Maths Long Term Planner – Year A and B 2025 – 2026 Year 3/4

Black – Year 3/4 NC alignment – these will form silver / gold / platinum level objectives. **Green – Year 2 NC alignment: if at year 2 level Summer/Autumn on joining Year 3 and until Year 3 level reached – bronze level objectives.**

Calculations practise – 4 operations, inc. later on decimals, plus fraction of an amount everyday as early work. Also 4 weeks each term across the year dedicated to the 4 operations including methods development.

**Note: adaptions to this plan are very likely, but broadly the maths topics in each week will stay the same. Teaching is matched to children's progress and therefore elements will be repeated or moved on from quickly where this benefits the children as a whole.*

Autumn 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7/8**
Back Wednesday 3rd September **Number and place value** **Recognise tens and ones / Represent Numbers to 100 / 1000** Identify and represent numbers using objects and pictorial representations including the number line. 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) **Standard Partitioning numbers to 100 / 1000.** Recognise the place value of each digit in a two-digit number. Recognise the place value of each digit in a two-digit number. Recognise the place value of each digit in a three-digit	**Number and place value** **Representing 1 / 10 / 100 / 1000.** Recognise the place value of each digit in a two-digit number. Identify, represent and estimate numbers using different representations. **Equal parts** Compare and order numbers from 0 – 100: use <, > and = signs. Identify, represent and estimate numbers using different representations. **Non-standard partitioning** Recognise the place value of each digit in a two-digit number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). **Number line to 100 / 1000.** Identify and represent numbers using objects and pictorial representations including the number line.	**Number and place value** **Finding 1 / 10 / 100 / 1000 more / less** Recognise the place value of each digit in a two-digit number. Count from 0 in multiples of 4,8,50 and 100; find 10 or 100 more or less than a given number. Find 1000 more or less than a given number. **Counting in multiples of 5 / 10 / 25 / 50 / 100 / 1000** Count in steps of 2, 3, and 5 from 0 and in tens from any number, forward and backward. Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. **Ordering and comparing numbers (1)** Compare and order numbers from 0 – 100: use <, > and = signs. Compare and order numbers up to 1000. Order and compare numbers beyond 1000. **Rounding to 10 / 100 / 1000**	**Fractions** **Recognise and name fractions – unit fractions** **Recognise and name fractions – non-unit fractions** Recognise, find, name and write fractions 1 /3, 1 /4, 2// 4 and 3/4 of a length, shape, set of objects or quantity. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. **Counting in fractions (using number lines)** Recognise, find, name and write fractions 1 /3, 1/ 4, 2/4 and 3/ 4 of a length, shape, set of objects or quantity. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Practise counting using simple fractions and decimals, both forwards and backwards (non-statutory).	**Addition** **Using number facts within 10 / 20 /100 / 1000** **Applying number facts within 10 / 20 /100 / 1000** Recall and use facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Practise mental methods with increasingly large numbers to aid fluency (non-statutory). **Add 2 digit and 1-digit numbers crossing 10 / add 3-digit numbers and ones without crossing 10 / 4-digit column addition no regrouping** **Add two 2-digit numbers not crossing 10 / add 3-digit numbers and ones crossing 10 / 4-digit column addition one regroup.**	**Subtraction** **Commutativity / Inverse – checking and using to solve problems** Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Estimate the answer to a calculation and use inverse operations to check answers. Estimate and use inverse operations to check answers to a calculation. **Subtract 1-Digit from 2-Digit Numbers Crossing 10 / subtract 3-digit numbers and ones without crossing 10 / 4-Digit Column Subtraction No Exchange** **Subtract Two 2-Digit Numbers Not Crossing 10 / Subtract 3-Digit Numbers and Ones Crossing Ten / 4-Digit**	**Multiplication** **Equal and Unequal groups** Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. **Repeated addition, arrays and multiplication relationship** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. **Commutativity / Factor pairs / Product** Show that multiplication of two numbers can be done in

