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|  | Place Value | | | | | | | | | | Addition and Subtraction (A) | | | | | | | | | |
|  | Unit 1 | | | Unit 2 | | | | Unit 3 | | | Unit 1 | | | Unit 2 | | | Unit 3 | | | |
|  | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 |
|  | Numbers on a line; compare and order | | | Place Value in 3-/4-digit numbers; amounts of money | | | | +/- 1, 10, 100 and 1000, and multiples | | | Strategies for adding and subtracting | | | Number bonds to 100 | | | Subtract by counting up: frog | | | |
| **Step 2** | 1a *Read, write and interpret larger numbers, up to at least 1000, using digits and words* | | | | | | | | | | 1c *Explore additive relationships, using a range of representations; add and subtract whole numbers,* using *a variety of mental methods.*  2d *Find missing numbers when number bonds are not complete.* | | | | | | | | | |
| 1c *Estimate and round to nearest 10/100*  2b *Use equals and inequality signs to compare* | | | 1c *Explore additive relationships, using a range of representations*  1l *Understand value of coins and notes; make transactions* | | | | 1b *Understand that the value of a number can be determined by the position of the digits*  1c *Explore additive relationships* | | |
| **Step 3** | 1a *Use a range of representations to develop and secure understanding of place value* | | | | | | | | | | 1f *Use + / - confidently, efficiently and accurately with integers*  1e *Verify calculations and statements about number by inverse reasoning and approximation methods*  2d *Use inverse operations* | | | | | | | | | |
| 1b *Accurately place integers on a number line* | | | 1f *Use + / - confidently, efficiently and accurately with integers* | | | | | | |
|  | Y3 Outcomes: 1, 2  Y4 Outcomes: 1 | | | Y3 Outcomes: 2, 3, 5, 32  Y4 Outcomes: 3, 9 | | | | Y3 Outcomes: 3, 9  Y4 Outcomes: 3, 6 | | | Y3 Outcomes: 4, 7, 14  Y4 Outcomes: 10 | | | Y3 Outcomes: 7, 8, 32  Y4 Outcomes: 10, 12 | | | Y3 Outcomes: 6, 10, 12  Y4 Outcomes: 10, 12, 15 | | | |

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|  | Multiplication and Division (A) | | | | | | Fractions | | | | | | | |
|  | Unit 1 | | | Unit 2 | | | Unit 1 | | | Unit 2 | | | Unit 3 | |
|  | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
|  | Rehearsing and understanding times tables | | | Partitioning in multiplication and division | | | Doubling, halving and the concept of a half | | | Conceptualising fractions | | | Finding fractions of amounts | |
| **Step 2** | 1j *Understand multiplication; recall tables facts;* multiples  2c *Explore* commutativity *with multiplication*  2d *Find missing numbers when multiplication facts are not complete* | | | 1j *Understand multiplication; recall tables facts*  1k *Multiply and divide whole numbers using arrays, grouping and sharing*  2d *Find missing numbers when multiplication facts are not complete* | | | 1g *Experience fractions in practical situations* | | | | | | | |
| 1k *Explore and use understanding of* multiplicative *relationships* | | | 1f *Understand that unit fractions represent equal parts of a whole*  1h *Explore equivalent fractions* | | | 1h *Explore equivalent fractions* | |
| **Step 3** | 1h *Recall multiplication facts up to at least 10 x 10 and use these to derive related facts* | | | 1f *Use × / ÷ confidently, efficiently and accurately with integers* | | | 1e *Verify calculations and statements about number by inverse reasoning*  1g *Extend understanding of multiplicative reasoning* | | | 1c *Understand that non-integer quantities can be represented using fractions* | | | 1d *Understand that a fraction can be used as an operator or to represent division* | |
| 2d *Use inverse operations* | | |
|  | Y3 Outcomes: 15, 16, 17  Y4 Outcomes: 17 | | | Y3 Outcomes: 20  Y4 Outcomes: 19 | | | Y3 Outcomes: 19, 20  Y4 Outcomes: 17, 18 | | | Y3 Outcomes: 22, 27  Y4 Outcomes: 23 | | | Y3 Outs: 22, 23, 27  Y4 Outcomes: 24 | |

