Year 1

Teaching week	Abacus weekly summary	iPrimary Maths objectives
Year 1 Autumn Term 1 Week 1	Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays without counting; identify a number 1 more (next number in count)	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1G** Compare and order numbers to 100 **N1.2A** Say aloud the number that is 1 more than any number from 0–99 and 1 less than any number from 1–100
Year 1 Autumn Term 1 Week 2	Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences	**N1.1F** Identify missing numbers up to and including 100 **N1.2B** Partition a collection of up to 10 objects, and then up to and including 20 objects, in two **N1.2C** Solve addition problems involving number bonds up to and including 20 **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N1.2H** Solve missing number problems for addition and subtraction problems up to and including 20
Year 1 Autumn Term 1 Week 3	Double numbers 1–5; find 1 and 2 more; count back one and begin to find 1 less	**N1.2A** Say aloud the number that is 1 more than any number from 0–99 and 1 less than any number from 1–100 **N2.3A** Work out doubles up to and including 20
Year 1 Autumn Term 1 Week 4	Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams	**N1.3A** Recognise, work out and name a half as one of two equal parts of an object or shape and recognise that two-halves make one-whole **G1.2A** Recognise and say aloud the name of common 2D shapes: rectangles (including squares), circles and triangles **S1.1A** Sort objects in a variety of ways and count the number of objects in each group **G2.2F** Recognise symmetry in shapes and objects with a vertical line of symmetry
Year 1 Autumn Term 1 Week 5	Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1D** Recognise patterns when counting to 100 **N1.1G** Compare and order numbers to 100 **N2.1A** Count in steps of 2 from 0, in steps of 5 from 0, and in steps of 10 from 0

		N1.2A Say aloud the number that is 1 more than any number from 0–99 and 1 less than any number from 1–100 **N1.2F** Understand the effect of adding or subtracting 0
Year 1 Autumn Term 2 Week 6	Understand and then make teen numbers (10 and some 1s); compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2; understand and use ordinal numbers	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.1E** Understand 2-digit numbers as some 10s and some 1s **N1.1F** Identify missing numbers up to and including 100 **N1.1G** Compare and order numbers to 100 **N2.1H** Understand and use ordinal numbers to define position rather than amount
Year 1 Autumn Term 2 Week 7	Revise bonds to 5, 6 and 10; find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems	**N1.1F** Identify missing numbers up to and including 100 **N1.2B** Partition a collection of up to 10 objects, then up to and including 20 objects, in two **N1.2C** Solve addition problems involving number bonds up to and including 20 **N1.2E** Solve subtraction problems involving number bonds up to and including 20 **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N1.2H** Solve missing number problems for addition and subtraction problems up to and including 20
Year 1 Autumn Term 2 Week 8	Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units	**G1.1A** Use words only (no numbers) to compare, order and describe different measures **G1.1B** Measure lengths/heights, mass/weight, capacity/volume with non-standard units **G1.3A** Describe position, direction and movement **G2.1A** Measure lengths/heights (cm and m) with standard units
Year 1 Autumn Term 2 Week 9	Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back; begin to add three small numbers by spotting bonds to 10 or doubles (1–6)	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.2B** Partition a collection of up to 10 objects, and then up to and including 20 objects, in two **N1.2C** Solve addition problems involving number bonds up to and including 20 **N1.2E** Solve subtraction problems involving number bonds up to and including 20 **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N2.2E** Add three 1-digit numbers **N2.3A** Work out doubles up to and including 20

