Llangyfelach Primary School

Numeracy Scheme

Year 4

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 … ten thousand, hundred thousand, million
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, sixes, sevens, nines, twenty-fives and so on to hundreds,
thousands
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
next, consecutive
> greater than
< less than
Roman numerals
integer, positive, negative
above/below zero, minus
negative numbers

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 thousand more
one less, ten less, one hundred less, one thousand less
equal to
compare
order
size
first, second, third … twentieth
twenty-first, twenty-second …
last, last but on
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, thousand
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
inverse

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
inverse
square, squared
cube, cubed

Fractions (including decimals)

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 … hundredths
decimal, decimal fraction, decimal point, decimal place, decimal equivalent
proportion

MEASUREMENT

measure
measurement
size
compare
unit, standard unit
metric unit
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, breadth
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
edge, perimeter
area, covers
square centimetre (cm^2)
ruler
metre stick, tape measure

Weight

mass: big, bigger, small, smaller
weight: heavy/light, heavier/lighter, heaviest/lightest
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, measuring cylinder

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, leap year, century, millennium
birthday, holiday
morning, afternoon, evening, night
bedtime, dinner time, playtime
today, yesterday, tomorrow
before, after
earlier, later
next, first, last
noon, midnight
calendar, date, date of birth
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
timetable, arrive, depart
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, line
curved, straight
round
hollow, solid
sort
make, build, construct, draw, sketch
perimeter
centre
surface

angle, right-angled
base, square-based
size
bigger, larger, smaller
symmetry, symmetrical, symmetrical pattern
line symmetry
reflect, reflection
pattern, repeating pattern
match
regular, irregular

2-D shape

2-D, two-dimensional
corner, side
point, pointed
rectangle (including square), rectangular, oblong
rectilinear
circle, circular
triangle, triangular
equilateral triangle, isosceles triangle, scalene triangle
pentagon, pentagonal
hexagon, hexagonal
heptagon
octagon, octagonal
quadrilateral
parallelogram, rhombus, trapezium
polygon
right-angled
parallel, perpendicular

3-D shape

3-D, three-dimensional
face, edge, vertex, vertices
cube, cuboid
pyramid
sphere, hemisphere, spherical
cone
cylinder, cylindrical
prism, triangular prism
tetrahedron, polyhedron

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
north-east, north-west, south-east, south-west, NE, NW, SE, SW
horizontal, vertical, diagonal
translate, translation

movement
slide
roll
turn
stretch, bend
whole turn, half turn, quarter turn, three-quarter turn
rotate, rotation
angle, is a greater/smaller angle than
degree
right angle
acute angle
obtuse angle
reflection
straight line
ruler, set square
angle measurer, compass

STATISTICS

count, tally, sort, vote
survey, questionnaire, data
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
justify
make a 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 halve 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 least20	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, ’s 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

Year 4 – Autumn Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
1 A U T U M N	**Day 1:** Place value in 2 and 3-digit numbers **Day 2**: Count in 1s from 100 to 200. Write amounts in £ and p, incl. £24.09, £24.90 **Day 3:** Count on and back in 10 and 100 from any single or two-digit number **Day 4:** Place value in three-digit numbers **Day 5:** Count in 10s between 100 and 200. Count in 1s from 990 to 1100 and from other four-digit numbers	***Number, place value and money*** **Day 1:** Place numbers on 0 to 100 landmarked line. **Day 2:** Place numbers on 100 to 200 line, then 0 to 1000 landmarked line. **Day 3:** Place value in 3-digit numbers, compare pairs of numbers, use < and >. **Day 4:** Write amounts in £ and p. **Day 5:** Place value addition/subtractions with money, e.g. £1 + 50p + 4p and £3.67 – 60p.	***Number and place value, addition*** **Day 1:** 1. Say what each digit represents in a 4-digit number. 2. Compare 4-digit numbers. **Day 2:** 1. Say what each digit represents in a 4-digit number. 2. Write place value additions. **Day 3:** 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to compare 4-digit numbers using < and >. **Day 4:** 1. Locate 3-digit numbers on landmarked and unmarked 0-10,000 lines. **Day 5:** 1. Locate 4-digit numbers on landmarked and unmarked lines.	***Number and place value, addition*** **Day 1:** 1. Partition 5- digit numbers in thousands, hundreds, tens, units. 2. Say what each digit represents in 5-digit numbers. 3. Complete place value additions and subtractions. **Day 2:** 1. Add/subtract 1s, 10s, 1000s and 10,000s to/from 5-digit numbers. **Day 3:** 1. Compare 5-digit numbers using > and < signs. 2. Place 5-digit numbers on 0 to 100,000 landmarked lines. **Day 4:** 1. Use column addition to add any pair of 4-digit numbers. 2. Approximate answers. **Day 5:** 1. Begin to use column addition to add pairs of 5-digit numbers.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
2 A U T U M N	**Day 1:** Addition facts for numbers 6 to 10. Know by heart the total of any pair of single-digit numbers **Day 2**: Doubles 1 to 10. Count on in 10s from any three-digit numbers, incl. crossing 100s. **Day 3:** Pairs to 10. Complements to multiples of 10, e.g. 64 + □ = 70. **Day 4:** Addition and subtraction facts for 20. **Day 5:** Mixed number facts bingo. Count back in 10s from any three-digit numbers, inc crossing 100s	***Mental addition and subtraction*** **Day 1:** Know addition and subtraction facts for all numbers to 20, *focus is on pairs of single digits with totals between 10 and 19 such as 7+8 or 6+9 etc.* **Day 2:** Use the = sign to represent equality (e.g. 17 + 3 = 15 + 5), *focus is on pairs to 10 and 20.* **Day 3:** Add several small numbers, spotting pairs to 10 or 20 or doubles. **Day 4:** Revise using number facts to add a single-digit number to a two-digit number without crossing tens, e.g. use 5 + 2 to work out 65 + 2 or 45 + 2; Extend to crossing the tens e.g. 63 + 8 using place value to help. **Day 5:** Revise using number facts to subtract a single-digit number from a two-digit number without crossing tens.	***Addition and subtraction*** **Day 1:** 1. Add pairs of 2-digit numbers using place value. 2. Add pairs of 2-digit numbers using counting up in 10s and 1s. 3. Choose a strategy for adding. **Day 2:** 1. Add a 2-digit number to a 3-digit number using place value. 2. Add a 2-digit number to a 3-digit number using counting up. 3. Choose a strategy for adding. **Day 3:** 1. Count up to subtract pairs of 2-digit numbers. 2. Use number facts to count up quickly and efficiently. **Day 4:** 1. Subtract a 2-digit number from 100 using number bonds or place value. **Day 5:** 1. Subtract a 2-digit number from a 3-digit number using counting up or counting back. 2. Choose a strategy to subtract.	***Addition and subtraction*** **Day 1:** 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79. **Day 2:** 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79. 2. Use rounding to estimate totals of pairs of amounts of money. **Day 3:** 1. Understand the effect of × and ÷ by 10 and 100. 2. Understand place value in decimal numbers with up to two places. **Day 4:** 1. Understand the effect of × and ÷ by 10 and 100. 2. Understand place value in decimal numbers with up to two places. **Day 5:** 1. Place numbers with two decimal places on a number line empty between neighbouring wholes. 2. Compare and order numbers with one or two decimal places.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
3 A U T U M N	**Day 1:** Add pairs of multiples of 10, e.g. 40 + 30, 60 + 50 **Day 2**: Number bonds – to 10. Add three single-digit numbers, using pairs to 10 and doubles. **Day 3:** Complements to multiples of 10, e.g., 57 + □ = 60. Pairs to 100 **Day 4:** Subtraction number bonds to 10, e.g. 10 – 3, 10 – 6 . Change from £1 **Day 5:** Use place value to add and subtract, e.g. 40 + 5, 45 – 5. Add pairs of two-digit numbers (with answers <100)	***Mental addition and subtraction*** **Day 1:** Add two-digit numbers by partitioning, either units >10 or tens >100. **Day 2:** Add two-digit numbers by partitioning, include units >10 and tens >100 PLENARY: Have totals of a pair of two-digit prices, e.g. 46p + 58p, so convert answer to £.p **Day 3:** Counting up subtraction, subtract by finding a difference. Introduce Frog method. Frog always jumps along the number line, she always jumps to the next 10. Use Frog to help children to find a difference between two numbers, 72 – 56. **Day 4:** Use frog to subtract any pair of two-digit numbers . **Day 5:** Find change ('counting up') from a pound – use Frog method.	***Mental addition and subtraction*** **Day 1:** Add two 3 -digit numbers using compact written addition. **Day 2:** Add three 3 -digit numbers using compact written addition. **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. **Day 4:** Use counting up (Frog) to do subtraction: Frog ones like 421 – 356 gap < 100. **Day 5:** Use counting up (Frog) to do subtraction: Frog ones like 421 – 356 gap < 100, check with addition.	***Addition and subtraction*** **Day 1:** 1. Find the change from £20, £50 and £100 using counting up (Frog). **Day 2:** 1. Find the difference between 4-digit prices using counting up (Frog) **Day 3:** 1. Use column subtraction (decomposition) to subtract pairs of 4-digit numbers where one or two moves are necessary. **Day 4:** 1. Use column subtraction (decomposition) to subtract 3-digit numbers from 4-digit numbers. **Day 5:** 1. Use frog (counting up) to subtract pairs of 4-digit numbers. 2. Choose either Frog or column subtraction to subtract pairs of 4-digit numbers

