Year R

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| *Baseline Assessment | *Conceptual | *Ordinal numbers | *Understanding the | *Distance | * Addition and |
| including number | development of | *Partitioning using the | symbol $=$ | *Subtraction | subtraction |
| recognition and | numbers 1-5 and | cherry model | *Adding using number | *Addition and | *Capacity |
| ordering and patterns | subitising. | *Money | stories | subtraction as |  |
| *Count objects with l:1 | *Identify and | *Conceptual | *Time | inverse operations. | *Pattern |
| correspondence. | represent numbers | development of | *Addition and | ${ }^{*}$ Count in ${ }^{\prime}{ }^{\prime} 5,5$ 's and | *Doubling, Halving and |
| *Know that the last | using objects and | numbers 6-10, inc bar | subtraction using + and | 10's. | Sharing |
| number in the count is | pictorial | and cherry models. | - symbols. | *Doubling, Halving | *Estimating |
| the total size of the | representations | *Positioning numerals | *Continue to solve real world mathematical problems with numbers up to 5 | and Sharing including | *Revisiting areas which |
| group (cardinality) | *Objects can be | on a number line |  | in problem solving | need consolidating |
| *Number recognition | counted in any order | *Compare and order |  | contexts. |  |
| * One more/one less | or can be moved | numerals to 20. |  |  |  |
| *Record, using marks | around and there will | *Odd and even |  |  |  |
| that can be interpreted | still be the same | numbers |  |  |  |
| and explained (40-60 | number present | *Combining two or |  |  |  |
| months) | (conservation) | more parts to make a |  |  |  |
| *Height and size | *Part-part whole | whole and using the + |  |  |  |
| *Time | *2D and 3D shape | symbol |  |  |  |
| * Conceptual | *Weighing |  |  |  |  |
| development of | *Positional language |  |  |  |  |
| numbers 1-5 including | *Pattern |  |  |  |  |

part-part whole model
*Positional vocabulary

- Count in multiples of
three quarter
2's, 5's and 10's

Year 2


| Summer |  | Problem Solving <br> - Solve problems with addition and subtraction <br> - Solve problems involving multiplication and division <br> - Solve problems in the context of money, time and measurement |  |
| :---: | :---: | :---: | :---: |

- Recognise find, name and write fractions $1 / 3,1 / 4,2 / 4,3 / 4$ of a length, shape, set of objects or quantity
- Compare and order lengths, mass, volume/ capacity and record results using <,> and = signs
- Choose and use appropriate standard units to estimate and measure length/height, mass, temperature, capacity using rulers, scales, thermometers and measuring vessels
- Summer term is used to revise and consolidate all key skills from the Autumn and Spring term. From Teacher assessments from Autumn and Spring term, year 2 teachers plan according to the needs of the year group.

|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Autumn | Place Value <br> - Place value of 3- digit numbers <br> - Numbers up to 1000 <br> - Representations of number including estimation <br> - Number problem solving <br> - Count in multiples of $4,8,50,100$; find 10 or 100 more or less than a given number |  |  | Addition and Subtraction <br> - Addition and subtraction up to 3 digits <br> - Inverse operations <br> - Add and subtract money with $£$ and $p$ and give change |  |  |  |  | Multiplication and Division <br> - Count in multiples of 100 <br> - Count in multiples of $4,8,50,100$ <br> - Multiplication and division facts for 3,4 and 8 timetables <br> - Multiplication and division problem solving using scaling and correspondence <br> - Multiplication and division statements using mental and progressing to formal written methods <br> - Multiplication and division statements <br> - Inverse operations |  |  |  |
|  | Multiplication and Division <br> - Count in multiples of 100 <br> - Count in multiples of $4,8,50,100$ <br> - Multiplication and division facts for 3,4 and 8 timetables <br> - Multiplication and division problem solving using scaling and correspondence <br> - Multiplication and division statements using mental and progressing to formal written methods <br> - Multiplication and division statements <br> - Inverse operations |  |  | Length and Perimeter <br> - Length ( $\mathrm{m} / \mathrm{cm} / \mathrm{mm}$ ) <br> - Understanding the term perimeter <br> - Comparing lengths <br> - Converting lengths between $\mathrm{m}, \mathrm{cm}$ and mm <br> - Adding lengths <br> - Subtracting lengths |  |  | Fractions <br> - Counting up and down in tenths <br> - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators <br> - Add and subtract fractions with the same denominator within one whole <br> - Compare and order unit fractions and fractions with the same denominator <br> - Fraction problem solving <br> - Recognise and show, using diagrams, equivalent fractions with small denominators |  |  | Mass and Capacity <br> - Mass (kg/g) <br> - Volume ( $1 / \mathrm{ml}$ ) <br> - Using scales <br> - Comparing mass <br> - Equivalent masses kg and g <br> - Adding and subtracting mass <br> - Measuring capacity and volume in I and ml <br> - Equivalent capacity and volumes I and ml <br> - Adding and subtracting volumes and capacities |  |  |