Year 1 Autumn Term 2 Week 10	Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1D** Recognise patterns when counting to 100 **N1.1E** Understand 2-digit numbers as some 10s and some 1s **N1.1G** Compare and order numbers to 100 **G1.1C** Recognise and know different denominations of local coins and notes (up to and including denominations of 100) **G2.1E** Make amounts using two or three coins (or notes) up to 20 units of money
Year 1 Spring Term 1 Week 11	Say the number 1 more or less and 2 more or less using a number line or a 100-square; locate 2-digit numbers on a 100-square and a 1–100 bead string; read, write and say 2-digit numbers and understand them as some 10s and some 1s	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1D** Recognise patterns when counting to 100 **N1.1E** Understand 2-digit numbers as some 10s and some 1s **N1.2A** Say aloud the number that is 1 more than any number from 0–99 and 1 less than any number from 1–100
Year 1 Spring Term 1 Week 12	Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8	**N1.1F** Identify missing numbers up to and including 100 **N1.2B** Partition a collection of up to 10 objects, and then up to and including 20 objects, in two **N1.2C** Solve addition problems involving number bonds up to and including 20 **N1.2E** Solve subtraction problems involving number bonds up to and including 20 **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N1.2H** Solve missing number problems for addition and subtraction problems up to and including 20 **N2.3A** Work out doubles up to and including 20
Year 1 Spring Term 1 Week 13	Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number	**N1.2D** Recognise and use the commutative nature of addition **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s

		a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number
Year 1 Spring Term 1 Week 14	Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons	**G1.1E** Know the meaning of 'hour', 'day' and 'week' and say aloud days of the week in order **G1.2B** Recognise and say aloud the name of 3D solids: cuboids (including cubes) **S1.1A** Sort objects in a variety of ways and count the number of objects in each group **G2.1I** Read and write days of the week **G2.1J** Know the meaning of 'month' and 'year' and say aloud months of the year **G2.2B** Recognise and say aloud the name of 3D solids: cylinder, pyramid and sphere
Year 1 Spring Term 1 Week 15	Count on and back in 10s from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; children begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s	**N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1D** Recognise patterns when counting to 100 **N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0
Year 1 Spring Term 2 Week 16	Recognise odd and even numbers; count objects in 5s and 10s and begin to say 5 lots and 10 lots; find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of shapes; begin to know that two-halves and four-quarters are a whole and that two-quarters are a half	**N1.1D** Recognise patterns when counting to 100 **N1.3A** Recognise, work out and name a half as one of two equal parts of an object or shape and recognise that two-halves make one-whole **N2.1A** Count in steps of 2 from 0 in steps of 5 from 0 and in steps of 10 from 0 **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.4A** Recognise, work out and name one-quarter as one of four equal parts of an object or shape and recognise that four-quarters make one-whole **N2.4B** Recognise and name two-quarters and three-quarters of an object or shape and recognise that two-quarters is equivalent to one-half
Year 1 Spring Term 2 Week 17	Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to	**N1.2B** Partition a collection of up to 10 objects, and then up to and including 20 objects, in two **N1.2C** Solve addition problems involving number bonds up to and including 20 **N1.2E** Solve subtraction problems involving number bonds up to and including 20

	20; use number facts to solve word problems	**N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N2.3A** Work out doubles up to and including 20
Year 1 Spring Term 2 Week 18	Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock and half past) on analogue and digital clocks; measure using uniform units (cubes and rulers)	**N1.3A** Recognise, work out and name a half as one of two equal parts of an object or shape and recognise that two-halves make one-whole **G1.1A** Use words only (no numbers) to compare, order and describe different measures **G1.1B** Measure lengths/heights, mass/weight, capacity/volume with non-standard units **G1.1D** Sequence events in chronological order **G1.1E** Know the meaning of 'hour', 'day' and 'week' and say aloud days of the week in order **G1.1F** Recognise time in seconds, minutes and hours **G1.1G** Tell the time on an analogue clock to the hour and half past the hour **G4.1K** Read and write the time from 12-hour and 24-hour digital clocks
Year 1 Spring Term 2 Week 19	Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10	**N1.2C** Solve addition problems involving number bonds up to and including 20 **N1.2E** Solve subtraction problems involving number bonds up to and including 20 **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number
Year 1 Spring Term 2 Week 20	Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some 10s and 1s; make 2-digit numbers using 10p and smaller coins; find 1 more or 1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1D** Recognise patterns when counting to 100 **N1.1E** Understand 2-digit numbers as some 10s and some 1s **N1.2A** Say aloud the number that is 1 more than any number from 0–99 and 1 less than any number from 1–100

