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| **Place Value** | | | | | | | | | | **Addition and Subtraction** | | | | | | | | | |
| Unit 1 | | Unit 2 | | | Unit 3 | | | Unit 4 | | Unit 1 | | | Unit 2 | | | Unit 3 | | | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 |
| Count to 100, identify no., estimate | | Place value in 2-digit numbers | | | Make and write amounts of money | | | Amounts of money; give change | | Addition/subtraction facts; missing numbers | | | Know how many to next multiple of 10 | | | Add and subtract 10/20; extend to 11/21 | | | |
| 1a *Read, write numbers to 1000*  1c *Estimate and round numbers to the nearest 10* | | 1a *Read, write numbers*  1b *Understand that the value of a number can be determined by the position of the digits* | | | 1l *Understand the equivalence and value of coins*  1i *Explore additive relationships, using a range of representations* | | | | | 1d *use inverse operations*  1i *Explore additive relationships*  2b *Use the equals sign*  2d *Find missing numbers* | | | 1c *Round numbers to the nearest 10*  1i *Explore additive relationships, using a range of representations*  2a *Explore patterns of numbers* | | | 1b *Understand that the value of a number can be determined by the position of the digits*  1i *Explore additive relationships, using a range of representations* | | | |
| Outcomes: 3, 4, 5 | | | | | Outcomes: 27, 28 | | | | | Outcomes: 7, 14 | | | Outcomes: 6, 8, 12 | | | Outcomes: 10, 11, 14 | | | |

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| **Measures (A)** | | | | | | | | | **More Addition and Subtraction (A)** | | | | | | | | | |
| Unit 1 | | | Unit 2 | | | Unit 3 | | | Unit 1 | | Unit 2 | | | Unit 3 | | Unit 4 | | |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 |
| Measure lengths in metric units; rulers | | | Measure weights in g and kg | | | Measure capacities in litres | | | Use facts to add several numbers | | Add/subtract numbers bridging 10 | | | Add/subtract using facts and place value | | Use facts/patterns to add/subtract | | |
| 3b *Explore measuring, using counting, measuring equipment and calculating, choose the most appropriate method to measure.*  3c *Estimate and measure, using non-standard units/standard units.*  3d *Use a variety of measuring devices from different starting points.* | | | | | | | | | 1i *Explore additive relationships; add and subtract whole numbers* | | | | | | | | | |
|  | | | | | 1b *Understand place value* | | 2a *Explore patterns of numbers*  2b *Use the equals sign* | | |
| Outcomes: 25, 26 | | | | | | | | | Outcomes: 7, 9, 14 | | Outcomes: 7, 8, 11, 15 | | | Outcomes: 6, 7, 14 | | Outcomes: 7, 8 | | |

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| **Multiplication and Division** | | | | | **More Addition and Subtraction (B)** | | | | | | | | | |
| Unit 1 | | Unit 2 | | | Unit 1 | | Unit 2 | | | | Unit 3 | | Unit 4 | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 |
| Understand multiplication as sets | | Understand doubles/halves to 20 | | | Add/subtract multiples of 10 | | Add/subtract 11, 12, 21, 22, etc | | | | Add/subtract near multiples of 10 | | Add pairs of 2-digit numbers | |
| 1e *Count on and back in step sizes of any whole number*  1j *Recall some multiplication facts*  1k *Explore multiplicative relationships* | | 1j *Recall some multiplication facts*  1k *Explore multiplicative relationships* | | | 1i *Explore additive relationships; add and subtract whole numbers*  1b *Understand place value* | | | | | | | | | |
| Outcomes: 16, 19 | | Outcomes: 18, 21 | | | Outcomes: 10, 11, 14 | | | Outcomes: 10, 11, 15 | | | Outcomes: 6, 10, 15 | | | |

