

Llangyfelach Primary School



Numeracy Scheme

Year 3

NUMBER

Number and place value

Number

number
numeral
zero
one, two, three ... twenty
teens numbers, eleven, twelve ... twenty
twenty-one, twenty-two ... one hundred, two hundred ... one thousand
none
how many ...?
count, count (up) to, count on (from, to),
count back (from, to)
forwards
backwards
count in ones, twos, fives, tens, threes,
fours, **eights**, **fifties** and so on to **hundreds**
equal to
equivalent to
is the same as
more, less
most, least
tally
many
odd, even
multiple of, **factor of**
sequence
continue
predict
few
pattern
pair, rule
relationship
> greater than
< less than
Roman numerals

Place value

ones
tens, hundreds
digit
one-, two- or three-digit number
place, place value
stands for, represents
exchange
the same number as, as many as
more, larger, bigger, greater
fewer, smaller, less
fewest, smallest, least
most, biggest, largest, greatest
one more, ten more, **one hundred more**
one less, ten less, **one hundred less**
equal to
compare
order
size
first, second, third ... twentieth
twenty-first, twenty-second ...
last, last but one
before, after
next
between
halfway between
above, below

Estimating

guess
how many ...?
estimate
nearly
roughly
close to
approximate, approximately
about the same as
just over, just under

exact, exactly
too many, too few
enough, not enough
round, nearest, round to the nearest ten, hundred
round up, round down

Addition and subtraction

addition
add, more, and
make, sum, total
altogether
double
near double
half, halve
one more, two more ... ten more ... one hundred more
how many more to make ...?
how many more is ... than ...?
how much more is ...?
subtract
take away
how many are left/left over?
how many have gone?
one less, two less, ten less ... one hundred less
how many fewer is ... than ...?
how much less is ...?
difference between
equals
is the same as
number bonds/pairs/facts
missing number
tens boundary, hundreds boundary

Multiplication and division

multiplication
multiply
multiplied by

multiple, factor
groups of
times
product
once, twice, three times ... ten times
repeated addition
division
dividing, divide, divided by, divided into
left, left over, remainder
grouping
sharing, share, share equally
one each, two each, three each ... ten each
group in pairs, threes ... tens
equal groups of
doubling
halving
array
row, column
number patterns
multiplication table
multiplication fact, division fact

Fractions

fraction
equivalent fraction
mixed number
numerator, denominator
equal part
equal grouping
equal sharing
parts of a whole
half, two halves
one of two equal parts
quarter, two quarters, three quarters
one of four equal parts
one third, two thirds
one of three equal parts
sixths, sevenths, eighths, tenths ...

MEASUREMENT

measure
measurement
size
compare
measuring scale, division
guess, estimate
enough, not enough
too much, too little
too many, too few
nearly, close to, about the same as, approximately
roughly
just over, just under

Length

millimetre, centimetre, metre, kilometre, mile
length, height, width, depth
long, short, tall
high, low
wide, narrow
thick, thin
longer, shorter, taller, higher ... and so on
longest, shortest, tallest, highest ... and so on
far, further, furthest, near, close
distance apart ... between ... to ... from
perimeter
ruler
metre stick, tape measure

Weight

kilogram, half kilogram, gram
weigh, weighs, balances
heavy, light
heavier than, lighter than
heaviest, lightest
scales

Capacity and volume

litre, half litre, millilitre
capacity
volume
full
empty
more than
less than
half full
quarter full
holds, contains
container

Temperature

temperature
degree
centigrade

Time

time
days of the week, Monday, Tuesday ...
months of the year (January, February ...)
seasons: spring, summer, autumn, winter
day, week, weekend, fortnight, month, year, century
birthday, holiday
morning, afternoon, evening, night
bedtime, dinner time, playtime
today, yesterday, tomorrow
before, after
earlier, later
next, first, last
midnight
calendar, date
now, soon, early, late, earliest, latest
quick, quicker, quickest, quickly
slow, slower, slowest, slowly
old, older, oldest
new, newer, newest

takes longer, takes less time
 how long ago?
 how long will it be to ...?
 how long will it take to ...?
 how often?
 always, never, often, sometimes
 usually
 once, twice
 hour, o'clock, half past, quarter past, quarter to
 5, 10, 15 ... minutes past
 a.m., p.m.
 clock, clock face, watch, hands
 digital/analogue clock/watch, timer
 hour hand, minute hand
 hours, minutes, seconds
 Roman numerals
 12-hour clock time, 24-hour clock time

Money

money
 coin
 penny, pence, pound
 price, cost
 buy, bought, sell, sold
 spend, spent
 pay
 change
 dear, costs more
 cheap, costs less, cheaper
 costs the same as
 how much ...?
 how many ...?
 total

GEOMETRY

Properties of shape

shape, pattern

flat
 curved, straight
 round
 hollow, solid
 sort
 make, build, draw
 perimeter
 surface
 size
 bigger, larger, smaller
 symmetry, symmetrical, symmetrical pattern
 line symmetry
 pattern, repeating pattern
 match

2-D shape

corner, side
 point, pointed
 rectangle (including square), rectangular
 circle, circular
 triangle, triangular
 pentagon, pentagonal
 hexagon, hexagonal
 octagon, octagonal
 quadrilateral
 right-angled
 parallel, perpendicular

3-D shape

face, edge, vertex, vertices
 cube, cuboid
 pyramid
 sphere, hemisphere
 cone
 cylinder
 prism, triangular prism

Position and direction

position

over, under, underneath
 above, below
 top, bottom, side
 on, in
 outside, inside
 around
 in front, behind
 front, back
 beside, next to
 opposite
 apart
 between
 middle, edge
 centre
 corner
 direction
 journey, route
 left, right
 up, down
 higher, lower
 forwards, backwards, sideways
 across
 next to, close, near, far
 along
 through
 to, from, towards, away from
 clockwise, anticlockwise
 compass point
 north, south, east, west, N, S, E, W
 horizontal, vertical, diagonal
 movement
 slide
 roll
 turn
 stretch, bend
 whole turn, half turn, quarter turn, three-quarter turn
 angle ... is a greater/smaller angle than
 right angle

acute angle
 obtuse angle
 straight line

STATISTICS

count, tally, sort, vote
 graph, block graph, pictogram
 represent
 group, set
 list, table, chart, bar chart, frequency table
 Carroll diagram, Venn diagram
 label, title, axis, axes
 diagram
 most popular, most common
 least popular, least common

GENERAL

pattern
 puzzle
 problem, problem-solving
 mental, mentally
 what could we try next?
 how did you work it out?
 show how you ...
 explain your thinking
 explain your method
 describe the pattern
 describe the rule
 investigate
 recognise
 describe
 draw
 compare
 sort
 greatest value, least value
 mental calculation
 written calculation
 statement

