To add more to an amount 2) To explore how many added 3) To take away from an amount 4) To explore how many have been taken away		1) To select shapes for a purpose 2) To rotate shapes 3) To manipulate shapes 4) To explain shape arrangements 5) To compose shapes 6) To decompose shapes 7) To copy 2D shape pictures 8) To find 2D shapes within 3D shapes		1) To identify repeating patterns 2) To create their own repeating patterns 3) To explore pattern rules 4) To replicate and build scenes and constructions 5) To visualise from different positions 6) To describe positions 7) To give instructions to build 8) To explore mapping 9) To represent maps with models 10) To create maps of familiar places 11) To create own maps and plans from story situations			1) To explore sharing 2) To share equally 3) To explore grouping 4) To group objects 5) To explore odd and even sharing 6) To play with and build doubles		1) To deepen understanding 2) To find patterns or relationships between concepts			



	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Autumn	<b>Number: Place Value within 10 (15)</b>					<b>Number: Addition &amp; Subtraction (17)</b>					Assessment and Intervention	<b>Geometry: Shape (5)</b>		<b>Geo: Position &amp; Direction (5)</b>
	<ol style="list-style-type: none"> <li>To sort objects</li> <li>To count objects in small groups</li> <li>To count objects from a larger group</li> <li>To represent objects</li> <li>To recognise numbers as words</li> <li>To count on from any number</li> <li>To understand one more</li> <li>To count backwards within 10</li> <li>To understand one less</li> <li>To compare groups by matching</li> <li>To understand fewer, more, same</li> <li>To understand less than, greater than, equal to</li> <li>To compare numbers</li> <li>To order objects and numbers</li> <li>To understand and use the number line</li> </ol>					<ol style="list-style-type: none"> <li>To introduce parts and wholes</li> <li>To understand and use part-whole models</li> <li>To write number sentences</li> <li>To use fact families to understand addition facts</li> <li>To explore number bonds within 10</li> <li>To work systematically to understand all number bonds within 10</li> <li>To identify all number bonds to 10</li> <li>To formally add two or more parts together to create a whole</li> <li>To increase a quantity by adding more</li> <li>To answer addition problems</li> <li>To explore subtraction by finding a part</li> <li>To use subtraction for number bonds</li> <li>To identify all 8 members of a fact family</li> <li>To understand that subtraction is 'taking away'</li> <li>To formalise subtraction questions in number sentences</li> <li>To explore subtraction on a number line</li> <li>To add 1 or 2 in a variety of contexts</li> </ol>						<ol style="list-style-type: none"> <li>To recognise and name 2-D shapes</li> <li>To sort 2-D shapes</li> <li>To recognise and name 3-D shapes</li> <li>To sort 3D shapes</li> <li>To identify patterns within 2D and 3D shapes</li> </ol>		<ol style="list-style-type: none"> <li>To describe turns</li> <li>To use left and right to describe position</li> <li>To use forwards and backwards to describe position</li> <li>To use above and below to describe position</li> <li>To recognise and use ordinal numbers</li> </ol>
Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10*	Week 11			
	<b>Number: Place Value within 20 (12)</b>			<b>Number: Addition &amp; Subtraction (10)</b>			<b>Number: Place Value within 50 (8)</b>		Assessment and Intervention	<b>Measure: Length &amp; Height (3)</b>				
<ol style="list-style-type: none"> <li>To count forwards and backwards to 20</li> <li>To understand 10</li> <li>To understand 11, 12 and 13</li> <li>To understand 14, 15 and 16</li> <li>To understand 17, 18 and 19</li> <li>To understand 20</li> <li>To find 1 more and 1 less</li> <li>To explore the number line to 20</li> <li>To use the number line to 20</li> <li>To estimate a number on a number line to 20</li> <li>To compare numbers to 20</li> <li>To order numbers up to 20</li> </ol>			<ol style="list-style-type: none"> <li>To add by counting on to 20</li> <li>To find and make number bonds using ones</li> <li>To find and make number bonds to 20</li> <li>To find doubles</li> <li>To find near doubles</li> <li>To subtract ones using number bonds</li> <li>To subtract by counting back</li> <li>To subtract by finding the difference</li> <li>To explore addition and subtraction fact families for numbers within 20</li> <li>To solve missing number problems</li> </ol>			<ol style="list-style-type: none"> <li>To count forwards and backwards within 50</li> <li>To understand 20, 30, 40 and 50</li> <li>To count by making groups of 10</li> <li>To make groups of tens and ones</li> <li>To partition into tens and ones</li> <li>To explore the number line to 50</li> <li>To estimate a number on a number line to 50</li> <li>To find one more or less within 50</li> </ol>		<ol style="list-style-type: none"> <li>To compare lengths and heights</li> <li>To measure length using objects</li> <li>To use a ruler to accurately measure length in centimetres</li> </ol>						
