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|  | **Term 1** | **Term 2** | **Term 3** |
| Understanding Number  Counting and Number Recognition | Read, write and order whole nos. up to 1,000  Represent whole nos in terms of units, tens, hundreds and approximate to the nearest 10 and 100.  Written subtraction and addition within 1000, emphasis on sensible estimation of answer before calculating.  How to count on and count back using the 100 square  Develop rapid recall of multiplication facts (Times Tables).  Be able to use our knowledge of adding and subtracting to answer word problems. | Understand place value within 999, representing whole numbers in terms of units, or tens, or hundreds, and approximating to the nearest 10 and 100  To extend multiplication to a 2/3 digit number by a 1/2 digit number using a variety of written methods. Written multiplication and division problems, emphasis on sensible estimation of answer before calculating.  Read write and order whole numbers within 10,000.  Explore the effect of multiplying by 10 & 100  Multiply using mental or pencil and paper methods:  • a multiple of 10 by a single digit;  • any 2-digit/3-digit number by a single digit.  Have quick recall of all multiplication tables up to 10x10.  Understand inverse operation;  eg. 3 x 4 = 12 so 12 ÷ 3 = 4  Be able to use our knowledge of multiplying and dividing to answer word problems. | Revision of addition, subtraction, multiplication and division problems. Investigate simple function machines for + - x ÷  Solve problems to include:  choosing and using appropriate operations to solve word problems,  explaining methods and reasoning;  choosing and using appropriate ways of calculating, e.g. mental, mental with jottings, pencil and paper:  suggesting extensions by asking appropriate open-ended questions;  explaining methods of calculation and reasoning about numbers orally and, where appropriate, in writing. |
| Fractions |  | Using knowledge of equivalent fractions.  Eg. ½ = 4/8 = 5/10  Add and subtract simple fractions  eg ¼ + ¾ = 1, 1 – ¼ =¾ |  |
| Measures |  | Estimate and measure in metres and centimetres using a variety of instruments:  Discuss and select the appropriate unit and instrument needed to measure  Use a ruler to draw and measure lines to the nearest half centimetre.  Understand the concept of perimeter and find by measuring and calculating perimeters of simple shapes.  Find the area of simple 2D shapes by counting squares.  Understand that in order to find an area of a square or rectangular shape you multiply length by breadth.  Understand how to record area by inserting squared symbol.  Find the area of irregular shapes in cm2 by counting whole, half, and part squares. | Estimate and measure in kilograms and grams using a variety of instruments.  Discuss and select the appropriate unit and instrument.  Understand the relationship between litres and millilitres.  Understand capacity/volume.  Discuss, estimate and measure volume by counting centimetre cubes.  Read and interpret information from a calendar month.  Know the number of days in each Month, year and Leap year. Learn Poem “30 days hath Sept. ….”  Discuss the months generally associated with each season.  Relate hours and half hours on analogue and digital clocks.  Understand and explain relationships between units of time. Minute/hour, hour/day, day/week/fortnight, month/year.  Develop an understanding of am and pm.  Appreciate different ways of writing dates.  Investigate calendar patterns and use these to calculate the passage of time between 2 given dates |
| Shape and Space |  | Explore and recognise line symmetry in a variety of 2-D shapes, designs and pictures  Name and describe other 2-D shapes including pentagon, hexagon, pyramid and octagon  • Sort and name  • Recognise, describe and properties  Explore 3-D shapes, eg cube, cuboid, sphere, cone, cylinder hemisphere and various prisms  • sort and name;  • recognise and describe. | Know and use 4 compass directions N.E.S.W  Know which direction is North in the classroom and the school grounds.  Introduce Co-ordinates.  Plot positions from given co-ordinates.  Identify co-ordinates from given points.  Explore and make right angles.  Be able to make and identify angles as being either smaller than or larger than a right angle.  Use terms acute and obtuse.  Explore angle as a measure of turn. Use the language 'clockwise', 'anticlockwise', 'right' and 'left' to describe turns .  Understand angle as an amount of turn.  Can make anti clockwise turns.  Understand ½, ¼ and ¾ and full turns and know how many right angles each is. |
| Money | Conventional ways of recording money, + and – of money. Converting pence into pounds and visa versa.  Estimate costs by rounding up to the nearest 10p/50p/£1  Exploring ways of paying an exact amount of money using different coins. Exploring ways of giving change up to £1.00 Recognise and use banknotes in shopping transactions and game's. Calculate using addition, subtraction, eg shopping bills to at least £10.  Discuss how different countries use different coins and notes including the use of the Euro. | Calculate simple multiplication and division, eg shopping bills to at least £10. |  |
| Handling Data | Use tallying methods to record numbers in a survey.  Construct simple pictograms and bar charts, understanding the labelling of the X and Y axis.  Discuss and interpret graphs, drawing appropriate conclusions.  Introduce Venn, Tree and Carroll diagrams. Use given Venn, Tree and Carroll diagrams for sorting. | Create their own sorting activities using 2D and 3D shapes to produce Venn, Carroll and Tree diagrams representing 2 criteria. |  |
| Mental Maths | Recognise, read, write whole numbers within 1000.  Rapid recall of number bonds within 10. Know components of the number 20 (16 + 4).  Add 3 single digit numbers. Subtract any number from 20. Know all remaining subtraction facts within 20.  Find halves of even number within 20. Find doubles of multiples of 10.  Know multiplication facts for times tables. Add 9 by adding 10 -1. Rounding to nearest 10. Put 3 digit numbers in correct order | Find approx. total for adding 2 numbers. Add/subtract two 2 digit numbers within 100, without bridging 10 (35 + 22).  Find what must be added to any 2 digit number to make 100 (34 + ? = 100). Add/subtract multiples of 100 to/from multiples of 100 within 1000 (300 + 400, 900 – 300). Find what must be added to multiples of 100 to make 1000 (400 + ? = 1000). Find what must be added to/subtracted from any 3 digit number to make the next higher/lower multiple of 10 (234 + ? = 240, 456 - ? = 450, 647 + ? = 700, 278 - ? = 200). Add 100 to any 2 or 3 digit number within 1000 (345 + 100). Subtract 100 from any 3 digit number (478 – 100). Add a multiple of 100 to any 2 digit multiple of 10 (30 + 400). Add a multiple of 100 to any 2 or 3 digit number within 1000 (34 + 400, 327 + 500). Subtract a multiple of 100 from any 3 digit number (578 – 300).  Oral questioning about money and change? Oral questioning about the properties of 2D and 3D shapes. Questions about fractions: eg. How many halves in 6 whole, how many ¼ in 3 whole. | Know multiplication facts and inverse operation.  Read/write simple fraction notation. Count forwards/backwards in halves, quarters.  Calculate double of multiples of 10 up to 200 (double 130).  Oral questions on perimeter and area of regular 2D shape.  Oral questioning and estimation of weight and capacity.  Manipulate clock hands to answer oral question.  Co-ordinate games. |