**Daily Counting and Remembered Facts:
Rapid Recall**

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------------------------|--------------------------------------|---|---------------------------------------|---|---|---|--|--|---|
| Number bonds | All pairs of numbers with total of 5 | Introduction of pair of numbers to total 10 | All pairs of numbers with total of 10 | All pairs of numbers with total of 20 | All pairs of numbers with total of 50 | Pairs of numbers with a total of 100 | Pairs of numbers with a total of 1000 | Pairs of numbers with a total of 1000 and 1 (1dp) | Pairs of numbers with a total of 1000 and 1 (up to 3dp) |
| Adding and subtracting | | | Addition and subtraction facts to 5 | Addition and subtraction facts to 10 | Addition and subtraction facts to 20 | Addition and subtraction facts to at least 20 | Pairs of decimals that total 1 | Pairs of decimals that total 10 | |
| Halves and doubles | | | Doubles of all numbers to 5 | Doubles of numbers to 15 Halves of even numbers to 20 | Doubles of numbers to 20 Doubles of multiples of 5 to 100 Halves of any multiple | Doubles and halves of numbers up to 100 | Doubles and halves of numbers up to 100 Doubles of multiples of 10 to 1,000 Doubles of multiples of 100 to 10,000 | Doubles and halves of numbers up to 100. Double and half decimal fractions to 2 decimal places | |
| Multiply and divide | | | | Multiplication facts 2 and 10 times table and corresponding division facts Multiplication facts up to 5x5 | Multiplication and division facts for the 2, 5 and 10 times-table | Multiplication and division facts for the 2, 3, 4, 5 and 10 times table | Multiplication and division facts to 10x10 Squares of all numbers to 10 x10 | Multiplication and division facts to 10x10 Squares of all numbers to 12 x12 Prime numbers | |

**Daily Counting and Remembered Facts:
Counting**

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|---|--|---|--|--|--|--|--|--|---|
| Rote counting | Rote count to beyond 10 | Rote count to 20 | Rote count to 100 | Count on or back to at least 100 | Count on or back to at least 1,000 | Count on or back to at least 10,000 | Count on or back to at least 100,000 | Count on or back to 1,000,000 | Count on or back to and beyond 1,000,000 |
| Count Objects Reliably | Count reliably up to 5 objects | Count reliably up to 10 objects | Count on or back in ones to at least 20 | Count sets of objects by grouping in sets of 2, 5 & 10 | | | | | |
| Counting on from given starting point | Count in ones from any single digit number | Count on or back in ones from any number up to 20 | Count on or back in ones from any number up to 100 | Count on or back in ones from any number beyond 100 | Count on or back in ones from any number beyond 1,000 | Count on or back in ones from any number beyond 10,000 and negative single numbers | Count on or back in whole numbers and 1dp numbers and negative numbers | Count on or back in whole numbers, 2dp numbers and negative numbers | Count on or back in whole numbers, 3dp numbers and negative numbers in halves |
| Recognising more/less and before/after | Say a number that is 1 before/after than a given number from 1 to 10 | Say a number that is 1 more/less than a given number from 1 to 10 | Say a number that is 1 more/less than a given number to 50 | Say a number that is 1, 10 or 20 more/less than any 2-digit number | Say a number that is 1, 10 or 100 more/less than any 2 or 3-digit number | Say a number that is one, ten, hundred or thousand more/less than any 2, 3 or 4-digit number | Say a number that is 1, 10, 100 or 1,000 more/less than any number | Say a number that is 1, 10, 100, 1,000, 10 th or 100 th more/less than any number or decimal | Say a number that is any place value more/less than any number or decimal |

| | | | | | | | | | |
|---------------------------------|------------------------|--------------------------------|---|--|--|--|---|---|---|
| Bridging across the 10 | Identify the number 10 | Bridging through 10 and 20 | Bridging through multiples of 10 | Bridging through multiples of 10 and 100 | Bridging through multiples of 100 up to 1,000 | Bridging through multiples of 100 up to 10,000 | Bridging through multiples of 100 up to 100,000 | Bridging through multiples of 100 up to 1,000,000, including 2dp numbers | Bridging through multiples of 100 up to 1,000,000, including 3dp numbers |
| Counting in powers of 10 | Identify the number 10 | Count in 10s | Count on and back in 10s to 100 | Count on and back in 10s from any 2-digit number | Count on and back in 10s and 100s from any 2 or 3-digit number | Count on and back in 10s, 100s, 1000s from any whole number up to 10,000 and into negative numbers | Count on and back in 10s, 100s, 1000s from any whole number up to 100,000 and into negative numbers | Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers | Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers |
| Counting in multiples | | Begin to count in 2s to 10 | Count in 2s and 5s to 100 | Count in 2s and 5s to 100 from any given number (100 square) | Count in 2s and 5s to 100 from any given number | Count in 2s, 3s, 4s and 5s from any given number to 100 and beyond | Count in 6s, 7s, 8s and 9s from any number to 100 | Count in 6s, 7s, 8s and 9s from any number to 100 and beyond | Count in any multiple from any given number |
| Recognising multiples | | Recognise odd and even numbers | Recognise odd/ even numbers and multiples of 2, 5 and 10 (100 square) | Recognise multiples of 2, 5, 10 and 100 (understand and explain) | Recognise multiples of 2, 5, 10, 50 and 100 | Recognise multiples in the 2, 3, 4 and 5 times tables | Recognise multiples in the 6, 7, 8 and 9 times tables | Recognise multiples to at least 10 x 10 and beyond (x25, x75) | Recognise multiples to at least 12 x 12 and beyond (x25, x75) |
| Divisibility | | | | Recognise whole numbers divisible by 2 | Recognise whole numbers that are divisible by 2 and 10 | Recognise whole numbers that are divisible by 2, 4, 5, 10 and 100 | Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 10 and 100 | Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100 | Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100 |

| Wk | Starter | Y2: Weekly Objectives | Y3: Weekly Objectives | Y4: Weekly Objectives |
|----|---|---|---|--|
| 2 | <p>Day 1: Say one more or one less than any 2-digit number.</p> <p>Day 2: Place value in 2-digit numbers.</p> <p>Day 3: Pairs to 10. Complements to multiples of 10</p> <p>Day 4: Count in 10s from a single-digit number. Add/subtract 10.</p> <p>Day 5: Doubles 1 to 10.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Know pairs to 10, 8 and 9. 2. Use the = sign to represent equality. 3. Understand how □ can represent an unknown.</p> <p>Day 2: 1. Partition 10 and 20 into pairs and write related addition and subtraction facts.</p> <p>Day 3: 1. Begin to know by heart pairs with a total of 20.</p> <p>Day 4: 1. Add and subtract 10 to/from 2-digit numbers by using counting in tens, not ones.</p> <p>Day 5: 1. Find 10p more/less than amounts up to 89p</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Know number bonds for all numbers up to 20. 2. Use number bonds when doing addition and subtraction.</p> <p>Day 2: 1. Write balancing number sentences using numbers up to 20. 2. Understand that = represents equality.</p> <p>Day 3: 1. Use known number facts to add 1-digit to 2-digit numbers. 2. Cross a tens boundary when adding.</p> <p>Day 4: 1. Use known number facts to subtract 1-digit from 2-digit numbers. 2. Cross a tens boundary when subtracting single-digit numbers</p> <p>Day 5: 1. Use number facts to choose a sensible order to add 4 or more numbers. 2. Explain the reasons for your choices.</p> | <p>Mental addition and subtraction</p> <p>Day 1: Revise adding pairs of two-digit numbers (addition grids).</p> <p>Day 2: Revise adding two-digit numbers to three-digit numbers.</p> <p>Day 3: Revise using Frog to subtract pairs of two-digit numbers.</p> <p>Day 4: Revise using Frog to subtract two-digit numbers from 100 by counting up or knowing their bonds.</p> <p>Day 5: Revise using Frog to subtract two-digit numbers from nos >100, e.g., $142 - 78$, $126 - 57$, choose to count back (e.g. $123 - 41$) or to use Frog</p> |

