

First Level: Use With Understanding/ Apply [First ***]

	Term 1	Term 2	Term 3	Term 4
Estimating and Rounding	<ul style="list-style-type: none"> ▪ Use inverse operations (+ and -) to undo a calculation ▪ Round any 3 digit number to the nearest 10 and 100 	<ul style="list-style-type: none"> ▪ Use rounding to estimate before calculating ▪ Use inverse operations (x and ÷) to undo a calculation ▪ Round any 3 digit number to the nearest 10 and 100 ▪ Use rounding to estimate the solution to a problem 	<ul style="list-style-type: none"> ▪ Estimate and answer and check using inverse operations 	<ul style="list-style-type: none"> ▪ Round, estimate and check reasonableness in every calculation
Awareness of Number <ul style="list-style-type: none"> ▪ Counting ▪ Numerals ▪ Quantities ▪ Place Value 	<ul style="list-style-type: none"> ▪ Count objects by grouping in different multiples: 2, 4, 5 and 10 ▪ Estimate position of numbers on a number line ▪ Read, write and order whole numbers to at least 1,000 ▪ Position numbers on a number line ▪ Compare quantities and numbers using symbols < = > ▪ Recognise hundreds, tens and units in numbers ▪ Make 3 digit numbers recording in numbers and words 	<ul style="list-style-type: none"> ▪ Count in steps of 2 and 100 ▪ Count objects by grouping in different multiples: 3 and 6 ▪ Describe and extend number sequences, e.g. odds and evens ▪ Compare more than two quantities and describe the comparison using mathematical vocabulary ▪ Partition numbers in different ways 	<ul style="list-style-type: none"> ▪ Count in steps of 4 and 50 ▪ Count numbers to 1,000 starting at any number ▪ Describe and extend number sequences, e.g. odds and evens ▪ Order numbers using differed strategies ▪ Compare numbers using concrete resources and using < = > 	<ul style="list-style-type: none"> ▪ Count in steps of 8 ▪ Order numbers using differed strategies ▪ Understand and describe place value of any number to 1,000
Addition & Subtraction	<ul style="list-style-type: none"> ▪ To add and subtract using various strategies (bridging 10) to 100 ▪ To identify the operation required to solve a problem 	<ul style="list-style-type: none"> ▪ To add and subtract any 3 digit number ▪ To identify the operation required to solve a problem 	<ul style="list-style-type: none"> ▪ To identify the operation required to solve a problem ▪ To solve addition and subtraction problems 	<ul style="list-style-type: none"> ▪ To identify the operation required to solve a problem ▪ To solve addition and subtraction problems
Multiplication & Division	<ul style="list-style-type: none"> ▪ Revise times table facts 2, 4, 5, 10 ▪ To understand the relationship between x and ÷ ▪ To use x and ÷ when solving word problems 	<ul style="list-style-type: none"> ▪ Revise times table facts 3, 6 ▪ To understand the relationship between x and ÷ ▪ To understand the process of x and ÷ by 7, 8 and 9 ▪ To use x and ÷ when solving word problems ▪ To x and divide 2 digit numbers by 10 and 100 	<ul style="list-style-type: none"> ▪ To x and ÷ 2 digit numbers by 4 and 8 ▪ To understand the process of x and ÷ by 7, 8 and 9 by linking 2,4,8 and 3,6,9 ▪ To use x and ÷ when solving word problems 	<ul style="list-style-type: none"> ▪ To x and ÷ 2 digit numbers by 3 and 6 ▪ To understand the process of x and ÷ by 7, 8 and 9 by linking 2,4,8 and 3,6,9 ▪ To use x and ÷ when solving word problems
Fractions, Decimals and Percentages	<ul style="list-style-type: none"> ▪ To find part of a quantity/ set ▪ To solve word problems with fractions 	<ul style="list-style-type: none"> ▪ Identify and add equal fractions to make a whole ▪ To compare fractions ▪ To solve word problems with fractions 	<ul style="list-style-type: none"> ▪ To compare fractions ▪ To consolidate finding fractions of amounts ▪ To solve word problems with fractions 	<ul style="list-style-type: none"> ▪ To find equivalent fractions ▪ To understand how to share 1 and record findings ▪ To solve word problems with fractions