		N1.2C Solve addition problems involving number bonds up to and including 20 **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **G1.1C** Recognise and know different denominations of local coins and notes (up to and including denominations of 100) **N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **G2.1E** Make amounts using two or three coins (or notes) up to 20 units of money
Year 1 Summer Term 1 Week 21	Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1D** Recognise patterns when counting to 100 **N1.1E** Understand 2-digit numbers as some 10s and some 1s **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0
Year 1 Summer Term 1 Week 22	Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into those you 'just know' and those you need to work out	**N1.2C** Solve addition problems involving number bonds up to and including 20 **N1.2E** Solve subtraction problems involving number bonds up to and including 20 **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers:

		a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number
Year 1 Summer Term 1 Week 23	Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers	**N1.2C** Solve addition problems involving number bonds up to and including 20 **N1.2E** Solve subtraction problems involving number bonds up to and including 20 **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2E** Add three 1-digit numbers
Year 1 Summer Term 1 Week 24	Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity	**G1.1A** Use words only (no numbers) to compare, order and describe different measures **G1.1B** Measure lengths/heights, mass/weight, capacity/volume with non-standard units **S1.1B** Construct simple pictograms and block tables with one-to-one correspondence **G2.1C** Compare measures using simple multiples of 2, such as half, twice and double
Year 1 Summer Term 1 Week 25	Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes and begin to know $\frac{2}{2}$ = 1, $\frac{4}{4}$ = 1 and $\frac{2}{4} = \frac{1}{2}$; recognise, name and know value of coins 1p–£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins	**N1.1D** Recognise patterns when counting to 100 **N1.3A** Recognise, work out and name a half as one of two equal parts of an object or shape and recognise that two-halves make one-whole **G1.1C** Recognise and know different denominations of local coins and notes (up to and including denominations of 100) **N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N1.2C** Solve addition problems involving number bonds up to and including 20 **N2.3A** Work out doubles up to and including 20 **N2.3B** Work out related halves for doubles up to and including 20

		N2.4A Recognise, work out and name one-quarter as one of four equal parts of an object or shape and recognise that four-quarters make one-whole **N2.4B** Recognise and name two-quarters and three-quarters of an object or shape and recognise that two-quarters is equivalent to one-half **G2.1E** Make amounts using two or three coins (or notes) up to 20 units of money
Year 1 Summer Term 2 Week 26	Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit numbers and solve place-value additions	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1D** Recognise patterns when counting to 100 **N1.1E** Understand 2-digit numbers as some 10s and some 1s **N1.1F** Identify missing numbers up to and including 100 **N1.1G** Compare and order numbers to 100
Year 1 Summer Term 2 Week 27	Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10	**N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1D** Recognise patterns when counting to 100 **N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.3A** Work out doubles up to and including 20 **N2.3B** Work out related halves for doubles up to and including 20 **N2.4C** Work out half of an even set of objects or quantity **N2.4F** Work out half of an odd set of objects or quantity
Year 1 Summer Term 2 Week 28	Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; revise months of the year; read, interpret and create a pictogram; begin to recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes and continue repeating patterns	**G1.1A** Use words only (no numbers) to compare, order and describe different measures **G1.1B** Measure lengths/heights, mass/weight, capacity/volume with non-standard units **G1.1E** Know the meaning of 'hour', 'day' and 'week' and say aloud days of the week in order **G1.1F** Recognise time in seconds, minutes and hours **G1.1G** Tell the time on an analogue clock to the hour and half past the hour **G1.2A** Recognise and say aloud the name of common 2D shapes: rectangles (including squares), circles and triangles **G1.2B** Recognise and say aloud the name of 3D solids: cuboids (including cubes) **G1.2C** Identify and continue a repeating pattern of shapes **S1.1B** Construct simple pictograms and block tables with one-to-one correspondence