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|---------------------------------|--|--|---|--|
| 3 A U T U M N | <p>Day 1: Paying amounts. Pairs to 10.</p> <p>Day 2: Adding 3 numbers.</p> <p>Day 3: Pairs to 10. Complements to multiples of 10.</p> <p>Day 4: Time to ½ hour.</p> <p>Day 5: Doubles 1 to 10. ½ and ¼ hours.</p> | <p>Addition and subtraction and Money</p> <p>Day 1: 1. Recognise all coins. 2. Add the values of 2 coins.</p> <p>Day 2: 1. Begin to use ordered lists to find all possibilities. 2. Find totals of two coins.</p> <p>Day 3: 1. Find the total of 2 prices (total) less than 20p). 2. Find change from 20p.</p> <p>Day 4: 1. Read the time to the half hour on digital and analogue clocks.</p> <p>Day 5: 1. Read the time to the ¼ hour on analogue clocks. 2. Begin to identify time intervals.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Add pairs of 2-digit number by partitioning and recombining, totals in tens or ones more than 10.</p> <p>Day 2: 1. Add pairs of 2-digit numbers by partitioning and recombining, totals in tens and ones more than 10.</p> <p>Day 3: 1. Subtract numbers by counting up, drawing own empty number line.</p> <p>Day 4: 1. Subtract any pair of 2-digit numbers by counting up.</p> <p>Day 5: 1. Count up to find change from a pound.</p> | <p>Mental addition and subtraction</p> <p>Day 1: Add two 3 -digit numbers using compact written addition.</p> <p>Day 2: Add three 3 -digit numbers using compact written addition.</p> <p>Day 3: Use counting up (Frog) to do subtraction: subtractions where we do ones like 402 – 356 where you cross a hundred but gap is not too massive.</p> <p>Day 4: Use counting up (Frog) to do subtraction: Frog ones like 421 – 356 gap < 100.</p> <p>Day 5: Use counting up (Frog) to do subtraction: Frog ones like 421 – 356 gap < 100, check with addition.</p> |

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|---------------------------------|---|---|---|---|
| 4 A U T U M N | <p>Day 1: Compare numbers to 30. Find lines of symmetry.</p> <p>Day 2: Count to 100. 2D shapes.</p> <p>Day 3: Order numbers to 100.</p> <p>Day 4: Left and right. Naming 3D shapes.</p> <p>Day 5: Follow directions.</p> | <p>Measure</p> <p>Day 1: 1. Use a uniform unit to measure to the length to the nearest unit.</p> <p>Day 2: 1. Measure length to the nearest centimetre.</p> <p>Day 3: 1. Choose from a range to estimate the lengths of objects. 2. Measure length to the nearest centimetre.</p> <p>Day 4: 1. Follow and give instructions involving position, direction and movement including left and right.</p> <p>Day 5: 1. Recognise whole, half and quarter turns, both clockwise and anticlockwise. 2. Recognise that a right angle is a quarter turn.</p> | <p>Shape</p> <p>Day 1: 1. Recognise and find one or more lines of symmetry. 2. Complete complicated symmetrical drawings.</p> <p>Day 2: 1. Describe and name 2D shapes 2. Sort shapes in different ways according to their properties.</p> <p>Day 3: 1. Describe properties and name 2D shapes. 2. Recognise right angles. 3. Sort 2D shapes using a Venn diagram.</p> <p>Day 4: 1. Describe and name 3D shapes and use correct mathematical vocabulary. 2. Sort shapes according to their properties.</p> <p>Day 5: 1. Describe and name 3D shapes and use correct mathematical vocabulary. 2. Sort 3D shapes using a Carroll diagram.</p> | <p>Shape</p> <p>Day 1: Draw circles with different radii.</p> <p>Day 2: Describe, name, sort and draw 2D shapes (incl. symmetry, right angles, obtuse and acute) .</p> <p>Day 3: Describe, name and sort triangles (symmetry, right angles, equal length sides...).</p> <p>Day 4: Describe, name and sort 3D shapes (know the words polyhedron, faces, edges and vertices).</p> <p>Day 5: Describe, name and sort 3D shapes (know the words polyhedron, faces, edges and vertices).</p> |

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|---------------------------------|--|---|---|---|
| 5 A U T U M N | <p>Day 1: Say one more or one less than any 2-digit number.</p> <p>Day 2: Doubles to double 15, doubles of multiples of 10.</p> <p>Day 3: Pairs to 10.</p> <p>Day 4: Count in 2s.</p> <p>Day 5: Paying amounts.</p> | <p>Addition and subtraction and Money</p> <p>Day 1: 1. Use pairs to 10 and the image of the 100 beaded string to find what needs to be added to a 2-digit number to make the next multiple of 10.</p> <p>Day 2: 1. Use pairs to 10 and the image of the 1-100 grid to find what needs to be added to a 2-digit number to make next multiple of 10.</p> <p>Day 3: 1. Use pairs to 10 to find what needs to be added to a 2-digit number to make next multiple of 10.</p> <p>Day 4: 1. Find change from 20p. 2. Solve and write simple number stories involving money.</p> <p>Day 5: 1. Add and subtract 10, 11 and 20 in the context of money.</p> | <p>Multiplication and division</p> <p>Day 1: 1. Double 2-digit numbers up to 50 by partitioning and recombining.</p> <p>Day 2: 1. Halve even 2-digit numbers up to 50 by partitioning and recombining.</p> <p>Day 3: 1. Know \times and \div facts for the 5 and 10 times tables. 2. Understand that multiplication is commutative.</p> <p>Day 4: 1. Write \times and \div sentence sentences for the 2 times table.</p> <p>Day 5: 1. Confidently recognise multiples of 2, 5 and 10.</p> | <p>Mental multiplication and division</p> <p>Day 1: Double and halve two-digit numbers, incl. halving odd numbers .</p> <p>Day 2: Double and halve three-digit numbers.</p> <p>Day 3: Revise 4 and 8 times tables, and divisions.</p> <p>Day 4: Double 3 times table to get 6 times tables.</p> <p>Day 5: Division facts for 3, 4, 5, 6 and 8 times tables, using mystery function machines .</p> |

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|----------------------------|---|---|---|--|
| 6 A U T U M | <p>Day 1: Count in 2s. Place value in 3-digit numbers.</p> <p>Day 2: Count in 10s. Compare pairs of 3-digit numbers, using > and <.</p> <p>Day 3: Count in 2s. £ and p place value.</p> <p>Day 4: Odds and evens. Count on and back in ones from a three-digit number.</p> <p>Day 5: Doubles. Count on and back in tens from a 3-digit number.</p> | <p>Number and fractions</p> <p>Day 1: 1. Describe and continue patterns. 2. Count in 2s and 10s. 3. Recognise multiples of 2 and 10.</p> <p>Day 2: 1. Understand multiplication as repeated addition. 2. Count in 10s.</p> <p>Day 3: 1. Recognise odd and even numbers to at least 20.</p> <p>Day 4: 1. Find halves and quarters of shapes by folding. 2. Recognise which shapes are divided in halves/ quarters and which are not.</p> <p>Day 5: 1. Colour $\frac{1}{4}$ or $\frac{3}{4}$ of shapes.</p> | <p>Number and fractions</p> <p>Day 1: 1. Say what each digit represents in a 3-digit number. 2. Use knowledge of place value to add.</p> <p>Day 2: 1. Use knowledge of place value to subtract.</p> <p>Day 3: 1. Say what each digit represents in a 3-digit amount of money. 2. Use this knowledge to add and subtract money.</p> <p>Day 4: 1. Know what each digit represents in a 3-digit number. 2. Add 1, 10 or 100 to a 3-digit number.</p> <p>Day 5: 1. Know what each digit represents in a 3-digit number. 2. Subtract 1, 10 or 100 from a 3-digit number.</p> | <p>Number, place value</p> <p>Day 1: Place value additions/subtractions in 4-d numbers, e.g. $3036 + 200 = 3236$ and vice versa.</p> <p>Day 2: Place value additions/subtractions in 4-d numbers, zap a digit.</p> <p>Day 3: Add/subtract 1 or 1000 to/from 4-d numbers.</p> <p>Day 4: Add/subtract 10 to/from 4-d numbers.</p> <p>Day 5: Add/subtract 100 to/from 4-d numbers.</p> |