Summer	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
	<b>Measure: Mass &amp; Volume (7)</b>		<b>Number: Multiplication &amp; Division (9)</b>		<b>Number: Fractions (8)</b>		Assessment and Intervention	<b>Number: Place Value within 100 (7)</b>			<b>Measure: Money (4)</b>	<b>Measure: Time (6)</b>	<b>Consolidate &amp; Revise</b> <i>Arithmetic, Number Facts etc.</i>	
<ol style="list-style-type: none"> <li>To describe an object using vocabulary such as heavy, light, heavier than, lighter than</li> <li>To use nonstandard units of measure to measure mass</li> <li>To compare the mass of objects</li> <li>To describe volume using empty and full</li> <li>To compare volume</li> <li>To measure capacity</li> <li>To compare capacity</li> </ol>		<ol style="list-style-type: none"> <li>To count in multiples of 2 beyond 20</li> <li>To count in multiples of 5 beyond 20</li> <li>To count in multiples of 10</li> <li>To use concrete resources to make equal groups</li> <li>To add equal groups</li> <li>To make arrays by making equal groups</li> <li>To double numbers within 20</li> <li>To make equal groups by grouping</li> <li>To make equal groups by sharing</li> </ol>		<ol style="list-style-type: none"> <li>To recognise half of an object or shape</li> <li>To find a half using an object or shape</li> <li>To recognise half of a quantity</li> <li>To find half of a quantity</li> <li>To recognise a quarter of an object or shape</li> <li>To find a quarter of an object or shape</li> <li>To recognise a quarter of a quantity</li> <li>To find a quarter of a quantity</li> </ol>		<ol style="list-style-type: none"> <li>To count forwards and backwards within 100</li> <li>To count in 10s within 100</li> <li>To partition into tens and ones</li> <li>To use a number line to 100.</li> <li>To find one more and one less than given numbers or amounts to 100</li> <li>To compare numbers to 100 with the same number of tens</li> <li>To compare numbers and amounts using comparison language and symbols to 100</li> </ol>			<ol style="list-style-type: none"> <li>To use unitising to recognise coin value</li> <li>To recognise and know the value of different denominations of coins</li> <li>To recognise and know the value of different notes</li> <li>To count money understanding the values of coins and notes</li> </ol>	<ol style="list-style-type: none"> <li>To use before and after to describe, sort and order events</li> <li>To name the days of the week and know there are 7 days in a week</li> <li>To know the months of the year and pick out special dates</li> <li>To recognise hours, minutes and seconds</li> <li>To read the time to the hour</li> <li>To tell the time to the half hour</li> </ol>	<b>Consolidate &amp; Revise</b> <i>Arithmetic, Number Facts etc.</i>			



	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	<b>Number: Place Value (16)</b>			<b>Number: Addition &amp; Subtraction (21)</b>			<b>Geometry: Shape (12)</b>			Assessment and Intervention	<b>Measure: Money (10)</b>		
	<ol style="list-style-type: none"> <li>To count and recognise numbers from 0 – 20</li> <li>To count to 100 by making 10s</li> <li>To recognise tens and ones in a 2-digit number</li> <li>To understand and use a place value chart</li> <li>To partition numbers up to 100</li> <li>To write numbers to 100 in words</li> <li>To find different ways to partition to 100</li> <li>To write numbers up to 100 in expanded form</li> <li>To use the number line to count in 10s</li> <li>To use the number line to count in 10s and 1s</li> <li>To estimate number placement on a number line</li> <li>To compare objects</li> <li>To compare numbers to 100</li> <li>To order objects and numbers</li> <li>To count in 2s, 5s and 10s</li> <li>To count in 3s</li> </ol>			<ol style="list-style-type: none"> <li>To know and show number bonds to 10</li> <li>To know and show number bonds to 20</li> <li>To use addition and subtraction facts to 20</li> <li>To know and show number bonds to 100</li> <li>To add and subtract 1s from a number</li> <li>To add by making ten</li> <li>To add 3 1-digit numbers together</li> <li>To add to the next 10</li> <li>To add numbers crossing 10</li> <li>To subtract across a 10</li> <li>To subtract from a 10</li> <li>To subtract a 1-digit number from a 2-digit number</li> <li>To find 10 more and 10 less than a given number</li> <li>To add and subtract 10s from a given number</li> <li>To add two 2-digit numbers</li> <li>To add two 2-digit numbers (across a 10)</li> <li>To subtract two 2-digit numbers</li> <li>To subtract two 2-digit numbers (across a 10)</li> <li>To add and subtract numbers</li> <li>To compare number sentences</li> <li>To solve missing number problems</li> </ol>			<ol style="list-style-type: none"> <li>To recognise and name 2-D and 3D shapes</li> <li>To count sides on 2-D shapes</li> <li>To count vertices on 2-D shapes</li> <li>To accurately draw 2-D shapes</li> <li>To identify lines of symmetry on different shapes</li> <li>To use lines of symmetry to complete shapes</li> <li>To compare and sort common 2D shapes</li> <li>To count faces on 3-D shapes</li> <li>To count edges on 3-D shapes</li> <li>To count vertices on 3-D shapes</li> <li>To compare and sort 3D shapes</li> <li>To create patterns using 2D and 3D shapes</li> </ol>				<ol style="list-style-type: none"> <li>To count money in pence</li> <li>To count money in pounds using coins and notes</li> <li>To count money using pounds and pence</li> <li>To choose and use coins and notes</li> <li>To find different ways to make the same amount of money</li> <li>To compare different amounts of money</li> <li>To use addition and subtraction to find the total</li> <li>To make a pound</li> <li>To find change from an amount</li> <li>To solve two step problems</li> </ol>		