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| **Shape and Data (A)** | | | | | | | **Measures (B)** | | | | | |
| 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 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 4 |
| Left, right, clockwise, anti-clockwise turns | | Draw and describe 2-D shapes & polygons | | | Sort shapes: Venn and Carroll diagrams | | Understand hours, minutes, seconds | | Tell the time; introduce 5-min intervals | | | |
| 3f *Describe position*  3g *Explore rotation* | | 3e *Explore 2-D shapes* | | | 3e *Explore 2-D shapes*  4b *Sort and classify* | | 3a *Begin to tell the time using a variety of devices; explore and use different ways of showing the passing of time* | | | | | |
| Outcomes: 37, 38 | | Outcomes: 33, 34 | | | | | Outcomes: 21, 34 | | Outcomes: 29, 30 | | | |

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| **Shape and Data (B)** | | | | |
| Unit 1 | | Unit 2 | | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 |
| Tally charts, block graphs and pictograms | | 3-D shapes; identify edges, faces, vertices | | |
| 4c *Begin to record and represent data in a variety of ways*  *4d Beginning to interpret and analyse data* | | 3e *Explore 2-D shapes* | | |
| Outcomes: 32, 33, 34 | | Outcomes: 33, 35 | | |

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| Place Value | | | | | | Addition and Subtraction (A) | | | | | | |
| Unit 1 | | | | Unit 2 | | Unit 1 | | | Unit 2 | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 |
| Ordinal numbers; properties of numbers | | | | Properties of numbers, e.g. odd/even | | Use facts, patterns, Place Value to add/subtract | | | Use number line and 100 grid to +/- | | | |
| 1c *Estimate and round nos. to nearest 10*  1e *Order and sequence numbers* | | | | 1e *Order and sequence numbers, including odd and even* | | 1b *Understand place value*  1i *Explore additive relationships; add and subtract whole numbers*  2b *Use the equals sign*  2d *Find missing numbers* | | | | | | |
| Outcomes: 3, 4, 5, 6 | | | | Outcomes: 1, 3, 6, 18 | | Outcomes: 6, 7, 8, 9, 13 | | | Outcomes: 10, 11 | | | |

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| Fractions | | | | | Addition and Subtraction (B) | | | | | |
| 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 1 | Day 2 | Day 3 |
| Find fractions of shapes (1/2, 1/4, 1/3) | | Find fractions of amounts (1/2, 1/4, 1/3) | | | Find money totals: solve word problems | | | Add and double by partitioning | | |
| 1f *Understand that unit fraction represent equal parts of a whole*  1g *Experience fractions in practical situations, using a variety of representations* | | | | | 1l *Understand the equivalence and value of coins*  1i *Explore additive relationships, using a range of representations* | | | 1b *Understand place value*  1i *Explore additive relationships; add and subtract whole numbers* | | |
| Outcomes: 23, 24 | | | | | Outcomes 15, 27, 28 | | | Outcomes 6, 10, 15 | | |

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| Multiplication and Division (A) | | | | | | | | | | | More Addition and Subtraction | | | | | | | | |
| Unit 1 | | Unit 2 | | | Unit 3 | | Unit 4 | | | | Unit 1 | | Unit 2 | | Unit 3 | | | | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Count in 2s, 5s, 10s; 5x tables facts | | Division as the inverse of multiplication | | | Solve multiplication/division problems - 1 | | Solve multiplication/division problems - 2 | | | | Find change | | Subtract by counting back | | Subtract by counting up; choose a strategy | | | | |
| 1k *Explore multiplicative relationships using a range of representations* | | | | | | | | | | | 1i *Explore additive relationships; add and subtract whole numbers*  *1d Use inverse operations where appropriate*  2b *Use the equals sign*  2d *Find missing numbers* | | | | | | | | |
| 1e *Count on and back in step sizes of any whole number* | |  | | | 1j *Use understanding of multiplication to recall and use facts* | | | | | |
| Outcomes:16,19 | | Outcomes:16, 19, 21 | | | Outs:19, 20 | | Outcomes:17, 20, 21 | | | | Outs 15, 27, 28 | | Outcomes 6,11,15 | | Outcomes 12, 14, 15 | | | | |