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| 7 A U T U M N | <p>Day 1: Double 1-5 and halves. Pairs to 20, and related subtractions</p> <p>Day 2: Double 1-10 and halves. Add any pair of single-digit numbers.</p> <p>Day 3: Pairs to 6, 7, 8 and 9. Add/subtract multiples of 10 to or from any 2-digit number.</p> <p>Day 4: Count on and back in tens from 1,2 and 3-digit number.</p> <p>Day 5: Count on and back in tens.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Find doubles to double 20 using bead strings to help.</p> <p>Day 2: 1. Investigate which numbers to 30 can be halved (whole number answers), and find that these are even numbers.</p> <p>Day 3: 1. Use strips to halve even numbers and write the corresponding double.</p> <p>Day 4: 1. Add 10, 20, 11 and 21 to 2-digit numbers less than 80.</p> <p>Day 5: 1. Subtract 10, 20, 11 and 21 from 2-digit numbers.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Say what each digit represents in a 3-digit number. 2. Add 1s, 10s or 100s to a 3-digit number, without crossing the tens or hundreds boundary.</p> <p>Day 2: 1. Say what each digit represents in a 3-digit number. 2. Subtract 1s, 10s or 100s from a 3-digit number, without crossing the tens or hundreds boundary.</p> <p>Day 3: 1. Add or subtract a multiple of 10 to/from a 2-digit number. 2. Add or subtract a near multiple of 10 to/from a 2-digit number.</p> <p>Day 4: 1. Add a multiple of 10 to a 3-digit number. 2. Add a near multiple of 10 to a 3-digit number without crossing the tens or hundreds boundary.</p> <p>Day 5: 1. Subtract a multiple of 10 to from a 3-digit number. 2. Subtract a near multiple of 10 from a 3-digit number without crossing the tens or hundreds boundary.</p> | <p>Mental addition or subtraction</p> <p>Day 1: Add/subtract using PV and number facts (3-digit numbers): $358 + 204$; $358 + 41$; $358 - 230$.</p> <p>Day 2: Add/subtract using PV and number facts (3-digit numbers): $358 + 204$; $358 + 41$; $358 - 230$.</p> <p>Day 3: Add and subtract using place value and number facts: easy ones for four-digit numbers .</p> <p>Day 4: Add near multiples of 10 or 100: $358 + 199$ $358 - 49$ etc.</p> <p>Day 5: Subtract near multiples of 10 and 100: $358 - 199$, $358 - 39$ etc.</p> |

| Wk | Starter | Y2: Weekly Objectives | Y3: Weekly Objectives | Y4: Weekly Objectives |
|----|---|---|--|--|
| 8 | <p>Day 1: Pairs to 10. Count on and back in 5s.</p> <p>Day 2: Complements to multiples of 10.</p> <p>Day 3: Pairs to 20.</p> <p>Day 4: Complements to multiples of 10.</p> <p>Day 5: Subtraction facts for 10. Change from £1.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Find pairs to 20 and record the addition and subtraction fact. 2. Recognise the inverse relation between addition and subtraction and use this.</p> <p>Day 2: 1. Recognise the use of a symbol such as ■ to represent an unknown. 2. Recognise the inverse relation between addition and subtraction and use this</p> <p>Day 3: 1. Add 1-digit numbers to 2-digit numbers (not crossing a multiple of ten). 2. Subtract 1-digit numbers from 2-digit numbers (not crossing a multiple of ten). 3. Use number facts and patterns to add and subtract rather than counting on or back in ones.</p> <p>Day 4: 1. Add 1-digit numbers to 2-digit numbers. 2. Use number bonds to 10 and place value to add rather than counting on in ones.</p> <p>Day 5: 1. Subtract 1-digit numbers from 2-digit numbers. 2. Use number bonds to 10 and place value to subtract rather than counting back in ones.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Know multiples of 5 to 100. 2. Confidently list pairs of multiples of 5 which add to 100.</p> <p>Day 2: 1. Quickly find pairs of numbers with a total of 100.</p> <p>Day 3: 1. Use counting up to subtract numbers on either side of 100, answers less than 20.</p> <p>Day 4: 1. Use counting up to subtract numbers on either side of 100, answers less than 30.</p> <p>Day 5: 1. Use counting up to subtract numbers on either side of 100, answers less than 40.</p> | <p>Written addition or subtraction</p> <p>Day 1: Introduction to expanded decomposition, so do 3-digit - 3-digit, one with no 'exchanges required, e.g. 573 – 251 then do ones requiring one exchange, from 10s to 1s .</p> <p>Day 2: Expanded decomposition, 3-digit – 3-digit, one exchange, from 100s to 10s.</p> <p>Day 3: More practice of expanded decomposition, including zero in 1s, e.g. 460 - 238</p> <p>Day 4: Decomposition subtractions – estimate answer and use addition to check.</p> <p>Day 5: Decomposition subtractions:, show zeros at the top and demonstrate how subtractions like this (402 – 378) are best done using counting up (Frog).</p> |

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| 9 A U T U M N | <p>Day 1: 2D shape. 5 times table.</p> <p>Day 2: Pattern. Pairs of multiples of 5 with a total of 60.</p> <p>Day 3: Recognise 2D shapes. Pairs of multiples of 5 with a total of 60.</p> <p>Day 4: Properties of shapes. Months of the year.</p> <p>Day 5: Sorting coins. 2 times table.</p> | <p>Shape and data</p> <p>Day 1: 1. Recognise pentagons, hexagons and octagons including those that are irregular.</p> <p>Day 2: 1. Recognise and draw pentagons, hexagons and octagons and describe their properties.</p> <p>Day 3: 1. Visualise, make, recognise and describe 2D shapes.</p> <p>Day 4: 1. Sort objects according to 2 criteria in a Venn diagram.</p> <p>Day 5: 1. Sort 2D shapes according to given criterion using Carroll diagram.</p> | <p>Measures and data</p> <p>Day 1: 1. Tell the time to the nearest 5 minutes. 2. Match equivalent digital and analogue times.</p> <p>Day 2: 1. Tell the time to the nearest 5 minutes on analogue and digital clocks. 2. Read Roman numerals.</p> <p>Day 3: 1. Tell the time to the nearest 5 minutes using am and pm and clocks without numbers.</p> <p>Day 4: 1. Understand units of time. 2. Time events in seconds and record results in a bar graph, where one step is 10 seconds.</p> <p>Day 5: 1. Collect and represent data in pictograms where one symbol represents two units.</p> | <p>Measures and Data</p> <p>Day 1: Revise telling time, am and pm to the nearest minute on both analogue (include Roman numerals) and digital clock – convert between the two.</p> <p>Day 2: Find times later, crossing the hour, both analogue and digital clock (e.g. 40 minutes after 2:47pm).</p> <p>Day 3: Calculate time intervals, crossing the hour, both analogue and digital clock (e.g. difference between 2:47pm and 3:28pm, use Frog).</p> <p>Day 4: Time events in seconds, record in bar chart, one step is 5 seconds for example.</p> <p>Day 5: Collect and represent data in pictograms, one picture represents four units.</p> |