- Fractions tenths
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Add and subtract fractions with the same denominator within one whole
- Compare and order unit fractions and fractions with the same denominator
- Fraction problem solving

Recognise and show, using
diagrams, equivalent fractions with small denominators

- Add and subtract money both $£$ and $p$ give change
- Understand denominations
- Problem solve with money
- Tell and write the time from an analogue clock, 12 hour and 24 hour clock
- Use roman numerals I and XII on analogue clocks
- Read time to the nearest minute
- Record and compare times using seconds, minutes, hours
- Compare durations of event
- Know number of seconds in a minute, number of days in each month, year, leap year

Shape

- Angles greater than or less
than a right angle than a right angle
- 2D shapes
- 3D shape modelling
- Angles as a property of a shape or a description of a turn
- Right angles to make a quarter, half, three quarters and a whole turn.
- Identify horizontal and vertical lines and pairs of perpendicular and paralle lines

Statistics
Bar Charts, pictograms and tables

- Solve one step and 2 step questions using information from bar charts, pictograms and tables

Year 4

|  | Week 1 | Week 2 | Week | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Autumn | Place Value <br> - Count in multiples of 1000 <br> - Find 1000 more/less from any given number <br> - Place value of 4 - digit numbers <br> - Order and compare numbers beyond 1000 <br> - Representations of number including estimation <br> - Round any number to the nearest $10,100,1000$ <br> - Count backwards through zero to include negative numbers <br> - Read Roman Numerals to 100 (I and C) and known that over time, the numeral system changed to include the concept zero and place value <br> - Solving number problems |  |  |  | Addition and Subtraction <br> - Addition and Subtraction up to 4 digits using formal written methods of columnar addition and subtraction <br> - Inverse operation <br> - Addition and subtraction 2- step problems |  |  | Area <br> - Understanding area <br> - Counting squares <br> - Making Shapes <br> - Compare areas | Multiplication and Division <br> - Recall multiplication and division facts for multiplication tables up to $12 \times 12$ <br> - Count in multiples of $6,7,9,25$ and 1000 <br> - Multiplying by 0 and l ; dividing by l ; multiplying together 3 numbers <br> - Recognise and use factor pairs and community in mental calculations <br> - Solve addition and multiplication problems using the distributive law and integer scaling <br> - Multiply two -digit and three-digit numbers by a one digit number using formal written layout <br> - Multiply a one or two digit number by 10,100 and 1000 identifying the value of the digits in the answer <br> - Divide a one or two digit number by 10 and 100 , identifying the value of the digits in the answer <br> - Divide numbers up to 4 digits by 1 -digit number using the formal written method of short division and interpret remainders appropriately for the context |  |  |  |
| Spring | Multiplication and Division <br> - Recall multiplication and division facts for multiplication tables up to $12 \times 12$ <br> - Count in multiples of $6,7,9,25$ and 1000 <br> - Multiplying by 0 and 1 ; dividing by 1 ; multiplying together 3 numbers <br> - Recognise and use factor pairs and community in mental calculations <br> - Solve addition and multiplication problems using the distributive law and integer scaling |  |  | Length and Perimeter <br> - Convert between different units of measure <br> - Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m |  | - Recognise and show, using diagrams, families of common equivalent fractions <br> - Add and subtract fractions with the same denominator <br> - Solve problems involving increasingly harder fractions to calculations and fractions to divide quantities including nonunit fractions where the answer is a whole number |  |  |  | Decimals <br> - Round decimal place to the nearest whole number <br> - Compare numbers with the same number of decimal places up to two decimal places <br> - Recognise and write decimal equivalents to $1 / 4,1 / 2,3 / 4$ |  |  |

- Multiply two -digit and three-digit numbers by a one
digit number using formal written layout
- Multiply a one or two digit number by 10 and 100 ,