Spring	<b>Number: Multiplication &amp; Division (17)</b>			<b>Measure: Length &amp; Height (5)</b>		<b>Measure: Mass, Capacity &amp; Temperature (9)</b>		Assessment and Intervention	<b>Number: Fractions (15)</b>				
	<ol style="list-style-type: none"> <li>To recognise and use equal groups</li> <li>To make equal groups</li> <li>To add equal groups</li> <li>To understand the multiplication symbol</li> <li>To identify and represent multiplication calculations</li> <li>To use arrays to solve multiplication</li> <li>To make equal groups using groupings</li> <li>To make equal groups using sharing</li> <li>To know and recall the 2 times tables</li> <li>To divide by 2</li> <li>To double and halve numbers</li> <li>To explore odd and even numbers</li> <li>To know and recall the 10 times tables</li> <li>To divide by 10</li> <li>To know and recall the 5 times tables</li> <li>To divide by 5</li> <li>To recognise the relationship between the 5 and 10 times-tables</li> </ol>			<ol style="list-style-type: none"> <li>To measure in centimetres</li> <li>To measure in metres</li> <li>To compare lengths and heights</li> <li>To order lengths and heights</li> <li>To use the four operations with lengths and heights</li> </ol>		<ol style="list-style-type: none"> <li>To compare the mass of objects</li> <li>To measure in grams</li> <li>To measure in kilograms</li> <li>To use the four operations with mass</li> <li>To compare volume and capacity</li> <li>To measure in millilitres</li> <li>To measure in litres</li> <li>To use the four operations within volume and capacity</li> <li>To understand the measure of temperature and read scales on thermometers</li> </ol>			<ol style="list-style-type: none"> <li>To introduce parts and wholes</li> <li>To separate into equal and unequal parts</li> <li>To recognise a half</li> <li>To find a half</li> <li>To recognise a quarter</li> <li>To find a quarter</li> <li>To recognise a third</li> <li>To find a third</li> <li>To find the whole</li> <li>To understand unit fractions</li> <li>To understand non-unit fractions</li> <li>To explore the equivalence of two quarters and one half of the same whole</li> <li>To recognise three quarters</li> <li>To find three quarters</li> <li>To count in fractions up to a whole</li> </ol>				
Summer	<b>Number: Fractions (15)</b>		<b>Measure: Time (7)</b>		<b>Statistics (7)</b>		Assessment and Intervention	<b>Geometry: Position &amp; Direction (5)</b>		<b>Consolidate &amp; Revise</b> <i>Arithmetic, Number Facts etc.</i>			
	<ol style="list-style-type: none"> <li>To find the whole</li> <li>To understand unit fractions</li> <li>To understand non-unit fractions</li> <li>To explore the equivalence of two quarters and one half of the same whole</li> <li>To recognise three quarters</li> <li>To find three quarters</li> <li>To count in fractions up to a whole</li> </ol>		<ol style="list-style-type: none"> <li>To tell the time to o clock and half past</li> <li>To tell the time to quarter to and quarter past</li> <li>To tell the time past the hour</li> <li>To tell the time to the hour</li> <li>To tell the time to 5 minutes</li> <li>To explore time in hours and minutes</li> <li>To explore the number of hours in a day</li> </ol>		<ol style="list-style-type: none"> <li>To make tally charts</li> <li>To interpret and make tables</li> <li>To understand block diagrams</li> <li>To draw pictograms (1-1)</li> <li>To interpret pictograms (1-1)</li> <li>To draw pictograms where the symbols represent 2, 5 or 10 items</li> <li>To interpret pictograms where the symbols represent 2, 5 or 10 items</li> </ol>			<ol style="list-style-type: none"> <li>To use language of position</li> <li>To describe movement</li> <li>To describe turns</li> <li>To describe movement and turns</li> <li>To describe and create shape patterns that involve turns</li> </ol>					



	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 *MTC*	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	<b>Number: Place Value (14)</b>			<b>Number: Addition &amp; Subtraction (22)</b>				<b>Number: Multiplication &amp; division (A) (15)</b>		Assessment and Intervention	<b>Number: Multiplication &amp; division (A) (15)</b>		<b>Number: Multiplication &amp; Division (B) (11)</b>
