

Week	AUTUMN TERM	SPRING TERM	SUMMER TERM
1		<p>Number - number and place value, Roman numerals Count in multiples of 6, 7, 9, 25 and 1000 Mastery approach - 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.</p>	<p>Number - number and place value Count backwards through zero to include negative numbers Solve number and practical problems that involve place value objectives</p>
2	<p>Number - number and place value 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 Find 1000 more or less than a given number</p>	<p>Number - Estimation and checking of answers for addition and subtraction Estimate answers using rounding and check the answers to addition questions by using the inverse (subtraction)</p>	<p>Number – addition and subtraction Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>
3	<p>Number - number and place value Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000</p>	<p>Number – addition and subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition where appropriate</p>	<p>Number – multiplication and 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 which n objects are connected to m objects</p>
4	<p>Number – mental addition and subtraction Adding and subtracting multiples of 10 and 100 to 3-digit and 4-digit numbers</p>	<p>Number – multiplication Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (Grid method)</p>	<p>Number – fractions (including decimals) Recognise and show, using diagrams, families of common equivalent fractions 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</p>
5	<p>Number – column addition Add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate</p>	<p>Number – division Divide two-digit and three-digit numbers by a one-digit number using the formal written layout (Bus stop method)</p>	<p>Number – fractions (including decimals) Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>

6	<p>Number - column subtraction</p> <p>Subtract numbers with up to 4 digits using the formal written methods of columnar addition where appropriate</p>	<p>Number – fractions (including decimals)</p> <p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Add and subtract fractions with the same denominator</p> <p>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</p>	<p>Geometry - properties of shape</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry</p>
7	<p>Number – sequences, Roman numerals and rounding</p> <p>Count in multiples of 6, 7, 9, 25 and 1000</p> <p>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.</p> <p>Round any number to the nearest 10, 100 or 1000</p>	<p>Number – fractions (including decimals)</p> <p>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</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$</p>	<p>Geometry – position and direction</p> <p>Plot specified points and draw sides to complete a given polygon</p>
8	<p>Number – simple multiplication and division</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12</p>	<p>Number – fractions (including decimals)</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Compare numbers with the same number of decimal places up to two decimal places</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Measurement- converting units of measure</p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence</p>
9	<p>Number – problem solving</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<p>Geometry - properties of shape</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size</p>	<p>Assessment Week</p>
10	<p>Measurement – perimeter</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p>	<p>Assessment Week</p>	<p>Measurement- converting units of measure</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>
11	<p>Assessment Week</p>	<p>Geometry – properties of shape</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p>	<p>Statistics</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>

12	Measurement – Area Find the area of rectilinear shapes by counting squares	Geometry – position and direction Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down	Number – column addition Add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate 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.
13	Number – problem solving Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why		Number - column subtraction Subtract numbers with up to 4 digits using the formal written methods of columnar addition where appropriate 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.
14	Number- multiplication Count in multiples of 3, 4, 8		

NB: The measurement objectives including telling the time are taught during weekly PPA cover lessons in Autumn Term.
 Some statistics objectives are taught during weekly PPA cover lessons in Spring Term 1.