number (hundreds, tens, ones)	Identify, represent and estimate numbers using different representations including the number line. Identify, represent and estimate numbers using different representations **Reading and writing numbers to 10 / 20 / 50 / 100 / 1000** Read and write numbers to at least 100 in numerals and words. Read and write numbers up to 1000 in numerals and in words.	Round any number to the nearest 10, 100 or 1000. Count in multiples of 6, 7, 9, 25 and 1000. **Estimating numbers on a number line** Identify, represent and estimate numbers using different representations including the number line. Identify, represent and estimate numbers using different representations**.**	**Equivalence of unit fractions** **Equivalence of non-unit fractions** Write simple fractions for example, 1/ 2 of 6 = 3 and recognise the equivalence of 2/ 4 and 1/ 2. Recognise and show, using diagrams, equivalent fractions with small denominators. Recognise and show, using diagrams, families of common equivalent fractions.	**Add two 2-digit numbers crossing 10 / add 3-digit numbers and tens not crossing 100 / 4-digit column addition more than one regroup.** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. 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 4-digits using the formal written methods of columnar addition and subtraction where appropriate.	**Column Subtraction One Exchange** **Subtract Two 2-Digit Numbers Crossing 10 / Subtract 3-Digit Numbers and Tens without Crossing 100 / 4-Digit Column Subtraction Several Exchanges** **Subtraction problems / Subtract 3-Digit Numbers and Tens Crossing 100 / Efficient Subtraction** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. 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 4-digits using the formal written methods of columnar addition and subtraction where appropriate. Practise mental methods with increasingly large numbers to aid fluency (non-statutory).	any order and division of one number by another cannot. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. Recognise and use factor pairs and commutativity in mental calculations. **Doubling and Halving – related multiplication facts.** **Inverses to check** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Recall multiplication and division facts for multiplication tables up to 12 × 12.

Autumn 2						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Back Monday 3rd November **Division** **Division by grouping and sharing** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. **Dividing by 2 / 3 / 4 / 8** **Dividing by 3 /4 / 6 / 9** **Dividing by 5 / 10 / 100** **Mixed division questions** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. 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 place value, known and derived facts to multiply and	**Fractions / Decimals** **More than one whole / greater than 1.** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Practise counting using simple fractions and decimals, both forwards and backwards (non-statutory). **Recognise tenths / hundredths** **Count / order in tenths / hundredths** **Decimal tenths / hundredths** **Partitioning tenths / hundredths** Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Count up and down in hundredths; recognising that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Recognise and write decimal equivalents of any number of tenths or hundreds. Compare numbers with the same number of decimal places up to 2 decimal places	**Assessment Week**	**Multiplication** **Multiplying by 2 / 4 / 8** **Multiplying by 3 / 6 / 9** **Multiplying by 5** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Recall multiplication and division facts for multiplication tables up to 12 × 12. **Multiply by 10 / 100 /1000** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. 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 place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. **Scaling** Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Solve problems involving multiplying and adding,	**Measurement – length** **Estimate / measure in cm** **Estimate / measure in m** **Estimate / measure in mm** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml). **Use mixed units of measurements** Choose and use appropriate standard units to estimate and measure length/height in any direction; mass; temperature; capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. **Compare measurements** Compare and order lengths and record the results using >, < and =. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml).	**Measurement – length** **Addition and subtraction involving mm** Compare and order lengths and record the results using >, < and =. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml). **Convert between mm, cm, m and km** Convert between different units of measure [for example, kilometre to metre]. **Measurement – perimeter and area** **Perimeter and Area** Measure the perimeter of simple 2-D shapes Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares Plus next week as needed	**Number and place value** **Roman Numerals** Read Roman numerals to 100 (I to C). (x2 lessons) **End of term Friday 19th December**

divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers.			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.			