		G2.1J Know the meaning of 'month' and 'year' and say aloud months of the year **G4.1K** Read and write the time from 12-hour and 24-hour digital clocks
Year 1 Summer Term 2 Week 29	Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers; find change from 10p and from 20p	**N1.2C** Solve addition problems involving number bonds up to and including 20 **N1.2D** Recognise and use the commutative nature of addition **N1.2E** Solve subtraction problems involving number bonds up to and including 20 **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20 **G1.1C** Recognise and know different denominations of local coins and notes (up to and including denominations of 100) **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **G2.1E** Make amounts using two or three coins (or notes) up to 20 units of money **G2.1F** Find change from units of money up to 20 units
Year 1 Summer Term 2 Week 30	Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more and 10 less than any number to 100; explore patterns in 10s, 5s and 2s on a 9×9 grid; count in 10s from any given number	**N1.1A** Count forwards and backwards to and from 100, starting at any given number **N1.1B** Read, write and say aloud numbers written in figures from 1–100 **N1.1C** Match counting numbers (and also 0) to objects, images or actions **N1.1D** Recognise patterns when counting to 100 **N1.1E** Understand 2-digit numbers as some 10s and some 1s **N1.1F** Identify missing numbers up to and including 100 **N1.1G** Compare and order numbers to 100 **N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers:

		a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number

Year 2

Teaching week	Abacus weekly summary	iPrimary Maths objectives
Year 2 Autumn Term 1 Week 1	Estimate and count a number of objects up to 100; locate numbers on 0–100 beaded lines and 100-square; compare pairs of numbers and find a number in between; order three numbers, order 2-digit numbers	**N1.1F** Identify missing numbers up to and including 100 **N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1B** Understand 0 and count on a number line **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.1F** Compare and order numbers to 100 and write statements using inequality signs < or >
Year 2 Autumn Term 1 Week 2	Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiples of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories	**N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.1D** Read and write numbers in words up to and including 20 **N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.2A** Know number bonds for numbers up to and including 20 **N2.2B** Recognise and work out bonds for multiples of 10, up to and including 100 **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) for calculations up to and including 100 **N2.2G** Recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
Year 2 Autumn Term 1 Week 3	Double numbers to double 15; use patterns in number bonds; use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10	**N2.2A** Know number bonds for numbers up to and including 20 **N2.2B** Recognise and work out bonds for multiples of 10, up to and including 100 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s

		a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) for calculations up to and including 100 **N2.2G** Recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems **N2.3A** Work out doubles up to and including 20 **N2.3B** Work out related halves for doubles up to and including 20
Year 2 Autumn Term 1 Week 4	Sort 2D shapes according to symmetry properties using Venn diagrams; identify right angles and sort shapes using Venn diagrams; recognise squares, rectangles, circles, triangles, ovals and hexagons; investigate which tessellate; sort shapes and objects using a 2-way Carroll diagram	**G2.2A** Identify, describe and compare simple properties of common 2D shapes; sort the shapes accordingly **G2.2F** Recognise symmetry in shapes and objects with a vertical line of symmetry **S2.1C** Interpret simple tables
Year 2 Autumn Term 1 Week 5	Begin to mark numbers on a landmarked line; compare and order numbers, using < and > signs; work systematically to find all possible inequalities; find 1 and 10 more or less using the 100-square; find 10 more and 10 less than any 2-digit number	**N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1B** Understand 0 and count on a number line **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.1F** Compare and order numbers to 100 and write statements using inequality signs < or > **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1sa 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) for calculations up to and including 100

Year 2 Autumn Term 2 Week 6	Know and use ordinal numbers; understand that 2-digit numbers are made from some 10s and some 1s; understand place value using 10p and 1p coins; find and record all possible amounts using 10p and 1p coins; find 10p more and 10p less; find 10 more and 10 less	**N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.1H** Understand and use ordinal numbers to define position rather than amount **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) for calculations up to and including 100 **G2.1E** Make amounts using two or three coins (or notes) up to 20 units of money **G2.1G** Record local money denominations **G2.1H** Solve simple problems in a practical context involving money
Year 2 Autumn Term 2 Week 7	Add and subtract 10, 20 and 30 to any 2-digit number; add and subtract 11, 21, 12 and 22 to any 2-digit number; solve addition and subtractions by counting on and back in 10s then in 1s; solve addition and subtraction problems using concrete and pictorial representations	**N1.1C** Match counting numbers (and also 0) to objects, images or actions **N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.2B** Recognise and work out bonds for multiples of 10, up to and including 100 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) for calculations up to and including 100