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
4 A U T U M N	**Day 1:** Find lines of symmetry. **Day 2**: 2-D shape. **Day 3:** Counting on and back in ones using 4-digit numbers and through multiples of 100 and 1000. **Day 4:** Naming 3-D shapes. **Day 5:** Complete symmetrical drawings.	***Shape*** **Day 1:** Recognise symmetry and complete symmetrical drawings. **Day 2:** Describe, name, sort and draw 2D shapes (symmetry, polygon/non polygon, i.e. curved or straight only sides, need vocab). **Day 3:** Describe, name and sort 2D shapes (including right angles). **Day 4:** Describe, name and sort 3D shapes (begin to learn the words polyhedron, faces, edges and vertices). **Day 5:** Describe, name and sort 3D shapes (begin to learn the words polyhedron, faces, edges and vertices).	***Shape*** **Day 1:** 1. Describe and name 3D shapes by using correct mathematical vocabulary. 2. Construct 3D shapes. **Day 2:** 1. Describe and name 3D shapes by using correct mathematical vocabulary. 2. Sort 3D shapes using a Venn diagram. 3. Construct 3D shapes. **Day 3:** 1. Understand circumference and radius of a circle. 2. Draw circles with different radii. **Day 4:** 1. Describe 2D shapes by using correct mathematical vocabulary. 2. Sort 2D shapes into a Carroll diagram. **Day 5:** 1. Describe, name different triangles. 2. Sort triangles into Carroll diagrams.	***Shape*** **Day 1:** 1. Use a range of mathematical vocabulary to describe 3D shapes. 2. Sort 3D shapes according to their properties using Carroll diagrams. **Day 2:** 1. Visualise 3D shapes from 2D representational drawings. 2. Describe properties of prisms. **Day 3:** 1. Use a range of mathematical vocabulary to describe 2D shapes. **Day 4:** 1. Find properties of polygons including parallel and perpendicular sides. **Day 5:** 1. Find properties of diagonals of different quadrilaterals.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
5 A U T U M N	**Day 1:** Doubles to double 15 and corresponding halves. Doubles of multiples of 10. **Day 2**: Halve even numbers to 30, halves of even multiples of 10, i.e. 20, 40, 60, 80 **Day 3:** Count in 5s and 10s to at least 100. 4 times table. **Day 4:** Count in 2s from 0, then any number, revise odd and even. **Day 5:** 2, 3, 5, 6 and 10 times tables, mixed fact bingo.	***Mental Multiplication and division*** **Day 1:** Double two-digit numbers up to 50 . **Day 2:** Halve even two-digit numbers, a few of halving numbers like 13 by halving 10 and halving 3, also half of 30, 50 70, 90. **Day 3:** Revision of 5 and 10 times table, there is a focus on division and on revising commutativity. **Day 4:** Revision of 2 times table, again, a focus on division . **Day 5:** Recognise multiples of 2, 5 and 10 .	***Mental Multiplication and division*** **Day 1:** Double and halve two-digit numbers, incl. halving odd numbers . **Day 2:** Double and halve three-digit numbers. **Day 3:** Revise 4 and 8 times tables, and divisions. **Day 4:** Double 3 times table to get 6 times tables. **Day 5:** Division facts for 3, 4, 5, 6 and 8 times tables, using mystery function machines .	***Multiplication and division*** **Day 1:** 1. Find common multiples. **Day 2:** 1. Find factors of numbers to 50. 2. Recognise that square numbers have an odd number of factors. **Day 3:** 1. Decide whether to round up or down after division depending on the context. **Day 4:** 1. Recognise equivalent fractions. 2. Simplify fractions. **Day 5:** 1. Compare fractions with related denominators.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
6 A U T U M N	**Day 1:** Place value in 3 and 4-digit numbers, what each digit represents **Day 2**: Compare pairs of 3 and 4-digit numbers, using > and < **Day 3:** £ and p place value. Count on/back ins 1s from any four-digit number, cross 1000s. **Day 4:** Count on/back in 1, 10 from three-digit numbers. **Day 5:** Count on and back in 10 from 3-digit number. Count in steps of 25 to at least 2000.	***Number, place value and money*** **Day 1:** Place value additions, e.g. 400 + 50 + 6, and 450 + 6, 406 + 50, get these really secure. **Day 2:** Place value additions and subtractions, e.g. 456 – 6, 456 – 50, 456 – 56, etc. zap a digit, get really secure. **Day 3:** Place value money additions, and subtractions e.g. £2.05 + 30p, e.g. £4.56 – 50p . **Day 4:** Add 1, 10 and 100 to any three-digit number, including 399 + 1, 495 + 10. **Day 5:** Subtract 1, 10 and 100 from any three-digit number, incl. 400 – 1, 406 – 10.	***Number, place value*** **Day 1:** Place value additions/subtractions in 4-d numbers, e.g. 3036 + 200 = 3236 and vice versa. **Day 2:** Place value additions/subtractions in 4-d numbers, zap a digit. **Day 3:** Add/subtract 1 or 1000 to/from 4-d numbers. **Day 4:** Add/subtract 10 to/from 4-d numbers. **Day 5:** Add/subtract 100 to/from 4-d numbers.	***Number and place value*** **Day 1:** 1. Place 4-digit numbers on a line and round to the nearest 10, 100 or 1000. **Day 2:** 1. Place 5-digit numbers on a line and round to the nearest 10, 100, 1000 or 10,000. **Day 3:** 1. Use the grid method to multiply 3-digit numbers by single-digit numbers. 2. Make approximations **Day 4:** 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers**.** **Day 5:** 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers. 2. Make approximations

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
7 A U T U M N	**Day 1:** Add pairs to 20, and related subtractions. **Day 2**: Addition of any single-digit pair of numbers. Subtract any single-digit no. from teens numbers, e.g. 13 – 5 – rapid response **Day 3:** Add/subtract 10/100 to 2,3,4-digit numbers. **Day 4:** Count on and back in 10s from a 3-digit number. **Day 5:** Count in 2s from any 3-digit numbers, say where odd or even. 6,8 times table.	***Mental addition or subtraction*** **Day 1:** Adding using place value to help: e.g. 456 + 20, 456 + 200, 456 + 2. with just one digit changing, **Plenary has two digits changing.** **Day 2:** Place value subtractions, e.g. 450 – 200, 456 – 20, 456 – 2 that do not cross tens or hundreds. **Day 3:** Add and subtract near multiples of 10 to/from two-digit numbers, e.g. 45 + 29, 45 + 31, teaching uses sequences of calculations: 45 + 30, then 45 + 29, +31 - Additions do not cross 100 . **Day 4:** Add near multiples of 10 to 3-digit numbers, e.g. 345 + 21, 345 + 19, teaching uses sequences of calculations: 345 + 20 then near mults. **Additions do not cross 100s except in plenary.** **Day 5:** Subtract near multiples of 10 from 3-digit numbers, similar to above but subtracting.	***Mental addition or subtraction*** **Day 1:** Add/subtract using PV and number facts (3-digit numbers): 358 + 204; 358 + 41; 358 – 230 . **Day 2:** Add/subtract using PV and number facts (3-digit numbers): 358 + 204; 358 + 41; 358 – 230. **Day 3:** Add and subtract using place value and number facts: easy ones for four-digit numbers . **Day 4:** Add near multiples of 10 or 100: 358 + 199 358 – 49 etc. **Day 5:** Subtract near multiples of 10 and 100: 358 – 199, 358 – 39 etc.	***Place value, addition and subtraction*** **Day 1:** 1. Add/subtract 0.1 and 0.01 to/from numbers with 2 decimal places. **Day 2:** 1. Add and subtract multiples of 0.1 or 0.01 without crossing multiples of 0.1 or 1. **Day 3:** 1. Subtract pairs of numbers with one decimal place by counting up or counting back. **Day 4:** 1. Count up to subtract pairs of numbers with two decimal places. **Day 5:** 1. Subtract pairs of numbers with one or two decimals places and some pairs with a mixture.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
8 A U T U M N	**Day 1:** Count in 5s to at least 100 and back again **Day 2**: Bonds to 20, quick fire, 17 + □ = 20. Complements to multiples of 10, e.g. 34 + □ = 40. **Day 3:** Subtract any single-digit no. from teens numbers, e.g. 13 – 5 – rapid response. Subtract 10s numbers, e.g. 140 - 80 – rapid response. **Day 4:** Round three-digit numbers to nearest 10 and 100 **Day 5:** Change from £1 (use money line)	***Written addition or subtraction*** **Day 1:** Bonds to 100, multiples of 5 . **Day 2:** Bonds to 100, any two-digit numbers . **Day 3:** Subtraction by counting up, using Frog, either side of 100, 103 – 93 or 108 – 87. This uses number bonds to 100 in stages, so 108 – 87 is 87 hop 3, hop 10, then hop 8. The first two hops are to the 100. Some children may do this in one hop! The difference between the two nos. is less than 25. **Day 4:** Subtraction by counting up using Frog, either side of 100, 113 – 78 etc. Difference between the two numbers should not be more than 35. **Day 5:** Subtraction by counting up using Frog, either side of 100, 112 – 76 (difference between the two numbers not more than 40).	***Written addition or subtraction*** **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 . **Day 2:** Expanded decomposition, 3-digit – 3-digit, one exchange, from 100s to 10s. **Day 3:** More practice of expanded decomposition, including zero in 1s, e.g. 460 - 238 **Day 4:** Decomposition subtractions – estimate answer and use addition to check. **Day 5:** Decomposition subtractions:, show zeros at the top and demonstrate how subtractions like this (402 – 378) are best done using counting up (Frog).	***Addition and subtraction, multiplication*** **Day 1:** 1. Use place value to add and subtract. 2. Add and subtract near multiples. **Day 2:** 1. Use column addition to add pairs of 5-digit numbers (5-digit answers). 2. Use rounding to approximate answers. **Day 3:** 1. Use decomposition to subtract pairs of 5-digit numbers. **Day 4:** 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers. **Day 5:** 1. Use short multiplication to multiply 3-digit amounts of money by single-digit numbers.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
9 A U T U M N	**Day 1:** 5 times table. Pairs of multiples of 5 which make 60 **Day 2**: Pairs which make 60, e.g. 47 + □ = 60 **Day 3:** Units of time – seconds in a minute, minutes in an hour, hours in a day, days in a week, days in month, months in a year, days in a year **Day 4:** Order months of the year **Day 5:** Convert times in seconds to minutes and seconds, e.g. 75 seconds is 1 min 15 seconds	**Measures and Data** **Day 1:** Revise telling time to the nearest 5 minutes on both analogue (include Roman numerals) and digital clock – times past the hour (include ¼ and ½ past). **Day 2:** Revise telling time to the nearest 5 minutes on both analogue (include Roman numerals) and digital clock. **Day 3:** Tell the time to the nearest 5 minutes, to and past, analogue (include clocks with just marks to denote multiples of 5 min) and digital, am and pm. **Day 4:** Time events in seconds, record in a bar chart, one step is 10 or 5 secs depending on event. **Day 5:** Collect and represent data in pictograms, one picture represents two units.	**Measures and Data** **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. **Day 2:** Find times later, crossing the hour, both analogue and digital clock (e.g. 40 minutes after 2:47pm). **Day 3:** Calculate time intervals, crossing the hour, both analogue and digital clock (e.g. difference between 2:47pm and 3:28pm, use Frog). **Day 4:** Time events in seconds, record in bar chart, one step is 5 seconds for example. **Day 5:** Collect and represent data in pictograms, one picture represents four units.	***Measures and data*** **Day 1:** 1. Know regularly used imperials units and approximate metric equivalents. 2. Convert between imperial and metric units using approximations **Day 2:** 1. Read timetables using the 24-hour clock. 2. Calculate time intervals. **Day 3:** 1. Calculate time intervals using the 24-hour clock. **Day 4:** 1. Convert between grams and kilograms, millilitres and litres. **Day 5:** 1. Convert between metres and kilometres. 2. Know approximate conversion. between miles and km. 3. Draw a line graph and read intermediate points.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
10 **A U T U M N**	**Day 1:** Count in 3s from 3 to at least 30. Count in steps of 30 **Day 2**: Count in 4s from 4 to at least 40. 6, 8 times table **Day 3:** Division facts for 2, 10 times table **Day 4:** Division facts for 5, 6 times table **Day 5:** Division facts for 8 times table	***Mental Multiplication and division*** **Day 1:** 3 times table, including division facts and making sure that chn can see division as 'how many lots of 3 in... 27'? . **Day 2:** 4 times table, including division – see above note. **Day 3:** Write division facts to go with multiplications, use inverses. (E.g. how many groups of 4 is 28 can be written as ? x 4 = 28 AND as 28 ÷ 4 = ? **Day 4:** Division within tables, but with remainders - the focus is to get the concept of a remainder – something left over. **Day 5:** Division within tables, but with remainders – rehearsing this to get it secure.	***Mental Multiplication and division*** **Day 1:** 1. Use grid method to multiply TU x U. **Day 2:** Grid multiplication, add estimation. **Day 3:** Grid multiplication perhaps 6 × 46 and harder numbers . **Day 4:** Use chunking to divide above 10th multiple by 3, 4, 6 with no remainders answers less than 20 – 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. **Day 5:** Division above 10th multiple, no remainders, do this using efficient chunking on the line.	***Multiplication and division*** **Day 1:** 1. Use rules of divisibility for 2, 3, 4, 5 and 9. **Day 2:** 1. Find prime numbers to at least 50. **Day 3:** 1. Use the vertical layout of chunking to divide numbers, answers up to 30. **Day 4:** 1. Round up or down after division according to the context. **Day 5:** 1. Use the vertical layout of chunking to divide numbers, answers up to 60. 2. Choose to divide using a written or mental method.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
11 A U T U M N	**Day 1:** Count in steps of ½ along a number line. Recognise multiple of 2, 3, 4 and 5. **Day 2**: Doubles to double 15. Divide numbers with tables with remainders. **Day 3:** Sort odd and even numbers. Count 1/2s to at least 10. **Day 4:** 4, 5 times table **Day 5:** Find a time x minutes later.	**Fractions** **Day 1:** Concept of ½, 1/3 and ¼ - parts of shapes and (importantly) strips. A fraction strip will be very important for much work on fractions. **Day 2:** Find ½ of quantities, including of odd numbers, e.g. ½ of 7, ½ of 15. **Day 3: 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? **Day 4:** Find ¼ and ¾ of quantities, use fraction strips . **Day 5:** Find 1/3 and 2/3 of quantities, use fraction strips .	***Mental multiplication and division*** **/ Fractions** **Day 1:** Division above 10th multiple, with remainders, demonstrate on line then show vertical layout. Show how it is the same thing but laid out differently. **Day 2:** Division above 10th 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 . **Day 3:** Count ins 1/4s, 1/3s, 1/10s to 10, include saying the equivalent fractions, e.g. 1 ½ not 1 $^{2}/_{4}$. **Day 4:** Find fractions of amounts including non-unit. **Day 5:** Find fractions of amounts including non-unit.	***Division and*** **Fractions** **Day 1:** 1. Convert improper fractions to mixed numbers. **Day 2:** 1. Add fractions with related denominators, including totals > 1. **Day 3:** 1. Subtract fractions with related denominators. **Day 4:** 1. Find unit and non-unit fractions of amounts. **Day 5:** 1. Compare and order fractions with related denominators.

Year 4 – Spring Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
1 S P R I N G	**Day 1:** Place 2-digit numbers on a 0–100 line. ÷ multiples of 10 by 10 **Day 2:** Round 2 and 3-digit numbers to nearest 10. **Day 3:** Place value in 3-digit numbers. Count in 1/10s to at least 200 **Day 4:** Count on/back in steps of 10 to/from 4-digit numbers **Day 5:** Tell the time to the nearest 5 minutes	***Number, place value and money*** **Day 1:** 1. Place three-digit numbers between multiples of 10 on landmarked lines. 2. Round three-digit numbers to the nearest 10. **Day 2:** 1. Place three-digit numbers on a 0-1000 with 100s marked with some degree of accuracy. **Day 3:** 1. Compare 2 three-digit numbers. **Day 4:** 1. Order 3 three-digit numbers using place value. **Day 5**: 1. Solve a problem using knowledge of place value. 2. Order at least 10 three three-digit numbers.	***Number, place value and money*** **Day 1:** 1. Understand that when we divide by 10, digits shift one place to the right. 2. Understand what each digit represents in a number with one decimal place. 3. Know the number before and after any two-digit number. **Day 2:** 1. Understand that when we multiply by 10, digits shift one place to the left. 2. Understand what each digit represents in a number with one decimal place. **Day 3:** 1. Place one-place decimals on a number line. 2. Round tenths to nearest whole. **Day 4:** 1. Recognise decimal and fraction forms of tenths. **Day 5:** 1. Solve a problem using knowledge of place value. 2. Order at least 10 numbers with 1 decimal place.	***Place Value/Addition and subtraction*** **Day 1:** 1. Multiply and divide by 10, 100 and 1000 (answers with 2 or fewer decimal places). **Day 2:** 1. Place numbers with two decimal places on an empty line, round to the nearest tenth or whole. **Day 3:** 1. Use Frog (counting up) to subtract pairs of numbers with the same number of decimal places. **Day 4:** 1. Use Frog (counting up) to subtract pairs of numbers with different numbers of decimal places, e.g. 3.2 – 1.78 and 5.34 – 3.7. **Day 5:** 1. Solve single and two-step word problems involving subtraction. 2. Choose an appropriate strategy to solve subtraction.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
2 S P R I N G	**Day 1:** Add any pair of 2-digit numbers **Day 2:** Use place value to add/subtract **Day 3:** Complements to next 100 **Day 4:** Change from £1 **Day 5:** Subtract 1-digit numbers from 2-digit numbers.	***Mental addition and subtraction*** **Day 1:** 1. Add three two-digit numbers using partitioning into 10s and 1s. **Day 2**: 1. Add pairs of two-digit numbers using a variety of strategies. **Day 3:** 1. Subtract near multiples of 10 from a two-digit number. **Day 4:** 1. Subtract any two-digit number from another, using counting up. **Day 5:** 1. Select an appropriate strategy to subtract.	***Mental addition and subtraction*** **Day 1:** 1. Use compact addition to add amounts of money with one 'carry', e.g. £3.25 + £2.68. 2. Use rounding to estimate the total before carrying out the addition. **Day 2:** 1. Use compact addition to add amounts of money with two 'carries', e.g. £3.45 + £2.68. 2. Use rounding to estimate the total before carrying out the addition. **Day 3:** 1. Use counting up to subtract three digit numbers, e.g. 414 – 278. **Day 4:** 1. Find the change from £5 and from £10. **Day 5:** 1. Find a difference between prices, e.g. £4.24 and £3.78.	***Addition and subtraction*** **Day 1:** 1. Add pairs of 3-digit numbers with 1 decimal place, 2 decimals places or both. 2. Use rounding to make an estimate. **Day 2:** 1. Add pairs of 4-digit numbers with 2 decimal places. 2. Use rounding to make an estimate. **Day 3:** 1. Subtract pairs of 2-digit numbers with one decimal place, choosing to count back or count up (Frog) **Day 4:** 1. Use Frog to find change from £100. 2. Use column addition to add amounts of money. **Day 5:** 1. Use Frog to find the difference between amounts of money. 2. Estimate differences.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
3 S P R I N G	**Day 1:** Add 4 single-digit numbers **Day 2**: Add 100s and 10s, e.g. 500 + 300, 50 + 30 and 60 + 50 – quickly. **Day 3:** Subtract multiples of 10 **Day 4:** Inverse number sentences. **Day 5:** Say what calculation is necessary to solve word problems	***Written addition and mental subtraction*** **Day 1:** 1. Add two three-digit numbers using expanded addition including additions that give a 10 in the 1s column. **Day 2:** 1. Add two three-digit numbers using expanded addition including additions that give a 10 in the 1s column OR give 100 in the 10s column. **Day 3:** 1. Add two three-digit numbers using expanded addition including additions that give a 10 in the 1s column OR give 100 in the 10s column. 2. Use rounding to estimate totals. **Day 4:** 1. Subtract using counting up on the empty number line. 2. Use addition to check subtraction. **Day 5:** 1. Subtract using counting up on the empty number line. 2. Predict whether one subtraction will have a bigger or smaller answer than another.	***Written addition and mental subtraction*** **Day 1:** 1. Use compact addition to add three two-digit numbers. 2. Use rounding to estimate totals. **Day 2:** 1. Use compact addition to add four two-digit numbers. 2. Use rounding to estimate totals. **Day 3:** 1. Use expanded decomposition to subtract pairs of three-digit numbers (two moves). 2. Check subtraction with addition **Day 4:** 1. Use expanded decomposition to subtract pairs of three-digit numbers (two moves). 2. Choose counting up or decomposition to solve subtractions. **Day 5:** 1. Subtract any pair of three-digit numbers choosing a written or mental method. 2. Identify and describe patterns; test out ideas.	***Place Value/ Addition or subtraction*** **Day 1:** 1. Use place value to add and subtract to/from 6-digit numbers. **Day 2:** 1. Compare 6-digit numbers. 2. Round 6-digit numbers to the nearest 10, 100, 1000, 10,000 and 100,000. **Day 3:** 1. Use decomposition to subtract pairs of 5-digit numbers. **Day 4:** 1. Use decomposition to subtract pairs of 5-digit numbers including where there is a zero in the first number. **Day 5:** 1. Use decomposition to subtract pairs of 5-digit numbers and 4-digit numbers from 5-digit numbers. 2. Solve word problems.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
4 S P R I N G	**Day 1:** Convert units of measurement **Day 2**: Numbers with 1 dp **Day 3:** Mark 0.1s on a line **Day 4:** Convert between units of measurements **Day 5:** Place numbers on empty lines of different lengths	***Measures and data*** **Day 1:** 1. Measure lengths in m and cm and record. 2. Convert cm into m and cm. **Day 2:** 1. Measure lengths in cm and mm. 2. Convert lengths from cm to cm and mm. **Day 3:** 1. Establish weight benchmarks (1kg and 100g) and make estimates. **Day 4:** 1. Estimate the order of weights. 2. Read scales to the nearest 100g. 3. Record results in a bar graph, one square = 100g. **Day 5:** 1. Choose appropriate units of measurement to measure objects. 2. Collect, record and interpret data in a bar graph when one step represents several units.	***Measures and data*** **Day 1:** 1. Measure lengths in m and cm and record using a decimal point 2. Convert cm into m (2 decimal places). **Day 2:** 1. Measure lengths in cm and mm to one decimal place. 2. Convert lengths from km to m and mm to cm (1 decimal place). **Day 3:** 1. Use weight benchmarks to assist with estimating. 2. Weigh items in g and kg to the nearest 100g. 3. Convert from kg to g and from g to kg (1 decimal place). **Day 4:** 1. Estimate the order of weights 2. Read scales to one decimal place 3. Record results in a bar graph, one square = 0.1kg. **Day 5:** 1. Choose appropriate units of measurement to measure objects. 2. Collect, record and interpret data in a bar graph, choosing a suitable scale.	***Measures and data*** **Day 1:** 1. Find the perimeters of rectangles and composite shapes. **Day 2:** 1. Work out the missing lengths of sides in order to find perimeters. **Day 3:** 1. Find the area of rectangles including squares by multiplying the lengths of two adjacent sides together. **Day 4:** 1. Estimate then count to find the area of irregular shapes. 2. Calculate the area from scale drawings. **Day 5:** 1. Estimate and find the volume of shapes by making it with cm cubes.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
5 S P R I N G	**Day 1:** Halve any 2-digit number. Count in 1/2s to at least 10. **Day 2**: Halves of all numbers to 10. Count in steps of ¼ **Day 3:** Count in steps of 1/3 **Day 4:** Count in steps of 0.1 **Day 5:** Fractions with total of 1	***Fractions*** **Day 1:** 1. Count in halves and quarters. 2. Locate halves and quarters on a 0–10 number line. **Day 2:** 1. Understand fraction of shapes. 2. Find 1/4s and 1/8s of numbers. **Day 3:** 1. Understand fraction of shapes. 2. Find 1/6s of numbers. **Day 4:** 1. Understand that fractions are part of a whole. 2. Understand the larger the denominator the smaller the unit fraction. **Day 5:** 1. Write additions of fractions with the same denominator with total of 1.	***Fractions*** **Day 1:** 1. Identify fractions equivalent to one half and one quarter. 2. Identify fractions equivalent to one quarter. **Day 2:** 1. Identify equivalent fractions up to twelfths with a supporting image. 2. Reduce fractions to their simplest form. **Day 3:** 1. Identify equivalent fifths, tenths and halves and mark them on a line. 2. Reduce fractions to their simplest form. **Day 4:** 1. Identify equivalent fractions and decimals (0.1s, 1/10s, 1/5s and 1/2s). **Day 5:** 1. Add and subtract fractions with the same denominators within 2 wholes using a fraction line.	***Fractions and decimals*** **Day 1:** 1. Compare and order fractions with related denominators. **Day 2:** 1. Use mental division strategies to find unit fractions of amounts. **Day 3:** 1. Find non-unit fractions of amounts. **Day 4:** 1. Find fractions, multiply and divide to solve word problems. **Day 5:** 1. Know decimal equivalents for halves, quarters, fifths, tenths and hundredths. 2. Use equivalence to order a mixed set of decimals and fractions.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
6 S P R I N G	**Day 1:** Convert between kg & g, km & m l & ml **Day 2**: Convert cm to mm **Day 3:** Place decimals on a 0.1 line **Day 4:** Compare pairs of 4-digit numbers and give one between. Write amounts of money in £ & p. **Day 5:** +/- 1, 10, 100 or 1000	***Number, place value and money*** **Day 1:** 1. Know what each digit represents in a 3-digit amount of money. 2. Use 0 as a placeholder. **Day 2:** 1. Multiply and divide by 10. 2. Know how to use place value to help with multiplying and dividing. **Day 3:** 1. Multiply and divide by 10 and 100. 2. Know how to use place value to help with multiplying and dividing. **Day 4:** 1. Multiply and divide amounts of money by 10 and 100. **Day 5:** 1. Understand that division 'undoes' multiplication. 2. Multiply and divide by 10 and 100 3. Perform 2-step operations.	***Number, place value and money*** **Day 1:** 1. Multiply and divide by 10 and 100 (whole answers or with 1 decimal place). **Day 2:** 1. Multiply multiples of 10 and 100 by single-digit numbers. **Day 3:** 1. Add and subtract 0.1 and 1 to/from numbers with one decimal place**.** **Day 4:** 1. Use negative numbers in context of temperature. 2. Find differences in temperature. **Day 5:** 1. Place negative numbers on a line. 2. Order positive and negative numbers.	***Number, place value and money*** **Day 1:** 1. Say what each digit represents in a number with 2 decimal places. 2. Use place value to add and subtract. **Day 2:** 1. Round numbers with 2 decimal places to the nearest whole and tenth. **Day 3:** 1. Multiply and divide by 10, 100 and 1000 to give answers with two decimal places. **Day 4:** 1. Use negative numbers in context of temperature. 2. Calculate rises and falls in temperature. **Day 5:** 1. Find a difference between a negative temperature and positive temperature.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
7 S P R I N G	**Day 1:** Count on/back in steps of 1. Add any pair of 1–digit numbers. **Day 2**: Add/subtract 1, 10, 100, 1000 **Day 3:** Count on in steps of 10 and 100 from 3-digit numbers. **Day 4:** Count on/back in steps of 100 from 3-digit numbers. **Day 5:** 3 and 6 times table, multiplication and division.	***Mental addition and subtraction*** **Day 1:** 1. Use number facts to add a single-digit number to a 3-digit. 2. Bridge 10s when adding. **Day 2:** 1. Use number facts to subtract a single-digit number from a 3-digit. 2. Bridge 10s when subtracting. **Day 3:** 1. Add multiples of 10 and 100 to three-digit numbers, crossing the 10s and 100s barriers. **Day 4:** 1. Subtract multiples of 10 and 100 from three-digit numbers, crossing the 10s and 100s barriers. **Day 5:** 1. Know what calculation to perform in order to solve a word problem.	***Mental addition and subtraction*** **Day 1:** 1. Add single-digit numbers to four-digit numbers, bridging multiples of 10, 100 and 1000. **Day 2:** 1. Subtract single-digit numbers from four-digit numbers, bridging multiples of 10, 100 and 1000. **Day 3:** 1. Add multiples of 10, 100 and 1000 to four-digit numbers, crossing 10s, 100s but not crossing 10,000. **Day 4:** 1. Subtract multiples of 10, 100 and 1000 from four-digit numbers, crossing 10s and 100s. **Day 5:** 1. Understand inverse operations, how subtraction 'undoes' addition for example.	***Addition/subtraction*** **Day 1:** 1. Use place value to add and subtract. 2. Add and subtract near multiples of 100 and 1000. **Day 2:** 1. Use counting up (Frog) to subtract four digit-numbers from multiples of 1000. 2. Find all possibilities by working systemically. **Day 3:** 1. Use place value to add and subtract to and from 5-digit numbers. 2. Add and subtract near multiples of 100, 1000 and 10,000. **Day 4:** 1. Use column addition to add pairs of 5-digit numbers, three 4-digit numbers, and 4-digit numbers to 5-digit numbers. **Day 5:** 1. Add and subtract pairs of 5-digit numbers. 2. Make and test predictions, generate rules.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
8 S P R I N G	**Day 1:** 4 and 8 times table **Day 2**: Add three multiples of 10 **Day 3:** Add 2-digit numbers **Day 4:** Subtract 2-digit numbers **Day 5:** Order positive and negative numbers	***Written addition and mental subtraction*** **Day 1:** 1. Add two three-digit numbers using expanded addition where the 1s are >10, and/or 10s > 100. 2. Begin to use compact addition. **Day 2:** 1. Add two three-digit numbers using expanded addition where the 1s are >10, or 10s > 100. 2. Begin to use compact addition. 3. Use rounding to estimate totals. **Day 3:** 1. Subtract using counting up on the empty number line (Frog), numbers within a century. **Day 4:** 1. Subtract using counting up on the empty number line (Frog). 2. Use addition to check subtraction. **Day 5:** 1. Interpret a word problem. 2. Use addition or counting up subtraction to solve a word problem. 3. Begin to solve 2-step problems.	***Written addition and mental subtraction*** **Day 1:** 1. Use compact addition to add three three-digit numbers . 2. Approximate the answer first. **Day 2:** 1. Use compact addition to add amounts of money. 2. Approximate the answer first. **Day 3:** 1. Subtract pairs of three-digit numbers using expanded decomposition (one 'move'). **Day 4:** 1. Begin to use compact decomposition to subtract pairs of three-digit numbers (one 'move'). **Day 5:** 1. Begin to use compact decomposition to subtract pairs of three-digit numbers (two 'moves').	***Addition & Subtraction*** **Day 1:** 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79. **Day 2:** 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79. 2. Use rounding to estimate totals of pairs of amounts of money. **Day 3:** 1. Use column subtraction (decomposition) to subtract pairs of 4-digit numbers where one or two moves are necessary. **Day 4:** 1. Use column subtraction (decomposition) to subtract 3-digit numbers from 4-digit numbers. **Day 5:** 1. Use frog (counting up) to subtract pairs of 4-digit numbers. 2. Choose either Frog or column subtraction to subtract pairs of 4-digit numbers

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
9 S P R I N G	**Day 1:** Tell Time on analogue clock to nearest 5 minutes. **Day 2**: Convert analogue times to digital **Day 3:** Find time a number of minutes later. Say time 1/2, 1/4 hour later. **Day 4:** Convert from 24 hour clock to 12- hour am/pm **Day 5:** Addition and subtraction facts	***Measures and shape*** **Day 1:** 1. Tell the time to the nearest minute, past and to. 2. Read analogue and digital times and convert between the two. **Day 2:** 1. Tell the time on analogue and digital clocks and match corresponding times. 2. Convert between reading analogue and digital times. **Day 3:** 1. Find a time a number of minutes later some crossing the hour. **Day 4:** 1. Find pairs of times a given number of minute apart, some crossing the hour. **Day 5:** 1. Understand angles as degrees of turn. 2. Use the language clockwise and anticlockwise. 3. Know that a right angle is a quarter turn and four a complete turn.	***Measures and shape*** **Day 1:** 1. Tell the time on an analogue clock using am and pm. 2. Begin to understand concept of 24-hour clock. **Day 2:** 1. Find times that are 30, 40 and 45 minutes later, crossing the hour. **Day 3:** 1. Read and create 24-hr timetables. 2. Calculate time intervals using a number line and crossing over the hour. **Day 4:** 1. Plot and write co-ordinates in the first quadrant. 2. Complete polygons by giving missing points. **Day 5:** 1. Describe translations of shapes on a grid and write new co-ordinates.	***Measures and data*** **Day 1:** 1. Plot points in two quadrants. 2. Draw polygons and identify the co-ordinates of their vertices. **Day 2:** 1. Translate polygons on a grid in one direction. 2. Begin to predict the new co-ordinates after a translation in one direction. **Day 3:** 1. Reflect polygons in the y-axis. 2. Begin to predict the new co-ordinates after a reflection in the y-axis. **Day 4:** 1. Draw line graphs of times tables and read off intermediate values. 2. Revise the times tables. **Day 5:** 1. Draw conversion graphs and read off intermediate values. 2. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
10 S P R I N G	**Day 1:** Division facts for 2, 4, 6 times table **Day 2**: Division facts for 3, 4, 8 times table **Day 3:** 7 times table **Day 4:** 9 times table **Day 5:** Count in steps of 40	***Mental multiplication and division*** **Day 1:** 1. Know the 4 times table. 2. Use the 4 times table to learn the 8 times table. **Day 2:** 1. Know the 2, 3, 4, 5, 8, 10 times tables by heart and use commutativity and known facts to derive others. **Day 3:** 1. Divide whole numbers by 2, 3, 4, 5, 8 or 10, using times tables and find remainders. **Day 4:** 1. Divide whole numbers by 2, 3, 4, 5, 8 or 10. **Day 5:** 1. Know which calculation to perform (multiplication or division) in order to solve a word problem. 2. Use multiplication or division to solve a word problem.	***Mental multiplication and division*** **Day 1:** 1. Begin to know multiplication and division facts for the 7 times table. 2. Use commutativity and known facts to derive new multiplication facts. **Day 2:** 1. Know multiplication and division facts for the 9 times table. **Day 3:** 1. Know most multiplication facts up to 12 and use commutativity and known facts to derive others. **Day 4:** 1. Find factors of numbers up to 40. **Day 5:** 1. Multiply single-digit numbers by multiples of 10 and 100.	***Multiplication and division*** **Day 1:** 1. Find the highest common factor of three 2-digit numbers. 2. Find the lowest common multiple of at least 3 single-digit numbers. **Day 2:** 1. Use mental strategies to multiply two and 3-digit numbers by 5, 20, 6, 4 and 8. 2. Use knowledge of factors and multiples in mental multiplication. **Day 3:** 1. Use mental strategies to divide numbers by 5, 20, 6, 4 and 8. 2. Use knowledge of factors and multiples in mental multiplication. **Day 4:** 1. Use short multiplication to multiply 4-digit numbers by 1-digit numbers including amounts of money. 2. Use rounding to approximate. 3. Understand that multiplication is commutative. **Day 5:** 1. Use short multiplication to multiply 4-digit numbers by 1-digit numbers. 2. Use rounding to approximate. 3. Understand that multiplication is commutative.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
11 S P R I N G	**Day 1:** Double 2-digit numbers. Find remainders after division **Day 2**: Halve even 2-digit numbers. **Day 3:** 6 and 60, 7 and 70 times tables **Day 4:** Multiply/divide by 10, e.g. 250 ÷ 10, 36 × 10. **Day 5:** 12 times table	***Mental multiplication and division*** **Day 1:** 1. Know multiplying by 4 is the same as doubling twice. 2. Double a number twice to multiply it by 4. **Day 2:** 1. Know dividing by 4 is the same as halving and halving again. 2. Divide a number by 4 by halving twice. **Day 3:** 1. Find unit-fractions using knowledge of multiplication and division: halves, quarters, thirds, fifths, eighths and tenths. **Day 4:** 1. Find non-unit fractions using knowledge of multiplication and division: halves, quarters, thirds, fifths, eighths and tenths. **Day 5:** 1. Find non-unit fractions using knowledge of multiplication and division: halves, quarters, thirds, fifths, eights and tenths.	***Mental multiplication and division*** **Day 1:** 1. Use the grid method to multiply three-digit numbers by single-digit numbers. **Day 2:** 1. Use the ladder method to multiply three-digit numbers by single-digit numbers (grid or ladder layout). **Day 3:** 1. Use the ladder method to multiply three-digit numbers by single-digit numbers. 2. Use rounding to approximate an answer. **Day 4:** Know the 11 and 12 times tables **Day 5:** 1. Divide two-digit numbers by single-digit remainders, including those divisions which give a remainder (answers between 10 and 30). 2. Use traditional 'bus-stop' layout.	***Multiplication and division*** **Day 1:** 1. Use short division to divide 3-digit numbers by single-digit numbers. **Day 2:** 1. Use short division to divide 3-digit numbers by single-digit numbers including where the first digit is less than the divisor. **Day 3:** 1. Use short division to divide 3-digit numbers by single-digit numbers including where the first digit is less than the divisor. 2. Divide any remainders to give fractions. **Day 4:** 1. Multiply unit fractions by whole numbers, writing any improper fractions as mixed numbers. **Day 5:** 1. Multiply non-unit fractions by whole numbers, writing any improper fractions as mixed numbers.

Year 4 – Summer Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
1 S U M M E R	**Day 1:** Order 4-digit numbers. Count in steps of 100. **Day 2:** Multiply and divide by 10. **Day 3:** Count on/back in steps of 10 to/from 3 and 4-digit numbers. **Day 4:** Count and back in steps of 6. **Day 5:** Round 4-digit numbers to nearest 10, 100 and 1000.	***Number and place value*** **Day 1:** 1. Say what each digit represents in a 3-digit number. 2. Use equipment to represent 3-digit numbers. **Day 2:** 1. Place 3-digit numbers on an empty number line. 2. Compare pairs of 3-digit numbers and find a number in between. **Day 3:** 1. Round 3-digit numbers to the nearest 10 or 100. **Day 4:** 1. Know what each digit in an amount between £1 and £10 stands for. 2. Make ordered lists to help with an investigation. **Day 5:** 1. Use place value to add and subtract pounds, 10ps and 1ps, e.g. £4.63 – 60p and £3.49 + 30p.	***Number/place value and Roman numerals*** **Day 1:** 1. Use place value to add/ subtract to/from four-digit numbers. **Day 2:** 1. Place four-digit numbers between neighbouring multiples of 100. 2. Round four-digit numbers to the nearest 10 and 100. **Day 3:** 1. Place four-digit numbers on landmarked lines (marked in 1000s). 2. Round four-digit numbers to the nearest 1000. **Day 4:** 1. Count in steps of 25 and 1000 from numbers other than 0. **Day 5:** 1. Write numbers to 100 using Roman numerals. 2. Appreciate how we use 0 as a place holder.	***Number/place value and Roman numerals*** **Day 1:** 1. Add and subtract multiples of 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers. **Day 2:** 1. Place 6-digit numbers on landmarked lines and empty lines. **Day 3:** 1. Round 6-digit numbers to the nearest 1000, 10,000, and 100,000. **Day 4:** 1. Read and write Roman numerals to 1000 (M). **Day 5:** 1. Recognise years written in Roman numerals.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
2 S U M M E R	**Day 1:** Know total of any pair of single-digit numbers. Subtraction facts. **Day 2:** Round 3-digit numbers to nearest 10 and 100. **Day 3:** Complements to 100. **Day 4:** Add three single-digit numbers. **Day 5:** 7 times table.	***Addition and subtraction*** **Day 1:** 1. Use compact addition to add any pair of 3-digit numbers. **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. **Day 3:** 1. Use compact addition to add any pair of 3-digit numbers. 2. Look for patterns and make generalisations. **Day 4:** 1. Use Frog to subtract 2-digit numbers from 3-digit numbers, e.g. 137 – 72. **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.	***Addition and subtraction*** **Day 1:** 1. Use compact decomposition to subtract pairs of three-digit numbers. **Day 2:** 1. Use expanded decomposition to subtract pairs of four-digit numbers needing one move. **Day 3:** 1. Say what each digit represents in a three- or four-digit number. 2. Use this knowledge to order four-digit numbers. **Day 4:** 1. Use compact decomposition to subtract three- and four-digit numbers from four-digit numbers. **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).	***Multiplication and subtraction*** **Day 1:** 1. Find common multiples of single-digit numbers and common factors of 2-digit numbers. **Day 2:** 1. Solve problems requiring scaling by simple fractions. **Day 3:** 1. Find square numbers to at least 10^2 and cube numbers to at least 10^3. **Day 4:** 1. Use column subtraction to subtract pairs of 5-digit numbers. **Day 5:** 1. Choose counting up (Frog), counting back or column subtraction**.**

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
3 S U M M E R	**Day 1:** 7 times table. **Day 2**: × and ÷ by 10 and 100. **Day 3:** – 3 and 4 times table. Multiply single-digit numbers by multiples of 10 and 100, e.g. 4 × 60, 7 × 400. **Day 4:** Double and halve 2-digit numbers. **Day 5:** 12 times table.	***Multiplication and division*** **Day 1:** 1. Double numbers to at least 50 using partitioning. **Day 2:** 1. Halve numbers to 100 using partitioning. **Day 3:** 1. Know times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x). **Day 4:** 1. Begin to use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers. **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.	***Multiplication and division*** **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. **Day 2:** 1. Use compact addition to add any pair of four-digit numbers. **Day 3:** 1. Add and subtract near multiples of 10, 100 and 1000 to/from three- and four-digit numbers. **Day 4:** 1. Choose written or mental methods for addition and subtraction. **Day 5:** 1. Solve word problems needing addition or subtraction.	***Multiplication and subtraction*** **Day 1:** 1. Find common multiples of single-digit numbers and common factors of 2-digit numbers. **Day 2:** 1. Solve problems requiring scaling by simple fractions. **Day 3:** 1. Find square numbers to at least 10^2 and cube numbers to at least 10^3. **Day 4:** 1. Use column subtraction to subtract pairs of 5-digit numbers. **Day 5:** 1. Choose counting up (Frog), counting back or column subtraction**.**

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
4 S U M M E R	**Day 1:** Convert litres to millilitres and vice versa. **Day 2**: Convert centimetres to metres and vice versa. **Day 3:** Double any 2-digit numbers. **Day 4:** Choose suitable units of measure for range of items. **Day 5:** Units of time.	***Measure*** **Day 1:** 1. Measure in multiples of 100 millilitres. 2. Convert between whole/half litres and millilitres. **Day 2:** 1. Measure in millimetres. 2. Draw a bar chart where one square represents 2 units. **Day 3:** 1. Measure perimeters of 2D shapes to the nearest centimetre. **Day 4:** 1. Understand am and pm. 2. Tell the time to nearest minute. **Day 5:** 1. Tell the time to the nearest minute 2. Compare time durations.	***Measure*** **Day 1:** 1. Use co-ordinates in the first quadrant and join to draw posited polygons. **Day 2:** 1. Find area of rectilinear shapes by counting squares. **Day 3:** 1. Find perimeter of rectilinear shapes in centimetres by counting. **Day 4:** 1. Calculate perimeter in centimetres and metres of rectangles. 2. Generalise how this is done. **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.	***Measures and data*** **Day 1:** 1. Plot points in two quadrants. 2. Draw polygons and identify the co-ordinates of their vertices. **Day 2:** 1. Translate polygons on a grid in one direction. 2. Begin to predict the new co-ordinates after a translation in one direction. **Day 3:** 1. Reflect polygons in the y-axis. 2. Begin to predict the new co-ordinates after a reflection in the y-axis. **Day 4:** 1. Draw line graphs of times tables and read off intermediate values. 2. Revise the times tables. **Day 5:** 1. Draw conversion graphs and read off intermediate values. 2. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
5 S U M M E R	**Day 1:** Add 4 single-digit numbers. Subtract pairs of 2-digit numbers. **Day 2**: Add any pair of multiples of 10. **Day 3:** Add/subtract multiples of 10, 100 1000 to/from 3 and 4-digit numbers. **Day 4:** Add any pair of 2-digit numbers. **Day 5:** Pairs with a total of 10 and 100.	***Addition and subtraction*** **Day 1:** 1. Add three or four 2-digit numbers using expanded or compact addition. **Day 2:** 1. Add three or four 2-digit numbers using compact addition. 2. Use rounding to estimate totals. **Day 3:** 1. Add three or four 2-digit numbers using compact addition. 2. Find and test rules. **Day 4:** 1. Use Frog (counting up) to help calculate change from £5, £10 and £20. **Day 5:** 1. Use Frog (counting up) to find the difference between amounts of money.	***Addition and subtraction*** **Day 1:** 1. Place numbers with one decimal place on empty number lines. **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. **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. **Day 4:** 1. Find equivalent 1/100s and 0.01s, 1/10s and 0.1s. **Day 5:** 1. Write place value subtraction for numbers with 2 decimal places.	***Addition/subtraction and decimals*** **Day 1:** 1. Understand place value in numbers with 3 decimal places. 2. Convert between kilograms and grams, litres and millilitres, metres and kilometres. **Day 2:** 1. Compare and order numbers with 3 decimal places and place on a line. **Day 3:** 1. Use counting up (Frog) to subtract pairs of numbers with 2 decimal places. **Day 4:** 1. Use counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2). 2. Solve subtraction word problems. **Day 5:** 1. Use counting up (Frog) to find change from £100. 2. Use counting up (Frog) to find the difference between 4-digit prices. 3. Check subtraction by using addition.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
6 S U M M E R	**Day 1:** Division facts for 6 times table. **Day 2:** Division facts for 9 times table. **Day 3:** How many millilitres in litre, millimetres in centimetre, grams in kilograms etc. **Day 4:** Write lengths between 3 and 4 metres, put in order. **Day 5:** Count up and down in steps of 0.01 through multiples of 0.1 and 1.	***Number and decimals*** **Day 1:** 1. Count in steps of 50 or 100 from any number up to 1000. **Day 2:** 1. Count in steps of 4 or 8 from 4 and 8. 2. Identify patterns. **Day 3:** 1. Find and test rules for sequences (counting up or down in a consistent step). **Day 4:** 1. Count in 1s beyond 1000. **Day 5:** 1. Begin to understand place value in numbers between 1000 and 2000.	***Addition/subtraction and decimals*** **Day 1:**.1. Place numbers with 2 decimal places on landmarked lines (marked in 0.1s). **Day 2:** 1. Compare and order numbers with 2 decimal places. **Day 3:** 1. Add/subtract 0.1/0.01 to/from numbers with 2 decimal places; Count on and back in tenths and hundredths. **Day 4:** 1. Add/subtract multiples of 0.1/0.01. **Day 5:** 1. Solve simple measure problems using place value in lengths in metres with 2 decimal places.	***Addition/subtraction and decimals*** **Day 1:** 1. Understand place value in numbers with 3 decimal places. 2. Convert between kilograms and grams, litres and millilitres, metres and kilometres. **Day 2:** 1. Compare and order numbers with 3 decimal places and place on a line. **Day 3:** 1. Use counting up (Frog) to subtract pairs of numbers with 2 decimal places. **Day 4:** 1. Use counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2). 2. Solve subtraction word problems. **Day 5:** 1. Use counting up (Frog) to find change from £100. 2. Use counting up (Frog) to find the difference between 4-digit prices. 3. Check subtraction by using addition.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
7 S U M M E R	**Day 1:** Double numbers to 50. **Day 2**: 7 and 11 times table. **Day 3:** Multiply single-digit numbers by multiples of 10 and 100, e.g. 4 × 60, 7 × 400. **Day 4:** Double and halve 2-digit numbers. **Day 5:** 8 and 12 times table.	***Multiplication and division*** **Day 1:** 1. Scale up by multiplying by 4 (double twice) and by 10. **Day 2:** 1. Scale down by dividing by 4 (halve twice) and by 10. **Day 3:** 1 Divide numbers just beyond the 3, 4 and 5 times tables (no remainders). **Day 4:** 1. Divide numbers just beyond the times tables (no remainders). **Day 5:** 1. Divide numbers just beyond the 3, 4, 5 and 8 times tables (with remainders).	***Multiplication and division*** **Day 1:** 1. Use listing systematically to solve correspondence problems. **Day 2:** 1. Solve scaling problems. 2. Convert from centimetres to metres. **Day 3:** 1. Find factors of numbers less than 50. 2. Use factors to carry out mental multiplication. **Day 4:** 1. Multiply 3 numbers together, use commutativity to make easier, e.g. 2 × 6 × 5 = 10 × 6. **Day 5:** 1. Use knowledge of times tables and place value to divide multiples of 10, e.g. 350 ÷ 7.	***Multiplication/division and percentages*** **Day 1:** 1. Multiply and divide numbers mentally drawing upon known facts. 2. Express remainders as fractions **Day 2:** 1. Solve word problems using mental multiplication or division. **Day 3:** 1. Begin to understand percentages as part out of 100. **Day 4:** 1. Know common equivalences between fractions and percentages. **Day 5:** 1. Use equivalence with fractions to find percentages.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
8 S U M M E R	**Day 1:** Convert time on analogue clocks to digital format written analogue times. **Day 2**:Multiply and divide by 10 on a PV grid **Day 3:** Match digital and analogue times, revise am and pm **Day 4:** 3D shapes **Day 5:** Months of the year	***Shape, data and measures*** **Day 1:** 1. Know units of time and the relationship between them. **Day 2:** 1. Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. **Day 3:** 1. Identify whether angles are greater than or less than a right angle. **Day 4:** 1. Sort shapes according to whether they have parallel lines, perpendicular lines or both. **Day 5:** 1. Count faces, vertices and edges of 3D shapes. 2. Look for patterns and generalise.	***Shape, data and measures*** **Day 1:** 1. Complete symmetrical shapes and patterns with respect to a vertical, horizontal or diagonal line of symmetry. **Day 2:** 1. Recognise acute and obtuse angles, compare angles. **Day 3:** 1. Recognise different types of triangles. 2. Recognise acute, obtuse and right angles. **Day 4:** 1. Recognise acute, obtuse and right angles. 2. Find what numbers of each sort of angle are possible in quadrilaterals. 3. Record findings in a systematic way. **Day 5:** 1. Use a Venn diagram to sort quadrilaterals according to different properties, e.g. symmetry, right angles, parallel sides.	***Shape/measures and data*** **Day 1:** 1. Measure and draw angles using a protractor to the nearest degree. **Day 2:** 1. Recognise acute, right, obtuse and reflex angles. **Day 3:** 1. Use a pair of compasses to draw a circle. 2. Know that angles in straight line add up to 180° and use this to work out missing angles. 3. Use a protractor to measure angles. **Day 4:** 1. Know that angles in straight line add up to 360° and use this to work out missing angles. **Day 5:** 1. Draw polygons to given dimensions and angles.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
9 S U M M E R	**Day 1:** Multiply and divide by 10. Count in steps of ¼, saying equivalent halves. **Day 2**: Halve even numbers to 100. **Day 3:** Find unit fractions of amounts. **Day 4:** Place fractions on a line. **Day 5:** Fractions with a total of 1.	***Fractions* and *division*** **Day 1:** 1. Understand the concept of tenths. 2. Find one tenth, then several tenths of multiples of 10. **Day 2:** 1. Understand fractions as numbers and as operators. 2. Find unit fractions of amounts. **Day 3:** 1. Find non-unit fractions of amounts. **Day 4:** 1. Find fractions which are equivalent to ½ and to ¼. **Day 5:** 1. Add and subtract fractions with the same denominator, answers less than 1, using a supporting image.	***Fractions* and *division*** **Day 1:** 1. Identify equivalent fractions with numerators up to 12. 2. Recognise decimal equivalents for tenths, halves, quarters and fifths. **Day 2:** 1. Find non-unit fractions of amounts. **Day 3:** 1. Solve fraction word problems. **Day 4:** 1. Divide 2-digit numbers by single-digit numbers, answers less than 30 (without remainders). **Day 5:** 1. Divide 2-digit numbers by single-digit numbers, answers less than 30 (with remainders).	***Fractions and division*** **Day 1:** 1. Use equivalence to compare and order fractions. 2. Convert improper fractions to mixed numbers. **Day 2:** 1. Add and subtract fractions with related denominators. **Day 3:** 1. Add and subtract mixed numbers with related denominators. **Day 4:** 1. Use short division to divide 4-digit numbers by single-digit numbers, including those which leave a remainder. **Day 5:** 1. Use short division to divide 4-digit numbers by single-digit numbers, expressing remainders as fractions.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
10 **S U M M E R**	**Day 1:** Add 3 multiples of 10. **Day 2**:Round 3-digit numbers to nearest 100. **Day 3:** Round amounts of money to the nearest £. **Day 4:** Say the amount need to make £1. **Day 5:** Subtraction facts.	***Addition and subtraction*** **Day 1:** 1. Add three or four 2-digit numbers using compact addition. 2. Use rounding to estimate answers. **Day 2:** 1. Use column addition to add three 3-digit numbers. 2. Use rounding to estimate answers. **Day 3:** 1. Use column addition to add two amounts of money. 2. Use rounding to estimate answers. **Day 4:** 1. Use counting up (Frog) to find change from £5, £10 and £20. **Day 5:** 1. Use counting up (Frog) to find change from £100.	***Measures and data*** **Day 1:** 1. Convert analogue times to digital times, both 12-hour and 24-hour formats. **Day 2:** 1. Find time intervals using 24-hour clock crossing the hour. **Day 3:** 1. Read, interpret and describe a line graph. **Day 4:** 1. Draw, read, interpret and describe a line graph. **Day 5:** 1. Convert between units of time.	***Shape/Measures and data*** **Day 1:** 1. Read timetables using the 24-hour clock. 2. Calculate time intervals. **Day 2:** 1. Calculate time intervals and find a time a given number of minutes or hours and minutes later. **Day 3:** 1. Draw and interpret line graphs and read intermediate points. **Day 4:** 1. Draw and interpret line graphs and read intermediate points. 2. Begin to understand the concept of a constant rate. **Day 5:** 1. Solve problems involving rate.

Wk	Starter	Y3: Weekly Objectives	Y4: Weekly Objectives	Y5: Weekly Objectives
11 **S U M M E R**	**Day 1:** Adding multiples of 10 and 100 to 3-digit numbers **Day 2**:Place value subtractions **Day 3:** 30 times table **Day 4:** Division facts for the 4 times table **Day 5:** 8 times table	***Addition and subtraction* and *Multiplication and division*** **Day 1:** 1. Add 3-digit numbers using place value. 2. Add near multiples of 100. **Day 2:** 1. Subtract 3-digit numbers using place value. 2. Subtract near multiples of 100. **Day 3:** 1. Use the grid method to multiply numbers between 20 and 40 by 1-digit numbers. **Day 4:** 1. Divide numbers within and just beyond the times tables (with remainders). **Day 5:** 1. Solve correspondence problems.	***Addition and subtraction* and *Multiplication and division*** **Day 1:** 1. Use the ladder method to multiply 3-digit numbers by single-digit numbers. **Day 2:** 1. Use the ladder method to multiply 3-digit numbers by single-digit numbers, estimating answers first. **Day 3:** 1. Solve word problems requiring multiplication or division. **Day 4:** 1. Choose mental or written method to solve a range of calculations, all four operations. **Day 5:** 1. Choose which operations(s) are necessary to solve word problems.	**Addition/subtraction and Multiplication/division** **Day 1:** 1. Use column addition to add 4- and 5-digit whole numbers, decimals and money. **Day 2:** 1. Use column subtraction of whole numbers and counting up (Frog) to subtract decimals including money. 2. Choose which method to use. **Day 3:** 1. Use short division to divide 4-digit numbers, expressing remainders as fractions. **Day 4:** 1. Work out missing numbers in equations and write their own equations. **Day 5:** 1. Solve single and multi-step problems, working out which calculation(s) are necessary.