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| 10 A U T U M N | <p>Day 1: Count on and back in 10s. Count in 3s from 3 to at least 36.</p> <p>Day 2: Count on and back in 10s. Count in 4s from 4 to at least 48.</p> <p>Day 3: 2 more/less than 2-digit numbers. Division facts for 10 times table.</p> <p>Day 4: Add 3 to 2-digit numbers. Division facts for 5 times table.</p> <p>Day 5: Add/subtract 20. Division facts for 2 times table.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Add and subtract 20, 30, 40 and 50 to/from 2-digit numbers using a 1-100 grid.</p> <p>Day 2: 1. Add and subtract 20, 30, 40 and 50 to/from 2-digit numbers using a beaded line.</p> <p>Day 3: 1. Add 11 and 12 to 2-digit numbers using the 1-100 grid.</p> <p>Day 4: 1. Add 11, 12, 13, 21, 22, 23, 31, 32 and 33 to 2-digit numbers using the beaded line.</p> <p>Day 5: 1. Subtract 11, 12, 13, 21, 22, 23 etc. from 2-digit numbers using the 1-100 grid and the beaded line.</p> | <p>Multiplication and division</p> <p>Day 1: 1. Know 3 times table. 2. Know related division facts.</p> <p>Day 2: 1. Know 4 times table. 2. Know related division facts.</p> <p>Day 3: 1. Understand that multiplication is the inverse of division. 2. Write related multiplication and division facts.</p> <p>Day 4: 1. Divide by 5 and find a remainder. 2. Understand that division sometimes produces a remainder.</p> <p>Day 5: 1. Use multiplication facts to divide a number where the answer has a remainder.</p> | <p>Mental multiplication and division</p> <p>Day 1: Grid multiplication, 24×3, 26×5, etc.</p> <p>Day 2: Grid multiplication, add estimation.</p> <p>Day 3: Grid multiplication perhaps 6×46 and harder numbers .</p> <p>Day 4: Division above 10^{th} multiple, answers less than 20, no remainders – do this by subtracting the tenth multiple and then dealing with what is left. Use number line to demonstrate – do this using efficient chunking on the line.</p> <p>Day 5: Division above 10^{th} multiple, no remainders, do this using efficient chunking on the line.</p> |

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| 11 A U T U M N | <p>Day 1: Count on and back in 10s. Count in steps of $\frac{1}{2}$ along a number line.</p> <p>Day 2: Add 20. Doubles to double 15.</p> <p>Day 3: Count in 10s. Sort odd and even numbers.</p> <p>Day 4: Add 3 to two-digit numbers. 4 times table.</p> <p>Day 5: Number facts. 3 times table.</p> | <p>Addition/subtraction and fractions</p> <p>Day 1: 1. Add near multiples of 10 spotting patterns.</p> <p>Day 2: 1. Add near multiples of 10 by adding a multiple of 10 then subtracting 1.</p> <p>Day 3: 1. Add near multiples of 10 by adding a multiple of 10 then subtracting 1.</p> <p>Day 4: 1. Add a 2-digit number ending in 1, 2 or 3 by counting on in 10s then adding 1, 2 or 3.</p> <p>Day 5: 1. Add near multiples of 10 and numbers ending in 1, 2 or 3 choosing how to do so.</p> | <p>Mental multiplication and division / Fractions</p> <p>Day 1: 1. Know what $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of a shape looks like. 2. Find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of a small number (whole number answers).</p> <p>Day 2: 1. Find $\frac{1}{2}$ of a quantity, including odd numbers. 2. Write a jotting to show halving a quantity.</p> <p>Day 3: 1. Find $\frac{1}{2}$ of a 2-digit number. (Halving chains investigation - make longest chain they can, Start with a number: If the number is even, halve it, if the number is odd, add 1. Keep going until they get to 1. Try starting with different two-digit numbers, do larger numbers produce longer chains?) 2. Investigate a general statement. 3. Know if 2-digit numbers are odd or even.</p> <p>Day 4: 1. Know what $\frac{1}{4}$ and $\frac{3}{4}$ of a shape looks like. 2. Find $\frac{1}{4}$ and $\frac{3}{4}$ of a quantity (whole number answers).</p> <p>Day 5: 1. Know what $\frac{1}{3}$ and $\frac{2}{3}$ of a shape looks like. 2. Find $\frac{1}{3}$ and $\frac{2}{3}$ of a quantity.</p> | <p>Mental multiplication and division / Fractions</p> <p>Day 1: Division above 10^{th} multiple, with remainders, demonstrate on line then show vertical layout. Show how it is the same thing but laid out differently .</p> <p>Day 2: Division above 10^{th} multiple, with remainders, Show vertical layout. Default is chinking on the line but most chn can do vertical layout; also discuss rounding up or down .</p> <p>Day 3: Count ins $\frac{1}{4}$s, $\frac{1}{3}$s, $\frac{1}{10}$s to 10, include saying the equivalent fractions, e.g. $1\frac{1}{2}$ <u>not</u> $1\frac{2}{4}$.</p> <p>Day 4: Find fractions of amounts including non-unit.</p> <p>Day 5: Find fractions of amounts including non-unit.</p> |

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| 3 S P R I N G | <p>Day 1: Counting in 10s on and back. Add any pair of single-digit numbers.</p> <p>Day 2: Counting in 10s on and back. Add 100s and 10s, e.g. $500 + 300$, $50 + 30$ and $60 + 50$ – quickly.</p> <p>Day 3: Number bonds to 10. Subtraction facts for numbers up to 20.</p> <p>Day 4: Number bonds to 7. Inverse number sentences.</p> <p>Day 5: Telling time. Complements to 100.</p> | <p>Addition and Subtraction</p> <p>Day 1: 1. Add 2-digit numbers using a number grid and Spider.</p> <p>Day 2: 1. Add 2-digit numbers using the grid. 2. Add 2-digit numbers where the ones will cross the tens barrier using known facts.</p> <p>Day 3: 1. Use a landmarked line to add 2-digit numbers. 2. Take bigger jumps when adding using the number line.</p> <p>Day 4: 1. Subtract 2-digit numbers using a number grid where the ones do not cross a 10s barrier.</p> <p>Day 5: 1. Subtract 2-digit numbers using a landmarked number line.</p> | <p>Addition and Subtraction</p> <p>Day 1: 1. Add two 3-digit numbers using expanded addition including additions that give a 10 in the 1s column.</p> <p>Day 2: 1. Add two 3-digit numbers using expanded addition including additions that give a 10 in the 1s column OR give 100 in the 10s column.</p> <p>Day 3: 1. Add two 3-digit numbers using expanded addition including additions that give a 10 in the 1s column OR give 100 in the 10s column.</p> <p>Day 4: 1. Subtract using counting up on the empty number line. 2. Use addition to check subtraction.</p> <p>Day 5: 1. Subtract using counting up on the empty number line.</p> | <p>Written addition and mental subtraction</p> <p>Day 1: 1. Use compact addition to add three two-digit numbers. 2. Use rounding to estimate totals.</p> <p>Day 2: 1. Use compact addition to add four two-digit numbers. 2. Use rounding to estimate totals.</p> <p>Day 3: 1. Use expanded decomposition to subtract pairs of three-digit numbers (two moves). 2. Check subtraction with addition</p> <p>Day 4: 1. Use expanded decomposition to subtract pairs of three-digit numbers (two moves). 2. Choose counting up or decomposition to solve subtractions.</p> <p>Day 5: 1. Subtract any pair of three-digit numbers choosing a written or mental method. 2. Identify and describe patterns; test out ideas.</p> |