	1. To represent numbers to 100 2. To partition numbers to 100 3. To identify or estimate the position of a given number to 100 on a number line 4. To count in 100s 5. To represent and show numbers to 1000 6. To partition numbers to 1000 7. To explore different ways to partition 1000 8. To understand the value of 100s, 10s and 1s 9. To find 1, 10 or 100 more or less than a given number 10. To identify or estimate the position of a given number to 1000 on a number line 11. To estimate the position of numbers on number lines up to 1,000 12. To compare numbers to 1000 13. To order a set of numbers up to 1,000 14. To count in 50s			1. To apply number bonds to 10 2. To add and subtract ones from a given number 3. To add and subtract tens from a given number 4. To add and subtract hundreds from a given number 5. To explore patterns when adding and subtracting 6. To add a 1-digit number to a 3-digit number crossing 10 7. To add tens to a 3-digit number crossing 100 8. To subtract a 1-digit number from a 3-digit number crossing 10 9. To subtract tens from a 3-digit number crossing 100 10. To make connections 11. To add two numbers without exchanging 12. To subtract two numbers without exchanging 13. To add two-digit numbers with exchanging 14. To add three-digit numbers with exchanging 15. To subtract two-digit numbers with exchanging 16. To subtract three-digit numbers with exchanging 17. To add 2-digit and 3-digit numbers 18. To subtract a 2-digit number from a 3-digit number 19. To find complements to 100 20. To estimate answers to calculations 21. To use inverse operations to check answers 22. To make decisions about operations and methods				1. To make and add equal groups 2. To build and use arrays 3. To identify whether or not a number is a multiple of 2 4. To identify whether or not a number is a multiple of 5 and 10 5. To use appropriate concrete manipulatives to identify whether the question involves sharing or grouping 6. To calculate multiples of 3 7. To divide by 3 8. To practise the 3 times table			1. To calculate multiples of 4 2. To divide by 4 3. To practise the 4 times table 4. To calculate multiples of 8 5. To divide by 8 6. To practise the 8 times table 7. To find links when multiplying by 2, 4 and 8		1. To explore multiples of 10 2. To explore related multiplication facts 3. To reason about multiplication 4. To multiply a 2-digit number by a 1-digit number without exchange
Spring	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5 *MTC*</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10*</b>	<b>Week 11</b>		
	<b>Number: Multiplication &amp; Division (B) (11)</b>		<b>Measure: Length &amp; Perimeter (12)</b>		<b>Number: Fractions A (10)</b>		<b>Measure: Mass &amp; Capacity (11)</b>		Assessment and Intervention	<b>Number: Fractions B (6)</b>			
1. To multiply a 2-digit number by a 1-digit number with exchange 2. To explore the link between multiplication and division 3. To divide 2-digit numbers by a 1-digit number without exchange 4. To divide a 2-digit number by a 1-digit number by partitioning 5. To divide a 2-digit number by a 1-digit number with remainders 6. To understand and explore scaling 7. To solve correspondence problems		1. To measure in centimetres and metres 2. To measure in millimetres 3. To explore metres, centimetres and millimetres 4. To recognise that 100 cm is equivalent to 1 metre and use this to convert multiples of 100 cm 5. To recognise that 10mm is equivalent to 1cm and use this to convert multiples of 10 mm 6. To compare lengths of objects using comparison 7. language and symbols 8. To compare and order lengths based on measurements in mm, cm and m 9. To add lengths given in different units of measurement 10. To subtract lengths given in different units of measurement 11. To measure the perimeter of simple 2-D shapes 12. To calculate the perimeter of simple 2-D shapes		1. To understand the denominators of unit fractions 2. To compare and order unit fractions 3. To understand the numerators of non-unit fractions 4. To understand making a whole and parts 5. To compare and order non-unit fractions 6. To explore fractions and scales 7. To find and order fractions on a number line 8. To count up and back in fractions on a number line 9. To explore equivalence and show this on a number line 10. To demonstrate equivalency using the bar model		1. To read a range of scales 2. To measure mass in grams 3. To measure mass in kilograms and grams 4. To find equivalent masses 5. To compare mass 6. To add and subtract mass 7. To measure capacity and volume in millilitres 8. To measure capacity and volume in millilitres and litres 9. To explore equivalent capacities and volumes 10. To compare capacity and volume 11. To add and subtract capacity and volume		1. To add fractions 2. To subtract fractions 3. To partition the whole 4. To find unit fractions of a set of objects 5. To find non-unit fractions of a set of objects 6. To solve reasoning problems when finding fractions of an amount					
Summer	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4 *MTC*</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>
	<b>Measure: Money (5)</b>		<b>Measure: Time (12)</b>			<b>Geometry: Shape (10)</b>		Assessment and Intervention	<b>Geometry: Shape (10)</b>		<b>Statistics (6)</b>		<b>Consolidate &amp; Revise</b> <i>Arithmetic, Number Facts etc.</i>
