|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Place Value (A)** | | | | | | | | **Addition and Subtraction (A)** | | | | | | | | | | |
| Unit 1 | | Unit 2 | | | Unit 3 | | | Unit 1 | | | Unit 2 | | | Unit 3 | | Unit 4 | | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 |
| Place 3- and 4-digit numbers on a line | | Place value in 4-digit numbers | | | Place value additions: 4-digit numbers | | | Partitioning and column addition | | | Mental subtraction incl. counting up | | | Mental addition and subtraction | | Subtraction: ‘Frog’ with 3-digit numbers | | |
| **MNU 2-02a** *Extend the range of whole numbers worked with and explain the link between a digit, its place and its value* | | | | | | | | **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others* | | | | | | | | | | |
|  | | **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others* | | | | | | **MNU 2-02a** *Explain the link between a digit, its place and its value* | | |  | | | **MNU 2-02a** *Explain the link between a digit, its place and its value* | | **MTH 2-15a** *Apply knowledge of number facts to solve problems* | | |
| Outcomes: 1 | | Outcomes: 3 | | | Outcomes: 3, 4, 6 | | | Outcomes: 9, 11 | | | 10, 12, 16 | | | 6, 10, 16 | | 12, 15 | | |



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measures and Data** | | | | | | | | | | | | | | | **Place Value (B)** | | | | | | |
| Unit 1 | | | Unit 2 | | | Unit 3 | | Unit 4 | | | Unit 5 | | | | Unit 1 | | Unit 2 | | | Unit 3 | |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | | Day 2 | Day 1 | | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
| Tell time to nearest minute: am/pm | | | Calculate time intervals; 24 hour clock | | | Units of time, record data and interpret | | 24 hour clock; time intervals | | | Units of time; draw line graphs | | | | Deepen understanding of place value | | Add/subtract powers of 10, nos > 1000 | | | Use place value in calculations | |
| **MNU 2-10b** *Carry out practical tasks and investigations involving timed events*  **MNU 2-10a** *Use and interpret timetables and schedules* | | | | | | | | | | | | | | | **MNU 2-02a** *Extend the range of whole numbers worked with and explain the link between a digit, its place and its value*  **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others* | | | | | | |
|  | | | | | | **MNU 2-20b** *Devise and use methods to gather information* **MNU 2-21a** *Display data in a clear way* | | |  | | | As for Unit 3 | | |
| Outcomes: 37 | | | 33, 37 | | | 37, 38 | | | 33, 37 | | | 33, 38 | | | Outcomes: 3, 6 | | | | | Outcomes: 1, 6 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Addition and Subtraction (B)** | | | | | | | | | **Multiplication and Division** | | | | | | | | | | | | | | | |
| Unit 1 | | Unit 2 | | Unit 3 | | | | | Unit 1 | | | Unit 2 | | | | Unit 3 | | | | Unit 4 | | | Unit 5 | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | | Day 1 | Day 2 | Day 3 | | Day 1 | Day 2 | Day 3 | | Day 1 | Day 2 | | Day 1 | Day 2 |
| Mentally add / subtract near multiples | | +/- 1-digit numbers to/from big numbers | | Written subtraction | | | | | Double and halve 2- and 3-digit nos | | | Multiplication and division facts | | | | Grid multiplication using tables facts | | | | Division using efficient chunking | | | Larger divisions with remainders | |
| **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others*  **MNU 2-02a** *Explain the link between a digit, its place and its value* | | | | | | | | | **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others*  **MTH 2-15a** *Apply knowledge of number facts to solve problems* | | | | | | | | | | | | | | | |
| **MTH 2-15a** *Apply knowledge of number facts to solve problems* | | | |  | | | | |
| Outcomes: 6, 9, 10 | | Outcomes: 6, 9 | | Outcomes: 6, 14 | | | | | 18, 21 | | 17, 18 | | | | 17, 19 | | | | 17, 20 | | | 20, 21 | | |



|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fractions** | | | | | | **Multiplication and Division (A)** | | | | | | |
| Unit 1 | | | Unit 2 | | | Unit 1 | | | | Unit 2 | | |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | | Day 1 | Day 2 | Day 3 |
| Unit and non-unit fractions of amounts | | | Equivalent fractions; simplest form; +/- | | | Times tables: x/÷ facts | | | | Times tables revision: factors & multiples | | |
| **MNU 2-07a** *Investigate contexts in which fractions are used and carry out the necessary calculations to solve related problems* | | | | | | **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others* | | | | | | |