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| 5 S P R I N G | <p>Day 1: Count in 5s. Count in 1/2s to at least 10.</p> <p>Day 2: Count in 5s. Halves of all numbers to 10.</p> <p>Day 3: 2 times table. Counting in sixes.</p> <p>Day 4: Count in 2s, division facts.</p> <p>Day 5: Grouping lots of 10s. Tell the time on an analogue clock, focus on multiples of 5 minutes.</p> | <p>Multiplication/Division and Fractions</p> <p>Day 1: 1. Count in 2s, 5s and 10s from any number to 100. 2. Recognise multiples of 2, 5, 10. 3. Describe patterns. 4. Begin to investigate general statements.</p> <p>Day 2: 1. Understand multiplication as repeated addition. 2. Record multiplication facts for the 5 times table.</p> <p>Day 3: 1. Use multiplication and division sentences to describe an array and groups of numbers on a number line.</p> <p>Day 4: 1. Understand grouping and lots of, as one model of division. 2. Begin to understand that division can leave some left over.</p> <p>Day 5: 1. Imagine what action would be needed to solve a word problem and decide what calculation is necessary (multiplication or division).</p> | <p>Multiplication/Division and Fractions</p> <p>Day 1: 1. Count in halves and quarters. 2. Locate halves and quarters on a 0–10 number line</p> <p>Day 2: 1. Understand fractions of shapes. 2. Begin to understand fractions of numbers.</p> <p>Day 3: 1. Understand fractions of shapes. 2. Begin to understand fractions of numbers.</p> <p>Day 4: 1. Understand that fractions are part of a whole. 2. Understand the larger the denominator the smaller the fraction.</p> <p>Day 5: 1. Understand that fractions are part of a whole.</p> | <p>Fractions</p> <p>Day 1: 1. Identify fractions equivalent to one half and one quarter. 2. Identify fractions equivalent to one quarter.</p> <p>Day 2: 1. Identify equivalent fractions up to twelfths with a supporting image. 2. Reduce fractions to their simplest form.</p> <p>Day 3: 1. Identify equivalent fifths, tenths and halves and mark them on a line. 2. Reduce fractions to their simplest form.</p> <p>Day 4: 1. Identify equivalent fractions and decimals (0.1s, 1/10s, 1/5s and 1/2s).</p> <p>Day 5: 1. Add and subtract fractions with the same denominators within 2 wholes using a fraction line.</p> |

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| 2 | <p>Day 1: Mark 2-digit numbers on a landmarked line. Know total of any pair of single-digit numbers.</p> <p>Day 2: Recognise multiples of 2 and 5. Round 3-digit numbers to nearest 10 and 100.</p> <p>Day 3: Round 2-digit numbers to nearest 10. Add three single-digit numbers.</p> <p>Day 4: Place value. Adding to next 10.</p> <p>Day 5: Compare numbers between 100 and 200. Match digital and analogue times.</p> | <p>Addition and Subtraction</p> <p>Day 1: 1. Double 2-digit numbers using partitioning (answers less than 100). 2. Halve 2-digit numbers using partitioning (friendly numbers).</p> <p>Day 2: 1. Add any pair of 2-digit numbers using partitioning.</p> <p>Day 3: 1. Add any pair of 2-digit numbers using partitioning or counting on in tens and ones.</p> <p>Day 4: 1. Subtract a 2-digit number by counting back in tens (not crossing 10s).</p> <p>Day 5: 1. Subtract a 2-digit number by counting back in tens.</p> | <p>Addition and Subtraction</p> <p>Day 1: 1. Use compact addition to add any pair of 3-digit numbers.</p> <p>Day 2: 1. Use compact addition to add any pair of 3-digit numbers. 2. Round to the nearest 10 or 100 to estimate totals.</p> <p>Day 3: 1. Use compact addition to add any pair of 3-digit numbers. 2. Look for patterns and make generalisations.</p> <p>Day 4: 1. Use Frog to subtract 2-digit numbers from 3-digit numbers, e.g. $137 - 72$.</p> <p>Day 5: 1. Use Frog to subtract pairs of numbers within the same century, e.g. $472 - 427$. 2. Look for patterns and make generalisations.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Use compact decomposition to subtract pairs of three-digit numbers.</p> <p>Day 2: 1. Use expanded decomposition to subtract pairs of four-digit numbers needing one move.</p> <p>Day 3: 1. Say what each digit represents in a three- or four-digit number. 2. Use this knowledge to order four-digit numbers.</p> <p>Day 4: 1. Use compact decomposition to subtract three- and four-digit numbers from four-digit numbers.</p> <p>Day 5: 1. Use counting up (Frog) to find the difference between near four-digit numbers or where the first number has 2 or more zeros. 2. Choose to use decomposition or counting up (Frog).</p> |

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| 3 S U M M E R | <p>Day 1: Double multiples of 5 to 50. Add 1-digit numbers to 2-digit numbers.</p> <p>Day 2: Counting in 2s. \times and \div by 10 and 100.</p> <p>Day 3: Count in 5s. 3 and 4 times table.</p> <p>Day 4: Count in 2s, 5s, 10s. Single digit numbers \times 20.</p> <p>Day 5: Halving. 30 times table.</p> | <p>Multiplication and Division</p> <p>Day 1: 1. Multiply by 5 by drawing hops on using beaded lines or counting up in 5s on fingers.</p> <p>Day 2: 1. Multiply by 2, 5 and 10 by drawing hops on using beaded lines or counting up in 2s, 5s and 10s on fingers.</p> <p>Day 3: 1. Divide by 2, 5 and 10 using beaded lines. 2. Understand that division is the inverse of multiplication.</p> <p>Day 4: 1. Understand that division is the inverse of multiplication.</p> <p>Day 5: 1. Use division as the inverse of multiplication to solve problems.</p> | <p>Multiplication and Division</p> <p>Day 1: 1. Double numbers to 100 using partitioning.</p> <p>Day 2: 1. Halve numbers to 100 using partitioning.</p> <p>Day 3: 1. Know times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x).</p> <p>Day 4: 1. Begin to use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers.</p> <p>Day 5: 1. Begin to use the grid method to multiply 2-digit numbers (numbers < 30) by 1-digit numbers. 2. Find and test rules.</p> | <p>Multiplication/division and addition/subtraction</p> <p>Day 1: 1. Use the ladder method to multiply 3-digit numbers by single-digit numbers.</p> <p>Day 2: 1. Use the ladder method to multiply 3-digit numbers by single-digit numbers, estimating answers first.</p> <p>Day 3: 1. Solve word problems requiring multiplication or division.</p> <p>Day 4: 1. Choose mental or written method to solve a range of calculations, all four operations.</p> <p>Day 5: 1. Choose which operations(s) are necessary to solve word problems.</p> |