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|  | Multiplication and Division (B) | | | | Addition and Subtraction (B) | | | | | | | | | | |
|  | Unit 1 | | | | Unit 1 | | | | Unit 2 | | | Unit 3 | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 |
|  | Strategies for division | | | | +/- near-/multiples of 10, 100, 1000 | | | | Partitioning and column addition | | | Formal addition and subtraction algorithms | | | |
| **Step 2** | 1k *Use my understanding of* multiplicative *relationships to divide whole numbers, using a range of representations* | | | | 1i *Add and subtract whole numbers, using a variety of written and mental methods*  1b *Understand place value* | | | | | | | | | | |
| **Step 3** | 1f *Use × / ÷ confidently, efficiently and accurately with integers* | | | | 1f *Use + / - confidently, efficiently and accurately with integers* | | | | | | | | | | |
|  | | | | 1a *Understand place value* | | | | | | |
|  | Y3 Outcomes: 16, 17  Y4 Outcomes: 20 | | | | Y3 Outcomes: 5, 9  Y4 Outcomes: 6, 9 | | | | Y3 Outcomes: 8, 11  Y4 Outcomes: 11 | | | Y3 Outcomes: 11, 12, 13  Y4 Outcomes: 12, 14 | | | |

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|  | Shape | | | | | | | |
|  | Unit 1 | | | Unit 2 | | Unit 3 | | |
|  | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 |
|  | Symmetry and 2-D shapes | | | Understanding 3-D shapes | | Co-ordinates in the first quadrant | | |
| **Step 2** | 3e *Explore 2-D and 3-D shapes and their properties in a range of contexts* | | | | | | | |
| 3f *Explore reflective symmetry in a range of contexts* | | |  | | 3g *Describe and quantify the position of objects* | | |
| **Step 3** | 3d *Explore properties of 2-D shapes to include the number of sides and symmetry* | | | 3e *Explore vertices, edges and faces of 3-D shapes*  3f *Relate a 3-D shape to its 2-D nets* | | 3h Use *co-ordinates to solve problems* | | |
|  | Y3 Outcomes: 37, 38  Y4 Outcomes: 39, 41 | | | Y3 Outcomes: 37  Y4 Outcomes: 39 | | Y3 Outcomes: 37  Y4 Outcomes: 42, 43 | | |

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|  | Place Value and Fractions | | | | | | | | | Addition and Subtraction (A) | | | | | |
|  | Unit 1 | | Unit 2 | | | Unit 3 | | | | Unit 1 | | | | Unit 2 | |
|  | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 |
|  | Negative numbers | | Fractions | | | Equivalent fractions; +/– fractions | | | | Mental addition and subtraction | | | | 3-digit +/– 1-digit numbers | |
| **Step 2** | 1e *Order and sequence numbers* | | 1g *Experience fractions in practical situations* | | | | | | | 1c *Explore additive relationships, using a range of representations; add and subtract whole numbers, using a variety of mental methods.*  2d *Find missing numbers when number bonds are not complete.* | | | | | |
| 1f *Understand that unit fractions represent equal parts of a whole* | | | 1h *Explore equivalent fractions* | | | |
| **Step 3** | 1b *Extend understanding of the number system to include negative values* | | 1c *Understand that non-integer quantities can be represented using fractions*  1d *Understand that a fraction can be used as an operator or to represent division* | | | | | | | 1f *Use + / - confidently, efficiently and accurately with integers*  2d *Use inverse operations* | | | | | |
|  | Y3 Outcomes: 5  Y4 Outcomes: 5 | | Y3 Outcomes: 23, 24  Y4 Outcomes: 24 | | | Y3 Outcomes: 22, 26  Y4 Outcomes: 23, 25 | | | | Y3 Outcomes: 8, 10  Y4 Outcomes: 10, 12, 32, 36 | | | | Y3 Outcomes: 7, 8, 14  Y4 Outcomes: 16 | |

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|  | Measures | | | | | Decimals and Money | | | | | |
|  | Unit 1 | | | Unit 2 | | Unit 1 | | | Unit 2 | | |
|  | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 |
|  | Length and data | | | Weight and data | | x and ÷ with money and 1-place decimals | | | Decimals and money on a line | | |
| **Step 2** | 3b *Explore measuring and choose the most appropriate method to measure*  3c *Estimate and measure using standard units*  3d *Use a variety of measuring devices from different starting points*  4c *Record and represent data in a variety of ways, including the use of tally charts, frequency tables and block graphs* | | | | | 1l *Understand value of coins and notes* | | | | | |
| 1k *Explore and use understanding of multiplicative relationships* | | | 1c *Estimate and round to nearest 10/100*  2b *Use equals and inequality signs to compare* | | |
| **Step 3** | 3b *Estimate and measure length and mass using appropriate standard units*  3c *Convert between standard units*  4a *Collect different types of data to answer a variety of questions that have been posed*  4b *Represent information by creating a variety of charts and graphs* | | | | | 1i *Experience and explore multiplicative relationships*  2c *Understand the idea of input, application of a rule (including inverse operations) and output* | | | 1b *Accurately place decimals on a number line,*  *round and approximate appropriately* | | |
|  | Y3 Outcomes: 28, 29, 30, 36  Y4 Outcomes: 33, 36, 38 | | | Y3 Outcomes: 28, 36  Y4 Outcomes: 33, 36, 38 | | Y3 Outcomes: 18  Y4 Outcomes: 26, 29 | | | Y3 Outcomes: 1, 6  Y4 Outcomes: 26, 27 | | |

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|  | Multiplication | | | | | | | | Addition and Subtraction (B) | | | | | | | | |
|  | Unit 1 | | | | Unit 2 | | | | Unit 1 | | | | Unit 2 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Times tables and factors | | | | Partitioning in multiplication | | | | Column addition | | | | Frog and decomposition | | | | |
| **Step 2** | 1j *Understand multiplication; recall tables facts; multiples*  2c *Explore commutativity with multiplication*  2d *Find missing numbers when multiplication facts are not complete* | | | | 1k *Multiply whole numbers using arrays*  1b *Understand place value* | | | | 1i *Add and subtract whole numbers, using a variety of written and mental methods* | | | | | | | | |
| 1b *Understand place value* | | | | 2d *Find missing numbers when number bonds and are not complete* | | | | |
| **Step 3** | 1h *Recall multiplication facts up to at least 10 x 10 and use these to derive related facts*  1i *Discuss the properties of number, including factors*  2d *Use inverse operations* | | | | 1f *Use × confidently, efficiently and accurately with integers* | | | | 1f *Use + / - confidently, efficiently and accurately with integers* | | | | | | | | |
|  | | | | 2d *Use inverse operations to find unknown values* | | | | |
|  | Y3 Outcomes: 16, 17  Y4 Outcomes: 17, 18 | | | | Y3 Outcomes: 17, 18, 20  Y4 Outcomes: 18, 19 | | | | Y3 Outcomes: 11, 14, 32  Y4 Outcomes: 11, 15, 32, 36 | | | | Y3 Outcomes: 12, 13, 14  Y4 Outcomes: 12, 14, 15 | | | | |

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|  | Division | | | | Time | | | | | | | |
|  | Unit 1 | | | | Unit 1 | | | | Unit 2 | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 |
|  | Division | | | | Telling the time | | | | Time and data | | | |
| **Step 2** | 1k *Use my understanding of multiplicative relationships to divide whole numbers, using a range of representations* | | | | 3a *Tell the time using a variety of devices; explore and use different ways of showing the passing of time* | | | | | | | |
|  | | | | 4a *Collect and organise data*  4c *Record and represent data in a variety of ways, including the use of tally charts, frequency tables and block graphs* | | | |
| **Step 3** | 1f *Use ÷ confidently, efficiently and accurately with integers*  1d *Understand that a fraction can be used as an operator or to represent division* | | | | 3a *Read analogue and digital clocks accurately and make interpretations and perform calculations involving time* | | | | | | | |
|  | | | | 4a *Collect different types of data to answer a variety of questions that have been posed* | | | |
|  | Y3 Outcomes: 17, 23  Y4 Outcomes: 20, 24 | | | | Y3 Outcomes: 33, 34, 35  Y4 Outcomes: 37 | | | | Y3 Outcomes: 33, 35, 36  Y4 Outcomes: 37, 38 | | | |