|  | | | **MNU 2-07c** *Investigate how a set of equivalent fractions can be created; understand the meaning of simplest form* | | | **MTH 2-15a** *Apply knowledge of number facts to solve problems* | | | **MNU 2-05a** *Investigate and identify the multiples and factors of numbers.* | | | |
| Outcomes: 24 | | | Outcomes: 23, 25 | | | Outcomes 17, 18 | | | Outcomes 17, 18 | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Shape (A)** | | | | | | | | **Decimals and Fractions** | | | | | | | | | |
| Unit 1 | | | Unit 2 | | Unit 3 | | | Unit 1 | | | Unit 2 | | | Unit 3 | | Unit 4 | |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 |
| Draw circles, study polygons, e.g. triangles | | | Identify and explore 3-D shapes | | Co-ordinates: draw polygons | | | Introduction to one place decimals | | | Consolidate one-place decimal numbers | | | Rehearse equivalence: fracts/decimals | | Decimals: x/÷ by 10/100; +/- 0.1 | |
| **MTH 2-16a** *Explore a range of 3-D objects and 2-D shapes; use mathematical language to describe their properties* | | | | | | | | **MNU 2-03b** *Explore the contexts in which problems involving decimal fractions occur and solve related problems using a variety of methods* | | | | | | | | | |
| **MTH 2-16c** *Draw 2-D shapes*  **MTH 2-17a** *Discuss, describe and classify angles using appropriate mathematical vocabulary* | | | **MTH 2-16c** *Make representations of*  *3-D objects* | | **MTH 2-18a** *Use knowledge of the coordinate system to plot and describe the location of a point on a grid* | | | **MNU 2-07b** *Show the equivalent forms of simple and decimal fractions* | | | | | | | | **MNU 2-02a** *Explain the link between a digit, its place and its value* | |
| Outcomes: 39 | | | Outcomes: 39 | | Outcomes: 42, 43 | | | Outcomes: 26, 29 | | | Outcomes: 26, 28, 31, 32 | | | Outs: 23, 28 | | Outs: 26, 29 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Addition and Subtraction** | | | | | | | | | | **Multiplication and Division (B)** | | | | | | | |
| Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | | | | Unit 1 | | | Unit 2 | | | Unit 3 | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
| Adding money using column addition | | Count up to find change & differences | | Column addition: 3 or more 2-digit nos | | Subtraction strategies; written methods | | | | Multiply multiples of 10 and 100 | | | Grid multiplication: vertical layout | | | Division: chunking with remainders | |
| **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others* | | | | | | | | | | **MNU 2-03a** *Determine which calculations are needed and solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others*  **MTH 2-15a** *Apply knowledge of number facts to solve problems* | | | | | | | |
| **MTH 2-15a** *Apply knowledge of number facts to solve problems* | | | | **MNU 2-01a** *Use rounding to estimate the answer to a problem* | | **MTH 2-15a** *Apply knowledge of number facts to solve problems* | | | | **MNU 2-02a** *Explain the link between a digit, its place and its value* | | |  | | | | |
| Outs: 11,32,36 | | Outs: 12,32,36 | | Outs: 6, 11 | | Outcomes: 12, 14, 15, 16 | | | | Outcomes: 17, 21 | | | Outcomes: 17, 19 | | | Outcomes: 20, 21 | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Shape (B)** | | | | | |
| Unit 1 | | Unit 2 | | | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 4 |
| Line of symmetry: identify and construct | | Angle types; properties of polygons | | | |
| **MTH 2-16a** *Explore a range of 2-D shapes; use mathematical language to describe their properties* | | | | | |
| **MTH 2-19a** *Illustrate the lines of symmetry for a range of 2-D shapes; create and complete symmetrical pictures and patterns.* | | **MTH 2-17a** *Discuss, describe and classify angles using appropriate mathematical vocabulary* | | | |
| Outcomes: 41 | | Outcomes: 39, 40 | | | |



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Place Value** | | | | | | | **Addition and Subtraction (A)** | | | | | | | |
| Unit 1 | | | Unit 2 | | Unit 3 | | Unit 1 | | Unit 2 | | | Unit 3 | | |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 |
| Place and round 4-digit numbers on lines | | | Negative numbers in temperature | | Count in 25s/1000s; Roman numerals | | Column addition, including money | | Expanded and compact column subtraction | | | Column subtraction, 3- and 4-digit numbers | | |
