

	lessons	Domain	Unit Objectives
Autumn 1	5	Number and Place value	<p>Solve number problems and practical problems involving:</p> <p>Recognise the place value of each digit in the 3-digit number (hundreds, tens and ones) Up to 1000</p> <p>Identify, represent and estimate numbers using different representations particularly including number-lines</p> <ul style="list-style-type: none"> • Find 10 or 100 more or less than a given number
	10	Addition and Subtraction	<ul style="list-style-type: none"> • Y2: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • Y2: Compare and order numbers from zero up to 100; using < , > and = signs • Y2: Read and write numbers to at least 100 in numerals and in words • Add and subtract numbers mentally including a 3-digit number and ones and a 3-digit number and hundreds. • Estimate the answer to a calculation and use inverse operations to check answers
	5	Addition and Subtraction: (Money)	<ul style="list-style-type: none"> • Add and subtract amounts of money to give change using both £ and p in practical contexts • Use known and derived facts to work out change from £1 (100p) • Y2: Find different combinations of coins that equal the same amounts of money • Know $100p = £1$; $2 \times 50p = £1$; $10 \times 10p = £1$; $5 \times 20p = £1$; $20 \times 5p = £1$; $50 \times 2p = £1$; relate to multiplication facts/ repeated addition in the context of money. • Record addition and subtraction money calculations using pictorial representations such as a number-line and bar-models.
	5	Addition and Subtraction: (length)	<ul style="list-style-type: none"> • Measure, compare, add and subtract length (m / cm) • Measure the perimeter of simple 2-D shapes
	10	Multiplication and division	<ul style="list-style-type: none"> • Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. • Represent multiplication and division facts as arrays using a grid (rather than dots) and a number-line • Count in multiples of 3 and 4 from zero. • Derive, recall and use multiplication and division facts for 3 and 4 multiplication tables • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies • Solve problems including missing number problems involving multiplication and division, recording solutions with a range of representations to include number-lines, bar-models and arrays.

Autumn 2	10	Fractions	<ul style="list-style-type: none"> • Recognise , find and write fractions of a discrete set of objects: unit fractions (include $1/10$) • Compare and order fractions with the same denominators (show on a bar-model) • Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts. • Build on the idea of 'fraction families' (Y2: $\frac{1}{2} = \frac{2}{4}$) developing to halves, quarters and eighths; thirds and sixths ; fifths and tenths (use a bar model or fraction wall to explore equivalence) • Count in halves, quarters and thirds on a number-line.
	10	Geometry	<ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials (include simple nets) • Identify right angles • Identify horizontal and vertical lines. • Sort and classify using different diagrams (Carroll diagrams, Venn diagrams, decision trees). • Sort and classify using properties such as symmetry; faces, edges and vertices.
	15	Number and Place Value measurement (length (5), mass)	<ul style="list-style-type: none"> • Measure and compare lengths (mm/cm/m) • Know that there are 10mm in 1 cm ; 100cm in 1m; 1000mm in 1m • Derive associated facts: 50cm in $\frac{1}{2}$ m, 25cm in $\frac{1}{4}$m and 75cm in $\frac{3}{4}$ m • Measure and compare mass (g/kg) • Know that there are 1000g = 1 kg and derive associated facts: 500g = $\frac{1}{2}$ kg ; 250 g = $\frac{1}{4}$ kg ; 750 g = $\frac{3}{4}$ kg; 100g = $\frac{1}{10}$ kg • Count up and down in tenths; recognising that tenths arise from dividing an object into ten equal parts. • Recognise the place value of each digit in a 3-digit number (100s, 10s and ones) • Find 10 or 100 more or less than a given number • Tell and write the time from an analogue clock (12-hour). • Use vocabulary such as am/pm, morning, afternoon, noon and midnight. • Solve number and practical problems involving these ideas.

Spring term 1	10	Fractions	<ul style="list-style-type: none"> • Recognise and use unit fractions as numbers (on a number-line) • Recognise and show, using diagrams, equivalent fractions with small denominators (construct 'fraction families as bar models e.g. whole / half/ quarters, eighths; whole/ thirds/ sixths etc) • Add and subtract fractions with the same denominator within one whole e.g. $5/7 + 1/7 = 6/7$ (represent/ interpret using bar models and number lines) • Compare and order unit fractions • Solve problems that involve all of the above
	5	Geometry	<ul style="list-style-type: none"> • Recognise angles as a property of shape • Recognise that two right-angles make a half-turn • Recognise that three right-angles make three-quarters of a turn and four, a complete turn • Identify whether angles are greater than or less than a right angle
	15	Subtraction and addition	<ul style="list-style-type: none"> • Add and subtract numbers mentally including a 3-digit number and ones, 3-digit number and tens, 3-digit number and hundreds. • Add and subtract numbers with up to three digits • Estimate the answer to a calculation and use inverse operations to check answers • Compare and order numbers up to 1000 • Read and write numbers up to 1000 in numerals and in words • Solve number problems and practical problems involving these ideas, including in the context of measurement.
	5	Measurement (time)	<ul style="list-style-type: none"> • Tell and write the time from an analogue clock using 12 hour and 24 hour clocks • Estimate and read time with increasing accuracy to the nearest minute • Record and compare time in terms of seconds, minutes, hours and O'clock. • Know 1 hour= 60 minutes; $\frac{1}{2}$ hour = 30 minutes; $\frac{1}{4}$ hour = 15 minutes; $\frac{3}{4}$ hour = 45 minutes; 60 seconds= 1 minute