1. To read money in pounds and pence 2. To convert between pounds and pence 3. To add money 4. To subtract money 5. To subtract to find change		1. To explore Roman Numerals to 12 2. To tell the time to the nearest 5 minutes on an analogue clock. 3. To tell time to the nearest minute using an analogue clock 4. To read the time on a 24-hour digital clock 5. To tell the time using A.M and P.M 6. To explore years, months and investigate the number of days in each month 7. To know the number of hours in a day and days in a week 8. To find durations of time between given start and end times 9. To use a given duration to count forward or backward to find an end or start time 10. To understand minutes and seconds as durations of time 11. To compare lengths of time in different units 12. To solve problems using different units of time			1. To recognise angles as a measure of a turn 2. To recognise that a right angle is a quarter turn 3. To compare angles 4. To measure and draw straight lines accurately		5. To identify and find horizontal and vertical lines 6. To identify and find parallel and perpendicular lines 7. To recognise, describe and draw 2-D shapes accurately 8. To accurately draw polygons 9. To recognise and describe 3-D shapes 10. To make 3-D shapes		1. To interpret pictograms 2. To draw pictograms 3. To interpret bar charts 4. To draw bar charts 5. To collect and represent data 6. To interpret two-way tables				



	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 *MTC*	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	<b>Number: Place Value (17)</b>			<b>Number: Addition &amp; Subtraction (10)</b>			<b>Measurement: Area (4)</b>	<b>Number: Multiplication &amp; Division (A) (13)</b>		Assessment and Intervention	<b>Number: Multiplication &amp; Division (A) (13)</b>	<b>Number: Multiplication &amp; Division (B) (15)</b>	
	1. To represent numbers to 1,000 2. To partition numbers to 1,000 3. To explore number lines to 1,000 4. To explore numbers beyond thousands 5. To represent numbers to 10,000 6. To partition numbers to 10,000 7. To explore flexible partitioning of numbers up to 10,000 8. To find 1, 10, 100 and 1000 more or less 9. To explore number lines to 10,000 10. To estimate on a number line to 10,000 11. To compare number to 10,000 12. To order numbers to 10,000 13. To read Roman numerals to 100 (I to C) 14. To round to the nearest 10 15. To round to the nearest 100 16. To round to the nearest 1,000 17. To round to the nearest 10, 100 or 1,000			1. To add and subtract 1s, 10s, 100s and 1,000s 2. To add up to two 4-digit numbers with no exchanges 3. To add two 4-digit numbers with one exchange 4. To add two 4-digit numbers with more than one exchange 5. To subtract two 4-digit numbers with no exchanges 6. To subtract two 4-digit numbers with one exchange 7. To subtract two 4-digit numbers with more than one exchange 8. To explore efficient methods of subtraction 9. To estimate answers 10. To explore the inverse relationship between addition and subtraction			1. To explore 'area' 2. To count squares to find the area 3. To make rectilinear shapes using squares 4. To compare the areas of rectilinear shapes	1. To explore multiples of 3 2. To multiply and divide by 6 3. To explore the 6 times-table and division facts 4. To multiply and divide by 9 5. To explore the 9 times-table and division facts 6. To make links between the 3, 6 and 9 times-tables 7. To multiply and divide by 7 8. To explore the 7 times-table and division facts 9. To explore the 11 times-table and division facts			10. To explore the 12 times-table and division facts 11. To multiply by 1 and 0 12. To divide a number by 1 and itself 13. To multiply three numbers	1. To explore factor pairs 2. To use factor pairs 3. To multiply by 10 4. To multiply by 100 5. To divide by 10 6. To divide by 100 7. To explore calculations related to known facts 8. To use informal written methods for multiplication 9. To multiply a 2-digit number by a 1-digit number 10. To multiply a 3-digit number by a 1-digit number	
Spring	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5 *MTC*</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10*</b>	<b>Week 11</b>		
	<b>Number: Multiplication &amp; Division (B) (15)</b>		<b>Measure: Length &amp; Perimeter (9)</b>		<b>Number: Fractions (15)</b>			<b>Number: Decimals (A) (10)</b>	Assessment and Intervention	<b>Number: Decimals (A) (10)</b>			
11. To divide a 2-digit number by a 1-digit number 12. To divide a 2-digit number by a 1-digit number with remainders 13. To divide a 3-digit number by a 1-digit number 14. To solve correspondence problems 15. To explore efficient methods of multiplication		1. To measure in kilometres and metres 2. To convert between kilometres and metres 3. To calculate the perimeter of rectilinear shapes on a grid 4. To calculate the perimeter of rectangles using the side lengths 5. To explore the perimeter of rectilinear shapes 6. To find missing lengths in rectilinear shapes 7. To calculate the perimeter of rectilinear shapes 8. To calculate the perimeter of regular polygons 9. To calculate the perimeter of irregular polygons		1. To understand the whole 2. To count beyond 1 3. To partition a mixed number 4. To explore number lines with mixed numbers 5. To compare and order mixed numbers 6. To understand improper fractions 7. To convert mixed numbers to improper fractions 8. To convert improper fractions to mixed numbers 9. To use number lines to find equivalent fractions 10. To explore equivalent fraction families 11. To add two or more fractions 12. To add fractions and mixed numbers 13. To subtract two fractions 14. To subtract from whole amounts 15. To subtract from mixed numbers			1. To explore tenths as fractions 2. To explore tenths as decimals 3. To explore the tenths column on a place value chart 4. To explore tenths on a number line 5. To divide a 1-digit number by 10	6. To divide a 2-digit number by 10 7. To explore hundredths as fractions 8. To explore hundredths as decimals 9. To explore the hundredths column on a place value chart 10. To divide a 1- or 2-digit number by 100					
Summer	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4 *MTC*</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>
	<b>Number: Decimals (B) (8)</b>		<b>Measure: Money (6)</b>		<b>Measure: Time (5)</b>		Assessment and Intervention	<b>Statistics (4)</b>		<b>Geometry: Position &amp; Direction (5)</b>			<b>Consolidate &amp; Revise</b> <i>Arithmetic, Number Facts etc.</i>
11. To make a whole with tenths 12. To make a whole with hundredths 13. To partition decimals 14. To flexibly partition decimals 15. To compare decimals 16. To order decimals 17. To round to the nearest whole number 18. To recognise and write halves and quarters as decimals		1. To write money using decimals 2. To convert between pounds and pence 3. To compare amounts of money 4. To estimate with money 5. To calculate with money 6. To solve problems with money		1. To explore the relationship between days, weeks, months and years 2. To explore the relationship between seconds, minutes and hours 3. To convert between analogue and digital times 4. To convert to the 24-hour clock 5. To convert from the 24-hour clock		1. To interpret charts 2. To solve comparison, sum and different problems using data 3. To interpret line graphs 4. To draw line graphs		1. To describe position using coordinates 2. To plot coordinates 3. To draw 2-D shapes on a grid 4. To translate on a grid 5. To describe translation on a grid					



	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 *MTC*	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	<b>Number: Place Value (14)</b>			<b>Number: Addition &amp; Subtraction (8)</b>		<b>Number: Multiplication &amp; Division (A) (10)</b>		<b>Number: Fractions (A) (17)</b>		Assessment and Intervention	<b>Number: Fractions (A) (17)</b>		<b>Number: Multiplication &amp; Division (B) (11)</b>
	1. To explore Roman numerals to 1000 2. To explore numbers to 10,000 3. To explore numbers to 100,000 4. To explore numbers to 1,000,000 5. To read and write numbers to 1,000,000 6. To explore powers of 10 7. To count forwards or backwards in steps of powers of 10 8. To partition numbers to 1,000,000 9. To explore number lines to 1,000,000 10. To compare and order numbers to 100,000 11. To compare and order numbers to 1,000,000 12. To round to the nearest 10, 100 or 1,000 13. To round within 100,000 14. To round within 1,000,000			1. To add and subtract numbers mentally with increasingly large numbers 2. To use the formal written method for addition to add whole numbers with more than four digits 3. To use the formal written method for subtraction to subtract whole numbers with more than four digits 4. To round to check answers 5. To use the inverse operation to check answers 6. To solve multi-step addition and subtraction problems 7. To compare calculations 8. To find missing numbers		1. To explore multiples 2. To find common multiples 3. To explore factors 4. To find common factors 5. To recall prime numbers up to 19 and determine whether numbers up to 100 are prime 6. To recognise and recall squared numbers up to 12x12 7. To recognise and recall cubed numbers 8. To multiply by 10, 100 and 1000 9. To divide by 10, 100 and 1000 10. To multiply and divide by multiples of 10, 100 and 1000		1. To find fractions equivalent to a unit fraction 2. To find fractions equivalent to a non-unit fraction 3. To recognise equivalent fractions 4. To convert improper fractions to mixed numbers 5. To convert mixed numbers to improper fractions 6. To compare fractions less than 1 7. To order fractions less than 1 8. To compare and order fractions greater than 1 9. To add and subtract fractions with the same denominator 10. To add fractions within 1			11. To add fractions with total greater than 1 12. To add to a mixed number 13. To add two mixed numbers 14. To subtract fractions 15. To subtract from a mixed number 16. To subtract from a mixed number, breaking the whole 17. To subtract two mixed numbers		1. To multiply 4-digit by 1-digit number 2. To multiply 2-digit by 2-digit number, using area model 3. To multiply 2-digit by 2-digits number 4. To multiply 3-digit by 2-digit number
Spring	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5*MTC*</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10*</b>	<b>Week 11</b>		
	<b>Number: Multiplication &amp; Division (B) (11)</b>		<b>Number: Fractions (B) (7)</b>		<b>Number: Decimals &amp; Percentages (15)</b>			<b>Measure: Perimeter &amp; Area (6)</b>	Assessment and Intervention	<b>Measure: Perimeter &amp; Area (6)</b>	<b>Statistics (5)</b>		
5. To multiply 4-digit by 2-digit number 6. To solve problems with multiplication 7. To use the formal written method of short division 8. To divide 4-digit by 1-digit number 9. To divide with remainders 10. To explore efficient methods of division 11. To solve problems with multiplication and division		1. To multiply a unit fraction by an integer 2. To multiply a non-unit fraction by an integer 3. To multiply a mixed number by an integer 4. To find fractions of a quantity 5. To find fractions of amounts 6. To find the whole 7. To use fractions as operators		1. To explore decimals up to 2dp 2. To explore equivalent fractions and decimals (tenths) 3. To explore equivalent fractions and decimals (hundredths) 4. To explore equivalent fractions and decimals 5. To explore thousandths as fractions 6. To explore thousands as decimals 7. To explore thousands on a place value chart 8. To order and compare decimals (same dp) 9. To order and compare any decimals up to 3dp 10. To round to the nearest whole number 11. To round to 1 decimal place 12. To understand that 'per cent' relates to 'number of parts per 100' 13. To represent percentages as fractions 14. To represent percentages as decimals 15. To recognise simple equivalent fractions and represent them as decimals and percentages			1. To calculate the perimeter of rectangles 2. To calculate the perimeter of rectilinear shapes 3. To calculate the perimeter of polygons 4. To calculate the area of rectangles	6. 5. To calculate the area of compound shapes 6. To estimate the area of non-rectilinear shapes		1) To draw line graphs 2) To read and interpret line graphs 3) To read and interpret tables 4) To explore two-way tables 5) To read and interpret timetables			
Summer	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4 *MTC*</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>
	<b>Geometry: Shape (10)</b>		<b>Geometry: Position &amp; Direction (6)</b>		<b>Number: Decimals (12)</b>			Assessment and Intervention	<b>Number: Decimals (12)</b>	<b>Number: Neg Numbers (5)</b>	<b>Measure: Converting Units (6)</b>		<b>Measure: Volume (4)</b>
1. To understand and use degrees 2. To classify angles 3. To estimate angles 4. To measure angles with a protractor 5. To draw lines and angles accurately 6. To calculate angles around a point 7. To calculate angles on a straight line 8. To explore lengths and angles in shapes 9. To explore regular and irregular polygons and their sides and angles 10. To identify 3-d shapes from 2d shapes		1. To read and plot coordinates 2. To solve problems with coordinates 3. To translate shapes on a grid 4. To translate coordinates and describe translations of coordinates 5. To explore lines of symmetry 6. To reflect objects using lines parallel to the axes		1. To add and subtract decimals within 1 2. To find the complements which sum to make 1 3. To add and subtract decimals, crossing the whole 4. To add decimals with the same number of dp 5. To subtract decimals with the same number of dp 6. To add decimals with different number of dp 7. To subtract decimals with different number of dp 8. To explore efficient strategies for adding and subtracting decimals			9. To look at decimal sequences and create simple rules 10. To multiply decimals by 10, 100 and 1000 11. To divide decimals by 10, 100 and 1000 12. To multiply and divide decimals to find missing values		1. To understand negative numbers 2. To count through zero in 1s 3. To count through zero in multiples 4. To compare and order negative numbers 5. To find the difference between positive and negative numbers	1. To convert between kg and g, and k and m 2. To convert between mm and m, and ml and l 3. To convert units of length 4. To convert between metric and imperial units 5. To convert units of time 6. To calculate with timetables		1) To understand the measurement of volume 2) To compare and order volume 3) To estimate volume 4) To estimate capacity	



	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 *MTC*	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	<b>Number: Place Value (8)</b>		<b>Number: Addition, Subtraction, Multiplication and Division (17)</b>				<b>Number: Fractions A (9)</b>			<b>Number: Fractions B (7)</b>	Assessment and Intervention	<b>Number: Fractions B (7)</b>	<b>Number: Ratio (10)</b>