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| 4 S U M M E R | <p>Day 1: Compare 2-digit numbers. Units of time.</p> <p>Day 2: Saying a number between two 2-digit numbers. Convert litres to millilitres and vice versa.</p> <p>Day 3: Bonds to 10. Convert centimetres to metres and vice versa.</p> <p>Day 4: Know number bonds to 10. Match digital and analogue times.</p> <p>Day 5: Know number bonds to 10. Months of the year.</p> | <p>Measures and Data</p> <p>Day 1: 1. Estimate and measure capacity in cupfuls.</p> <p>Day 2: 1. Begin to have a sense of a litre and make comparisons between other amounts. 2. Estimate which containers hold more or less than a litre.</p> <p>Day 3: 1. Draw and interpret a block graph.</p> <p>Day 4: 1. Draw and interpret a pictogram.</p> <p>Day 5: 1. Begin to tell the time to five minutes, past and to the hour.</p> | <p>Measures and Data</p> <p>Day 1: 1. Measure in multiples of 100 millilitres. 2. Convert between whole/half litres and millilitres.</p> <p>Day 2: 1. Measure perimeters of 2D shapes to the nearest centimetre.</p> <p>Day 3: 1. Measure in millimetres. 2. Draw a bar chart where one square represents 10 units.</p> <p>Day 4: 1. Understand am and pm. 2. Tell the time to nearest minute.</p> <p>Day 5: 1. Compare time durations.</p> | <p>Measure</p> <p>Day 1: 1. Use co-ordinates in the first quadrant and join to draw posited polygons.</p> <p>Day 2: 1. Find area of rectilinear shapes by counting squares.</p> <p>Day 3: 1. Find perimeter of rectilinear shapes in centimetres by counting.</p> <p>Day 4: 1. Calculate perimeter in centimetres and metres of rectangles. 2. Generalise how this is done.</p> <p>Day 5: 1. Realise that shapes with the same area do not necessarily have the same perimeter. 2. Find that 'squarer' rectangles have smaller perimeters than longer, thinner rectangles with the same area.</p> |

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| 5 S U M M E R | <p>Day 1: Locating 2-digit number on number line. Add 4 single-digit numbers.</p> <p>Day 2: Number Bonds to 10. Add multiples of 10.</p> <p>Day 3: Number bonds to 10. Subtract single-digit numbers.</p> <p>Day 4: Counting on and back in tens. Pairs with total of 10.</p> <p>Day 5: Telling time to the quarters. Pairs with a total of 100.</p> | <p>Addition and Subtraction/ Money</p> <p>Day 1: 1. Subtract two 2-digit numbers by counting up (answers less than 20).</p> <p>Day 2: 1. Find a difference between two 2-digit numbers by counting up (answers less than 20) on landmarked lines.</p> <p>Day 3: 1. Subtract by counting up or counting back. 2. Begin to decide whether it would be more efficient to subtract by counting back or counting up.</p> <p>Day 4: 1. Subtract by counting up or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up.</p> <p>Day 5: 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up.</p> | <p>Addition and Subtraction/ Money</p> <p>Day 1: 1. Add three or four 2-digit numbers using expanded or compact addition.</p> <p>Day 2: 1. Add three or four 2-digit numbers using compact addition. 2. Use rounding to estimate totals.</p> <p>Day 3: 1. Add three or four 2-digit numbers using compact addition. 2. Find and test rules.</p> <p>Day 4: 1. Use Frog (counting up) to help calculate change from £5, £10 and £20.</p> <p>Day 5: 1. Use Frog (counting up) to find the difference between amounts of money.</p> | <p>Addition and subtraction</p> <p>Day 1: 1. Place numbers with one decimal place on empty number lines.</p> <p>Day 2: 1. Divide by 10 and 100 to give tenths and hundredths, and multiply to give tenths and wholes. 2. Understand the effect of multiplying and dividing by 10 and by 100.</p> <p>Day 3: 1. Say what each digit represents in a number with 2 decimal places. 2. Divide by 10 and 100 to give tenths and hundredths, and multiply to give tenths and wholes. 3. Understand the effect of multiplying and dividing by 10 and by 100.</p> <p>Day 4: 1. Find equivalent $\frac{1}{100}$s and 0.01s, $\frac{1}{10}$s and 0.1s.</p> <p>Day 5: 1. Write place value subtraction for numbers with 2 decimal places.</p> |

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| 6 S U M M E R | <p>Day 1: Counting in 10s, 100s.</p> <p>Day 2: Counting in 2s. Odd and even numbers.</p> <p>Day 3: Halves and quarters of shapes. Count back in 3s.</p> <p>Day 4: Count in 3s. Add and subtract multiples of 10/100.</p> <p>Day 5: Count in 1/2s and 1/4s. Add and subtract multiples of 10p.</p> | <p>Number/Place value and Fractions</p> <p>Day 1: 1. Can count in 2s, 5s and 10s confidently. 2. Recognise multiples of 2, 5 and 10. 3. Begin to count in 3s.</p> <p>Day 2: 1. Count in 3s. 2. Recognise multiples of 3.</p> <p>Day 3: 1. Count in halves. 2. Count in quarters. 3. Know that $\frac{2}{4}$ is the same as $\frac{1}{2}$.</p> <p>Day 4: 1. Find $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of amounts by sharing and using number facts. 2. Find $\frac{3}{4}$ of amounts by adding $\frac{1}{2}$ and $\frac{1}{4}$.</p> <p>Day 5: 1. Find $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of amounts by sharing and using number facts.</p> | <p>Number/Place value and Fractions</p> <p>Day 1: 1. Count in steps of 50 or 100 from any number up to 1000.</p> <p>Day 2: 1. Count in steps of 4 or 8 from 4 and 8. 2. Identify patterns.</p> <p>Day 3: 1. Find and test rules for sequences (counting up or down in a constant step).</p> <p>Day 4: 1. Count in 1s beyond 1000. 2. Begin to count in 10s beyond 1000.</p> <p>Day 5: 1. Understand place value in 4-digit numbers.</p> | <p>Number and decimals</p> <p>Day 1: 1. Compare and order numbers with 2 decimal places.</p> <p>Day 2: 1. Place numbers with 2 decimal places on landmarked lines (marked in 0.1s).</p> <p>Day 3: 1. Add/subtract 0.1/0.01 to/from numbers with 2 decimal places; count on and back in tenths and hundredths.</p> <p>Day 4: 1. Add/subtract multiples of 0.1/0.01.</p> <p>Day 5: 1. Solve simple measure problems using place value in lengths in metres with 2 decimal places.</p> |

| Wk | Starter | Y2: Weekly Objectives | Y3: Weekly Objectives | Y4: Weekly Objectives |
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| 7 S U M M E R | <p>Day 1: Double multiples of 5 to 50. Double numbers to 50.</p> <p>Day 2: Counting in 2s. Halve even numbers to 100.</p> <p>Day 3: Count in 5s. Division facts for the 3 and 4 times tables.</p> <p>Day 4: Count in 2s, 5s, 10s. 8 times table.</p> <p>Day 5: Halving. Find a time later.</p> | <p>Mental Multiplication and Division</p> <p>Day 1: 1. Halve or double a 2-digit number. 2. Understand that halving is the inverse of doubling.</p> <p>Day 2: 1. Understand arrays and the facts that can be found from them. 2. Solve multiplications using beaded or landmarked lines.</p> <p>Day 3: 1. Solve multiplications using beaded or landmarked lines. 2. Use multiplication to solve word problems.</p> <p>Day 4: 1. Solve divisions using beaded or landmarked lines. 2. Say the multiplication which is the inverse of a given division.</p> <p>Day 5: 1. Solve multiplications and divisions using landmarked or beaded lines. 2. Understand that multiplication is the inverse of division. 3. Interpret a word problem – know whether it involves multiplication or division.</p> | <p>Mental Multiplication and Division</p> <p>Day 1: 1. Scale up by multiplying by 4 (double twice) and by 10.</p> <p>Day 2: 1. Scale down by dividing by 4 (halve twice) and by 10.</p> <p>Day 3: 1. Divide numbers just beyond the 3, 4 and 5 times tables (no remainders).</p> <p>Day 4: 1. Divide numbers just beyond the times tables (no remainders).</p> <p>Day 5: 1. Divide numbers just beyond the 3, 4, 5 and 8 times tables (with remainders).</p> | <p>Multiplication and division</p> <p>Day 1: 1. Use listing systematically to solve correspondence problems.</p> <p>Day 2: 1. Solve scaling problems. 2. Convert from centimetres to metres.</p> <p>Day 3: 1. Find factors of numbers less than 50. 2. Use factors to carry out mental multiplication.</p> <p>Day 4: 1. Multiply 3 numbers together, use commutativity to make easier, e.g. $2 \times 6 \times 5 = 10 \times 6$.</p> <p>Day 5: 1. Use knowledge of times tables and place value to divide multiples of 10, e.g. $350 \div 7$.</p> |