Year 2 Autumn Term 2 Week 8	Understand and use terms and vocabulary associated with position, direction and movement; measure lengths using uniform units; begin to measure in centimetres and metres	**N2.1F** Compare and order numbers to 100 and write statements using inequality signs < or > **G2.1A** Measure lengths/heights (cm and m) with standard units **G2.1B** Choose appropriate standard units (cm or m) to use; compare, order and describe lengths/heights, where measures are in the same units, and record the results using >, < and = **G2.1C** Compare measures using simple multiples of 2, such as half, twice and double **G2.3A** Describe position, direction and movement, including rotations of whole, half and quarter turns; clockwise and anti-clockwise
Year 2 Autumn Term 2 Week 9	Add and subtract 2-digit numbers; solve addition and subtraction problems using concrete and pictorial representations; add near doubles to double 15; add several small numbers spotting near doubles or pairs to 10, etc.	**N2.2A** Know number bonds for numbers up to and including 20 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 1-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2E** Add three 1-digit numbers **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) for calculations up to and including 100 **N2.3A** Work out doubles up to and including 20 **N2.3B** Work out related halves for doubles up to and including 20
Year 2 Autumn Term 2 Week 10	Count in 2s, 5s and 10s from 0; count in multiples of 2p, 5p and 10p; number sequences of 2s, 5s and 10s; find the totals of coins and ways to make an amount; use coins to make given amounts of money	**N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **G2.1D** Order different denominations of local coins and notes (up to and including denominations of 100) **G2.1E** Make amounts using two or three coins (or notes) up to 20 units of money **G2.1H** Solve simple problems in a practical context involving money

Year 2 Spring Term 1 Week 11	Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11	**N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.1F** Compare and order numbers to 100 and write statements using inequality signs < or > **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) for calculations up to and including 100
Year 2 Spring Term 1 Week 12	Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on	**N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.2A** Know number bonds for numbers up to and including 20 **N2.2B** Recognise and work out bonds for multiples of 10, up to and including 100 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) for calculations up to and including 100
Year 2 Spring Term 1 Week 13	Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10	**N2.1B** Understand 0 and count on a number line **N2.2A** Know number bonds for numbers up to and including 20 **N2.2B** Recognise and work out bonds for multiples of 10, up to and including 100 **N2.2C** Mentally add numbers:

	and 20; add two 2-digit numbers by counting on	a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) for calculations up to and including 100 **G2.1F** Find change from units of money up to 20 units **G2.1H** Solve simple problems in a practical context involving money
Year 2 Spring Term 1 Week 14	Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks	**G2.1K** Tell the time on an analogue clock using quarter past and quarter to the hour **G2.2A** Identify, describe and compare simple properties of common 2D shapes; sort the shapes accordingly **G2.2B** Recognise and say aloud the name of 3D solids: cylinder, pyramid and sphere **G2.2C** Classify shapes and solids as 2D or 3D **G2.2D** Identify, describe and compare the simple properties of common 3D shapes; sort the shapes accordingly **G2.2E** Identify 2D shapes on the surface of 3D solids **G2.2F** Recognise symmetry in shapes and objects with a vertical line of symmetry **G4.1K** Read and write the time from 12-hour and 24-hour digital clocks
Year 2 Spring Term 1 Week 15	Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity < 100 within a range	**N2.1B** Understand 0 and count on a number line **N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.1F** Compare and order numbers to 100 and write statements using inequality signs < or > **N2.1G** Round 2-digit numbers to the nearest 10 **S2.1B** Interpret simple tally charts and tables
Year 2 Spring Term 2 Week 16	Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; revise and recognise $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{2}{3}$ of	**N2.1B** Understand 0 and count on a number line **N2.3A** Work out doubles up to and including 20 **N2.3B** Work out related halves for doubles up to and including 20 **N2.4C** Work out half of an even set of objects or quantity

