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| **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 |



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| **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 |

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| **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 |



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| **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 |

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| **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 |

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| **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 |

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| **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 |



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| **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 |

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| **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 |

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| **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 |

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| **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 |