Spring term 2	10	Multiplication and division	<ul style="list-style-type: none"> • Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. • Represent multiplication and division facts as arrays using a grid (rather than dots) and a number-line • Count in multiples of 3, 4 and 8 from zero. • Derive, recall and use multiplication and division facts for 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies • Solve problems including missing number problems involving multiplication and division, recording solutions with a range of representations to include number-lines, bar-models and arrays.
	5	Fractions	<ul style="list-style-type: none"> • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators (number-line)
	10	Subtraction and addition / statistics (10)	<ul style="list-style-type: none"> • Compare and order numbers up to 1000 • Read and write numbers up to 1000 in numerals and words • Identify, represent and estimate numbers using different representations particularly including number lines • Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction • Interpret and present data using bar charts, pictograms and tables • Solve one-step questions such as "How many more?" and "How many fewer?" using information presented in scaled bar charts, pictograms and tables.



	5	Measurement (5)	<ul style="list-style-type: none">• Count up and down in tenths, recognising that tenths arise from dividing an object in ten equal parts.• Measure, compare, add and subtract volume/capacity (l / ml)
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Summer term 1	15	Multiplication and division	<ul style="list-style-type: none"> • Recognise the place value of each digit in a 3-digit number (100s, 10s and ones) • Use place value understanding to divide single digit and 2-digit numbers by 10. • Recognise that tenths arise from dividing one digit numbers or quantities by 10. • Count from zero in multiples of 3,4,8,50 and 100 • Y2: Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. • Represent multiplication and division facts as arrays using a grid (rather than dots) and a number-line • Derive, recall and use multiplication and division facts for 3 , 4 and 8 multiplication tables • Understand the links within and between tables facts ('one, ten, five, derive') • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies • Solve problems including missing number problems involving multiplication and division, recording solutions with a range of representations to include number-lines, bar-models and arrays.
	10	Geometry	<ul style="list-style-type: none"> • Sort and classify 2-D and 3-D shapes using numbers of faces, edges and vertices. • Use the vocabulary of parallel, perpendicular, horizontal and vertical lines to describe and classify 2-D shapes • Recognise 3-D shapes in different orientations and describe them • Know the names of common 3-D shapes • Sort and group according to prisms and pyramids • Construct prisms and pyramids with prepared nets, describe the shape of the faces.
	10	Addition and subtraction	<ul style="list-style-type: none"> • Add and subtract numbers mentally including a three-digit numbers and ones; tens ; hundreds (348 + 4; 348 + 40; 348 = 400) • Add and subtract numbers with up to three digits using a range of written strategies as appropriate • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction as appropriate

Summer term 2	10	Multiplication and division	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3,4,8 multiplication tables • Write and calculate mathematical statements for multiplication and division using the tables they know, including for two-digit numbers times one-digit numbers, using mental strategies and written strategies as appropriate (use arrays to underpin grid method) • Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems (e.g. four times as high) and correspondence problems in which m objects are connected to n objects (e.g. 3 hats and 4 coats, how many different outfits? 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).
	5	Fractions	<ul style="list-style-type: none"> • Recognise, find and write fractions of a discrete set of objects (unit and non-unit fractions, small denominators) • Recognise and use fractions as numbers (unit and non-unit fractions, small denominators) • Recognise and show, using diagrams, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$) • Compare and order unit fractions • Compare and order fractions with the same denominator

	10	Measure (money (5); time)	<ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts. • Solve problems involving money and budgeting in simple contexts • Tell the time from an analogue clock, including using Roman numerals I to XII, 12-hour and 24-hour clocks. Use vocabulary such as a.m./p.m., midnight and noon • Estimate and read the time with increasing accuracy to the nearest minute • Record and compare time in terms of seconds, minutes, hours and o'clock, comparing durations of events • Know the number of seconds in a minute and the number of days in each month, year and leap year.
	10	Measurement (length)	<ul style="list-style-type: none"> • Measure, compare, add and subtract lengths (m/cm/mm) • Measure and compare the perimeter of simple 2-D shapes in practical contexts • Solve problems involving length • Count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts