Hadley Wood Primary School
Mathematics Curriculum Overview

Our Vision

...that every child will leave our school confident in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a capable manner and caring about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood our intent is to provide a curriculum which broadens and deepens pupil understanding, ensuring that mathematical learning is built on solid foundations. Our staff have high expectations of all children, irrespective of ability and encourage them to be successful learners and achieve their full potential. Our aim is to ensure challenge for **all** pupils by developing deep, rather than superficial, conceptual understanding. We believe that it is possible to develop successful mathematicians who achieve high standards by espousing a mastery-based curriculum. To help us deliver our mathematics curriculum, our teachers adapt the ideas outlined in the Power Maths scheme of work to meet the needs of our pupils.

We aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

We aim to develop mastery of the mathematics curriculum through:

- a fascination and enjoyment of mathematics as a subject in which all children can achieve and be successful
- the children's abilities to use mathematics effectively, using specific mathematical vocabulary, to communicate their ideas
- independent and co-operative ways of working encouraging children to explore ideas and activities in a variety of groupings
- developing the children's ability to recall key number facts with speed and accuracy and use them to calculate and work out unknown facts (see our Progression in Calculation policy)
- increasing the confidence of our pupils and their ability to apply their mathematical knowledge and skills in a variety of challenging and real-life situations
- the children's awareness of the broad cultural background of mathematics
- the children's ability to use mathematical concepts, facts and procedures appropriately, flexibly and fluently
- ensuring children have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.

How we plan and teach Mathematics at Hadley Wood:

We use the principles of the Power Maths scheme of work to ensure that our maths is broken down into small, progressive steps that are built upon daily. We feel it is essential that our children experience maths in a variety of situations and that they understand concepts using the concrete, pictorial and abstract model. Our teaching staff tailor our curriculum to meet the needs of our pupils so lessons and ideas are adapted as required.

The philosophy behind Power Maths is that being successful in maths is not just about rote-learning procedures and methods, but is instead about problem solving, thinking and discussing. Many people feel they were taught maths in a way that was about memorising formulas and calculation methods, then having to apply them without any real understanding of what or how these methods actually work. We adapt ideas from the Power Maths resources to help our children develop fluent recall and develop their conceptual understanding. We believe the approach helps to spark curiosity, engage reasoning, secure understanding and deepen learning for all through the use of Maths Characters which promote a Growth Mindset approach to learning.

Each lesson has a progression, with a central flow that draws the main learning into focus. There are different elements, informed by research into best practice in maths teaching, that bring the lessons to life:

- Discover – each lesson begins with a problem to solve, often a real-life example, sometimes a puzzle or a game. These are engaging and fun, and designed to get all children thinking.
- Share – the class shares their ideas and compares different ways to solve the problem, explaining their reasoning with hands-on resources and drawings to make their ideas clear. Children are able to develop their understanding of the concept with input from the teacher.
- Think together – the next part of the lesson is a journey through the concept, digging deeper and deeper so that each child builds on secure foundations while being challenged to apply their understanding in different ways and with increasing independence.
- Practice – now children practice individually or in small groups, rehearsing and developing their skills to build fluency, understanding of the concept and confidence.
- Reflect – finally, children are prompted to reflect on and record their learning from each session and show how they have grasped the concept explored in the lesson.

Power Maths is based on a 'small-steps' approach, sometimes called a mastery approach. This means that the concepts are broken down so that your child can master one idea without feeling over-whelmed. There are a range of fluency, reasoning and problem solving questions in each lesson that are designed to support the different needs and confidence levels within a class, while at the same time fostering a spirit of working and learning together. Each lesson includes a challenge question for those children who can delve deeper into a concept.

What you will see in our mathematics lessons:

To achieve a consistent structure for delivering a whole-class mastery approach in which no child is left behind. Each lesson will follow the same format which provides a clear and consistent approach in each class across the school:
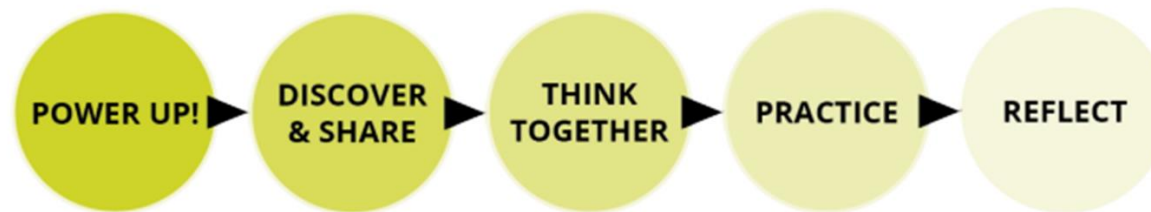
In EYFS, this process is slowed down over the course of a week e.g. day 1 = discover and share, day 2 think together etc. This is continually reinforced with practical and hand-on experiences.

1 In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Steps to success** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing. Key vocabulary is introduced at the start of each lesson displayed on the Working Wall to support mathematical language.

2 Learning is effectively sequencing by sharing prior learning 'building blocks' at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect learning and promote **independence.**

3 Teachers start each lesson with a discursive statement to engage pupils and draw links between prior and new learning. Different levels of challenge and 'what if' challenges help to ensure our children have high aspirations of themselves and strive to be the best they can be.

4 Teachers skillfully use the 'Deliberate Mistake' approach to learning to build pupil **resilience** to failure alongside their ability to work **independently** to problem solve **creatively**. This embeds the concept that making mistakes is integral to the learning process.

Mathematics Yearly Overview EYFS – Year 6

We use the Power Maths termly and yearly overviews to guide planning objctives and crtieria during lessons.

EYFS Autumn Term					
Strand	**Unit**		**Week**	**Weekly title**	**Early Learning Goal**
Number – number and place value	Unit 1	Numbers to 5	1	Counting to 1,2,3	Have a deep understanding of number to 10, including the composition of each number. Recognise the pattern of the counting system.
			2	Counting to 4	
			3	Counting to 5	
Number – addition and subtraction	Unit 2	Sorting	4	Sorting into groups of 2	Compare quantities up to 10 in different context
Number – number and place value	Unit 3	Comparing groups within 5	5	Comparing quantities of identical objects	Compare quantities up to 10 in different context Subitise (recognise quantities without counting) up to 5.
			6	Comparing quantities of non- identical objects	
Number – addition and subtraction	Unit 4	Change within 5	7	One more	Have a deep understanding of number to 10, including the composition of each number. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			8	One less	
	Unit 5	Time	9 & 10	My day	Children use everyday language to talk about time to solve problems.

EYFS Spring Term				
Strand	Unit	Week	Weekly title	Early Learning Goal
	6 Number bonds within 5	1	Introducing the part-whole model	Have a deep understanding of number to 10, including the composition of each number. Automatically recall number bonds up to 5
	7 Numbers to 10	2	Counting to 6, 7 and 8	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count, recognising the pattern of the counting system
		3	Counting to 9 and 10	
	8 Comparing numbers within 10	4	Comparing groups up to 10	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	9 Addition to 10	5	Combining two groups to find the whole	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall numbers bonds up to 5 and some number bonds to 10, including double facts. Compare different contexts, recognising when one quantity is greater than, less than or the same as the other quantity quantities up to 10 in. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

	10	Number bonds to 10	6	Using a ten frame	Have a deep understanding of number to 10, including the composition of each number.
					Subitise (recognise quantities without counting) up to 5.
			7	The part:whole model to 10	
					Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
	11	Shape and Space	8	Spatial awareness	Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			9	3D Shapes	
			10	2D Shapes	

EYFS Summer Term					
Strand		**Unit**	**Week**	**Weekly title**	**Early Learning Goal**
	12	Exploring patterns	1	Making simple patterns	
			2	Exploring more complex patterns	
	13	Counting on and back	3	Add by counting on	Have a deep understanding of number to 10, including the composition of each number. Verbally count, recognising the pattern of the counting system.
			4	Taking away by counting back	
	14	Numbers to 20	5	Counting to 20	Verbally count beyond 20, recognising the pattern of the counting system
	15	Numerical patterns	6	Doubling	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
			7	Halving and sharing	
			8	Odds and evens	
	16	Measure	9	Length, height and distance	
			10	Weight	
			11	Volume and capacity	

					Year 1 Autumn Term		
Strand 1	**Strand 2**	**Unit**		**Lesson number**	**Lesson title**	**NC Objective 1**	**NC Objective 2**	**NC Objective 3**

Strand 1	**Strand 2**	**Unit**		**Lesson number**	**Lesson title**	**NC Objective 1**	**NC Objective 2**	**NC Objective 3**
Number - number and place value		Unit 1	Numbers to 10	1	Sorting objects	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number - number and place value		Unit 1	Numbers to 10	2	Counting objects to 10	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	
Number - number and place value		Unit 1	Numbers to 10	3	Counting and writing numbers to 10	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	Read and write numbers from 1 to 20 in numerals and words
Number - number and place value		Unit 1	Numbers to 10	4	Counting backwards from 10 to 0	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
Number - number and place value		Unit 1	Numbers to 10	5	Counting one more	Given a number, identify one more and one less	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
Number - number and place value		Unit 1	Numbers to 10	6	Counting one less	Given a number, identify one more and one less	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the	Count to and across 100, forwards and backwards,

							language of: equal to, more than, less than (fewer), most, least	beginning with 0 or 1, or from any given number
Number - number and place value		Unit 1	Numbers to 10	7	Comparing groups	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number - number and place value		Unit 1	Numbers to 10	8	Comparing numbers of objects	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number - number and place value		Unit 1	Numbers to 10	9	Comparing numbers	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number - number and place value		Unit 1	Numbers to 10	10	Ordering objects and numbers	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number - number and place value		Unit 1	Numbers to 10	11	First, second, third...	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number - number and place value		Unit 1	Number to 10	12	The number line	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		

Number - addition and subtraction		Unit 2	Part-whole within 10	1	The part-whole model (1)	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 2	Part-whole within 10	2	The part-whole model (2)	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	Represent and use number bonds and related subtraction facts within 20	
Number - addition and subtraction		Unit 2	Part-whole within 10	3	Related facts – number bonds	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	Represent and use number bonds and related subtraction facts within 20	
Number - addition and subtraction		Unit 2	Part-whole within 10	4	Finding number bonds	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 2	Part-whole within 10	5	Comparing number bonds	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 3	Addition and subtraction within 10 (1)	1	Finding the whole – adding together	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 3	Addition and subtraction within 10 (1)	2	Finding the whole – adding more	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 3	Addition and subtraction within 10 (1)	3	Finding a part	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 3	Addition and subtraction within 10 (1)	4	Finding and making number bonds	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 3	Addition and subtraction within 10 (1)	5	Finding addition facts	Represent and use number bonds and related subtraction facts within 20	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	
Number - addition and subtraction		Unit 3	Addition and subtraction within 10 (1)	6	Solving word problems – addition	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial	Represent and use number bonds and related subtraction facts within 20	

						representations, and missing number problems such as $7 = \_ - 9$		
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	1	Subtraction – How many are left? (1)	Represent and use number bonds and related subtraction facts within 20	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \_ - 9$.	
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	2	Subtraction – How many are left? (2)	Represent and use number bonds and related subtraction facts within 20	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \_ - 9$.	
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	3	Subtraction – breaking apart (1)	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	4	Subtraction – breaking apart (2)	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	5	Related facts – addition and subtraction (1)	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	6	Related facts – addition and subtraction (2)	Represent and use number bonds and related subtraction facts within 20		
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	7	Subtraction – counting back	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \_ - 9$.	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	Add and subtract one-digit and two-digit numbers to 20, including zero
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	8	Subtraction – finding the difference	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	Add and subtract one-digit and two-digit numbers to 20, including zero

						number problems such as 7 = _ − 9.		
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	9	Solving word problems – subtraction	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ − 9.	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	Add and subtract one-digit and two-digit numbers to 20, including zero
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	10	Comparing additions and subtractions (1)	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	One-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ − 9.	
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	11	Comparing additions and subtractions (2)	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ − 9	
Number - addition and subtraction		Unit 4	Addition and subtraction within 10 (2)	12	Solving word problems – addition and subtraction	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ − 9.	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	Add and subtract one-digit and two-digit numbers to 20, including zero
Geometry - properties of shape		Unit 5	2D and 3D shapes	1	Naming 3D shapes (1)	Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]		
Geometry - properties of shape		Unit 5	2D and 3D shapes	2	Naming 3D shapes (2)	Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]		
Geometry - properties of shape		Unit 5	2D and 3D shapes	3	Naming 2D shapes (1)	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example,		

						rectangles (including squares), circles and triangles]		
Geometry - properties of shape		Unit 5	2D and 3D shapes	4	Naming 2D shapes (2)	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]		
Geometry - properties of shape		Unit 5	2D and 3D shapes	5	Making patterns with shapes	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Recognise and create repeating patterns with objects and with shapes.	
Number - number and place value		Unit 6	Numbers to 20	1	Counting and writing numbers to 20	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	
Number - number and place value		Unit 6	Numbers to 20	2	Tens and ones (1)	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Recognise the place value of each digit in a two-digit number (tens, ones) (year 2)	
Number - number and place value		Unit 6	Numbers to 20	3	Tens and ones (2)	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Recognise the place value of each digit in a two-digit number (tens, ones) (year 2)	
Number - number and place value		Unit 6	Numbers to 20	4	Counting one more, one less	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Given a number, identify one more and one less	

Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Number - number and place value		Unit 6	Numbers to 20	5	Comparing numbers of objects	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number - number and place value		Unit 6	Numbers to 20	6	Comparing numbers	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Compare and order numbers from 0 up to 100; use <, > and = signs (year 2)	
Number - number and place value		Unit 6	Numbers to 20	7	Ordering objects and numbers	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Compare and order numbers from 0 up to 100; use <, > and = signs (year 2)	

Year 1 Spring Term								
Strand 1	**Strand 2**	**Unit**		**Lesson number**	**Lesson title**	**NC Objective 1**	**NC Objective 2**	**NC Objective 3**
Number – addition and subtraction		Unit 7	Addition within 20	1	Add by counting on	Add and subtract 1-digit and 2-digit numbers to 20, including zero		
Number – addition and subtraction		Unit 7	Addition within 20	2	Adding ones	Represent and use number bonds and related subtraction facts within 20	Add and subtract 1-digit and 2-digit numbers to 20, including zero	
Number – addition and subtraction		Unit 7	Addition within 20	3	Finding Number bonds	Represent and use number bonds and related subtraction facts within 20	Add and subtract 1-digit and 2-digit numbers to 20, including zero	
Number – addition and subtraction		Unit 7	Addition within 20	4	Add by making 10 (1)	Represent and use number bonds and related subtraction facts within 20	Add and subtract 1-digit and 2-digit numbers to 20, including zero	
Number –		Unit 7	Addition	5	Add by	Represent and use	Add and subtract 1-digit	

addition and subtraction				within 20		making 10 (2)	number bonds and related subtraction facts within 20	and 2-digit numbers to 20, including zero	
Number – addition and subtraction		Unit 7	Addition within 20	6	Solving word problems – addition	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9		
Number – addition and subtraction		Unit 8	Subtraction within 20	1	Subtracting ones	Represent and use number bonds and related subtraction facts within 20	Add and subtract 1-digit and 2-digit numbers to 20, including zero	
Number – addition and subtraction		Unit 8	Subtraction within 20	2	Subtracting tens and ones	Represent and use number bonds and related subtraction facts within 20	Add and subtract 1-digit and 2-digit numbers to 20, including zero	
Number – addition and subtraction		Unit 8	Subtraction within 20	3	Subtraction – crossing the 10 (1)	Add and subtract 1-digit and 2-digit numbers to 20, including zero	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction		Unit 8	Subtraction within 20	4	Subtraction – crossing the 10 (2)	Add and subtract 1-digit and 2-digit numbers to 20, including zero	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction		Unit 8	Subtraction within 20	5	Solving word and picture problems – subtraction	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9		
Number – addition and subtraction		Unit 8	Subtraction within 20	6	Addition and subtraction facts to 20	Represent and use number bonds and related subtraction facts within 20		
Number – addition and subtraction		Unit 8	Subtraction within 20	7	Comparing additions and subtractions	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	
Number – addition and subtraction		Unit 8	Subtraction within 20	8	Solving word and picture problems –	Solve one-step problems that involve addition and subtraction, using concrete		

					addition and subtraction	objects and pictorial representations, and missing number problems such as 7 = ? − 9		
Number – number and place value		Unit 9	Numbers to 50	1	Counting to 50 (1)	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number		
Number – number and place value		Unit 9	Numbers to 50	2	Counting to 50 (2)	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number		
Number – number and place value		Unit 9	Numbers to 50	3	Tens and ones	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	(Year 2) recognise the place value of each digit in a 2-digit number (tens, ones)	
Number – number and place value		Unit 9	Numbers to 50	4	Representing numbers to 50	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number – number and place value		Unit 9	Numbers to 50	5	Comparing numbers of objects	Given a number, identify one more and one less	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	(Year 2) compare and order numbers from 0 up to 100; use and = signs
Number – number and place value		Unit 9	Numbers to 50	6	Comparing numbers	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number – number and place value		Unit 9	Numbers to 50	7	Ordering objects and numbers	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to,	(Year 2) compare and order numbers from 0 up to 100; use and = signs	

						more than, less than (fewer), most, least		
Number – number and place value		Unit 9	Numbers to 50	8	Counting in 2s	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s		
Number – number and place value		Unit 9	Numbers to 50	9	Counting in 5s	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s		
Number – addition and subtraction		Unit 9	Numbers to 50	10	Solving word problems – addition and subtraction (1	) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9		
Number – addition and subtraction		Unit 9	Numbers to 50	11	Solving word problems – addition and subtraction (2)	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9		
Measurement		Unit 10	Introducing length and height	1	Comparing lengths and heights	Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]		
Measurement		Unit 10	Introducing length and height	2	Non-standard units of measure (1)	Measure and begin to record the following: lengths and heights		
Measurement		Unit 10	Introducing length and height	3	Non-standard units of measure (2)	Measure and begin to record the following: lengths and heights		
Measurement		Unit 10	Introducing length and height	4	Measuring length using a ruler	Measure and begin to record the following: lengths and heights		
Measurement	Number – addition and subtraction	Unit 10	Introducing length and height	5	Solving word problems – length	Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	

Strand 1	Strand 2	Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Measurement		Unit 11	1	Comparing weight	Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]		
Measurement		Unit 11	2	Measuring weight	Measure and begin to record the following: mass/ weight		
Measurement		Unit 11	3	Comparing weight using measuring	Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]		
Measurement		Unit 11	4	Comparing capacity	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]		
Measurement		Unit 11	5	Measuring capacity	Measure and begin to record the following: capacity and volume	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
Measurement		Unit 11	6	Comparing capacity using measuring	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	Measure and begin to record the following: capacity and volume	
Measurement		Unit 11	7	Solving word problems – weight and capacity	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	

Year 1 Summer Term							
Strand 1	Strand 2	Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3

Number – number and place value		Unit 12	Multiplication	1	Counting in 10s, 5s and 2s	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s		
Number – multiplication and division		Unit 12	Multiplication	2	Making equal groups	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
Number – multiplication and division		Unit 12	Multiplication	3	Adding equal groups	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
Number – multiplication and division		Unit 12	Multiplication	4	Making simple arrays	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
Number – multiplication and division		Unit 12	Multiplication	5	Making doubles	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Non-statutory guidance: Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities	
Number – multiplication and division		Unit 12	Multiplication	6	Solving word problems	– multiplication Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		

Number – multiplication and division		Unit 13	Division	1	Making equal groups (1)	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
Number – multiplication and division		Unit 13	Division	2	Making equal groups (2)	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
Number – multiplication and division		Unit 13	Division	3	Sharing equally (1)	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
Number – multiplication and division		Unit 13	Division	4	Sharing equally (2)	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
Number – multiplication and division		Unit 13	Division	5	Solving word problems – division	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
Number – fractions		Unit 14	Halves and quarters	1	Finding halves (1)	Recognise, find and name a half as one of two equal parts of an object, shape or quantity		
Number – fractions		Unit 14	Halves and quarters	2	Finding halves (2)	Recognise, find and name a half as one of two equal parts of an object, shape or quantity		

Number – fractions		Unit 14	Halves and quarters	3	Finding quarters (1)	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		
Number – fractions		Unit 14	Halves and quarters	4	Finding quarters (2)	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		
Number – fractions		Unit 14	Halves and quarters	5	Solving word problems – halves and quarters	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
Geometry – position and direction		Unit 15	Position and direction	1	Describing turns	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.		
Geometry – position and direction		Unit 15	Position and direction	2	Describing positions (1)	Describe position, direction and movement, including whole, half, quarter and three-quarter turns	Non-statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.	
Geometry – position and direction		Unit 15	Position and direction	3	Describing positions (2)	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Non-statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside	
Number – number and place value		Unit 16	Numbers to 100	1	Counting to 100	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Number – number and place value		Unit 16	Numbers to 100	2	Exploring number patterns	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	Given a number, identify one more and one less	
Number – number and place value		Unit 16	Numbers to 100	3	Partitioning numbers (1)	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	(Year 2) Recognise the place value of each digit in a 2-digit number (tens, ones)	
Number – number and place value		Unit 16	Numbers to 100	4	Partitioning numbers (2)	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	(Year 2) Recognise the place value of each digit in a 2-digit number (tens, ones)	
Number – number and place value		Unit 16	Numbers to 100	5	Comparing numbers (1)	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number – number and place value		Unit 16	Numbers to 100	6	Comparing numbers (2)	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number – number and place value		Unit 16	Numbers to 100	7	Ordering numbers	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		
Number – number and place value		Unit 16	Numbers to 100	8	Bonds to 100 (1)	Represent and use number bonds and related subtraction facts within 20	(Year 2) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	

Number – number and place value		Unit 16	Numbers to 100	9	Bonds to 100 (2)	Represent and use number bonds and related subtraction facts within 20	(Year 2) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	
Measurement		Unit 17	Time	1	Using before and after	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]		
Measurement		Unit 17	Time	2	Using a calendar	Recognise and use language relating to dates, including days of the week, weeks, months and years		
Measurement		Unit 17	Time	3	Telling time to the hour	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times		
Measurement		Unit 17	Time	4	Telling time to the half hour	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times		
Measurement		Unit 17	Time	5	Writing time	Measure and begin to record the following: time (hours, minutes, seconds)		
Measurement		Unit 17	Time	6	Comparing time	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]		
Number – addition and subtraction	Measurement	Unit 17	Time	7	Solving word problems – time	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]	
Measurement		Unit 18	Money	1	Recognising coins	Recognise and know the value of different denominations of coins and notes		
Measurement		Unit 18	Money	2	Recognising notes	Recognise and know the value of different denominations of coins and notes		

Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Measurement		Unit 18	Money	3	Counting with coins	Recognise and know the value of different denominations of coins and notes	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	

Year 2 Autumn Term								
Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Number – number and place value		Unit 1	Numbers to 100	1	Counting objects to 100	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s (year 1)		
Number – number and place value		Unit 1	Numbers to 100	2	Representing numbers to 100	Identify, represent and estimate numbers using different representations, including the number line		
Number – number and place value		Unit 1	Numbers to 100	3	Tens and ones (1)	Recognise the place value of each digit in a 2-digit number (10s, 1s)	Identify, represent and estimate numbers using different representations, including the number line	
Number – number and place value		Unit 1	Numbers to 100	4	Tens and ones (2)	Recognise the place value of each digit in a 2-digit number (10s, 1s)	Identify, represent and estimate numbers using different representations, including the number line	
Number – number and place value		Unit 1	Numbers to 100	5	Representing numbers on a place value grid	Recognise the place value of each digit in a 2-digit number (10s, 1s)	Identify, represent and estimate numbers using different representations, including the number line	
Number – number and place value		Unit 1	Numbers to 100	6	Comparing numbers (1)	Compare and order numbers from 0 up to 100; use and = signs	Identify, represent and estimate numbers using different representations, including the number line	
Number – number and place value		Unit 1	Numbers to 100	7	Comparing numbers (2)	Compare and order numbers from 0 up to 100; use and = signs		
Number – number and place value		Unit 1	Numbers to 100	8	Ordering numbers	Compare and order numbers from 0 up to 100; use and = signs		
Number – number and place value		Unit 1	Numbers to 100	9	Counting in 2s, 5s and 10s	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward		

Number – number and place value		Unit 1	Numbers to 100	10	Counting in 3s	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Identify, represent and estimate numbers using different representations, including the number line	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	1	Related facts – addition and subtraction	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100		
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	2	Using number facts to check calculations	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	3	Comparing number sentences	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	4	Finding related facts	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100		
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	5	Making number bonds to 100	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	6	Adding and subtracting 1s	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	7	Finding 10 more and 10 less	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	

Number – addition and subtraction		Unit 2	Addition and subtraction (1)	8	Adding and subtracting 10s	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 10s	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	9	Adding a 2-digit and 1-digit number (1)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	10	Adding a 2-digit and 1-digit number (2)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	11	Subtracting a 1-digit number from a 2-digit number (1)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	12	Subtracting a 1-digit number from a 2-digit number (2)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods	
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	1	Adding two 2-digit numbers (1	) Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods	

Number – addition and subtraction		Unit 3	Addition and subtraction (2)	2	Adding two 2- digit numbers (2)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2- digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods	
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	3	Subtracting a 2- digit number from another 2- digit number (1)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2- digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods	
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	4	Subtracting a 2- digit number from another 2- digit number (2)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2- digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods	
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	5	Subtracting a 2- digit number from another 2- digit number (3)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2- digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods	
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	6	Subtracting a 2- digit number from another 2- digit number (4)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2- digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods	
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	7	Adding three 1- digit numbers	Add and subtract numbers using concrete objects, pictorial representations and mentally, including: adding three 1-digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods	

Number – addition and subtraction		Unit 3	Addition and subtraction (2)	8	Solving word problems – the bar model (1)	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures		
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	9	Solving word problems – the bar model (2)	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures		
Measurement		Unit 4	Money	1	Counting money – coins	Recognise and use signs for pounds (£) and pence (p); combine amounts to make a particular value	Recognise and know the value of different denominations of coins and notes (year 1)	
Measurement		Unit 4	Money	2	Counting money – notes	Recognise and use signs for pounds (£) and pence (p); combine amounts to make a particular value	Recognise and know the value of different denominations of coins and notes (year 1)	
Measurement		Unit 4	Money	3	Counting money – coins and notes	Recognise and use signs for pounds (£) and pence (p); combine amounts to make a particular value		
Measurement		Unit 4	Money	4	Showing equal amounts of money (1)	Find different combinations of coins that equal the same amounts of money	Recognise and know the value of different denominations of coins and notes (year 1)	

Measurement		Unit 4	Money	5	Showing equal amounts of money (2)	Find different combinations of coins that equal the same amounts of money	Recognise and know the value of different denominations of coins and notes (year 1)	
Measurement		Unit 4	Money	6	Comparing amounts of money	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Recognise and know the value of di›erent denominations of coins and notes (year 1)	
Measurement		Unit 4	Money	7	Calculating the total amount	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change		
Measurement		Unit 4	Money	8	Finding change	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change		
Measurement		Unit 4	Money	9	Solving two-step word problems	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change		
Number – multiplication and division		Unit 5	Multiplication and division (1)	1	Making equal groups	Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (year 1)		

		Unit 5	Multiplication and division (1)	2	Multiplication as equal groups	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	
Number – multiplication and division		Unit 5	Multiplication and division (1)	3	Adding equal groups	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (year 1)	
Number – multiplication and division		Unit 5	Multiplication and division (1)	4	Multiplication sentences	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		
Number – multiplication and division		Unit 5	Multiplication and division (1)	5	Using arrays	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	
Number – multiplication and division		Unit 5	Multiplication and division (1)	6	2 times-table	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		
Number – multiplication and division		Unit 5	Multiplication and division (1)	7	5 times-table	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		

Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Number – multiplication and division		Unit 5	Multiplication and division (1)	8	10 times-table	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		
Number – multiplication and division		Unit 5	Multiplication and division (1)	9	Solving word problems – multiplication	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		

Year 2 Spring Term								
Strand 1	**Strand 2**		**Unit**	**Lesson number**	**Lesson title**	**NC Objective 1**	**NC Objective 2**	**NC Objective 3**
Number – multiplication and division		Unit 6	Multiplication and division (2)	1	Making equal groups	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	
Number – multiplication and division		Unit 6	Multiplication and division (2)	2	Sharing and grouping	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	
Number – multiplication and division		Unit 6	Multiplication and division (2)	3	Dividing by 2	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	
Number – multiplication and division		Unit 6	Multiplication and division (2)	4	Odd and even numbers	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables,		

						including recognising odd and even numbers		
Number – multiplication and division		Unit 6	Multiplication and division (2)	5	Dividing by 5	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		
Number – multiplication and division		Unit 6	Multiplication and division (2)	6	Dividing by 10	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		
Number – multiplication and division		Unit 6	Multiplication and division (2)	7	Bar modelling – grouping	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		
Number – multiplication and division		Unit 6	Multiplication and division (2)	8	Bar modelling – sharing	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		
Number – multiplication and division		Unit 6	Multiplication and division (2)	9	Solving word problems – division	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		
Statistics		Unit 7	Statistics	1	Making tally charts	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables		
Statistics		Unit 7	Statistics	2	Creating pictograms (1)	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables		
Statistics		Unit 7	Statistics	3	Creating pictograms (2)	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables		
Statistics		Unit 7	Statistics	4	Interpreting pictograms (1)	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Ask and answer simple questions by counting the number of objects in each	Ask and answer questions about totalling and

								category and sorting the categories by quantity	comparing categorical data
Statistics		Unit 7	Statistics	5	Interpreting pictograms (2)	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Ask and answer questions about totalling and comparing categorical data
Statistics		Unit 7	Statistics	6	Block diagrams	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Ask and answer questions about totalling and comparing categorical data
Statistics		Unit 7	Statistics	7	Solving word problems	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Ask and answer questions about totalling and comparing categorical data	
Measurement		Unit 8	Length and height	1	Measuring in centimetres	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels		
Measurement		Unit 8	Length and height	2	Measuring in metres	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels		
Measurement		Unit 8	Length and height	3	Comparing lengths	Compare and order lengths, mass, volume/ capacity and record the results using >, < and =		
Measurement		Unit 8	Length and height	4	Ordering lengths	Compare and order lengths, mass, volume/ capacity and record the results using >, < and =		

Number – addition and subtraction		Unit 8	Length and height	5	Solving word problems	– length Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures		
Geometry – properties of shape		Unit 9	Properties of shapes	1	Recognising 2D and 3D shapes	Compare and sort common 2D and 3D shapes and everyday objects		
Geometry – properties of shape		Unit 9	Properties of shapes	2	Drawing 2D shapes	Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line		
Geometry – properties of shape		Unit 9	Properties of shapes	3	Counting sides on 2D	shapes Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line		
Geometry – properties of shape		Unit 9	Properties of shapes	4	Counting vertices on 2D shapes	Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line		
Geometry – properties of shape		Unit 9	Properties of shapes	5	Finding lines of symmetry	Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line		
Geometry – properties of shape		Unit 9	Properties of shapes	6	Sorting 2D shapes	Compare and sort common 2D and 3D shapes and everyday objects		
Geometry – properties of shape		Unit 9	Properties of shapes	7	Making patterns with 2D	shapes Order and arrange combinations of mathematical objects in patterns and sequences		
Geometry – properties of shape		Unit 9	Properties of shapes	8	Counting faces on 3D shapes	Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces		
Geometry – properties of shape		Unit 9	Properties of shapes	9	Counting edges on 3D shapes	Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces		

Geometry – properties of shape		Unit 9	Properties of shapes	10	Counting vertices on 3D shapes	Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces		
Geometry – properties of shape		Unit 9	Properties of shapes	11	Sorting 3D shapes	Compare and sort common 2D and 3D shapes and everyday objects		
Geometry – properties of shape		Unit 9	Properties of shapes	12	Making patterns with 3D shapes	Order and arrange combinations of mathematical objects in patterns and sequences		
Number – fractions		Unit 10	Fractions	1	Introducing whole and parts	(Year 1) recognise, find and name a half as one of two equal parts of an object, shape or quantity		
Number – fractions		Unit 10	Fractions	2	Making equal parts	(Year 1) recognise, find and name a half as one of two equal parts of an object, shape or quantity		
Number – fractions		Unit 10	Fractions	3	Recognising a half (1/2)	(Year 1) recognise, find and name a half as one of two equal parts of an object, shape or quantity		
Number – fractions		Unit 10	Fractions	4	Finding a half	(Year 1) recognise, find and name a half as one of two equal parts of an object, shape or quantity		
Number – fractions		Unit 10	Fractions	5	Recognising a quarter (1/4)	(Year 1) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity	
Number – fractions		Unit 10	Fractions	6	Finding a quarter	(Year 1) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity	
Number – fractions		Unit 10	Fractions	7	Unit fractions	Recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity		
Number – fractions		Unit 10	Fractions	8	Understanding other fractions	Write simple fractions for example, 1 2 of 6 = 3 and recognise the equivalence of 2 4 and 1 2		
Number – fractions		Unit 10	Fractions	9	½ and 2/4	Write simple fractions for example, 1 2 of 6 = 3 and		

Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
						recognise the equivalence of 2 4 and 1		
Number – fractions		Unit 10	Fractions	10	Finding 3/4	Recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity		
Number – fractions		Unit 10	Fractions	11	Understanding a whole	Recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity		
Number – fractions		Unit 10	Fractions	12	Understanding whole and parts	Recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity		
Number – fractions		Unit 10	Fractions	13	Counting in halves	Non-statutory guidelines: Pupils should count in fractions up to 10, starting from any number		
Number – fractions		Unit 10	Fractions	14	Counting in quarters	Non-statutory guidelines: Pupils should count in fractions up to 10, starting from any number		

Year 2 Summer Term								
Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Geometry – position and direction		Unit 11	Position and direction	1	Describing movement	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and threequarter turns (clockwise and anti-clockwise)		
Geometry – position and direction		Unit 11	Position and direction	2	Describing turns	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for		

						quarter, half and threequarter turns (clockwise and anti-clockwise)		
Geometry – position and direction		Unit 11	Position and direction	3	Describing movement and turns	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three, quarter turns (clockwise and anti-clockwise)		
Geometry – position and direction		Unit 11	Position and direction	4	Making patterns with shapes	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three, quarter turns (clockwise and anti-clockwise)	Order and arrange combinations of mathematical objects in patterns and sequences	
Number – number and place value	Number – addition and subtraction	Unit 12	Problem solving and efficient methods	1	My way, your way	Use place value and number facts to solve problems	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	
Number – number and place value		Unit 12	Problem solving and efficient methods	2	Using number facts	Use place value and number facts to solve problems	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	
Number – number and place value	Number – addition and subtraction	Unit 12	Problem solving and efficient methods	3	Using number facts and equivalence	Use place value and number facts to solve problems	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	
Number – number and place value	Number – addition and subtraction	Unit 12	Problem solving and efficient methods	4	Using a 100 square	Use place value and number facts to solve problems	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving	

							numbers, quantities and measures	
Number – number and place value	Number – addition and subtraction	Unit 12	Problem solving and efficient methods	5	Getting started	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems		
Number – number and place value		Unit 12	Problem solving and efficient methods	6	Missing numbers	Use place value and number facts to solve problems	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	
Number – number and place value	Number – addition and subtraction	Unit 12	Problem solving and efficient methods	7	Mental addition and subtraction (1)	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures		
Number – number and place value		Unit 12	Problem solving and efficient methods	8	Mental addition and subtraction (2)	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures		
Number – number and place value		Unit 12	Problem solving and efficient methods	9	Efficient subtraction	Use place value and number facts to solve problems		
Number – number and place value		Unit 12	Problem solving and efficient methods	10	Solving problems – addition and subtraction	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
Number – number and place value		Unit 12	Problem solving and efficient methods	11	Solving problems – multiplication and division	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	
Number – number and place value		Unit 12	Problem solving and efficient methods	12	Solving problems using the four operations	Solve problems with addition and subtraction: using concrete objects and pictorial	Solve problems involving multiplication and division, using materials, arrays,	

						representations, including those involving numbers, quantities and measures	repeated addition, mental methods, and multiplication and division facts, including problems in contexts	
Measurement		Unit 13	Time	1	Telling and writing time to the hour and the half hour	(Year 1) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times		
Measurement		Unit 13	Time	2	Telling time to the quarter hour	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times		
Measurement		Unit 13	Time	3	Telling time to 5 minutes	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times		
Measurement		Unit 13	Time	4	Minutes in an hour	Know the number of minutes in an hour and the number of hours in a day		
Measurement		Unit 13	Time	5	Finding durations of time	Compare and sequence intervals of time		
Measurement		Unit 13	Time	6	Comparing durations of time	Compare and sequence intervals of time		
Measurement		Unit 13	Time	7	Finding the end time	Know the number of minutes in an hour and the number of hours in a day		
Measurement		Unit 13	Time	8	Finding the start time	Compare and sequence intervals of time		
Measurement		Unit 13	Time	9	Hours in a day	Know the number of minutes in an hour and the number of hours in a day		
Measurement		Unit 14	Weight, volume and temperature	1	Comparing mass	Compare and order lengths, mass, volume/ capacity and record the results using >, < and =		
Measurement		Unit 14	Weight, volume and temperature	2	Measuring mass in grams (1)	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,		

						thermometers and measuring vessels		
Measurement		Unit 14	Weight, volume and temperature	3	Measuring mass in grams (2)	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels		
Measurement		Unit 14	Weight, volume and temperature	4	Measuring mass in kilograms	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	Compare and order lengths, mass, volume/ capacity and record the results using >, < and =	
Measurement		Unit 14	Weight, volume and temperature	5	Comparing volume	Compare and order lengths, mass, volume/ capacity and record the results using >, < and =		
Measurement		Unit 14	Weight, volume and temperature	6	Measuring volume in millilitres (1)	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels		
Measurement		Unit 14	Weight, volume and temperature	7	Measuring volume in millilitres (2)	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels		

Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Measurement		Unit 14	Weight, volume and temperature	8	Measuring volume in litres	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels		
Measurement		Unit 14	Weight, volume and temperature	9	Measuring temperature using a thermometer	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels		
Measurement		Unit 14	Weight, volume and temperature	10	Reading thermometers	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels		

Year 3 Autumn Term								
Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Number and place value		Unit 1	Place value within 1,000	1	Counting in 100s	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Read and write numbers up to 1,000 in numerals and in words	Identify, represent and estimate numbers using different representations
Number and place value		Unit 1	Place value within 1,000	2	Representing numbers to 1,000	Identify, represent and estimate numbers using different representations	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Read and write numbers up to 1,000 in numerals and in words

		Unit 1	Place value within 1,000	3	100s, 10s and 1s (1)	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Identify, represent and estimate numbers using different representations	Read and write numbers up to 1,000 in numerals and in words
Number and place value		Unit 1	Place value within 1,000	4	100s, 10s and 1s (2)	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Identify, represent and estimate numbers using different representations	Read and write numbers up to 1,000 in numerals and in words
Number and place value		Unit 1	Place value within 1,000	5	The number line to 1,000 (1)	Recognise the place value of each digit in a threedigit number (hundreds, tens, ones)	Identify, represent and estimate numbers using different representations	Read and write numbers up to 1,000 in numerals and in words
Number and place value		Unit 1	Place value within 1,000	6	The number line to 1,000 (2)	Compare and order numbers up to 1,000	Read and write numbers up to 1,000 in numerals and in words	Recognise the place value of each digit in a threedigit number (hundreds, tens, ones)
Number and place value		Unit 1	Place value within 1,000	7	Finding 1, 10 and 100 more or less	Recognise the place value of each digit in a threedigit number (hundreds, tens, ones)	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Identify, represent and estimate numbers using different representations
Number and place value		Unit 1	Place value within 1,000	8	Comparing numbers to 1,000 (1)	Compare and order numbers up to 1,000	Identify, represent and estimate numbers using different representations	Read and write numbers up to 1,000 in numerals and in words
Number and place value		Unit 1	Place value within 1,000	9	Comparing numbers to 1,000 (2)	Compare and order numbers up to 1,000	Solve number problems and practical problems involving these ideas	Recognise the place value of each digit in a threedigit number (hundreds, tens, ones)
Number and place value		Unit 1	Place value within 1,000	10	Ordering numbers to 1,000	Compare and order numbers up to 1,000	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Read and write numbers up to 1000 in numerals and in words
Number and place value		Unit 1	Place value within 1,000	11	Counting in 50s	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Solve number problems and practical problems involving these ideas	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	1	Adding and subtracting 100s	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens,		

							a three-digit number and hundreds	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	2	Adding and subtracting a 3-digit number and 1s	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	3	Adding a 3-digit number and 1s	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	4	Subtracting 1s from a 3-digit number	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds		
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	5	Adding and subtracting a 3-digit number and 10s	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	6	Adding a 3-digit number and 10s	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	7	Subtracting 10s from a 3-digit number	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	8	Adding and subtracting a 3-digit and 2-digit number	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	