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Measurement: <ul style="list-style-type: none"> ▪ Money ▪ Time ▪ Length ▪ Mass ▪ Volume ▪ Area ▪ Patterns and Relationships ▪ Expressions and Equations ▪ Impact of Maths 	<ul style="list-style-type: none"> ▪ Read 12 hour times – quarter to the hour – using am/pm notation (analogue and digital) ▪ Make reasonable and logical estimates of length (cm, m, mm), mass and volume ▪ Choose an appropriate instrument for the task ▪ Describes and continues patterns for shapes, pictures and symbols ▪ Understands and uses the terms equals to, not equal to, greater than and less than, and the appropriate symbols ▪ Investigate importance of numbers in learning, life and work (throughout year) 	<ul style="list-style-type: none"> ▪ Use combinations of coins to pay and give change for goods within £10 ▪ Use and apply knowledge of the calendar to work out durations and plan events ▪ Make reasonable and logical estimates of length (cm, m, mm), mass and volume ▪ Choose an appropriate instrument for the task ▪ Measure accurately to the nearest unit ▪ Measures areas of simple shapes (squares) to the nearest $\frac{1}{2}$ square using grids ▪ Describes and continues patterns for numbers ▪ Creates patterns for shapes, pictures, symbols, numbers and tiling ▪ Investigate variety of number systems used throughout history 	<ul style="list-style-type: none"> ▪ Know the role of £ and p signs and the need for two decimal places in written amounts of money ▪ Tell time in 5 minute intervals ▪ To develop an understanding of time intervals: how many seconds in a minute ▪ Make reasonable and logical estimates of length (cm, m, mm), mass and volume ▪ Choose an appropriate instrument for the task ▪ Measure accurately to the nearest unit ▪ Compare measures with estimates – improve skills ▪ Knows that $10\text{mm}=1\text{cm}$ ▪ Converts between cm/m and mm/cm ▪ Converts between g/ kg ▪ Converts between ml/ l ▪ Measures areas of simple shapes (rectangles/ triangles) to the nearest $\frac{1}{2}$ square using grids ▪ Understands and uses the terms equals to, not equal to, greater than and less than, and the appropriate symbols ▪ Investigate variety of number systems used throughout history 	<ul style="list-style-type: none"> ▪ Develop mental strategies to carry out simple calculations involving money including totals and change ▪ Be aware that goods can be paid for using cards and digital technologies ▪ To develop an understanding of time intervals – how many weeks and days are in a year ▪ Make reasonable and logical estimates of length (cm, m, mm), mass and volume ▪ Choose an appropriate instrument for the task ▪ Compare measures with estimates – improve skills ▪ Knows that $10\text{mm}=1\text{cm}$ ▪ Converts between cm/m and mm/cm ▪ Converts between g/ kg ▪ Converts between ml/ l ▪ Create shapes with given area to nearest $\frac{1}{2}$ square using tiles or grids ▪ Understand conservation area ▪ Solves simple equations to solve a missing number problem $\blacksquare+25=27$ and $\blacksquare\times 6=42$
Shape, Position and Movement <ul style="list-style-type: none"> ▪ 2D and 3D Shapes ▪ Angles and Symmetry ▪ Transformation 	<ul style="list-style-type: none"> ▪ Recognise symmetrical patterns and shapes in the environment, patterns, pictures and 2D shapes ▪ Identify right, acute, and obtuse angles ▪ Creates symmetrical patterns and designs with more than 1 line of symmetry 	<ul style="list-style-type: none"> ▪ Develop understanding of properties of 2D shapes through tiling and tessellation ▪ Identify examples of tiling in the environment ▪ Create tiling patterns with different 2D shapes ▪ Creates symmetrical patterns and designs with more than 1 line of symmetry 	<ul style="list-style-type: none"> ▪ Continue to develop understanding of shapes extending to various prisms and pyramids ▪ Describes, plots and uses accurate two figure grid references ▪ Understand the purpose of a grid ▪ Use 2 figure grid references to describe positions on the grid ▪ Demonstrate the knowledge of horizontal and vertical location 	<ul style="list-style-type: none"> ▪ Use appropriate language to include base, vertex, angle ▪ Identify right, acute, and obtuse angles ▪ Creates symmetrical patterns and designs with more than 1 line of symmetry ▪ Describes, plots and uses accurate two figure grid references demonstrating knowledge of horizontal and vertical location ▪ Plot 2 figure grid references
Information Handling: <ul style="list-style-type: none"> ▪ Data Handling and Analysis ▪ Ideas of Chance and Uncertainty 		<ul style="list-style-type: none"> ▪ Use and understand vocabulary of probability 	<ul style="list-style-type: none"> ▪ Ask and answer questions to extract key information from a variety of data sets ▪ Interpret data to make reasonable predictions of probability 	<ul style="list-style-type: none"> ▪ Know and select the most effective way to gather data for a particular purpose ▪ Use a variety of methods including digital technology to display gathered data ▪ Present information appropriately including title, labelling and an appropriate scale