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|  | Place Value | | | | | Addition and Subtraction (A) | | | | | | |
|  | Unit 1 | | Unit 2 | | | Unit 1 | | | | | Unit 2 | |
|  | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 |
|  | Number and Place Value | | Sequences and Roman Numerals | | | Written algorithms | | | | | Finding a difference – whole numbers | |
| **Step 2** | 1a *Read, write and interpret larger numbers, up to at least 1000, using digits and words* | | | | | 1i *Explore additive relationship; add and subtract whole numbers, using a variety of written and mental methods*  *1d Estimate and check the accuracy of my answers, using inverse operations when appropriate* | | | | | | |
| 1c *Estimate and round numbers to nearest 10/100*  2b *Algebra: use equals sign and inequality < and > to compare* | | 1e *Order and sequence numbers*  2a *Explore and create patterns of numbers* | | | 1b *Understand place value* | | | | | 2d *Find missing numbers when number bonds and are not complete* | |
| **Step 3** | 1b *Use a range of representations to extend understanding of the number system; round and approximate appropriately* | | 2a *Explore and create patterns of numbers* | | | 1f *Use + / - confidently, efficiently and accurately with integers*  1e *Verify calculations and statements about number by inverse reasoning and approximation methods* | | | | | | |
|  | | | | | 2d *Use inverse operations to find unknown values* | |
|  | Y3 Outcomes: 1, 3  Y4 Outcomes: 1, 2 | | Y3 Outcomes: 4, 5  Y4 Outcomes: 4, 8 | | | Y3 Outcomes: 11  Y4 Outcomes: 11, 14 | | | | | Y3 Outcomes: 10, 12  Y4 Outcomes: 12, 14 | |

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|  | Multiplication and Division (A) | | | | | | Decimals | | | | | | | | |
|  | Unit 1 | | | Unit 2 | | | Unit 1 | | | | | Unit 2 | | | |
|  | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 |
|  | Times tables, factors and multiples | | | Division | | | Decimals and Money | | | | | Decimals and Measures | | | |
| **Step 2** | 1j *Understand multiplication; recall tables facts; multiples*  2c *Explore commutativity with multiplication*  2d *Find missing numbers when multiplication facts are not complete* | | | 1k *Use my understanding of multiplicative relationships to divide whole numbers, using a range of representations* | | | 1l *Understand value of coins and notes*  1c *Estimate and round to nearest 10/100* | | | | | 3b *Explore measuring and choose the most appropriate method to measure*  3c *Estimate and measure using standard units*  3d *Use a variety of measuring devices from different starting points* | | | |
| **Step 3** | 1h *Recall multiplication facts up to at least 10 x 10 and use these to derive related facts*  1i *Discuss the properties of number, including factors and multiples*  2d *Use inverse operations* | | | 1f *Use ÷ confidently, efficiently and accurately with integers*  1e *Verify calculations and statements about number by inverse reasoning and approximation methods* | | | 1b *Extend understanding of the number system to include decimals; place on line and round*  1f *Use the four arithmetic operations with decimals* | | | | | | | | |
| 2c *Understand the idea of input, application of a rule (including inverse operations) and output* | | | | |  | | | |
|  | Y3 Outcomes: 15, 16, 17  Y4 Outcomes: 17, 18 | | | Y3 Outcomes: 15, 16  Y4 Outcomes: 17, 20 | | | Y3 Outcomes: 5, 12, 32  Y4 Outcomes: 26, 27, 29 | | | | | Y3 Outcomes: 28, 29  Y4 Outcomes: 26, 30, 31 | | | |