Spring 1 – swimming so four maths lessons per week						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	
Back Tuesday 6th January **Roman Numerals** Read Roman numerals to 100 (I to C). X2 lessons **Negative numbers** Count backwards through zero to include negative numbers. X2 lessons	**Fractions** **Unit fractions of a set / quantity** **Non-unit fractions of a set / quantity** **Calculate the value of the whole** Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. 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. **Comparing and ordering fractions** Recognise the equivalence of 2/4 and 1/2. Compare and order unit fractions, and fractions with the same denominators.	**Addition & Subtraction** **Use knowledge of place value to solve addition / subtraction calculations.** **Choosing addition / subtraction strategies (Yr 2 & Yr4)/ Add 3-Digit and 2-Digit Numbers Crossing 10 or 100** **Choosing addition / subtraction strategies (Yr 2 & Yr4)/ Add 3-Digit Numbers - Crossing 10 or 100** **Choosing addition / subtraction strategies (Yr 2 & Yr4)/ Add 3-Digit Numbers - Crossing 10 or 100** 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.	**Addition & Subtraction** **Inverse – addition / subtraction. Missing number problems – applying ideas of inverse.** Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Estimate the answer to a calculation and use inverse operations to check answers. Estimate and use inverse operations to check answers to a calculation. **Mental addition / subtraction strategies –** **Choosing addition / subtraction strategies (Yr 2 & Yr4) / Subtract 2 Digits from 3 Digits - With Exchanging** **Choosing addition / subtraction strategies (Yr 2 & Yr4) / Subtract 3-Digit Numbers with Exchanging**	**Multiplication / Division & other operations** **Consolidation of written methods** **Number lines / expanded forms / compact / short forms.** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. 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. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. **Efficient methods** **Consolidation of written methods** **Number lines / expanded forms / compact / short forms.** Calculate mathematical statements for multiplication	**Multiplication / Division & other operations** **Multiply and divide by 1 and itself. Multiply 3 numbers** Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Multiply together three numbers. **Scaling problems** Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 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	

		Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction where appropriate.	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. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction where appropriate.	and division within the multiplication tables and write them using the multiplication, division and equals signs. 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. **Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.**	such as n objects are connected to m objects. **End of half term** **Friday 13th February**	

Spring 2 – swimming so four maths lessons per week						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**		
Back Monday 23rd February **Geometry - Shape** **Turns and Angles** Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) 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. **Horizontal, Vertical, Parallel and Perpendicular lines.** Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **2D and 3D shapes – recognise, draw and describe.** Recognise and name common 2-D and 3-D shapes	**Measurement – Money** **Find and compare different combinations of coins.** **Add amounts of money** **Compare the value of a group of items** **Calculate change** **Addition and subtraction involving money.** Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Add and subtract amounts of money to give change, using both £ and p in practical contexts. Estimate, compare and calculate different measures, including money in pounds and pence	**Statistics** **Pictograms** Interpret and construct simple pictograms. **Bar Charts** Interpret simple block diagrams Construct simple block diagrams. **Tables** Interpret and construct simple tally charts. Interpret and construct simple tables Ask and answer questions about totalling and comparing categorical data. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. **Interpret charts** Interpret and construct simple pictograms. Interpret simple block diagrams Interpret and construct simple tally charts. Interpret and construct simple tables **Line graphs** Interpret and present discrete and continuous data using	**Assessment Week** **Fractions / Decimals** **Tenths / Hundredths as decimals** Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Count up and down in hundredths; recognising that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Recognise and write decimal equivalents of any number of tenths or hundreds. Compare numbers with the same number of decimal places up to 2 decimal places.	**Measurement - Time** **Time vocab inc am and pm. Second in a minute and days in a year / leap year** Know the number of minutes in an hour and the number of hours in a day. use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year **Minutes past and to the hour – Estimating time** Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12- hour and 24-hour clocks. **Analogue five-minute intervals. Digital time – 5 mins and 15 mins intervals** **24-hour clock and Roman Numerals – reading and converting** Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock to show these times. Tell and write the time from an analogue clock, including using		

Identify and describe the properties of 2D shapes, including the number of sides and line 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 Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. **2D and 3D shapes – nets and building.** Compare and sort common 2-D and 3-D shapes and everyday objects. Identify 2-D shapes on the surface of 3-D shapes Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.		appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.		Roman numerals from I to XII, and 12- hour and 24-hour clocks. Read, write and convert time between analogue and digital 12- and 24-hour clocks. **End of term Friday 27th March**		