	shapes; place halves on a number line; count in halves and quarters; understand and write mixed numbers	**N2.4D** Relate half to dividing by 2 **N2.4E** Recognise halves and quarters as numbers on a number line; find and count in halves and quarters on a number line **N2.4F** Work out half of an odd set of objects or quantity **N3.5I** Understand whole and fractions of a whole (for fractions with denominators up to and including 10) as mixed numbers
Year 2 Spring Term 2 Week 17	Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the × sign; record the 2, 5 and 10 times-tables; investigate multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative	**N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.3C** Solve 1-step problems involving multiplying by 2, multiplying by 5 and multiplying by 10 **N2.3E** Recognise the commutative nature of multiplication **N2.3F** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 2, 5 and 10 multiplication tables **N2.3G** Recognise and work out multiplication and division for the 2, 5 and 10 multiplication tables (up to and including 10 × ...)
Year 2 Spring Term 2 Week 18	Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things	**G1.1F** Recognise time in seconds, minutes and hours **G2.1J** Know the meaning of 'month' and 'year' and say aloud months of the year **G2.1K** Tell the time on an analogue clock using quarter past and quarter to the hour **G2.1L** Know the number of hours in a day **S2.1A** Interpret and construct simple block diagrams **S2.1B** Interpret and construct simple pictograms (where one picture represents one or two items) **S2.1C** Interpret simple tables **S2.1D** Solve problems involving counting the number of objects in categories and sorting the categories by quantity **G4.1I** Read and write the time in multiples of 5 to and past the hour on an analogue clock **G4.1K** Read and write the time from 12-hour and 24-hour digital clocks
Year 2 Spring Term 2 Week 19	Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange	**N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1B** Understand 0 and count on a number line

	objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign	**N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.3C** Solve 1-step problems involving multiplying by 2, multiplying by 5 and multiplying by 10 **N2.3D** Solve 1e-step problems involving dividing by 2, dividing by 5 and dividing by 10 (sharing equally or grouping) **N2.3E** Recognise the commutative nature of multiplication **N2.3F** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 2, 5 and 10 multiplication tables **N2.3G** Recognise and work out multiplication and division for the 2, 5 and 10 multiplication tables (up to and including 10 × ...) **N2.4D** Relate half to dividing by 2
Year 2 Spring Term 2 Week 20	Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £·p notation; order coins 1p–£2 and notes £5–£20; add several coins writing totals in £·p notation (no zeros in 10p place); add two amounts of pence, using counting on in 10s and 1s; add two amounts of money, beginning to cross into pounds	**N2.1F** Compare and order numbers to 100 and write statements using inequality signs < or > **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for calculations up to and including 100 **G2.1D** Order different denominations of local coins and notes (up to and including denominations of 100) **G2.1E** Make amounts using two or three coins (or notes) up to 20 units of money **G2.1F** Find change from units of money up to 20 units **G2.1G** Record local money denominations **G2.1H** Solve simple problems in a practical context involving money

Year 2 Summer Term 1 Week 21	Locate, order and compare 2-digit numbers on 0–100 landmarked lines and on the 100-square; use < and > signs; locate numbers on an empty 0–100 line; introduce numbers 101 to 200 and count in 100s to 1 000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s	**N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1B** Understand 0 and count on a number line **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.1F** Compare and order numbers to 100 and write statements using inequality signs < or > **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for calculations up to and including 100 **N3.1B** Count from 0 in multiples of 3, 4, 50 and 100
Year 2 Summer Term 1 Week 22	Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10	**N2.1D** Read and write numbers in words up to and including 20 **N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.2A** Know number bonds for numbers up to and including 20 **N2.2B** Recognise and work out bonds for multiples of 10, up to and including 100 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit

		N2.2E Add three 1-digit numbers **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for calculations up to and including 100 **N2.2G** Recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Year 2 Summer Term 1 Week 23	Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in 10s and 1s; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100)	**N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for calculations up to and including 100
Year 2 Summer Term 1 Week 24	Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100 g weights using scales marked in multiples of 1 kg or 100 g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100 ml	**G1.1B** Measure lengths/heights, mass/weight, capacity/volume with non-standard units **N2.1F** Compare and order numbers to 100 and write statements using inequality signs < or > **G2.1C** Compare measures using simple multiples of 2, such as half, twice and double **S2.1A** Interpret and construct simple block diagrams **S2.1B** Interpret and construct simple pictograms (where one picture represents one or two items) **S2.1D** Solve problems involving counting the number of objects in categories and sorting the categories by quantity **G3.1A** Measure lengths (mm, cm and m), weights/masses (g and kg) and capacity (ml and l) with standard units

