|  |  |  |
| --- | --- | --- |
| **Number – number and place value** | **Number – addition and subtraction** | **Number – multiplication and division** |
| * Count from 0 in multiples of 4, 8, 50 and 100. * Count up and down in tenths. * Read and write numbers up to 1000 in numerals and in words. * *Read and write numbers with one decimal place.* * Identify, represent and estimate numbers using different representations *(including the number line).* * Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). * *Identify the value of each digit to one decimal place.* * *Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16).* * Compare and order numbers up to 1000. * *Compare and order numbers with one decimal place.* * Find *1,* 10 or 100 more or less than a given number. * *Round numbers to at least 1000 to the nearest 10 or 100.* * *Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer.* * *Describe and extend number sequences involving counting on or back in different steps.* * *Read Roman numerals from I to XII.* * Solve number problems and practical problems involving these ideas. | * *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* * *Select a mental strategy appropriate for the numbers involved in the calculation.* * *Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.* * *Recall/use addition/subtraction facts for 100 (multiples of 5 and 10).* * *Derive and use addition and subtraction facts for 100.* * *Derive and use addition and subtraction facts for multiples of 100 totalling 1000.* * Add and subtract numbers mentally, including:   - a three-digit number and ones.  - a three-digit number and tens.  - a three-digit number and hundreds.   * Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. * Estimate the answer to a calculation and use inverse operations to check answers. * Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | * *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* * *Understand that division is the inverse of multiplication and vice versa.* * *Understand how multiplication and division statements can be represented using arrays.* * *Understand division as sharing and grouping and use each appropriately.* * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. * *Derive and use doubles of all numbers to 100 and corresponding halves.* * *Derive and use doubles of all multiples of 50 to 500.* * 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. * *Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.* * Solve problems, including missing number problems, involving multiplication and division *(and interpreting remainders),* including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. |

|  |  |  |
| --- | --- | --- |
| **Number – fractions** | **Geometry – properties of shapes** | **Measurement** |
| * *Show practically or pictorially that a fraction is one whole number divided by another (e.g. can be interpreted as 3 ÷ 4).* * *Understand that finding a fraction of an amount relates to division.* * Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10. * Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. * Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. * Recognise and show, using diagrams, equivalent fractions with small denominators. * Add and subtract fractions with the same denominator within one whole [for example, + = ]. * Compare and order unit fractions, and fractions with the same denominators *(including on a number line).* * *Count on and back in steps of , and .* * Solve problems that involve all of the above. | * Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. * Recognise angles as a property of shape or a description of a turn. * 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. * Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). * *Continue to estimate and measure temperature to the nearest degree (°C) using thermometers.* * *Understand perimeter is a measure of distance around the boundary of a shape.* * Measure the perimeter of simple 2-D shapes. * 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/read time with increasing accuracy to the nearest minute. * Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon, midnight. * Know the number of seconds in a minute and the number of days in each month, year and leap year. * Compare durations of events [for example to calculate the time taken by particular events or tasks]. * *Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence.* * *Recognise that ten 10p coins equal £1 and that each coin is of £1.* * Add and subtract amounts of money to give change, using both £ and p in practical contexts. * *Solve problems involving money and measures and simple problems involving passage of time.* |
| **Geometry – position and direction** |
| * *Describe positions on a square grid labelled with letters and numbers.* |
|  |  | **Statistics** |
|  |  | * *Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects.* * Interpret and present data using bar charts, pictograms and 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. |