	1. To explore numbers up to 1,000,000 2. To explore numbers up to 10,000,000 3. To read and write numbers to 10,000,000 4. To multiply and divide by powers of 10 5. To explore the number line to 10,000,000 6. To compare and order any integers 7. To round integers to any power of 10 8. To use negative numbers in real life contexts		1. To use the formal written method to add and subtract integers with any number of digits 2. To identify factors and common factors 3. To identify multiples and common multiples 4. To understand the rules of divisibility 5. To identify prime numbers to 100 6. To explore squared (2) and cubed (3) numbers 7. To use the formal written method to multiply up to 4-digit numbers by 2-digit numbers 8. To solve multiplication problems 9. To use the formal written method to divide up to 4 digit-numbers by single-digit numbers 10. To divide using factors 11. To use the formal written method to divide up to 4 digit-numbers by 2-digit numbers (without remainders) 12. To use the formal written method to divide up to 4 digit-numbers by 2-digit numbers (with remainders) 13. To solve division problems 14. To solve multi-step problems 15. To learn the order of operations 16. To use mental strategies and estimation 17. To reason from known facts				1. To use common factors to simplify fractions 2. To use common multiples to find equivalent fractions 3. To compare and order fractions with the same denominator 4. To compare and order fractions with the same numerator 5. To add and subtract simple fractions 6. To add and subtract any two fractions 7. To add mixed numbers 8. To subtract mixed numbers 9. To solve multi-step problems in real life contexts			1. To multiply fractions by integers 2. To multiply fractions by fractions 3. To divide a fraction by an integer 4. To divide any fraction by an integer		5. To solve problems involving fractions 6. To calculate fractions of amounts 7. To find the whole from a fraction of an amount	1. To explore additive and multiplicative relationships 2. To understand that a ratio shows the multiplicative relationship between two amounts 3. To understand the ratio symbol and language 4. To compare ratios and fractions 5. To explore scale diagrams 6. To use scale factors 7. To explore similar shapes 8. To solve ratio problems 9. To solve proportion problems 10. To solve problems in real life contexts
Spring	<b>Number: Decimals (9)</b>	<b>Number: Fractions, Decimals &amp; Percentages (9)</b>			<b>Measure: Area, Perimeter and Volume (8)</b>		<b>Measure: Converting units (5)</b>	Assessment and Intervention	<b>Number: Algebra (10)</b>				
	1. To explore place value within 1 2. To explore place value with numbers greater than 1 3. To round decimals 4. To add and subtract decimals 5. To multiply by 10, 100 and 1,000 6. To divide by 10, 100 and 1,000 7. To multiply decimals by integers 8. To divide decimals by integers 9. To multiply and divide decimals in context	1. To explore decimal and fraction equivalents 2. To associate fractions as divisions 3. To understand percentages 4. To explore fraction and percentage equivalents 5. To find equivalent fractions, decimals and percentages 6. To order fractions, decimals and percentages 7. To find a percentage of an amount 8. To find percentage of an amount (multistep) 9. To find the whole number from a given percentage			1. To explore shapes with the same area 2. To find the areas and perimeters of rectangles and rectilinear shapes 3. To find the area of a triangle by counting squares 4. To find the area of a right-angled triangle using a formula 5. To find the area of any triangle 6. To find the area of a parallelogram using a formula 7. To find the volume by counting cubes 8. To find the volume of a cuboid using a formula		1. To recognise, read and write all metric measures for length, mass and capacity 2. To convert between metric measurements of length, mass and capacity 3. To solve metric measurement problems in context 4. To convert between miles and kilometres 5. To convert between imperial and metric measures		1. To explore 1-step function machines 2. To explore 2-step function machines 3. To form algebraic expressions using letters to represent numbers 4. To find values of expressions by substituting numbers in place of letters 5. To substitute into formulae 6. To form equations from diagrams and word descriptions 7. To solve 1-step equations 8. To solve 2-step equations 9. To find pairs of values 10. To solve problems with two unknowns				
Summer	<b>Geometry: Shape (11)</b>	<b>Geometry: Position &amp; Direction (5)</b>	<b>Statistics (6)</b>	Consolidation, Problem Solving and Themed Projects  KS2 SATS									
	1. To measure and classify angles 2. To calculate angles 3. To explore vertically opposite angles 4. To explore the angles in a triangle 5. To calculate missing angles in different types of triangles 6. To solve complex problems involving missing angles in triangles 7. To explore the angles in quadrilaterals 8. To explore the angles in polygons 9. To illustrate and name parts of circles 10. To draw shapes accurately 11. To explore the nets of 3D shapes	1. To read and plot coordinates in the first quadrant 2. To read and plot coordinates in all four quadrants 3. To solve problems with coordinates 4. To translate shapes in all four quadrants 5. To reflect shapes in all four quadrants	1. To draw, read and interpret line graphs 2. To explore dual bar charts 3. To read and interpret pie charts 4. To explore percentages in the context of pie charts 5. To draw pie charts 6. To calculate the mean										