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| 9 S U M M E R | <p>Day 1: Adding a single digit to a 2-digit number. Add 3 multiples of 10</p> <p>Day 2: Subtracting single digit from 2-digit numbers. Round 3-digit numbers to nearest 100.</p> <p>Day 3: Bonds to 10. Round amounts of money to the nearest pound.</p> <p>Day 4: Adding to next 10. Say the amount need to make £1</p> <p>Day 5: Adding a single digit to a 2-digit number. Subtraction facts.</p> | <p>Addition and Subtraction</p> <p>Day 1: 1. Add any pair of 2-digit numbers using partitioning or counting on in tens and ones.</p> <p>Day 2: 1. Add any pair of 2-digit numbers using partitioning or counting on in tens and ones.</p> <p>Day 3: 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up.</p> <p>Day 4: 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up.</p> <p>Day 5: 1. Solve money (<£1) word problems; know whether to use addition or subtraction.</p> | <p>Addition and Subtraction</p> <p>Day 1: 1. Add three or four 2-digit numbers using compact addition. 2. Use rounding to estimate answers.</p> <p>Day 2: 1. Use column addition to add three 3-digit numbers. 2. Use rounding to estimate answers.</p> <p>Day 3: 1. Use column addition to add two amounts of money. 2. Use rounding to estimate answers.</p> <p>Day 4: 1. Use counting up (Frog) to find change from £5, £10 and £20.</p> <p>Day 5: 1. Use counting up (Frog) to find change from £100.</p> | <p>Addition and Subtraction</p> <p>Day 1: 1. Use compact decomposition to subtract any pair of four-digit numbers, including those requiring three moves. 2. Spot where a mental method would be quicker.</p> <p>Day 2: 1. Use compact addition to add any pair of four-digit numbers.</p> <p>Day 3: 1. Add and subtract near multiples of 10, 100 and 1000 to/from three- and four-digit numbers.</p> <p>Day 4: 1. Choose written or mental methods for addition and subtraction.</p> <p>Day 5: 1. Solve word problems needing addition or subtraction.</p> |

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| 10 | <p>Day 1: Counting in 2s. Multiply and divide by 10.</p> <p>Day 2: Count in 3s. Halve even numbers to 100.</p> <p>Day 3: Understanding division as the inverse of multiplication. Division facts for 3 times table.</p> <p>Day 4: Count in 5 minute intervals. Place fractions on a line.</p> <p>Day 5: Tell the time to the nearest 5 minutes in analogue and digital. Fractions with a total of 1.</p> | <p><i>Fractions and Measures</i></p> <p>Day 1: 1. Find $\frac{1}{2}$ and $\frac{1}{4}$ of amounts by sharing and using number facts. 2. Find $\frac{3}{4}$ of amounts by adding $\frac{1}{2}$ and $\frac{1}{4}$.</p> <p>Day 2: 1. Count in halves. 2. Count in quarters. 3. Know that $\frac{2}{4}$ is the same as $\frac{1}{2}$. 4. Find $\frac{1}{4}$ of an amount by sharing</p> <p>Day 3: 1. Use multiplication and division (number facts & sharing) to solve 1-step word problems.</p> <p>Day 4: 1. Use negative numbers in context of temperature.</p> <p>Day 5: 1. Find differences in temperature.</p> | <p><i>Fractions and Measures</i></p> <p>Day 1: 1. Understand the concept of tenths. 2. Find one tenth, then several tenths of multiples of 10.</p> <p>Day 2: 1. Understand fractions as numbers and as operators. 2. Find unit fractions of amounts.</p> <p>Day 3: 1. Find non-unit fractions of amounts.</p> <p>Day 4: 1. Find fractions that are equivalent to $\frac{1}{2}$ and to $\frac{1}{4}$.</p> <p>Day 5: 1. Add and subtract fractions with the same denominator, answers less than 1, using a supporting image.</p> | <p><i>Fractions and division</i></p> <p>Day 1: 1. Identify equivalent fractions with numerators up to 12. 2. Recognise decimal equivalents for tenths, halves, quarters and fifths.</p> <p>Day 2: 1. Find non-unit fractions of amounts.</p> <p>Day 3: 1. Solve fraction word problems.</p> <p>Day 4: 1. Divide 2-digit numbers by single-digit numbers, answers less than 30 (without remainders).</p> <p>Day 5: 1. Divide 2-digit numbers by single-digit numbers, answers less than 30 (with remainders).</p> |

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| 11 | <p>Day 1: Coin recognition. Adding multiples of 10 and 100 to 3-digit numbers.</p> <p>Day 2: Counting on in 10ps and 5ps. Place value subtractions.</p> <p>Day 3: Adding to next 10. 30 times table.</p> <p>Day 4: Counting back in 10p's and 5p's. Division facts for the 4 times table.</p> <p>Day 5: £ and pence notation. 8 times table.</p> | <p>Addition & Subtraction and Multiplication & Division</p> <p>Day 1: 1. Recognise coins. 2. Use coins to make 2-digit amounts.</p> <p>Day 2: 1. Add 2-digit money amounts (totalling less than £1) using counting up or partitioning.</p> <p>Day 3: 1. Find change by counting up to find a difference, differences less than 30.</p> <p>Day 4: 1. Find change by counting up to find a difference. 2. Find change by counting back to subtract. 3. Choose a strategy for taking away.</p> <p>Day 5: 1. Use addition and subtraction to solve a 2-step problem.</p> | <p>Addition & Subtraction and Multiplication & Division</p> <p>Day 1: 1. Add 3-digit numbers using place value. 2. Add near multiples of 100.</p> <p>Day 2: 1. Subtract 3-digit numbers using place value. 2. Subtract near multiples of 100.</p> <p>Day 3: 1. Use the grid method to multiply numbers between 20 and 40 by single-digit numbers.</p> <p>Day 4: 1. Divide numbers within and just beyond the times tables (with remainders).</p> <p>Day 5: 1. Solve correspondence problems.</p> | <p>Addition and subtraction and Multiplication and division</p> <p>Day 1: 1. Use the ladder method to multiply 3-digit numbers by single-digit numbers.</p> <p>Day 2: 1. Use the ladder method to multiply 3-digit numbers by single-digit numbers, estimating answers first.</p> <p>Day 3: 1. Solve word problems requiring multiplication or division.</p> <p>Day 4: 1. Choose mental or written method to solve a range of calculations, all four operations.</p> <p>Day 5: 1. Choose which operations(s) are necessary to solve word problems.</p> |