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| Time | | | Multiplication and Division (B) | | | | | | | | | | |
| Unit 1 | | | Unit 1 | | | Unit 2 | | | Unit 3 | | | Unit 4 | |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
| Units of time and telling the time | | | Multiply by 2, 5 and 10 | | | Division as inverse of multiplication | | | Multiplying and doubling and inverses | | | Solve divisions as inverse of multiplication | |
| 3a *Tell time using variety of devices; explore different ways of showing the passing of time* | | | 1j *Use understanding of multiplication to recall and use facts*  1k *Explore multiplicative relationships using a range of representations* | | | | | | | | | | |
| Outcomes: 29, 30, 31 | | | Outs: 16, 19, 21 | | | Outcomes: 16, 19, 20, 21 | | | Outs: 16,17,18,19,20,21 | | | Outs: 16, 19, 21 | |

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| Number, Fractions, Money | | | | | | | Addition and Subtraction | | | | |
| 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 1 | Day 2 | Day 1 | Day 2 | Day 3 |
| Count 2s, 3s, 5s, 10s; multiples of 2, 5, 10 | | Count in fractions; fractions of amounts | | | How to find amounts of money | | Add by partitioning or counting on | | Choose strategies to subtract | | |
| 1e *Count on and back in step sizes of any whole number* | | 1e *Count on and back in simple unit fractions*  1g *Experience fractions in practical situations, using a variety of representations* | | | 1l *Understand the equivalence and value of coins* | | 1i *Explore additive relationships; add and subtract whole numbers*  *1d Use inverse operations where appropriate*  2b *Use the equals sign* | | | | |
| Outcomes: 1, 2 | | Outcomes: 22, 23, 24 | | | Outcomes: 15, 27, 28 | | Outcomes: 6, 10, 15 | | Outcomes: 7, 11, 12, 15 | | |

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| Revision | | | | | | Puzzles and Games | | | | | | | | | |
| 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 4 | Day 5 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 |
| Revision: addition and subtraction | | | Revision: multiplication, fractions, time | | | Maths games | | | | | Number puzzles | | Logic and shape puzzles | | |
| 1i *Explore additive relationships; add and subtract whole numbers*  *1d Use inverse operations where appropriate*  2b *Use the equals sign* | | | 1j *Recall and use times tables facts (Day 1)*  1g *Experience fractions in practical situations, using a variety of representations (Day 2)*  3a *Tell time using variety of devices; explore different ways of showing the passing of time (Day 3)* | | | 2a *Explore and create patterns of numbers and shapes; explain numerical sequences and spatial patterns in words and by generalising them*  2d *Find missing numbers when number bonds and multiplication facts are not complete.*  1i *Explore additive relationships*  1k *Explore* *multiplicative relationships* | | | | | | | | | |
| Outcomes: 4, 6, 11, 12, 14, 15, 28 | | | Outcomes: 16, 17, 19, 20, 21, 24, 29, 30 | | | Outcomes: 4 7,8,9,10,11,12,13,15,27,28,33 | | | | | Outcomes: 6,7,9,13,15,17 | | Outcomes: 15,27,28,33,36,37 | | |

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| Investigations | | | | | Fractions and Time | | | | |
| Unit 1 | | | | | Unit 1 | | | Unit 2 | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
| Problem solving and investigations | | | | | Fractions of amounts; count in fractions | | | Tell digital and analogue time confidently | |
| 2a *Explore and create patterns of numbers and shapes; explain numerical sequences and spatial patterns in words and by generalising them*  2d *Find missing numbers when number bonds and multiplication facts are not complete*  1d *Use inverse operations*  1i *Explore additive relationships* | | | | | 1g *Experience fractions in practical situations, using a variety of representations* | | | 3a *Tell time using variety of devices; explore different ways of showing the passing of time* | |
| Outcomes: 3, 4, 5 | | | | | Outcomes: 22, 24 | | | Outcomes: 29, 30 | |

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| Number | | | | |
| Unit 1 | | | Unit 2 | |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
| 2- & 3-digit numbers on line; round to 10 | | | Place value in 3-digit numbers | |
| 1a *Read, write and interpret larger numbers, up to at least 1000, using digits and word*  1c *Engaged in practical tasks to estimate and round numbers to the nearest 10* | | | | |
| Outcomes: 7, 8, 9, 10, 13, 14, 15, 33 | | | | |