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|  | Measures and Data | | | | | | | | | Shape | | | | | | |
|  | Unit 1 | | | Unit 2 | | | Unit 3 | | | Unit 1 | | | | | Unit 2 | |
|  | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 |
|  | Area and Perimeter | | | Time | | | Line Graphs and Bar Charts | | | Exploring shape properties | | | | | Co-ordinates and 3-D shapes | |
| **Step 2** | 3e *Explore 2-D shapes and their properties in a range of contexts* | | | 3a *Tell the time using a variety of devices; explore and use different ways of showing the passing of time* | | | 4a *Collect and organise data*  4c *Record and represent data in a variety of ways*  4d *Interpret and analyse simple graphs, charts and data* | | | 3e *Explore 2-D and 3-D shapes and their properties in a range of contexts* | | | | | | |
| 3f *Explore reflective symmetry in a range of contexts*  3h *Explore the concept of rotation and use simple fractions of a complete rotation to describe turns* | | | | | 3g *Describe and quantify the position of objects* | |
| **Step 3** | 3g *Use efficient methods for finding the perimeter and area of two-dimensional shapes* | | | 3a *Read analogue and digital clocks accurately and make interpretations and perform calculations involving time* | | | 4a *Collect different types of data*  4b *Represent information by creating a variety of appropriate charts* | | | 3d *Explore properties of 2-D shapes to include the number of sides and symmetry*  3i *Understanding angle as a measure of rotation and recognise, name and describe types of angles* | | | | | 3h Use *co-ordinates to solve problems* | |
|  | Y3 Outcomes: 30, 31  Y4 Outcomes: 34, 35 | | | Y3 Outcomes: 33, 34, 35  Y4 Outcomes: 37 | | | Y3 Outcomes: 36  Y4 Outcomes: 38 | | | Y3 Outcomes: 38, 39  Y4 Outcomes: 39, 40, 41 | | | | | Y3 Outcomes: 37  Y4 Outcomes: 42, 43 | |

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|  | Addition and Subtraction (B) | | | | | | | | Multiplication and Division (B) | | | | | |
|  | Unit 1 | | | | | Unit 2 | | | Unit 1 | | | Unit 2 | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 |
|  | Money: finding change and differences | | | | | Written addition and subtraction | | | Partitioning to double, halve and multiply | | | Scaling problems and mental strategies | | |
| **Step 2** | 1i *Explore additive relationship; add and subtract whole numbers, using a variety of written and mental methods*  *1d Estimate and check the accuracy of my answers, using inverse operations when appropriate* | | | | | | | | 1j *Recall tables facts*  1k *Explore and use understanding of multiplicative relationships* | | | 1k *Use my understanding of* multiplicative *relationships to multiply and divide* whole numbers*, using a range of representations*  2a *Explore and create patterns of numbers and shapes* | | |
| 1l *Understand value of coins and notes* | | | | | 1b *Understand place value* | | |
| **Step 3** | 1f *Use + / - confidently, efficiently and accurately with integers*  1e *Verify calculations and statements about number by inverse reasoning and approximation methods* | | | | | | | | 1h *Recall multiplication facts up to at least 10 x 10 and use these to derive related facts*  1i *Experience and explore multiplicative relationships* | | | 1g *Extend understanding of multiplicative reasoning to include the concept of scale*  2a *Explore and create patterns of numbers and shapes* | | |
|  | Y3 Outcomes: 12, 13, 14  Y4 Outcomes: 12, 14, 15, 16 | | | | | Y3 Outcomes: 9, 11  Y4 Outcomes: 14, 15, 16 | | | Y3 Outcomes: 19, 20  Y4 Outcomes: 17, 19 | | | Y3 Outcomes: 17, 21  Y4 Outcomes: 17, 22 | | |

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|  | Fractions | | | | |
|  | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Fractions | | | | |
| **Step 2** | 1f *Understand that unit fractions represent equal parts of a whole*  1g *Experience fractions in practical situations*  1h *Explore equivalent fractions* | | | | |
| **Step 3** | 1c *Understand that non-integer quantities can be represented using fractions; use knowledge of equivalence to compare the size of simple fractions and decimals*  1d *Understand that a fraction can be used as an operator or to represent division* | | | | |
|  | Y3 Outcomes: 22, 23, 24, 25, 26, 27  Y4 Outcomes: 23, 24, 25, 28 | | | | |