



Y1 Autumn Term															
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Half term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Place value (within 10)					Shape			Addition and subtraction (within 10)					Place value (within 20)	

<p>Place value (within 10)*</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 10 in numerals given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 10 in numerals and words 	<p>Times table/mental maths focus:</p> <ul style="list-style-type: none"> Use of counting stick for 1-10 forwards and backwards then 11-20 – missing number identification One more and one less 	
<p>Place value (within 20)*</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 20 in numerals given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words <p><i>*Ensure access to wide range of manipulatives to enhance children's interest and show visualisations – 10 square vs. toys</i></p> <p><i>Link with reception 'ten town' formation activities to ensure consistency</i></p>	<p>Addition and subtraction (within 10)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 10 add and subtract one-digit numbers to 10, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 2$ <p><i>Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than</i></p>	<p>Shape</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p><i>Ensure children can recognise different orientations and sizes.</i></p>



Y2 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Half term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Place value				Shape				Addition and subtraction				Money		

Place value	Times table/mental maths focus:	
Pupils should be taught to: <ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (10s, 1s) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems Step 15/16 taught through daily mental maths time	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward 10 times table 	<ul style="list-style-type: none"> bonds to 10 review bonds to 100 (tens) bonds to 20 review
	Money	Addition and subtraction
Pupils should be taught to: <ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	Pupils should be taught to: <ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods (see calculation policy for more detail) recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 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 Step 1 reviewed through mental maths slots/review time	<ul style="list-style-type: none"> Identify and describe the properties of 2-D 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, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects Focus on language– sides, vertices, edges, faces, symmetry, vertical line.





Y3 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Half term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Place value			Addition and subtraction				Addition and subtraction		Multiplication and division A & B						

Place value	Times table/mental maths focus:	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> find 10 or 100 more or less than a given number recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) compare and order numbers up to 1,000 identify, represent and estimate numbers using different representations read and write numbers up to 1,000 in numerals and in words solve number problems and practical problems involving these ideas <p>Step 14 to be revisited regularly in mental maths time</p>	<ul style="list-style-type: none"> count from 0 in multiples of 50 and 100 consolidate 2, 5 and 10 times table introduce 3 times table 	
	Addition and subtraction	Multiplication and division
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction (see calculation policy for details) 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 (see calculation policy for details) 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 <p>Steps linked to individual times tables do not need to be taught as stand alone lessons. Reviewed more regularly through mental maths slot. Lesson resources can be used where appropriate.</p>



Y4 Autumn Term															
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Half term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Place value			Addition and subtraction						Multiplication and division A & B				Area	

<p>Place value</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> find 1,000 more or less than a given number count backwards through 0 to include negative numbers recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) order and compare numbers beyond 1,000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1,000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value 	<p>Times table/mental maths focus:</p> <ul style="list-style-type: none"> Review (Autumn 1): 2s, 5s, 10s, 3s, 4s, 8s – test to confirm New (Autumn 2): 6s, 7s, 11s Counting in multiples of 25 and 1000 	
	<p>Addition and subtraction</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate (see calculation policy for further information) estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	<p>Multiplication and division</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers 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 (see calculation policy for details) Formal method for division also used as per calculation policy solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
	<p>Area</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> find the area of rectilinear shapes by counting squares 	<p>Steps linked to individual times tables do not need to be taught as stand alone lessons. Reviewed more regularly through mental maths slot. Lesson resources can be used where appropriate. Block B requires more time in main lesson.</p>



Y5 Autumn Term															
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Half term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Place value			Addition and subtraction		Multiplication and division A			Fractions A & B						

Y6 Autumn Term															
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Half term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Place value Pupils should be taught to:				Times table/mental maths focus: • recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)											
<ul style="list-style-type: none"> read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for a given number, including through 0 interpret numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 solve number problems and practical problems that involve all of the above read Roman numerals to 1,000 (M) and recognise years written in Roman numerals 				<ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers (see calculation policy) multiply and divide whole numbers mentally, drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (see calculation policy) multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates 				Fractions				Pupils should be taught:			
<p>Step 1 (Roman numerals) revisited through homework and reviews</p>				<p>Step 6 and 7 covered through mental maths.</p>				Fractions A & B				Decimals			
<p>Addition and subtraction</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) (see calculation policy) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 												F.D.P			
												<ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] add and subtract fractions with the same denominator, and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 			



Place value	Times table/mental maths focus:	
Pupils should be taught to: <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across 0 • solve number and practical problems that involve all of the above 	<ul style="list-style-type: none"> • review the use of square numbers and cube numbers, and the notation for squared (²) and cubed (³) • Times table assessment to check retention • Deriving facts from known facts e.g. $72 \times 3 = 216$, $720 \times 3 = 2160$, $7.2 \times 3 = 21.6$ 	
	Addition, subtraction, multiplication and division	Fractions, decimals and percentages
	Pupils should be taught to: (see calculation policy for whole block) <ul style="list-style-type: none"> • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the 4 operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 	Pupils should be taught to: <ul style="list-style-type: none"> • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$] • divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$] • identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places • multiply one-digit numbers with up to 2 decimal places by whole numbers • use written division methods in cases where the answer has up to 2 decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts