



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC Topics/units Covered	Place value, number, addition and subtraction/problem solving.	Measuring length, graphs/statistics, multiplication and division 2, 5, and 10.	Time, fractions, addition and subtraction regrouping and readjusting.	Money, shape/geometry, position and direction.	Measures-capacity/volume and mass, number and place value, calculations strategies.	Multiplication and division.
Ongoing	Applying increasing knowledge of mental and written method.	Applying increasing knowledge of mental and written method.	Applying increasing knowledge of mental and written method.	Applying increasing knowledge of mental and written method.	Applying increasing knowledge of mental and written method.	Applying increasing knowledge of mental and written method.
NC	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and in words.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. show that multiplication of two numbers can be done in any order (commutative) and	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of two quarters and one half. Compare and sequence intervals of time 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.	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Identify and describe the properties of 2-D shapes, including	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 =. Identify, represent and estimate numbers using	Recall and use multiplication and division facts for the 3, and 4 multiplication tables, including recognising odd and even numbers. calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. show that multiplication of two numbers can be done in any order (commutative) and

	<p>Use place value and number facts to solve problems. Solve one-step problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 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</p>	<p>division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 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 compare categorical data.</p>	<p>Know the number of minutes in an hour and the number of hours in a day</p>	<p>the number of sides and symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2-D and 3-D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise</p>	<p>different representations, including the number line. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Read and write numbers to at least 100 in numerals and in words. 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.</p>	<p>division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>
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	subtraction and use this to check calculations and solve missing number problems.			and anti-clockwise), and movement in a straight line.		
Maths mastery Unit numbers	1,2, and 3.	4,5, and 6.	7, 8 and 9.	10, 11 and 15.	12, 13 and 14.	16
Maths mastery Units	<p>Use place value and number facts to solve problems; identify, represent, compare and order numbers.</p> <p>Build addition/subtraction facts/methods to 100; understand commutativity.</p> <p>Solve problems using concrete and pictorial representations to develop mental and written methods; recognise inverse relationships of operations.</p>	<p>Understand appropriate units of measure (cm, m); compare and order; read scales to 100.</p> <p>Interpret and construct tables, tally charts, pictograms and block diagrams; ask/answer questions about totalling and comparing data.</p> <p>Calculate mathematical statements; understand commutativity; solve problems using concrete, pictorial, written and mental methods.</p>	<p>Tell and write the time to five minutes; compare and sequence intervals of time.</p> <p>Recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between fractions</p> <p>Addition and subtraction of 2-digit numbers (regrouping and adjusting)</p> <p>Solve problems involving numbers, quantities and measures; estimate and check calculations.</p>	<p>Recognise units symbols (£, p); explore combinations of money; solve simple problems, including giving change.</p> <p>Identify and describe properties of 2-D and 3-D shapes; compare and sort common shapes and objects; describe position and movement in mathematical language</p> <p>Add/subtract numbers mentally and using formal written methods</p>	<p>Use, identify and represent place value and number facts to solve problems; compare, read, write and order numbers.</p> <p>Understand appropriate units of measure; compare and order; read scales to 1000.</p> <p>Understand appropriate units of measure; compare and order; read scales to 1000.</p>	<p>Recall and use facts for the 3 and 4 times tables; calculate mathematical statements; solve problems using concrete, pictorial, written and mental methods.</p>
GDS Evidence	The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).	The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5	The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14	The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only	The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.	

	<p>The pupil can solve more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$).</p> <p>The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).</p> <p>The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).</p>	<p>have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5). The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).</p>	<p>of £20 is greater than 12 of £8). The pupil can read the time on the clock to the nearest 5 minutes.</p>	<p>have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).</p>		
GDS Ongoing	The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).					
Resources/ equipment	100 squares, magnetic dienes, part whole model, place value grids,	Rulers, metre sticks,	Fraction walls, big clock, mini clocks	2d and 3d shapes, coins, geoboards, elastic bands, mirrors	Weighing scales, containers, thermometers.	
General resources	Number squares, dienes apparatus, number lines, number fans, bead strings, counters, dice (large and small),					