		G3.1C Know that 10 mm is equivalent to 1 cm; 100 cm is equivalent to 1 metre; 1 000 g is equivalent to 1 kg and 1 000 ml is equivalent to 1 l
Year 2 Summer Term 1 Week 25	Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find $\frac{3}{4}$ of numbers; find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of amounts (sharing); spot patterns and make predictions when finding a third of numbers	**N2.2B** Recognise and work out bonds for multiples of 10, up to and including 100 **N2.3A** Work out doubles up to and including 20 **N2.3B** Work out related halves for doubles up to and including 20 **N2.3F** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 2, 5 and 10 multiplication tables **N2.4A** Recognise, work out and name one-quarter as one of four equal parts of an object or shape and recognise that four-quarters make one-whole **N2.4B** Recognise and name two-quarters and three-quarters of an object or shape and recognise that two-quarters is equivalent to one-half **N2.4C** Work out half of an even set of objects or quantity **N2.4D** Relate half to dividing by 2 **N2.4F** Work out half of an odd set of objects or quantity **N4.5B** Work out one third, one-quarter, one-fifth or one-tenth of a number or quantity and relate thirds to dividing by 3, quarters to dividing by 4, fifths to dividing by 5 and tenths to dividing by 10
Year 2 Summer Term 2 Week 26	Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition, beginning to understand that addition undoes subtraction and vice versa; add three or more small numbers using number facts; record amounts of money using £·p notation including amounts with no 10s or 1s; find more than one way to solve a money problem	**N2.2A** Know number bonds for numbers up to and including 20 **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit **N2.2E** Add three 1-digit numbers **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for calculations up to and including 100 **N2.2G** Recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

		G2.1H Solve simple problems in a practical context involving money
Year 2 Summer Term 2 Week 27	Count in 3s, recognising numbers in the 3 times-table; write multiplications to go with arrays and use arrays to solve multiplication problems; understand that multiplication is commutative and that division and multiplication are inverse operations; solve divisions as multiplications with a missing number; count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts	**N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.3D** Solve 1-step problems involving dividing by 2, dividing by 5 and dividing by 10 (sharing equally or grouping) **N2.3E** Recognise the commutative nature of multiplication **N2.3F** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 2, 5 and 10 multiplication tables **N2.3G** Recognise and work out multiplication and division for the 2, 5 and 10 multiplication tables (up to and including 10 × ...) **N2.3H** Solve missing number problems for multiplication and division facts for the 2, 5 and 10 multiplication tables (up to and including 10 × ...) **N2.4D** Relate half to dividing by 2 **N3.1B** Count from 0 in multiples of 3, 4, 50 and 100
Year 2 Summer Term 2 Week 28	Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later	**G2.1A** Measure lengths/heights (cm and m) with standard units **G2.1B** Choose appropriate standard units (cm or m) to use; compare, order and describe lengths/heights, where measures are in the same units, and record the results using >, < and = **G4.1I** Read and write the time in multiples of 5 to and past the hour on an analogue clock **G4.1L** Solve simple problems involving time
Year 2 Summer Term 2 Week 29	Partition to add two 2-digit numbers; find the difference between two 2-digit numbers; multiply two numbers using counting in steps of 2, 3, 5 and 10; solve division problems by counting in steps of 2, 3, 5 and 10	**N2.1A** Count in steps of 2 from 0, in steps of 5 from 0 and in steps of 10 from 0 **N2.1C** Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0 and 10s from 0, from any number forwards and backwards **N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers:

		a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for calculations up to and including 100 **N2.3C** Solve 1-step problems involving multiplying by 2, multiplying by 5 and multiplying by 10 **N2.3D** Solve 1-step problems involving dividing by 2, dividing by 5 and dividing by 10 (sharing equally or grouping) **N2.3E** Recognise the commutative nature of multiplication **N2.3F** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 2, 5 and 10 multiplication tables **N2.3G** Recognise and work out multiplication and division for the 2, 5 and 10 multiplication tables (up to and including 10 × ...) **N2.4D** Relate half to dividing by 2
Year 2 Summer Term 2 Week 30	Compare two 2-digit numbers and find bonds to 100 using thermometers; revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places)	**N2.1B** Understand 0 and count on a number line **N2.1E** Recognise the place value of each digit in a 2-digit number (10s and 1s) and write numbers in expanded form **N2.1F** Compare and order numbers to 100 and write statements using inequality signs < or > **N2.2A** Know number bonds for numbers up to and including 20 **N2.2F** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for calculations up to and including 100 **N3.1D** Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form **G3.1G** Compare, order, describe and record temperature (positive integers of degrees Celsius only)