| **MNU 2-01a** *Use knowledge of rounding*  **MNU 2-02a** *Extend the range of whole numbers worked with and explain the link between a digit, its place and its value* | | | **MNU 2-04a** *Show understanding of how the number line extends to include numbers less than zero* | | **MTH 2-13a** *Explore number sequences; use rule to generate and extend sequence* | | **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others*  **MNU 2-01a** *Use knowledge of rounding to routinely estimate the answer to a problem*  **MTH 2-15a** *Apply knowledge of number facts to solve problems* | | | | | | | |
| Outcomes: 1, 2 | | | Outcomes: 5 | | Outcomes: 4, 8 | | Outs: 11, 15, 32, 36 | | Outcomes: 14, 15 | | | Outcomes: 14, 15 | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measures and Data (A)** | | | | | **Decimals and Fractions (A)** | | | | | | |
| Unit 1 | | Unit 3 | | | Unit 1 | | | Unit 2 | | Unit 3 | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 |
| Measure in m, cm, mm; convert units | | Use SI units; bar charts | | | Introduction: 1- and 2-place decimals | | | Decimal/fraction equivalents, 10/100ths | | Compare, order 2-place decimal numbers | |
| **MNU 2-11a** *Use knowledge of the sizes of familiar objects to assist when making an estimate of measure*  **MNU 2-11b** *Use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems* | | | | | **MNU 2-03b** *Explore the contexts in which problems involving decimal fractions occur and solve related problems using a variety of methods* | | | | | | |
|  | | **MNU 2-21a** *Display data in a clear way* | | | **MNU 2-02a** *Explain the link between a digit, its place and its value* | | | **MNU 2-07b** *Show the equivalent forms of simple and decimal fractions* | | **MNU 2-02a** *Explain the link between a digit, its place and its value* | |
| Outcomes: 33, 36 | | Outcomes: 33, 36, 38 | | | Outcomes: 26, 27, 28, 29 | | | Outcomes: 28, 31 | | Outcomes:28, 30, 31 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Multiplication and Division** | | | | | | | | | | | | **Measures and Data (B)** | | | | |
| Unit 1 | | Unit 2 | | | Unit 3 | | Unit 4 | | | Unit 5 | | Unit 1 | | Unit 2 | | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 |
| Factors, multiples, mental multiplication | | Scaling and correspondence problems | | | Efficient chunking with remainders | | Multiplication problems, formal methods | | | Revise problems: all four operations | | Find the area of rectilinear shapes | | Perimeters of rectilinear shapes; area | | |
| **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others* | | | | | | | | | | | | **MNU 2-11c** *Explain how different methods can be used to find the perimeter and area of simple 2-D shapes* | | | | |
| **MNU 2-05a** *Investigate and identify multiples and factors* | | **MTH 2-15a** *Apply knowledge of number facts to solve problems*  **MNU 2-01a** *Use knowledge of rounding to routinely estimate the answer to a problem* | | | | | | | | | |
| Outs: 17, 18 | | Outs: 18, 21, 22 | | | Outs: 20 | | Outs: 18, 19, 21 | | | Outs:11,14,16,18, 21 | | Outcomes: 35 | | Outcomes: 34, 35 | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Addition and Subtraction (B)** | | | | | | | **Decimals and Fractions (B)** | | | | | |
| Unit 1 | | Unit 2 | | Unit 3 | | | Unit 1 | | | Unit 2 | | |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 |
| Appropriate strategies to add/subtract | | Column add/subt with 3- and 4-digit numbers | | Choose methods for add/subt problems | | | Add/subt 0.1s & 0.01s; measures problems | | | Equivalent fractions; fraction problems | | |
| **MNU 2-03a** *Solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others*  **MNU 2-01a** *Use my knowledge of rounding to routinely estimate the answer to a problem*  **MTH 2-15a** *Apply knowledge of number facts to solve problems* | | | | | | | **MNU 2-03b** *Explore the contexts in which problems involving decimal fractions occur and solve related problems using a variety of methods*  **MNU 2-07a** *Investigate contexts in which decimal fractions are used and carry out the necessary calculations to solve related problems* | | | **MNU 2-07a** *Investigate contexts in which fractions are used and carry out the necessary calculations to solve related problems*  **MNU 2-07c** *Investigate how a set of equivalent fractions can be created; understand the meaning of simplest form* | | |
| Outcomes: 12, 13, 14 | | Outcomes: 11, 14, 15 | | Outcomes: 11, 14, 15 | | | Outcomes: 26, 28, 31 | | | Outcomes: 23, 24, 28, 32 | | |