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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, 2Y4 Outcomes: 1 | Y3 Outcomes: 2, 3, 5, 32Y4 Outcomes: 3, 9 | Y3 Outcomes: 3, 9Y4 Outcomes: 3, 6 | Y3 Outcomes: 4, 7, 14Y4 Outcomes: 10 | Y3 Outcomes: 7, 8, 32Y4 Outcomes: 10, 12 | Y3 Outcomes: 6, 10, 12Y4 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;* multiples2c *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, 17Y4 Outcomes: 17 | Y3 Outcomes: 20Y4 Outcomes: 19 | Y3 Outcomes: 19, 20Y4 Outcomes: 17, 18 | Y3 Outcomes: 22, 27Y4 Outcomes: 23 | Y3 Outs: 22, 23, 27Y4 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, 17Y4 Outcomes: 20 | Y3 Outcomes: 5, 9Y4 Outcomes: 6, 9 | Y3 Outcomes: 8, 11Y4 Outcomes: 11 | Y3 Outcomes: 11, 12, 13Y4 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, 38Y4 Outcomes: 39, 41 | Y3 Outcomes: 37 Y4 Outcomes: 39 | Y3 Outcomes: 37Y4 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: 5Y4 Outcomes: 5 | Y3 Outcomes: 23, 24Y4 Outcomes: 24 | Y3 Outcomes: 22, 26Y4 Outcomes: 23, 25 | Y3 Outcomes: 8, 10Y4 Outcomes: 10, 12, 32, 36 | Y3 Outcomes: 7, 8, 14Y4 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, 36Y4 Outcomes: 33, 36, 38 | Y3 Outcomes: 28, 36Y4 Outcomes: 33, 36, 38 | Y3 Outcomes: 18Y4 Outcomes: 26, 29 | Y3 Outcomes: 1, 6Y4 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, 17Y4 Outcomes: 17, 18 | Y3 Outcomes: 17, 18, 20Y4 Outcomes: 18, 19 | Y3 Outcomes: 11, 14, 32Y4 Outcomes: 11, 15, 32, 36 | Y3 Outcomes: 12, 13, 14Y4 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, 23Y4 Outcomes: 20, 24 | Y3 Outcomes: 33, 34, 35Y4 Outcomes: 37 | Y3 Outcomes: 33, 35, 36Y4 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, 3Y4 Outcomes: 1, 2 | Y3 Outcomes: 4, 5Y4 Outcomes: 4, 8 | Y3 Outcomes: 11Y4 Outcomes: 11, 14 | Y3 Outcomes: 10, 12Y4 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, 17Y4 Outcomes: 17, 18 | Y3 Outcomes: 15, 16Y4 Outcomes: 17, 20 | Y3 Outcomes: 5, 12, 32Y4 Outcomes: 26, 27, 29 | Y3 Outcomes: 28, 29Y4 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, 31Y4 Outcomes: 34, 35 | Y3 Outcomes: 33, 34, 35 Y4 Outcomes: 37 | Y3 Outcomes: 36 Y4 Outcomes: 38 | Y3 Outcomes: 38, 39Y4 Outcomes: 39, 40, 41 | Y3 Outcomes: 37Y4 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, 14Y4 Outcomes: 12, 14, 15, 16 | Y3 Outcomes: 9, 11Y4 Outcomes: 14, 15, 16 | Y3 Outcomes: 19, 20Y4 Outcomes: 17, 19 | Y3 Outcomes: 17, 21Y4 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, 27Y4 Outcomes: 23, 24, 25, 28 |