Summer 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	
Back Tuesday 14th April **Geometry** **Angles – acute or obtuse** Identify acute and obtuse angles and compare and order angles up to two right angles by size. **Comparing angles** Identify acute and obtuse angles and compare and order angles up to two right angles by size. **Triangles** Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. **Quadrilaterals** Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. **Shape Symmetry** Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.	**Geometry - Position and Direction** **Co-ordinates** Describe positions on a 2-D grid as coordinates in the first quadrant **Polygon co-ordinates** Order and arrange combinations of mathematical objects in patterns and sequences Plot specified points and draw sides to complete a given polygon **Translations – co-ordinate** **Translations – shape** Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) Describe movements between positions as translations of a given unit to the left/right and up/down	**Divide 1- and 2-digit numbers by 10 / 100** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. 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 hundredth. **Counting / Comparing / ordering Fractions / Rounding decimals to nearest multiple of 1** Recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity. Compare and order unit fractions, and fractions with the same denominators. Round decimals with one decimal place to the nearest whole number. **Adding Fractions (to one whole) / Divide 1- and 2-digit numbers by 100 (Yr 4)** Recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity. Add and subtract fractions with the same denominator within one whole.	**Monday 4th May Bank Holiday** **Measurement – Mass** **Mass in g** **Mass in kg and g** **Addition and subtraction problems** Choose and use appropriate standard units to estimate and measure length/height in any direction; mass; temperature; capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml).	**Measurement - Volume and Capacity** **Measure in ml** **Measure in l & ml** **Addition and subtraction problems involving ml** **Volume worded problems** Choose and use appropriate standard units to estimate and measure length/height in any direction; mass; temperature; capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml).	**Measurement - Time** **24-hour clock and Roman Numerals – reading and converting** **Converting units of time** Read, write and convert time between analogue and digital 12- and 24-hour clocks **Solving time problems** Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days **Comparing timed events** Compare and sequence intervals of time. compare durations of events [for example, to calculate the time taken by particular events or tasks] **End of term Friday 22nd May**	**Monday 25th May Bank Holiday**

		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 hundredth. **Subtracting Fractions (within one whole) / Decimal halves and quarters / Money and measure problems (Yr 4)** Recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity Add and subtract fractions with the same denominator within one whole. Recognise and write decimal equivalents to one quarter, one half and three quarters. Solve simple measure and money problems involving fractions and decimals to 2 decimal places				

Summer 2						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7/8**
Back Monday 1st June **National Timetable check** **Addition and Subtraction** **Add / Subtract Three 1-Digit Numbers / Adding / subtracting pairs to 100 / 1000.** **Adding / subtracting multiplies of 10 / 100 / 1000.** 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. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Practise mental methods with increasingly large numbers to aid fluency (non-statutory). **Adding / subtracting 9 / add 3-digit numbers and tens crossing 100 / estimating using rounding.**	**National Timetable check** **Multiplication and Division** **Consolidation of written methods** **Number lines / expanded forms / compact / short forms.** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Recall multiplication and division facts for multiplication tables up to 12 × 12. **Fractions/Decimals** **Revise fractions of amount / quantity** **Revise equivalent fractions.** **Solve problems involving fractions and decimals.** 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.	***National Timetable check – catch up week (only for children absent entirely for the previous two weeks.)*** **ASSESSMENT WEEK** **Multiplication and Division & Roman Numerals** Fun tasks combining multiplication and division fluency with Roman Numerals on a Roman theme (Cycle B only) Greek theme (Cycle A only)	**Measurement – time** **24-hour clock and Roman Numerals – reading and converting** Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12- hour and 24-hour clocks. Read, write and convert time between analogue and digital 12- and 24-hour clocks. **Comparing timed events** Compare and sequence intervals of time. compare durations of events [for example, to calculate the time taken by particular events or tasks] **Converting units of time** Read, write and convert time between analogue and digital 12- and 24-hour clocks **Solving time problems** Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	**Statistics** **Pictograms** Interpret and construct simple pictograms. **Bar Charts** Interpret simple block diagrams Construct simple block diagrams. **Tables** Interpret and construct simple tally charts. Interpret and construct simple tables Ask and answer questions about totalling and comparing categorical data. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. **Interpret charts** Interpret and construct simple pictograms. Interpret simple block diagrams Interpret and construct simple tally charts. Interpret and construct simple tables **Line graphs** Interpret and present discrete and continuous data using	**As needed**	**Transition week** **Calculations / methods practise** **Addition** **Subtraction** **Multiplication** **Division** **Worded problems** **(Included also Fractions)** **End of term Tuesday 17th July**

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. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Estimate and use inverse operations to check answers to a calculation. **Two step problem solving** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **Choosing strategies**				appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.		