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|  | **Term 1** | **Term 2** | **Term 3** |
| **Understanding Number**  **Counting and Number Recognition** | Read, write and order whole numbers to 99,999 approximating to nearest 100, 1000  Use 4 operations (+ - x and divide) to perform written calculations involving whole numbers, estimating answers beforehand  Be able to round whole numbers to the nearest 10, 100, 1000.  Explore the effect of multiplying whole numbers by multiples of 10 and by 100  Multiply whole numbers by 10 and 100  Divide whole numbers by 10 and 100, with whole number answers  Understand and use the terms: multiple, factors  Be introduced to prime and square numbers. | Add/subtract fractions with same denominator, where answer is less than 1  Know equivalence of simple fractions where the numerator is not 1.  Explore the effect of multiplying numbers to 1 decimal place by 10.  Approximate 1dp decimal numbers to nearest whole number  Recognise, read, write and order numbers to 1 decimal place.  Use 4 operations (+ - x and divide) to perform written calculations involving decimal place estimating answers beforehand.  Understand place value to 1 decimal place and be able to count on/back in tenths from different starting numbers.  Understand place value to 2 decimal places and be able to count on/back in hundredths from different starting numbers. |  |
| **Measures** | Appreciate and use practically the relationship between cm and mm. | Measure and record results using decimal notation with up to 2 decimal places  Appreciate and use practically the relationship between m and km  Calculate durations, start times and finish times by counting on or counting back time.  Convert times from 12 hr to 24 hr clock and vice versa. | Use a wider range of metric units when measuring. Be able to make reasonable estimates about heights and distances.  Be able to convert from one metric unit to another. Solve related problems using the 4 operations (+ - x and divide).  Be able to read diagrams and scales to 2 decimal places. Mark in missing numbers in a variety of scales. |
| **Shape and Space** | Area and Perimeter  Find areas using square cm, including irregular areas.  Find the perimeter of regular shapes e.g. Squares, rectangles etc.  Find the perimeter of irregular shapes in cm, m or km. | Know degree equivalents of whole turn, ½, ¼, and ¾ turns, and relate to number of right angles  Appreciate that half a right angle is 450  Appreciate and use term “reflex” to describe angles greater than two right angles/half a turn/1800  Be able to visualise/work out the number of faces, edges and vertices on cubes and cuboids.  Use programmable language e.g. LOGO to generate mathematical shapes and designs.  Understand and use 8 points of compass.  Understand and use terms horizontal, vertical and perpendicular. | Classify triangles into equilateral, isosceles, right-angled and scalene triangles.  Make tessellations using single shapes.  Make tessellations using multiple shapes.  Know which shapes will tessellate.  Be able to visualise/work out the number of faces, edges and vertices on other 3-d shapes.  Investigate 3-d shapes using nets and skeletons  Explore the volume of cubes and cuboids, by filling with cm cubes. |
| **Fractions** |  | Recognise, read, write and order fractions.  Find fractions of quantities eg 4/7 etc.  Add and subtract fractions.  Complete problems using knowledge of fractions. | Understand concept of percentage as “out of 100”.  Recognise simple percentages (10%, 20%, 25%, 33 1/3 % 50%, 100%) and know their equivalent fraction. Use this knowledge to solve problems. |
| **Money** |  | Carry out calculations involving multiplication/division of money using practical, mental, and calculator or written methods.  Understand that you need money in the bank to obtain cash using a cash card. |  |
| **Handling Data** |  | Design and use a data collection sheet to gather information.  Construct frequency charts and diagrams involving different scales on the frequency axis, including computer generated charts and diagrams.  Be able to use tally method, bar-gate convention when it isn’t possible to identify all the information required at one time, e.g. different total generated when throwing two dice.  Collect and enter information into database. | Construct, use and interpret bar-line graphs.  Interpret simple given pie charts.  Compare and order likelihood of future events using terms: certain, very likely, likely, possible, unlikely, very unlikely, impossible.  Arrange events around the notion of 'fifty-fifty' or evens chance.  Find the Mean and Range of a set of data. |
| **Mental Maths** | Add/subtract two 2 digit numbers within 100, bridging the ten (34 + 28, 53 – 36). Find doubles of any 2 digit numbers to 50 + 50 (double 36)  Multiply a single digit by 6, 7, 8, 9 and derive corresponding division facts. Count orally in multiples of 3, 4, 6, 7, 8, 9 forwards and backwards  Give “multiples of….”, “factors of….”  Add a 2-digit multiple of 10 to a 2 digit number and vice versa bridging through the hundred (78 + 60, 80 + 63). Add two 3 digit multiples of 10 without bridging 100 (340 + 420). Find difference between two 3 digit numbers which are close (678 – 672) | Find 50% by finding half of a quantity. Find 25% by finding quarter of a quantity. Find 10% by finding a tenth of a quantity  Find equivalent fractions within simple fraction families. Add two 2 digit multiples of 10, bridging the hundred (400 + 700) Derive corresponding halves (half of 72) from previous work on doubles in term 1. Add/subtract a single digit to/from a 1 decimal place decimal number (2.3 + 4, 5.6 – 3) | Subtract a 2 digit multiple of 10 from a 3 digit multiple of 10, without bridging the hundred (670 – 40).  Subtract a 3 digit multiple of 10 from a 3 digit multiple of 10, without bridging the hundred (560 – 440).  Add any number to a multiple of 1000 (4000 + 423).  Subtract a multiple of 1000 from any 4 digit number (4567 – 3000) |