		Unit 2	Addition and subtraction (1)	9	Adding a 3-digit and 2-digit number	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Number – addition and subtraction		Unit 2	Addition and subtraction (1)	10	Subtracting a 2-digit number from a 3-digit number	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	1	Addition and subtraction patterns	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	2	Adding two 3-digit numbers (1)	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	3	Adding two 3-digit numbers (2)	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	4	Subtracting a 3-digit number from a 3-digit number (1)	Add and subtract numbers with up to three digits, using formal written methods of	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and	

						columnar addition and subtraction	tens, a three-digit number and hundreds	
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	5	Subtracting a 3-digit number from a 3-digit number (2)	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	6	Estimating answers to additions and subtractions	Estimate the answer to a calculation and use inverse operations to check answers		
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	7	Checking strategies	Estimate the answer to a calculation and use inverse operations to check answers		
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	8	Problem solving – addition and subtraction (1)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction		
Number – addition and subtraction		Unit 3	Addition and subtraction (2)	9	Problem solving – addition and subtraction (2)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction		
Number – multiplication and division		Unit 4	Multiplication and division (1)	1	Multiplication – equal grouping	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Number – multiplication and division		Unit 4	Multiplication and division (1)	2	Multiplying by 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Solve problems, including missing number problems, involving multiplication and	Write and calculate mathematical

							division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
Number – multiplication and division		Unit 4	Multiplication and division (1)	3	Dividing by 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Number – multiplication and division		Unit 4	Multiplication and division (1)	4	3 times-table	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Number – multiplication and division		Unit 4	Multiplication and division (1)	5	Multiplying by 4	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Number – multiplication and division		Unit 4	Multiplication and division (1)	6	Dividing by 4	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Number – multiplication and division		Unit 4	Multiplication and division (1)	7	4 times-tables	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

		Unit 4	Multiplication and division (1)	8	Multiplying by 8	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Number – multiplication and division		Unit 4	Multiplication and division (1)	9	Dividing by 8	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Number – multiplication and division		Unit 4	Multiplication and division (1)	10	8 times-tables	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Number – multiplication and division		Unit 4	Multiplication and division (1)	11	Problem solving – multiplication and division (1)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Number – multiplication and division		Unit 4	Multiplication and division (1)	12	Problem solving – multiplication and division (2)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Number – multiplication and division		Unit 4	Multiplication and division (1)	13	Understanding divisibility (1)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects		
Number – multiplication and division		Unit 4	Multiplication and division (1)	14	Understanding divisibility (2)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Number – multiplication and division		Unit 4	Multiplication and division (1)	15	Related facts – multiplication and division	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Solve problems, including missing number problems, involving multiplication and division, including positive integer

							NC Objective 2	
						and progressing to formal written methods		scaling problems and correspondence problems in which n objects are connected to m objects

Year 3 Spring Term								
Strand 1	**Strand 2**	**Unit**		**Lesson number**	**Lesson title**	**NC Objective 1**	**NC Objective 2**	**NC Objective 3**
Number – multiplication and division		Unit 5	Multiplication and division (2)	1	Comparing multiplication and division statements (1)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects		
Number – multiplication and division		Unit 5	Multiplication and division (2)	2	Related multiplication calculations	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		
Number – multiplication and division		Unit 5	Multiplication and division (2)	3	Related multiplication and division calculations	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		
Number – multiplication and division		Unit 5	Multiplication and division (2)	4	Comparing multiplication and division statements (2)	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental		

						and progressing to formal written methods		
Number – multiplication and division		Unit 5	Multiplication and division (2)	5	Multiplying a 2-digit number by a 1-digit number (1)	Multiplying a 2-digit number by a 1-digit number (1) Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		
Number – multiplication and division		Unit 5	Multiplication and division (2)	6	Multiplying a 2-digit number by a 1-digit number (2)	Multiplying a 2-digit number by a 1-digit number (1) Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		
Number – multiplication and division		Unit 5	Multiplication and division (2)	7	Multiplying a 2-digit number by a 1-digit number (3)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects		
Number – multiplication and division		Unit 5	Multiplication and division (2)	8	Dividing a 2-digit number by a 1-digit number (1)	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		
Number – multiplication and division		Unit 5	Multiplication and division (2)	9	Dividing a 2-digit number by a 1-digit number (2)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and		

						correspondence problems in which n objects are connected to m objects		
Number – multiplication and division		Unit 5	Multiplication and division (2)	10	Dividing a 2-digit number by a 1-digit number (3)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects		
Number – multiplication and division		Unit 5	Multiplication and division (2)	11	How many ways?	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects		
Number – multiplication and division		Unit 5	Multiplication and division (2)	12	Problem solving - mixed problems (1)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Number – multiplication and division		Unit 5	Multiplication and division (2)	13	Problem solving - mixed problems (2)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Number – multiplication and division		Unit 5	Multiplication and division (2)	14	Problem solving - mixed problems (3)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including

							one-digit numbers, using mental and progressing to formal written methods	understanding the meaning of the equals sign
						which n objects are connected to m objects		
Measurement		Unit 6	Money	1	Pounds and pence	Add and subtract amounts of money to give change, using both £ and p in practical contexts		
Measurement		Unit 6	Money	2	Converting pounds and pence	Add and subtract amounts of money to give change, using both £ and p in practical contexts		
Measurement		Unit 6	Money	3	Adding money	Add and subtract amounts of money to give change, using both £ and p in practical contexts		
Measurement		Unit 6	Money	4	Subtracting amounts of money	Add and subtract amounts of money to give change, using both £ and p in practical contexts		
Measurement		Unit 6	Money	5	Problem solving – money	Add and subtract amounts of money to give change, using both £ and p in practical contexts		
Statistics		Unit 7	Statistics	1	Pictograms (1)	Interpret and present data using bar charts, pictograms and tables		
Statistics		Unit 7	Statistics	2	Pictograms (2)	Solve one-step and two-step questions [for example, 'how many more?' and 'how many fewer?'] using information presented in scaled bar charts and pictograms and tables		
Statistics		Unit 7	Statistics	3	Bar charts (1)	Interpret and present data using bar charts, pictograms and tables		
Statistics		Unit 7	Statistics	4	Bar charts (2)	Solve one-step and two-step questions [for example, 'how many more?' and 'how many fewer?'] using information presented in scaled bar charts and pictograms and tables		
Statistics		Unit 7	Statistics	5	Tables	Solve one-step and two-step questions [for example, 'how many more?' and 'how many		

						fewer?'] using information presented in scaled bar charts and pictograms and tables		
Measurement		Unit 8	Length	1	Measuring length (1)	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 8	Length	2	Measuring length (1)	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 8	Length	3	Equivalent lengths - metres and centimetres	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 8	Length	4	Equivalent lengths - centimetres and millimetres	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 8	Length	5	Comparing lengths	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 8	Length	6	Adding lengths	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 8	Length	7	Subtracting lengths	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 8	Length	8	Measuring the perimeter (1)	Measure the perimeter of simple 2-d shapes		
Measurement		Unit 8	Length	9	Measuring the perimeter (2)	Measure the perimeter of simple 2-d shapes		
Measurement		Unit 8	Length	10	Problem solving - length (1)	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)	Measure the perimeter of simple 2-d shapes	
Measurement		Unit 8	Length	11	Problem solving - length (2)	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)	Measure the perimeter of simple 2-d shapes	

Number – fractions		Unit 9	Fractions (1)	1	Unit and non-unit fractions	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators		
Number – fractions		Unit 9	Fractions (1)	2	Making the whole	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators		
Number – fractions		Unit 9	Fractions (1)	3	Tenths (1)	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10		
Number – fractions		Unit 9	Fractions (1)	4	Tenths (2)	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10		
Number – fractions		Unit 9	Fractions (1)	5	Fractions as numbers (1)	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Compare and order unit fractions, and fractions with the same denominators	
Number – fractions		Unit 9	Fractions (1)	6	Fractions as numbers (2)	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Compare and order unit fractions, and fractions with the same denominators	
Number – fractions		Unit 9	Fractions (1)	7	Fractions as numbers (3)	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Compare and order unit fractions, and fractions with the same denominators	
Number – fractions		Unit 9	Fractions (1)	8	Fractions of a set of objects (1)	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators		
Number – fractions		Unit 9	Fractions (1)	9	Fractions of a set of objects (2)	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators		
Number – fractions		Unit 9	Fractions (1)	10	Fractions of a set of objects (3)	Recognise, find and write fractions of a discrete set of objects: unit fractions and		

Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
						non-unit fractions with small denominators		
Number – fractions		Unit 9	Fractions (1)	11	Problem solving - fractions	Solve problems that involve all of the above		

<table>
<tr><th colspan="9" style="text-align:center">Year 3 Summer Term</th></tr>
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Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Fractions		Unit 10	Fractions (2)	1	Equivalent fractions (1)	Recognise and show, using diagrams, equivalent fractions with small denominators		
Fractions		Unit 10	Fractions (2)	2	Equivalent fractions (2)	Recognise and show, using diagrams, equivalent fractions with small denominators	Compare and order unit fractions, and fractions with the same denominators	
Fractions		Unit 10	Fractions (2)	3	Equivalent fractions (3)	Recognise and show, using diagrams, equivalent fractions with small denominators	Solve problems that involve all of the above	
Fractions		Unit 10	Fractions (2)	4	Comparing fractions	Recognise and show, using diagrams, equivalent fractions with small denominators	Compare and order unit fractions, and fractions with the same denominators	
Fractions		Unit 10	Fractions (2)	5	Comparing and ordering fractions	Compare and order unit fractions, and fractions with the same denominators		
Fractions		Unit 10	Fractions (2)	6	Adding fractions	Add and subtract fractions with the same denominator within one whole (for example, 5 7 + 1 7 = 6 7)		
Fractions		Unit 10	Fractions (2)	7	Subtracting fractions	Add and subtract fractions with the same denominator within one whole (for example, 5 7 + 1 7 = 6 7)		
Fractions		Unit 10	Fractions (2)	8	Problem solving – adding and subtracting fractions	Solve problems that involve all of the above	Add and subtract fractions with the same denominator within one whole (for example, 5 7 + 1 7 = 6 7)	

Fractions		Unit 10	Fractions (2)	9	Problem solving – fractions of measures	Solve problems that involve all of the above	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
Measurement		Unit 11	Time	1	Months and years	Know the number of seconds in a minute and the number of days in each month, year and leap year		
Measurement		Unit 11	Time	2	Hours in a day	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks	
Measurement		Unit 11	Time	3	Estimating time	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks		
Measurement		Unit 11	Time	4	Telling time to five minutes	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks		
Measurement		Unit 11	Time	5	Telling time to the minute (1)	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight		
Measurement		Unit 11	Time	6	Telling time to the minute (2)	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours;		

						use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	
Measurement		Unit 11	Time	7	Telling time to the minute (3)	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	
Measurement		Unit 11	Time	8	Finding the duration	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight		
Measurement		Unit 11	Time	9	Comparing duration	Compare durations of events (for example to calculate the time taken by particular events or tasks)	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	
Measurement		Unit 11	Time	10	Finding start and end times	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	Compare durations of events (for example to calculate the time taken by particular events or tasks)	
Measurement		Unit 11	Time	11	Measuring time in seconds	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as	Compare durations of events (for example to calculate the time taken by particular events or tasks)	

							o'clock, am/pm, morning, afternoon, noon and midnight		
Geometry – properties of shapes		Unit 12	Angles and properties of shapes	1	Turns and angles	Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a halfturn, three make three quarters of a turn and four a complete turn;	identify whether angles are greater than or less than a right angle	
Geometry – properties of shapes		Unit 12	Angles and properties of shapes	2	Right angles in shapes	Recognise angles as a property of shape or a description of a turn	Identify right angles, recognise that two right angles make a halfturn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	
Geometry – properties of shapes		Unit 12	Angles and properties of shapes	3	Comparing angles	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	Recognise angles as a property of shape or a description of a turn	
Geometry – properties of shapes		Unit 12	Angles and properties of shapes	4	Drawing accurately	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	
Geometry – properties of shapes		Unit 12	Angles and properties of shapes	5	Types of line (1)	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines		
Geometry – properties of shapes		Unit 12	Angles and properties of shapes	6	Types of line (2)	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines		
Geometry – properties of shapes		Unit 12	Angles and properties of shapes	7	Recognising and describing 2D shapes	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different		

						orientations and describe them		
Geometry – properties of shapes		Unit 12	Angles and properties of shapes	8	Recognising and describing 3D shapes	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them		
Geometry – properties of shapes		Unit 12	Angles and properties of shapes	9	Constructing 3D shapes	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them		
Measurement		Unit 13	Mass	1	Measuring mass (1)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 13	Mass	2	Measuring mass (2)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 13	Mass	3	Measuring mass (3)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 13	Mass	4	Comparing masses	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 13	Mass	5	Adding and subtracting masses	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 13	Mass	6	Problem solving – mass	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 14	Capacity	1	Measuring capacity (1)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 14	Capacity	2	Measuring capacity (2)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		

Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Measurement		Unit 14	Capacity	3	Measuring capacity (3)	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 14	Capacity	4	Comparing capacities	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 14	Capacity	5	Adding and subtracting capacities	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		
Measurement		Unit 14	Capacity	6	Problem solving – capacity	Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)		

Year 4 Autumn Term								
Strand 1	**Strand 2**	**Unit**		**Lesson number**	**Lesson title**	**NC Objective 1**	**NC Objective 2**	**NC Objective 3**
Number – number and place value		Unit 1	Place Value 4-digit numbers (1)	1	Numbers to 1,000	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)		
Number – number and place value		Unit 1	Place Value 4-digit numbers (1)	2	Rounding to the nearest 10	Round any number to the nearest 10, 100 or 1,000		
Number – number and place value		Unit 1	Place Value 4-digit numbers (1)	3	Rounding to the nearest 100	Round any number to the nearest 10, 100 or 1,000		
Number – number and place value		Unit 1	Place Value 4-digit numbers (1)	4	Counting in 1,000s	Count in multiples of 6, 7, 9, 25 and 1,000	Identify, represent and estimate numbers using different representations	
Number – number and place value		Unit 1	Place Value 4-digit numbers (1)	5	Representing 4-digit numbers	Identify, represent and estimate numbers using different representations	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	
Number – number and place value		Unit 1	Place Value 4-digit numbers (1)	6	1,000s, 100s, 10s and 1s	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	Identify, represent and estimate numbers using different representations	
Number – number and place value		Unit 1	Place Value 4-digit numbers (1)	7	The number line to 10,000 (1)	Identify, represent and estimate numbers using different representations	Recognise the place value of each digit in a four-digit	

							number (thousands, hundreds, tens, and ones)	
Number – number and place value		Unit 1	Place Value 4-digit numbers (1)	8	The number line to 10,000 (2)	Order and compare numbers beyond 1,000	Identify, represent and estimate numbers using different representations	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
Number – number and place value		Unit 1	Place Value 4-digit numbers (1)	9	Roman numerals to 100	Read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of zero and place value		
Number – number and place value		Unit 2	Place Value 4-digit numbers (2)	1	Finding 1,000 more or less	Find 1,000 more or less than a given number		
Number – number and place value		Unit 2	Place Value 4-digit numbers (2)	2	Comparing 4-digit numbers (1)	Order and compare numbers beyond 1,000	Identify, represent and estimate numbers using different representations	
Number – number and place value		Unit 2	Place Value 4-digit numbers (2)	3	Comparing 4-digit numbers (2)	Order and compare numbers beyond 1,000	Identify, represent and estimate numbers using different representations	
Number – number and place value		Unit 2	Place Value 4-digit numbers (2)	4	Ordering numbers to 10,000	Order and compare numbers beyond 1,000	Identify, represent and estimate numbers using different representations	
Number – number and place value		Unit 2	Place Value 4-digit numbers (2)	5	Rounding to the nearest 1,000	Round any number to the nearest 10, 100 or 1,000		
Number – number and place value		Unit 2	Place Value 4-digit numbers (2)	6	Solving problems using rounding	Solve number and practical problems that involve all of the above and with increasingly large positive numbers		
Number – number and place value		Unit 2	Place Value 4-digit numbers (2)	7	Counting in 25s	Count in multiples of 6, 7, 9, 25 and 1,000		
Number – number and place value		Unit 2	Place Value 4-digit numbers (2)	8	Negative numbers (1)	Count backwards through zero to include negative numbers	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	

Number – number and place value		Unit 2	Place Value 4-digit numbers (2)	9	Negative numbers (2)	Count backwards through zero to include negative numbers	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	
Number – addition and subtraction	Number – number and place value	Unit 3	Addition and subtraction	1	Adding and subtracting 1s, 10s, 100s, 1,000s	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	Solve number and practical problems that involve all of the above and with increasingly large positive numbers	
Number – addition and subtraction		Unit 3	Addition and subtraction	2	Adding two 4-digit numbers (1)	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		
Number – addition and subtraction		Unit 3	Addition and subtraction	3	Adding two 4-digit numbers (2)	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		
Number – addition and subtraction		Unit 3	Addition and subtraction	4	Adding two 4-digit numbers (3)	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		
Number – addition and subtraction		Unit 3	Addition and subtraction	5	Subtracting two 4-digit numbers (1)	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		
Number – addition and subtraction		Unit 3	Addition and subtraction	6	Subtracting two 4-digit numbers (2)	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		
Number – addition and subtraction		Unit 3	Addition and subtraction	7	Subtracting two 4-digit numbers (3)	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and		

						subtraction where appropriate		
Number – addition and subtraction		Unit 3	Addition and subtraction	8	Subtracting two 4-digit numbers (4)	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		
Number – addition and subtraction		Unit 3	Addition and subtraction	9	Equivalent difference	Estimate and use inverse operations to check answers to a calculation	Round any number to the nearest 10, 100 or 1,000	
Number – addition and subtraction		Unit 3	Addition and subtraction	10	Estimating answers to additions and subtractions	Estimate and use inverse operations to check answers to a calculation	Round any number to the nearest 10, 100 or 1,000	
Number – addition and subtraction		Unit 3	Addition and subtraction	11	Checking strategies	Estimate and use inverse operations to check answers to a calculation		
Number – addition and subtraction		Unit 3	Addition and subtraction	12	Problem solving – addition and subtraction (1)	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why		
Number – addition and subtraction		Unit 3	Addition and subtraction	13	Problem solving – addition and subtraction (2)	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why		
Number – addition and subtraction		Unit 3	Addition and subtraction	14	Problem solving – addition and subtraction (3)	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why		
Number – addition and subtraction		Unit 3	Addition and subtraction	15	Problem solving – addition and subtraction (4)	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why		
Measurement		Unit 4	Measure – perimeter	1	Kilometres	Convert between different units of measure [for example, kilometre to metre; hour to minute]		
Measurement		Unit 4	Measure – perimeter	2	Perimeter of a rectangle (1)	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres		

Measurement		Unit 4	Measure – perimeter	3	Perimeter of a rectangle (2)	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres		
Measurement		Unit 4	Measure – perimeter	4	Perimeter of rectilinear shapes (1)	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres		
Measurement		Unit 4	Measure – perimeter	5	Perimeter of rectilinear shapes (1)	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres		
Number – multiplication and division		Unit 5	Multiplication and division (1)	1	Multiplying by multiples of 10 and 100	Recall multiplication and division facts for multiplication tables up to 12 × 12	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	
Number – multiplication and division		Unit 5	Multiplication and division (1)	2	Dividing by multiples of 10 and 100	Recall multiplication and division facts for multiplication tables up to 12 × 12	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	
Number – multiplication and division		Unit 5	Multiplication and division (1)	3	Multiplying by 0 and 1	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers		
Number – multiplication and division		Unit 5	Multiplication and division (1)	4	Dividing by 1	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers		
Number – multiplication and division		Unit 5	Multiplication and division (1)	5	Multiplying and dividing by 6	Recall multiplication and division facts for multiplication tables up to 12 × 12		
Number – multiplication and division		Unit 5	Multiplication and division (1)	6	6 times-tables	Recall multiplication and division facts for multiplication tables up to 12 × 12		

Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division		Unit 5	Multiplication and division (1)	7	Multiplying and dividing by 9	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division		Unit 5	Multiplication and division (1)	8	9 times-tables	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Measurement	Unit 5	Multiplication and division (1)	9	Multiplying and dividing by 9	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division		Unit 5	Multiplication and division (1)	10	7 times-tables	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division		Unit 5	Multiplication and division (1)	11	11 and 12 times tables	Recall multiplication and division facts for multiplication tables up to 12 × 12	

Year 4 Spring Term							
Strand 1	**Strand 2**		**Unit**	**Lesson number**	**Lesson title**	**NC Objective 1**	**NC Objective 2**
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	1	Problem solving – addition and multiplication	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	2	Problem solving – mixed problems	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	3	Using written methods to multiply	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	4	Multiplying a 2-digit number by a 1-digit number	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	5	Multiplying a 3-digit number by a 1-digit number	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	6	Problem solving – multiplication	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	7	Multiplying more than two numbers (1)	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	8	Multiplying more than two numbers (2)	Recognise and use factor pairs and commutativity in mental calculations	
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	9	Problem solving – mixed correspondence problems	Recognise and use factor pairs and commutativity in mental calculations	
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	10	Dividing a 2-digit number by a 1-digit number (1)	Recognise and use factor pairs and commutativity in mental calculations	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	11	Division with remainders	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	12	Dividing a 2-digit number by a 1-digit number (2)	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	13	Dividing a 2-digit number by a 1-digit number (3)	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	14	Dividing a 3-digit number by a 1-digit number	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	
Number – multiplication and division	Year 5 – number – multiplication and division	Unit 6	Multiplication and division (2)	15	Problem solving – division	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	
Measurement		Unit 7	Measure – area	1	What is area?	Find the area of rectilinear shapes by counting squares	Estimate, compare and calculate different measures, including money in pounds and pence
Measurement		Unit 7	Measure – area	2	Counting squares (1)	Find the area of rectilinear shapes by counting squares	
Measurement		Unit 7	Measure – area	3	Counting squares (2)	Find the area of rectilinear shapes by counting squares	
Measurement		Unit 7	Measure – area	4	Making shapes	Find the area of rectilinear shapes by counting squares	
Measurement		Unit 7	Measure – area	5	Comparing area	Estimate, compare and calculate different measures, including money in pounds and pence	

Number – fractions (including decimals)		Unit 8	Fractions (1)	1	Tenths and hundredths (1)	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	
Number – fractions (including decimals)		Unit 8	Fractions (1)	2	Tenths and hundredths (2)	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	
Number – fractions (including decimals)		Unit 8	Fractions (1)	3	Equivalent fractions (1)	Recognise and show, using diagrams, families of common equivalent fractions	
Number – fractions (including decimals)		Unit 8	Fractions (1)	4	Equivalent fractions (2)	Recognise and show, using diagrams, families of common equivalent fractions	
Number – fractions (including decimals)		Unit 8	Fractions (1)	5	Simplifying fractions	Recognise and show, using diagrams, families of common equivalent fractions	
Number – fractions (including decimals)		Unit 8	Fractions (1)	6	Fractions greater than 1 (1)	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions (including decimals)		Unit 8	Fractions (1)	7	Fractions greater than 1 (2)	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions (including decimals)		Unit 9	Fractions (2)	1	Adding fractions	Add and subtract fractions with the same denominator	
Number – fractions (including decimals)		Unit 9	Fractions (2)	2	Subtracting fractions (1)	Add and subtract fractions with the same denominator	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Number – fractions (including decimals)		Unit 9	Fractions (2)	3	Subtracting fractions (2)	Add and subtract fractions with the same denominator	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
Number – fractions (including decimals)		Unit 9	Fractions (2)	4	Problem solving – adding and subtracting fractions (1)	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions (including decimals)		Unit 9	Fractions (2)	5	Problem solving – adding and subtracting fractions (2)	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions (including decimals)		Unit 9	Fractions (2)	6	Calculating fractions of a quantity	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions (including decimals)		Unit 9	Fractions (2)	7	Problem solving – fraction of a quantity (1)	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions (including decimals)		Unit 9	Fractions (2)	8	Problem solving – fraction of a quantity (2)	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions (including decimals)		Unit 10	Decimals (1)	1	Tenths (1)	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions		Unit 10	Decimals (1)	2	Tenths (2)	Recognise and write decimal equivalents of any number of tenths or hundredths	

(including decimals)							
Number – fractions (including decimals)		Unit 10	Decimals (1)	3	Tenths (3)	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals)		Unit 10	Decimals (1)	4	Dividing by 10 (1)	Find the effect of dividing a one- or twodigit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	
Number – fractions (including decimals)		Unit 10	Decimals (1)	5	Dividing by 10 (2)	Find the effect of dividing a one- or twodigit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	
Number – fractions (including decimals)		Unit 10	Decimals (1)	6	Hundredths (1)	Recognise and write decimal equivalents of any number of tenths or hundredths	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
Number – fractions (including decimals)		Unit 10	Decimals (1)	7	Hundredths (2)	Recognise and write decimal equivalents of any number of tenths or hundredths	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
Number – fractions (including decimals)		Unit 10	Decimals (1)	8	Hundredths (3)	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
Number – fractions (including decimals)		Unit 10	Decimals (1)	9	Dividing by 100	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	
Number – fractions (including decimals)		Unit 10	Decimals (1)	10	Dividing by 10 and 100	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	

					Year 4 Summer Term			
Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Number – fractions (including decimals)		Unit 11	Decimals (2)	1	Making a whole	Recognise and write decimal equivalents of any number of tenths or hundredths	Add and subtract fractions with the same denominator	
Number – fractions (including decimals)		Unit 11	Decimals (2)	2	Writing decimals	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		
Number – fractions (including decimals)		Unit 11	Decimals (2)	3	Comparing decimals	Compare numbers with the same number of decimal places up to two decimal places		
Number – fractions (including decimals)		Unit 11	Decimals (2)	4	Ordering decimals	Compare numbers with the same number of decimal places up to two decimal places		
Number – fractions (including decimals)		Unit 11	Decimals (2)	5	Rounding decimals	Round decimals with one decimal place to the nearest whole number		
Number – fractions (including decimals)		Unit 11	Decimals (2)	6	Rounding decimals	Round decimals with one decimal place to the nearest whole number		
Number – fractions (including decimals)		Unit 11	Decimals (2)	7	Problem solving – decimals	Solve simple measure and money problems involving fractions and decimals to two decimal places		
Measurement	Number – fractions (including decimals)	Unit 12	Money	1	Pounds and pence	Estimate, compare and calculate different measures, including money in pounds and pence	Solve simple measure and money problems involving fractions and decimals to two decimal places	
Measurement	Number – fractions (including decimals)	Unit 12	Money	2	Pounds, tenths and hundredths	Estimate, compare and calculate different measures, including money in pounds and pence	Solve simple measure and money problems involving fractions and decimals to two decimal places	
Measurement	Number – fractions (including decimals)	Unit 12	Money	3	Ordering amounts of money	Estimate, compare and calculate different measures, including money in pounds and pence	Solve simple measure and money problems involving fractions and decimals to two decimal places	

Measurement	Number – fractions (including decimals)	Unit 12	Money	4	Rounding money	Estimate, compare and calculate different measures, including money in pounds and pence	Solve simple measure and money problems involving fractions and decimals to two decimal places	
Measurement		Unit 12	Money	5	Using rounding to estimate money	Estimate, compare and calculate different measures, including money in pounds and pence		
Measurement		Unit 12	Money	6	Problem solving – pounds and pence	Estimate, compare and calculate different measures, including money in pounds and pence		
Measurement	Number – fractions (including decimals)	Unit 12	Money	7	Problem solving – multiplication and division	Estimate, compare and calculate different measures, including money in pounds and pence	Solve simple measure and money problems involving fractions and decimals to two decimal places	
Measurement	Number – fractions (including decimals)	Unit 12	Money	8	Solving two-step problems	Estimate, compare and calculate different measures, including money in pounds and pence	Solve simple measure and money problems involving fractions and decimals to two decimal places	
Measurement	Number – fractions (including decimals)	Unit 12	Money	9	Problem solving – money	Estimate, compare and calculate different measures, including money in pounds and pence	Solve simple measure and money problems involving fractions and decimals to two decimal places	
Measurement		Unit 13	Time	1	Units of time (1)	Convert between different units of measure [for example, kilometre to metre; hour to minute]		
Measurement		Unit 13	Time	2	Units of time (2)	Convert between different units of measure [for example, kilometre to metre; hour to minute]		
Measurement		Unit 13	Time	3	Converting times (1)	Convert between different units of measure [for example, kilometre to metre; hour to minute]		
Measurement		Unit 13	Time	4	Converting times (2)	Convert between different units of measure [for example, kilometre to metre; hour to minute]		
Measurement		Unit 13	Time	5	Problem solving – units of time	Convert between different units of measure [for example, kilometre to metre; hour to minute]		
Statistics		Unit 14	Statistics	1	Charts and tables (1)	Interpret and present discrete and continuous data using		

						appropriate graphical methods, including bar charts and time graphs		
Statistics		Unit 14	Statistics	2	Charts and tables (2)	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		
Statistics		Unit 14	Statistics	3	Line graphs (1)	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs		
Statistics		Unit 14	Statistics	4	Line graphs (2)	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		
Statistics		Unit 14	Statistics	5	Problem solving – graphs	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	1		Identifying angles Identify acute and obtuse angles and compare and order angles up to two right angles by size		
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	2	Comparing and ordering angles	Identify acute and obtuse angles and compare and order angles up to two right angles by size		
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	3	Identifying regular and irregular shapes	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes		
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	4	Classifying triangles	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes		
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	5	Classifying and comparing	quadrilaterals Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes		

Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	6	Deducing facts about shapes	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes		
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	7	Lines of symmetry inside a shape	Identify lines of symmetry in 2D shapes presented in different orientations		
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	8	Lines of symmetry outside a shape	Identify lines of symmetry in 2D shapes presented in different orientations		
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	9	Completing a symmetric figure	Complete a simple symmetric figure with respect to a specific line of symmetry		
Geometry – properties of shapes		Unit 15	Geometry – angles and 2D shapes	10	Completing a symmetric shape	Complete a simple symmetric figure with respect to a specific line of symmetry		
Geometry – position and direction		Unit 16	Geometry – position and direction	1	Describing position (1)	Describe positions on a 2D grid as coordinates in the first quadrant		
Geometry – position and direction		Unit 16	Geometry – position and direction	2	Describing position (2)	Describe positions on a 2D grid as coordinates in the first quadrant		
Geometry – position and direction		Unit 16	Geometry – position and direction	3	Drawing on a grid	Plot specified points and draw sides to complete a given polygon		
Geometry – position and direction		Unit 16	Geometry – position and direction	4	Reasoning on a grid	Describe positions on a 2D grid as coordinates in the first quadrant		
Geometry – position and direction		Unit 16	Geometry – position and direction	5	Moving on a grid	Describe movements between positions as translations of a given unit to the left/right and up/down		
Geometry – position and direction		Unit 16	Geometry – position and direction	6	Describing a movement on a grid	Describe movements between positions as translations of a given unit to the left/right and up/down		

Year 5 Autumn Term								
Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Number – number and place value		Unit 1	Place value within 100,000	1	Numbers to 10,000	Read, write, order and compare numbers to at least	Count forwards or backwards in steps of	

						1,000,000 and determine the value of each digit	powers of 10 for any given number up to 1,000,000	
Number – number and place value		Unit 1	Place value within 100,000	2	Rounding to the nearest 10, 100 and 1,000	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	
Number – number and place value		Unit 1	Place value within 100,000	3	10,000s, 1,000s, 100s, 10s and 1s (1)	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	
Number – number and place value		Unit 1	Place value within 100,000	4	10,000s, 1,000s, 100s, 10s and 1s (2)	Solve number problems and practical problems that involve all of the above	
Number – number and place value		Unit 1	Place value within 100,000	5	The number line to 100,000	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	
Number – number and place value		Unit 1	Place value within 100,000	6	Comparing and ordering numbers to 100,000	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	
Number – number and place value		Unit 1	Place value within 100,000	7	Rounding numbers within 100,000	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	
Number – number and place value		Unit 1	Place value within 100,000	8	Roman numerals to 10,000	Read roman numerals to 1,000 (m) and recognise years written in roman numerals	
Number – number and place value		Unit 2	Place value within 1,000,000	1	100,000s 10,000s, 1,000s, 100s, 10s and 1s (1)	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	
Number – number and place value		Unit 2	Place value within 1,000,000	2	100,000s 10,000s, 1,000s, 100s, 10s and 1s (2)	Solve number problems and practical problems that involve all of the above	
Number – number and place value		Unit 2	Place value within 1,000,000	3	Number line to 1,000,000	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	
Number – number and place value		Unit 2	Place value within 1,000,000	4	Comparing and ordering numbers to 1,000,000	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	

Number – number and place value		Unit 2	Place value within 1,000,000	5	Rounding numbers to a 1,000,000	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000		
Number – number and place value		Unit 2	Place value within 1,000,000	6	Negative numbers	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero		
Number – number and place value		Unit 2	Place value within 1,000,000	7	Counting in 10s, 100s, 1,000s, 10,000s	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000		
Number – number and place value		Unit 2	Place value within 1,000,000	8	Number sequences	Solve number problems and practical problems that involve all of the above		
Number – addition and subtraction		Unit 3	Addition and subtraction	1	Adding whole numbers with more than 4 digits (1)	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)		
Number – addition and subtraction		Unit 3	Addition and subtraction	2	Adding whole numbers with more than 4 digits (2)	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)		
Number – addition and subtraction		Unit 3	Addition and subtraction	3	Subtracting whole numbers with more than 4 digits (1)	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)		
Number – addition and subtraction		Unit 3	Addition and subtraction	4	Subtracting whole numbers with more than 4 digits (2)	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)		
Number – addition and subtraction		Unit 3	Addition and subtraction	5	Using rounding to estimate and check answers	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy		
Number – addition and subtraction		Unit 3	Addition and subtraction	6	Mental addition and subtraction (1)	Add and subtract numbers mentally with increasingly large numbers		
Number – addition and subtraction		Unit 3	Addition and subtraction	7	Mental addition and subtraction (2)	Add and subtract numbers mentally with increasingly large numbers	Solve addition and subtraction multi-step problems in contexts,	

							deciding which operations and methods to use and why	
Number – addition and subtraction		Unit 3	Addition and subtraction	8	Using inverse operations	Estimate and use inverse operations to check answers to a calculation		
Number – addition and subtraction		Unit 3	Addition and subtraction	9	Problem solving – addition and subtraction (1)	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		
Number – addition and subtraction		Unit 3	Addition and subtraction	10	Problem solving – addition and subtraction (2)	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		
Statistics		Unit 4	Graphs and tables	1	Interpreting tables	Complete, read and interpret information in tables, including timetables		
Statistics		Unit 4	Graphs and tables	2	Two-way tables	Complete, read and interpret information in tables, including timetables		
Statistics		Unit 4	Graphs and tables	3	Interpreting line graphs (1)	Solve comparison, sum and difference problems using information presented in a line graph		
Statistics		Unit 4	Graphs and tables	4	Interpreting line graphs (2)	Solve comparison, sum and difference problems using information presented in a line graph		
Statistics		Unit 4	Graphs and tables	5	Drawing line graphs	Solve comparison, sum and difference problems using information presented in a line graph		
Number – multiplication and division		Unit 5	Multiplication and division (1)	1	Multiples	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	
Number – multiplication and division		Unit 5	Multiplication and division (1)	2	Factors	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers		

Number – multiplication and division		Unit 5	Multiplication and division (1)	3	Prime numbers	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	Establish whether a number up to 100 is prime and recall prime numbers up to 19	
Number – multiplication and division		Unit 5	Multiplication and division (1)	4	Using factors	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes		
Number – multiplication and division		Unit 5	Multiplication and division (1)	5	Squares	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	
Number – multiplication and division		Unit 5	Multiplication and division (1)	6	Cubes	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
Number – multiplication and division		Unit 5	Multiplication and division (1)	7	Inverse operations	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates		
Number – multiplication and division		Unit 5	Multiplication and division (1)	8	Multiplying whole numbers by 10, 100 and 1,000	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000		
Number – multiplication and division		Unit 5	Multiplication and division (1)	9	Dividing whole numbers by 10, 100 and 1,000	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	
Number – multiplication and division		Unit 5	Multiplication and division (1)	10	Multiplying and dividing by multiples of 10, 100 and 1,000	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000		
Measurement		Unit 6	Measure – area and perimeter	1	Measuring perimeter	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres		

Measurement		Unit 6	Measure – area and perimeter	2	Calculating perimeter (1)	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres		
Measurement		Unit 6	Measure – area and perimeter	3	Calculating perimeter (2)	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres		
Measurement		Unit 6	Measure – area and perimeter	4	Calculating area (1)	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes		
Measurement		Unit 6	Measure – area and perimeter	5	Calculating area (2)	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes		
Measurement		Unit 6	Measure – area and perimeter	6	Comparing area	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes		
Measurement		Unit 6	Measure – area and perimeter	7	Estimating area	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes		

Year 5 Spring Term							
Strand 1	**Strand 2**	**Unit**	**Lesson number**	**Lesson title**	**NC Objective 1**	**NC Objective 2**	**NC Objective 3**

Number – multiplication and division		Unit 7	Multiplication and division (2)	1	Multiplying numbers up to 4 digits by a 1-digit number	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers		
Number – multiplication and division		Unit 7	Multiplication and division (2)	2	Multiplying 2-digit numbers (1)	Multiply and divide numbers mentally drawing upon known facts		
Number – multiplication and division		Unit 7	Multiplication and division (2)	3	Multiplying 2-digit numbers (2)	Multiply and divide numbers mentally drawing upon known facts		
Number – multiplication and division		Unit 7	Multiplication and division (2)	4	Multiplying 2-digit numbers (3)	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers		
Number – multiplication and division		Unit 7	Multiplication and division (2)	5	Multiplying a 3-digit number by a 2-digit number	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers		
Number – multiplication and division		Unit 7	Multiplication and division (2)	6	Multiplying a 4-digit number by a 2-digit number	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers		
Number – multiplication and division		Unit 7	Multiplication and division (2)	7	Dividing up to a 4-digit number by a 1-digit number (1)	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context		
Number – multiplication and division		Unit 7	Multiplication and division (2)	8	Dividing up to a 4-digit number by a 1-digit number (2)	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context		
Number – multiplication and division		Unit 7	Multiplication and division (2)	9	Division with remainders (1)	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret		

						remainders appropriately for the context		
Number – multiplication and division		Unit 7	Multiplication and division (2)	10	Division with remainders (2)	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context		
Number – multiplication and division		Unit 7	Multiplication and division (2)	11	Problem solving – division with remainders	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context		
Number – fractions (including decimals and percentages)		Unit 8	Fractions (1)	1	Equivalent fractions	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths		
Number – fractions (including decimals and percentages)		Unit 8	Fractions (1)	2	Converting improper fractions to mixed numbers	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number		
Number – fractions (including decimals and percentages)		Unit 8	Fractions (1)	3	Converting improper fractions to mixed numbers	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number		
Number – fractions (including decimals and percentages)		Unit 8	Fractions (1)	4	Number sequences	Compare and order fractions whose denominators are all multiples of the same number		
Number – fractions (including decimals and percentages)		Unit 8	Fractions (1)	5	Comparing and ordering fractions (1)	Compare and order fractions whose denominators are all multiples of the same number		
Number – fractions (including		Unit 8	Fractions (1)	6	Comparing and ordering fractions (2)	Compare and order fractions whose denominators are all multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to	

decimals and percentages)							the other and write mathematical statements > 1 as a mixed number	
Number – fractions (including decimals and percentages)		Unit 8	Fractions (1)	7	Fractions as division (1)	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number		
Number – fractions (including decimals and percentages)		Unit 8	Fractions (1)	8	Fractions as division (1)	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number		
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	1	Adding and subtracting fractions with the same denominator	Add and subtract fractions with the same denominator and denominators that are multiples of the same number		
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	2	Adding and subtracting fractions (1)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number		
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	3	Adding and subtracting fractions (2)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number		
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	4	Adding fractions (1)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	5	Adding fractions (2)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	

Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	6	Adding fractions (3)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	7	Subtracting fractions (1)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	8	Subtracting fractions (2)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	9	Subtracting fractions (3)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	10	Subtracting fractions (3)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	11	Problem solving – mixed word problems (1)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number		
Number – fractions (including decimals and percentages)		Unit 9	Fractions (2)	12	Problem solving – mixed word problems (2)	Add and subtract fractions with the same denominator and denominators that are multiples of the same number		
Number – fractions		Unit 10	Fractions (3)	1	Multiplying fractions (1)	Multiply proper fractions and mixed numbers by whole numbers,	Recognise mixed numbers and improper fractions and convert from one form to	

(including decimals and percentages)						supported by materials and diagrams	the other and write mathematical statements > 1 as a mixed number
Number – fractions (including decimals and percentages)		Unit 10	Fractions (3)	2	Multiplying fractions (2)	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
Number – fractions (including decimals and percentages)		Unit 10	Fractions (3)	3	Multiplying fractions (3)	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
Number – fractions (including decimals and percentages)		Unit 10	Fractions (3)	4	Multiplying fractions (4)	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
Number – fractions (including decimals and percentages)		Unit 10	Fractions (3)	5	Calculating fractions of amounts	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
Number – fractions (including decimals and percentages)		Unit 10	Fractions (3)	6	Using fractions as operators	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
Number – fractions (including decimals and percentages)		Unit 10	Fractions (3)	7	Problem solving – mixed word problems	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
Number – fractions (including decimals		Unit 11	Decimals and percentages	1	Writing decimals (1)	Read, write, order and compare numbers with up to three decimal places	

and percentages)								
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	2	Writing decimals (2)	Read, write, order and compare numbers with up to three decimal places		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	3	Decimals as fractions (1)	Read and write decimal numbers as fractions [for example, = 71/100		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	4	Decimals as fractions (2)	Read and write decimal numbers as fractions [for example, = 71/100		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	5	Understanding thousandths	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	6	Writing thousandths as decimals	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	7	Ordering and comparing decimals (1)	Read, write, order and compare numbers with up to three decimal places		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	8	Ordering and comparing decimals (2)	Read, write, order and compare numbers with up to three decimal places		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	9	Rounding decimals	Round decimals with two decimal places to the nearest whole number and to one decimal place		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	10	Understanding percentages	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write		

Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
						percentages as a fraction with denominator 100, and as a decimal		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	11	Percentages as fractions and decimals	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal		
Number – fractions (including decimals and percentages)		Unit 11	Decimals and percentages	12	Equivalent fractions, decimals and percentages	Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	

Year 5 Summer Term								
Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	1	Adding and subtracting decimals (1)	Solve problems involving number up to three decimal places		
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	2	Adding and subtracting decimals (2)	Solve problems involving number up to three decimal places		
Number – fractions (including decimals and percentages) Unit 12		Unit 12	Decimals	3	Adding and subtracting decimals (3)	Solve problems involving number up to three decimal places		

Decimals								
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	4	Adding and subtracting decimals (4)	Solve problems involving number up to three decimal places		
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	5	Adding and subtracting decimals (5)	Solve problems involving number up to three decimal places		
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	6	Adding and subtracting decimals (6)	Solve problems involving number up to three decimal places		
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	7	Adding and subtracting decimals (7)	Solve problems involving number up to three decimal places		
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	8	Adding and subtracting decimals (8)	Solve problems involving number up to three decimal places		
Number – fractions (including decimals and percentages)		Unit 12	Decimals	9	Decimal sequences	Read, write, order and compare numbers with up to three decimal places		

Unit 12 Decimals								
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	10	Problem solving – decimals (1)	Solve problems involving number up to three decimal places		
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	11	Problem solving – decimals (2)	Solve problems involving number up to three decimal places		
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	12	Multiplying decimals by 10	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	13	Multiplying decimals by 10, 100 and 1,000	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages) Unit 12 Decimals		Unit 12	Decimals	14	Dividing decimals by 10	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Solve problems involving number up to three decimal places	
Number – fractions (including		Unit 12	Decimals	15	Dividing decimals by 10, 100 and 1,000	Recognise and use thousandths and relate them to tenths, hundredths	Solve problems involving number up to three decimal places	

decimals and percentages) Unit 12 Decimals						and decimal equivalents		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes (1)	1	Measuring angles in degrees	Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> 1 2 a turn (total 180°) –other multiples of 90°	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes (1)	2	Measuring with a protractor (1)	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	Draw given angles, and measure them in degrees (°)	
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes (1)	3	Measuring with a protractor (2)	Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> 1 2 a turn (total 180°) –other multiples of 90°	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	Draw given angles, and measure them in degrees (°)
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes (1)	4	Drawing lines and angles accurately	Draw given angles, and measure them in degrees (°)		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes (1)	5	Calculating angles on a straight line	Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> 1 2 a turn (total 180°) –other multiples of 90°		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes (1)	6	Calculating angles around a point	Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> 1 2 a turn (total 180°)		

						−other multiples of 90°	
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes (1)	7	Calculating lengths and angles in shapes	Use the properties of rectangles to deduce related facts and find missing lengths and angles	
Geometry – properties of shapes		Unit 14	Geometry – properties of shapes (2)	1	Recognising and drawing parallel lines	Use the properties of rectangles to deduce related facts and find missing lengths and angles	Identify: −angles at a point and one whole turn (total 360°) −angles at a point on a straight line and <stacked fraction> 1 2 a turn (total 180°) −other multiples of 90°
Geometry – properties of shapes		Unit 14	Geometry – properties of shapes (2)	2	Recognising and drawing perpendicular lines	Use the properties of rectangles to deduce related facts and find missing lengths and angles	Identify: −angles at a point and one whole turn (total 360°) −angles at a point on a straight line and <stacked fraction> 1 2 a turn (total 180°) −other multiples of 90°
Geometry – properties of shapes		Unit 14	Geometry – properties of shapes (2)	3	Reasoning About parallel and perpendicular lines	Draw given angles, and measure them in degrees (o)	Identify: −angles at a point and one whole turn (total 360°) −angles at a point on a straight line and <stacked fraction> 1 2 a turn (total 180°) −other multiples of 90°
Geometry – properties of shapes		Unit 14	Geometry – properties of shapes (2)	4	Regular and irregular polygons	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	
Geometry – properties of shapes		Unit 14	Geometry – properties of shapes (2)	5	Reasoning about 3D shapes	Identify 3D shapes, including cubes and other cuboids, from 2D representations	
Geometry – position and direction		Unit 15	Geometry – position and direction	1	Reflection	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	

Geometry – position and direction		Unit 15	Geometry – position and direction	2	Reflection with coordinates	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed		
Geometry – position and direction		Unit 15	Geometry – position and direction	3	Translation	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed		
Geometry – position and direction		Unit 15	Geometry – position and direction	4	Translation with coordinates	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed		
Measurement		Unit 16	Measure – converting units	1	Metric units (1)	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre		
Measurement		Unit 16	Measure – converting units	2	Metric units (2)	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre		
Measurement		Unit 16	Measure – converting units	3	Metric units (3)	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	
Measurement		Unit 16	Measure – converting	4	Metric units (4)	Use all four operations to solve problems involving	Convert between different units of metric measure	

			units			measure [for example, length, mass, volume, money] using decimal notation, including scaling	(for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	
Measurement			Unit 16	Measure – converting units	5	Imperial units of length	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints		
Measurement			Unit 16	Measure – converting units	6	Imperial units of mass	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints		
Measurement			Unit 16	Measure – converting units	7	Imperial units of capacity	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pint		
Measurement			Unit 16	Measure – converting units	8	Converting units of time	Solve problems involving converting between units of time		
Measurement			Unit 16	Measure – converting units	9	Timetables	Solve problems involving converting between units of time		
Measurement			Unit 16	Measure – converting units	10	Problem solving – measure	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling		
Measurement			Unit 17	Measure – volume and capacity	1	What is volume?	Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]		
Measurement			Unit 17	Measure – volume and capacity	2	Comparing volumes	Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and		

Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
						capacity [for example, using water]		
Measurement		Unit 17	Measure – volume and capacity	3	Estimating volume	Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]		
Measurement		Unit 17	Measure – volume and capacity	4	Estimating volume	Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]		

Year 6 Autumn Term								
Strand 1	Strand 2		Unit	Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Number – number and place value		Unit 1	Place value within 10,000,000	1	Numbers to 1,000,000	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit		
Number – number and place value		Unit 1	Place value within 10,000,000	2	Numbers to 10,000,000 (1)	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit		
Number – number and place value		Unit 1	Place value within 10,000,000	3	Numbers to 10,000,000 (2)	Solve number and practical problems that involve all of the above		
Number – number and place value		Unit 1	Place value within 10,000,000	4	Number line to 10,000,000	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit		
Number – number and place value		Unit 1	Place value within 10,000,000	5	Comparing and ordering numbers to 10,000,000	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit		
Number – number and place value		Unit 1	Place value within 10,000,000	6	Rounding numbers	Round any whole number to a required degree of accuracy		
Number – number and		Unit 1	Place value within	7	Negative numbers	Use negative numbers in context, and calculate		

place value			10,000,000			intervals across zero		
Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	1	Problem solving – using written methods of addition and Subtraction (1)	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		
Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	2	Problem solving – using written methods of addition and subtraction (2)	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		
Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	3	Multiplying numbers up to 4 digits by a 1-digit number	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication		
Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	4	Multiplying numbers up to 4 digits by a 2-digit number	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication		
Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	5	Dividing numbers up to 4 digits by a 2-digit number (1)	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context		
Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	6	Dividing numbers up to 4 digits by a 2-digit number (2)	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context		
Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	7	Dividing numbers up to 4 digits by a 2-digit number (3)	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context		

Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	8	Dividing numbers up to 4 digits by a 2-digit number (4)	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context		
Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	9	Dividing numbers up to 4 digits by a 2-digit number (5)	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context		
Number – addition, subtraction, multiplication and division		Unit 2	Four operations (1)	10	Dividing numbers up to 4 digits by a 2-digit number (6)	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context		
Number – addition, subtraction, multiplication and division		Unit 3	Four operations (2)	1	Common factors	Identify common factors, common multiples and prime numbers		
Number – addition, subtraction, multiplication and division		Unit 3	Four operations (2)	2	Common factors	Identify common factors, common multiples and prime numbers		
Number – addition, subtraction, multiplication and division		Unit 3	Four operations (2)	3	Recognising prime numbers up to 100	Identify common factors, common multiples and prime numbers		
Number – addition, subtraction, multiplication		Unit 3	Four operations (2)	4	Squares and cubes	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (Year 5)		

and division								
Number – addition, subtraction, multiplication and division		Unit 3	Four operations (2)	5	Order of operations	Use their knowledge of the order of operations to carry out calculations involving the four operations		
Number – addition, subtraction, multiplication and division		Unit 3	Four operations (2)	6	Brackets	Use their knowledge of the order of operations to carry out calculations involving the four operations		
Number – addition, subtraction, multiplication and division		Unit 3	Four operations (2)	7	Mental calculations (1)	Perform mental calculations, including with mixed operations and large numbers		
Number – addition, subtraction, multiplication and division		Unit 3	Four operations (2)	8	Mental calculations (2)	Perform mental calculations, including with mixed operations and large numbers		
Number – addition, subtraction, multiplication and division		Unit 3	Four operations (2)	9	Reasoning from known facts	Use their knowledge of the order of operations to carry out calculations involving the four operations	Solve problems involving addition, subtraction, multiplication and division	
Number – fractions		Unit 4	Fractions (1)	1	Simplifying fractions	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination		
Number – fractions		Unit 4	Fractions (1)	2	Simplifying fractions (2)	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination	Compare and order fractions, including fractions > 1	
Number – fractions		Unit 4	Fractions (1)	3	Fractions on a number line	Compare and order fractions, including fractions > 1		
Number – fractions		Unit 4	Fractions (1)	4	Comparing and ordering	Compare and order fractions, including fractions > 1	Use common factors	

					fractions (1)		to simplify fractions; use common multiples to express fractions in the same denomination	
Number – fractions		Unit 4	Fractions (1)	5	Comparing and ordering fractions (2)	Compare and order fractions, including fractions > 1	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination	
Number – fractions		Unit 4	Fractions (1)	6	Adding and subtracting fractions (1)	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions		
Number – fractions		Unit 4	Fractions (1)	7	Adding and subtracting fractions (2)	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions		
Number – fractions		Unit 4	Fractions (1)	8	Adding fractions	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions		
Number – fractions		Unit 4	Fractions (1)	9	Subtracting fractions	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions		
Number – fractions		Unit 4	Fractions (1)	10	Problem solving – adding and subtracting fractions (1)	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions		
Number – fractions		Unit 4	Fractions (1)	11	Problem solving – adding and subtracting fractions (2)	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions		
Year 5 – Number – fractions		Unit 5	Fractions (2)	1	Multiplying a fraction by a whole number	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams		
Year 5 – Number – fractions		Unit 5	Fractions (2)	2	Multiplying a fraction by a fraction (1)	Multiply simple pairs of proper fractions, writing the answer in its simplest form		

Year 5 – Number – fractions		Unit 5	Fractions (2)	3	Multiplying a fraction by a fraction (2)	Multiply simple pairs of proper fractions, writing the answer in its simplest form		
Year 5 – Number – fractions		Unit 5	Fractions (2)	4	Dividing a fraction by a whole number (1)	Divide proper fractions by whole number		
Year 5 – Number – fractions		Unit 5	Fractions (2)	5	Dividing a fraction by a whole number (2)	Divide proper fractions by whole number		
Year 5 – Number – fractions		Unit 5	Fractions (2)	6	Dividing a fraction by a whole number (3)	Divide proper fractions by whole number		
Year 5 – Number – fractions		Unit 5	Fractions (2)	7	Four rules with fractions	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Multiply simple pairs of proper fractions, writing the answer in its simplest form	Use their knowledge of the order of operations to carry out calculations involving the four operations
Year 5 – Number – fractions		Unit 5	Fractions (2)	8	Calculating fractions of amounts	Use written division methods in cases where the answer has up to two decimal place		
Year 5 – Number – fractions		Unit 5	Fractions (2)	9	Problem solving – fractions of amounts	Use written division methods in cases where the answer has up to two decimal places		
Geometry – position and direction		Unit 6	Geometry – position and direction	1	Plotting coordinates in the first quadrant	Describe positions on the full coordinate grid (all four quadrants)		
Geometry – position and direction		Unit 6	Geometry – position and direction	2	Plotting coordinates	Describe positions on the full coordinate grid (all four quadrants)		
Geometry – position and direction		Unit 6	Geometry – position and direction	3	Plotting translations and	Draw and translate simple shapes on the coordinate plane, and reflect them in		

Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
					reflections	the axes		
Geometry – position and direction		Unit 6	Geometry – position and direction	4	Reasoning about shapes with coordinates	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		

Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Number – fractions (including decimals and percentages)		Unit 7	Decimals	1	Multiplying by 10, 100 and 1,000	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places		
Number – fractions (including decimals and percentages)		Unit 7	Decimals	2	Dividing by multiples of 10, 100 and 1,000	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places		
Number – fractions (including decimals and percentages)		Unit 7	Decimals	3	Decimals as fractions	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0375] for a simple fraction [for example, 3 8]	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	
Number – fractions (including decimals and percentages)		Unit 7	Decimals	4	Fractions as decimals (1)	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0375] for a simple fraction [for example, 3/8]		
Number – fractions (including decimals and percentages)		Unit 7	Decimals	5	Fractions as decimals (1)	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0375] for a simple fraction [for example, 3/8]	Use written division methods in cases where the answer has up to two decimal places	
Number – fractions (including decimals and		Unit 7	Decimals	6	Multiplying decimals (1)	Multiply one-digit numbers with up to two decimal places by whole numbers		

percentages)								
Number – fractions (including decimals and percentages)		Unit 7	Decimals	7	Multiplying decimals (2)	Multiply one-digit numbers with up to two decimal places by whole numbers		
Number – fractions (including decimals and percentages)		Unit 7	Decimals	8	Dividing decimals (1)	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0375] for a simple fraction [for example, 3/8]	Solve problems which require answers to be rounded to specified degrees of accuracy	
Number – fractions (including decimals and percentages)		Unit 7	Decimals	9	Dividing decimals (2)	Use written division methods in cases where the answer has up to two decimal places	Solve problems which require answers to be rounded to specified degrees of accuracy	
Number – fractions (including decimals and percentages)		Unit 8	Percentages	1	Percentage of (1)	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	
Number – fractions (including decimals and percentages)		Unit 8	Percentages	2	Percentage of (2)	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	
Number – fractions (including decimals and percentages)		Unit 8	Percentages	3	Percentage of (3)	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Multiply simple pairs of proper fractions, writing the answer in its simplest form	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
Number – fractions (including decimals and percentages)		Unit 8	Percentages	4	Percentage of (3)	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Multiply simple pairs of proper fractions, writing the answer in its simplest form	Solve problems involving the calculation of percentages [for example, of measures, and

								such as 15% of 360] and the use of percentages for comparison
Number – fractions (including decimals and percentages)		Unit 8	Percentages	5	Finding missing values	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	
Number – fractions (including decimals and percentages)		Unit 8	Percentages	6	Converting fractions to percentages	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		
Number – fractions (including decimals and percentages)		Unit 8	Percentages	7	Equivalent fractions, decimals and percentages (1)	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		
Number – fractions (including decimals and percentages)		Unit 8	Percentages	8	Equivalent fractions, decimals and percentages (2)	Compare and order fractions, including fractions > 1	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
Number – fractions (including decimals and percentages)		Unit 8	Percentages	9	Mixed problem solving	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Solve problems which require answers to be rounded to specified degrees of accuracy	
Algebra		Unit 9	Algebra 1	1	Finding a rule (1)	Generate and describe linear number sequences	Use simple formula	
Algebra		Unit 9	Algebra 1	2	Finding a rule (1)	Generate and describe linear number sequences	Use simple formula	
Algebra		Unit 9	Algebra 1	3	Using a rule (1)	Generate and describe linear number sequences		
Algebra		Unit 9	Algebra 1	4	Using a rule (2)	Express missing number problems algebraically	Generate and describe linear number sequences	

Algebra		Unit 9	Algebra 1	5	Using a rule (3)	Express missing number problems algebraically	Generate and describe linear number sequences	
Algebra		Unit 9	Algebra 1	6	Formulae	Use simple formulae		
Algebra		Unit 9	Algebra 1	7	Solving equations (1)	Express missing number problems algebraically		
Algebra		Unit 9	Algebra 1	8	Solving equations (2)	Express missing number problems algebraically		
Algebra		Unit 9	Algebra 1	9	Solving equations (3)	Express missing number problems algebraically		
Algebra		Unit 9	Algebra 1	10	Solving equations (4)	Find pairs of numbers that satisfy an equation with two unknowns		
Algebra		Unit 9	Algebra 1	11	Solving equations (5)	Enumerate possibilities of combinations of two variables	Find pairs of numbers that satisfy an equation with two unknowns	
Measurement		Unit 10	Measure – imperial and metric measures	1	Metric measures	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places		
Measurement		Unit 10	Measure – imperial and metric measures	2	Converting metric measures	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places		
Measurement		Unit 10	Measure – imperial and metric measures	3	Problem solving – metric measures	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate		

Measurement		Unit 10	Measure – imperial and metric measures	4	Miles and km	Convert between miles and kilometres		
Measurement		Unit 10	Measure – imperial and metric measures	5	Imperial measures	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places		
Measurement		Unit 11	Measure – perimeter, area and volume	1	Shapes with the same area	Recognise that shapes with the same areas can have different perimeters and vice versa		
Measurement		Unit 11	Measure – perimeter, area and volume	2	Area and perimeter (1)	Recognise that shapes with the same areas can have different perimeters and vice versa		
Measurement		Unit 11	Measure – perimeter, area and volume	3	Area and perimeter (2)	Recognise that shapes with the same areas can have different perimeters and vice versa		
Measurement		Unit 11	Measure – perimeter, area and volume	4	Area of a parallelogram	Recognise when it is possible to use formulae for area and volume of shapes	Calculate the area of parallelograms and triangles	
Measurement		Unit 11	Measure – perimeter, area and volume	5	Area of a triangle (1)	Calculate the area of parallelograms and triangles		
Measurement		Unit 11	Measure – perimeter, area and volume	6	Area of a triangle (2)	Calculate the area of parallelograms and triangles		
Measurement		Unit 11	Measure – perimeter,	7	Area of a triangle (3)	Calculate the area of parallelograms and triangles		

			area and volume				
Measurement		Unit 11	Measure – perimeter, area and volume	8	Problem solving – area	Calculate the area of parallelograms and triangles		
Measurement		Unit 11	Measure – perimeter, area and volume	9	Problem solving – perimeter	Recognise that shapes with the same areas can have different perimeters and vice versa		
Measurement		Unit 11	Measure – perimeter, area and volume	10	Volume of a cuboid (1)	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units	Recognise when it is possible to use formulae for area and volume of shapes	
Measurement		Unit 11	Measure – perimeter, area and volume	11	Volume of a cuboid (2)	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units	Recognise when it is possible to use formulae for area and volume of shapes	
Ratio and proportion		Unit 12	Ratio and proportion	1	Ratio (1)	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	
Ratio and proportion		Unit 12	Ratio and proportion	2	Ratio (2)	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	
Ratio and proportion		Unit 12	Ratio and proportion	3	Ratio (3)	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication	

Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
						and division facts		
Ratio and proportion		Unit 12	Ratio and proportion	4	Ratio (3)	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	
Ratio and proportion		Unit 12	Ratio and proportion	5	Scale drawings	Solve problems involving similar shapes where the scale factor is known or can be found		
Ratio and proportion		Unit 12	Ratio and proportion	6	Scale factors	Solve problems involving similar shapes where the scale factor is known or can be found		
Ratio and proportion		Unit 12	Ratio and proportion	7	Similar shapes	Solve problems involving similar shapes where the scale factor is known or can be found		
Ratio and proportion		Unit 12	Ratio and proportion	8	Problem solving – ratio and proportion (1)	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	
Ratio and proportion		Unit 12	Ratio and proportion	9	Problem solving – ratio and proportion (2)	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	

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Strand 1	**Strand 2**	**Unit**		**Lesson number**	**Lesson title**	**NC Objective 1**	**NC Objective 2**	**NC Objective 3**
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	1	Measuring with a protractor	Draw 2-D shapes using given dimensions and angles		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	2	Drawing shapes accurately	Draw 2-D shapes using given dimensions and angle		
Geometry –		Unit 13	Geometry –	3	Angles in	Compare and classify		

properties of shapes			properties of shapes		triangles (1)	geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	4	Angles in triangles (2)	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	5	Angles in triangles (3)	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	6	Angles in polygons (1)	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	7	Angles in polygons (2)	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	8	Vertically opposite angles	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	9	Equal distance	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius		
Geometry –		Unit 13	Geometry –	10	Parts of a	Illustrate and name		

properties of shapes			properties of shapes		circle	parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius		
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	11	Nets (1)	Recognise, describe and build simple 3-D shapes, including making nets	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations	
Geometry – properties of shapes		Unit 13	Geometry – properties of shapes	12	Nets (2)	Recognise, describe and build simple 3-D shapes, including making nets	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations	
Number – number and place value		Unit 14	Problem solving	1	Problem solving – place value	Solve number and practical problems that involve all of the above		
Number – number and place value		Unit 14	Problem solving	2	Problem solving – negative numbers	Solve number and practical problems that involve all of the above		
Number – number and place value		Unit 14	Problem solving	3	Problem solving – addition and subtraction	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why	Solve problems involving addition, subtraction, multiplication and division
Number – number and place value		Unit 14	Problem solving	4	Solving – four operations (1)	Solve problems involving addition, subtraction, multiplication and division	Use their knowledge of the order of operations to carry out calculations involving the four operations	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Number – number and place value		Unit 14	Problem solving	5	Problem Solving – four operations (2)	Solve problems involving addition, subtraction, multiplication and division		

Number – number and place value		Unit 14	Problem solving	6	Problem solving – fractions	Recall and use equivalences between simple fractions, decimals and percentages, including in different context		
Number – number and place value		Unit 14	Problem solving	7	Problem solving – decimals	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		
Number – number and place value		Unit 14	Problem solving	8	Problem solving – percentages	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		
Number – number and place value		Unit 14	Problem solving	9	Problem solving – ratio and proportion	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	
Number – number and place value		Unit 14	Problem solving	10	Problem solving – time (1)	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places		
Number – number and place value		Unit 14	Problem solving	11	Problem solving – time (2)	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places		
Number – number and place value		Unit 14	Problem solving	12	Problem solving – position and direction	Describe positions on the full coordinate grid (all four quadrants)		

Number – number and place value		Unit 14	Problem solving	13	Problem solving – properties of shapes (1)	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
Number – number and place value		Unit 14	Problem solving	14	Problem solving – properties of shapes (2)	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
Statistics		Unit 15	Statistics	1	The mean (1)	Calculate and interpret the mean as an average		
Statistics		Unit 15	Statistics	2	The mean (2)	Calculate and interpret the mean as an average		
Statistics		Unit 15	Statistics	3	The mean (3)	Calculate and interpret the mean as an average		
Statistics		Unit 15	Statistics	4	Introducing pie charts	Interpret and construct pie charts and line graphs and use these to solve problems		
Statistics		Unit 15	Statistics	5	Reading and interpreting pie charts	Interpret and construct pie charts and line graphs and use these to solve problems		
Statistics		Unit 15	Statistics	6	Fractions and pie charts (1)	Interpret and construct pie charts and line graphs and use these to solve problems		
Statistics		Unit 15	Statistics	7	Fractions and pie charts (2)	Interpret and construct pie charts and line graphs and use these to solve problems		
Statistics		Unit 15	Statistics	8	Percentages and pie charts	Interpret and construct pie charts and line graphs and use these to solve problems	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	
Statistics		Unit 15	Statistics	9	Interpreting line graphs	Interpret and construct pie charts and line graphs		

						and use these to solve problems		
Statistics		Unit 15	Statistics	10	Constructing line graphs	Interpret and construct pie charts and line graphs and use these to solve problems		