Divide a one or two digit number by 10 and 100 identifying the value of the digits in the answer

| Summer | Decimals |
| :---: | :---: |
| $\quad$ Round decimal place to the |  |

Round decimal place to the nearest whole number
Compare numbers with the same number of decimal places up to two decima places

- Recognise and write decimal equivalents to $1 / 4,1 / 2,3 / 4$
- Estimate, compare and Ealculate different measures calculate different measure - Solve simple measure and - money probem involving fractions and decimals to two decimal places


## Shape

- Read, write and convert time between analogue and digital 2 and 24 - hour clocks
- Solve problems involving converting from hours to minutes, minutes to second years to months, we ks to do line of symmetry
- Identify acute and obtuse size

Complete a simple symmetric figure with respect to a specific angles and compare and orde angles up to two right angles by

- Identify lines of symmetry in 2D shapes presented in different orientations
- Compare and classify geometric shapes, including quadrilaterals and triangles, quadrilaterals and triangles, sizes


## Statistics

- Solve comparison sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
- Interpret and represent discrete and continuous data using appropriate graphical methods, including bar chars and time graphs


## Position and Direction

- Describe positions on a 2 D grid as coordinates in the firs quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down

Year 5


| Spring | Multiplication and Division <br> - Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers <br> - Multiply numbers up to 4 digits by 1 digit number using a formal written method <br> - Multiply and divide numbers mentally drawing upon known facts <br> - Divide numbers up to 4 digits by 1 digit number using the formal written method of short division and interpret remainders appropriately for the context <br> - Multiply and divide whole numbers and those involving decimals by 10,100,1000 <br> - Solve problems involving multiplication and division including using their knowledge of factors and multiples <br> Solve problems involving multiplication and division and a combination of these, including understanding the meaning of the equals sign |  | Fractions <br> - Compare and order fractions whose denominators are all multiples of the same number <br> - Recognise mixed numbers and improper fractions and convert from one to the other <br> - Improper fractions and mixed numbers <br> - Identify and name equivalent fractions of a given fraction of a given fraction, represented visually including tenths and hundredths <br> - Multiply fractions and mixed numbers by whole number, supported by materials and diagrams | Decimals and Percentages <br> - Recognise and use thousandths and relate them to tenths, hundredths, and decimals equivalents <br> - Round decimals with two decimals place <br> - Recognise the percent symbol and understand that percent relates to the number of parts per hundred and write percentages as a fraction with the denominator of 100 and as a decimal knowing percentage and decimal equivalents of $1 / 2,1 / 4,1 / 5,2 / 5,4 / 5$ and those with a denominator of multiples of 10 and 25 | Perimeter and Area <br> - Use all four operations to problems solve problems involving measure using decimal notations including scaling <br> - Measure and calculate the perimeter of composite rectilinear shapes in cm and m <br> - Calculate and compare the area od rectangles (including squares) using standard units and estimate the area of irregular shapes |  | Sta <br> Solve compar problems usin a line graph <br> - Complete and tables, includi | $m$ and difference ation presented in <br> et information in ables |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| summer | Place Value <br> - Know and use the vocabulary of prime numbers, prime factors and composite numbers Square numbers, prime numbers <br> - Establish number up to 100 is prime numbers up to 19 | Shape <br> - Identify 3 D shapes from 2 D representations <br> - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles <br> - Draw given angles and measure them in degrees <br> - Identify angles at a point and one whole turn; angles at a point on a straight line and $a / 2$ turn, other multiples of 90 degrees <br> - Use rectangles to deduce related facts and find missing lengths and angles <br> - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles | Position and Direction <br> - Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed | Decimals <br> - Recognise and use thousandths and relate them to tenths, hundredths, and decimals equivalents <br> - Round decimals with two decimals place <br> - Recognise the percent symbol and understand that percent relates to the number of parts per hundred and write percentages as a fraction with the denominator of 100 and as a decimal knowing percentage and decimal equivalents of $1 / 2,1 / 4,1 / 5,2 / 5,4 / 5$ and those with a denominator of multiples of 10 and 25 | Negative Numbers <br> Interpret negative context, count forward and backwards with positive and negative whole numbers, including through zero |  | g Units <br> n units of metric <br> s involving converting <br> f time <br> use approximate <br> tween metric units such <br> ds and pints <br> ons to solve problems <br> ure | Volume <br> - Estimate the volume and capacity of |

Year 6


