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|  | **Term 1** | **Term 2** | **Term 3** |
| **Understanding Number****Counting and Number Recognition**  | Count, read, write and order numbers to 100.Understand that the place of the digit indicates its value.Understand 0 as a place holderApproximate to the nearest 10Recognise addition and subtraction as inverse operationsUse and recognise patterns of diagonals when adding & subtracting on the 100 square 9 & 19; 11 & 21.Use and understand odd and even numbersUnderstand that to multiply by 2 is the same as doubling a number.Understand that when we recite the 2, 5, 10 times tables we are counting in multiples of these numbers | Count, read, write and order numbers to 500 and, if ready, onward to 1000.Understand that the place of the digit indicates its value. Understand 0 as a place holderApproximate to the nearest 100Be able to add a 3 digit number with a 2 digit number (120+15)Be able to add 9/11 to a 3 digit numberBe able to subtract a 2 digit number from a 3 digit numberExplore the 2/ 10/ 5/ 3 times tables *(in that order)* as repeated addition, and develop recall.Can add or subtract 10s and multiples of 10s to/from any number within 100 (56-10, 56+10 or 62-30, 62-30)Understand that divide means to find an equal shareRecognise that dividing by 2 means the same as ‘half’  | Explore division as repeated subtractionUse, read and begin to understand the related vocabulary of multiplication and division, eg: ‘times’, ‘divisible by’Understand that multiplication and division are oppposites and use to check results of calculations (10÷2=5 so 2x5=10)Begin to recognise that some numbers cannot be divided equally and therefore will have remainders. Can add or subtract 10’s 100’s and multiples of 10’s 100’s to/from any number up to 1000 as part of mental arithmetic. (223+10, 223+100 or 223-10, 223-100)Add and subtract mentally two 2 digit numbers within 100. (35+42 or 46-22)Be able to add and subtract up to 1000.Recognise and appreciate how we can use a calculator to self-check. |
| **Fractions** |  | Use and understand simple fractions of numbers and shape (1/2 , ¼ and 1/10) | Use and understand simple fractions of numbers and shape (1/2 , ¼ and 1/10) |
| **Measures**  |  | Know and order seasons and months of yearTell the time in ‘minutes past’ the hour (5,10,15,20,25,30) relate to half past and quarter past.Tell the time in ‘minutes to’ the hour (25,20,15,10,5) relate to ‘quarter to’.Identify T.V. programmes which start at a specific time using a T.V. timetableBe able to convert analogue time to digital mentioning am and pm. | *WEIGHT*Measure using the kilogram as the standard unit.Estimate and compare ‘weights’ using kilograms and grams*LENGTH*Understand how to measure using the metre as the standard unit.Understand how to measure using the half metre. Be able to measure and draw lines to the nearest half centimetre.  |
| **Shape and Space** | Recognise and describe the properties of 2D&3D shapes.Recognise and sort shapes that have right-angle corners. Recognise shapes that do not have any right-angle corners. | Understand and identify lines of symmetry in 2D shapes.Identify shapes that tessellate. |  |
| **Money** | Calculate change up to a £1 and £5 | Calculate change up to a £1 and £5 | Calculate change up to £5 and £10 |
| **Handling Data** | Use and understand Carroll Diagrams. Use and understand Venn Diagrams | Use and understand a tally chart and bar graph.. |  |
| **Mental Maths**  | Count orally in 1’s, 2’s, 5’s, 10’s forwards and backwards from a given number within 100. Recognise, read, write numbers within 100. Order a set of numbers (lowest to highest, highest to lowest) within 100. Identify missing numbers in a sequence within 100. Add/subtract 1, 2,10 to any number, answers within 100.Quick recall of facts to 20. Add a single digit to a 2 digit number without bridging 10, (54+3). Subtract a single digit from a number within 20, without bridging 10, (17-4). Subtract a single digit from a 2 digit number without bridging 10, (56-4).Add 2 digit numbers, bridging 10 , (6+8). Know any number subtracted from itself leaves 0, (24-24). Know that subtracting “adjacent” numbers leaves 1 , (57-56)Know half of all even numbers to 10. Know half of 50, 100.Be able to recite the 2, 5 and 10 times tables. Investigate the ‘jumping’ method when adding/subtracting a single digit number. Eg: 4+5=9 14+5=19 24+5=29 | Count orally in 1’s, 2’s, 5’s, 10’s forwards and backwards from a given number within 100. Recognise, read, write numbers up to 1000. Order a set of numbers (lowest to highest, highest to lowest) within 1000. Identify missing numbers in a sequence up to 1000.Add/subtract 1, 2, 10 to any number, answers within 1000. Know any number subtracted from itself leaves 0, (124-124). Know that subtracting “adjacent” numbers leaves 1 , (157-156)Know that subtracting “adjacent but 1” numbers leaves 2, (145-143Know half of 50, 100, 200, 500, 1000.Be able to attempt reciting 2, 3, 4, 5 and 10 times tables Be able to identify the number before, after and between in number sequences up to 1000.Become familiar with mathematical language greater than, less than, total, sum, product, minus, subtract, find, equal, share and divide.Become familiar with doubling is the same as multiplying by 2 and find half is the same as dividing by 2. | Recognise, read, write numbers up to 1000. Order a set of numbers (lowest to highest, highest to lowest) within 1000. Identify missing numbers in a sequence up to 1000. Add/subtract 1, 2, 10 to any number, answers within 1000. Know half of 50, 100, 200, 500, 1000.Be able to recite 2, 3, 4, 5 and ten times tables.Be able to identify the number before, after and between in number sequences up to 1000.Become familiar with mathematical language greater than, less than, total, sum, product, minus, subtract, find equal share and divide.Recognise that when multiplying by 4 we can double and double the number again- same for dividing by 4 – find half and half again. |