Year 3

Teaching week	Abacus weekly summary	iPrimary Maths objectives
Year 3 Autumn Term 1 Week 1	Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers	**N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N3.2A** Add several 1-digit and 2-digit numbers (up to and including 20) **N3.2B** Recognise and work out bonds for numbers to 100
Year 3 Autumn Term 1 Week 2	Compare and order 2- and 3-digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers; solve problems using place value	**N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N3.1A** Count beyond 100 and recognise patterns when counting across 100s boundaries to 1 000 **N3.1C** Read, write and say aloud numbers written in figures from 100 to 1 000 **N3.1D** Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form **N3.1E** Write or say aloud 1, 10 or 100 more than any given number up to 1 000 (with answers no more than 1 000); write or say aloud 1, 10 or 100 less than any given number up to 1 000 (with answers no less than 0) **N3.1F** Compare and order numbers to 1 000 and write statements using inequality signs < or > **N3.2A** Add several 1-digit and 2-digit numbers (up to and including 20)

Year 3 Autumn Term 1 Week 3	Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving	**N3.1B** Count from 0 in multiples of 3, 4, 50 and 100 **N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...) **N3.3B** Know doubles up to and including 20; know their related halves
Year 3 Autumn Term 1 Week 4	Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes	**G2.1I** Read and write days of the week **G2.1J** Know the meaning of 'month' and 'year' and say aloud months of the year **G2.1K** Tell the time on an analogue clock using quarter past and quarter to the hour **G2.2B** Recognise and say aloud the name of 3D solids: cylinder, pyramid and sphere **G2.2C** Classify shapes and solids as 2D or 3D **G2.2D** Identify, describe and compare the simple properties of common 3D shapes; sort the shapes accordingly **G2.2E** Identify 2D shapes on the surface of 3D solids **G2.2F** Recognise symmetry in shapes and objects with a vertical line of symmetry **G3.1M** Show and write the times: o'clock, half past, quarter past and quarter to the hour **G3.1N** Know the number of minutes in one hour and the number of seconds in one minute **G3.2C** Draw 2D shapes (not to accurate dimensions) on a cm squared grid and make 3D solids **G4.1G** Read and write months of the year **G4.1H** Know the number of days in each month, year and leap year **G4.1I** Read and write the time in multiples of 5 to and past the hour on an analogue clock **G4.1K** Read and write the time from 12-hour and 24-hour digital clocks
Year 3 Autumn Term 1 Week 5	Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2-digit numbers; using prediction to estimate calculations	**N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N3.1A** Count beyond 100 and recognise patterns when counting across 100s boundaries to 1 000 **N3.1C** Read, write and say aloud numbers written in figures from 100 to 1 000 **N3.1D** Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form

		N3.1E Write or say aloud 1, 10 or 100 more than any given number up to 1 000 (with answers no more than 1 000); write or say aloud 1, 10 or 100 less than any given number up to 1 000 (with answers no less than 0) **N3.1F** Compare and order numbers to 1 000 and write statements using inequality signs < or > **N3.1G** Round 3-digit numbers to the nearest 100 **N3.2B** Recognise and work out bonds for numbers to 100 **N3.2J** Estimate the answer to a calculation
Year 3 Autumn Term 2 Week 6	Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers	**N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...) **N3.3B** Know doubles up to and including 20; know their related halves **N3.5A** Recognise, find and name unit fractions of a shape (for fractions with denominators up to and including 10) **N3.5B** Recognise that two-halves make one-whole, three-thirds make one-whole, four-quarters make one-whole, five-fifths make one-whole ... ten-tenths make one-whole (for fractions with denominators up to and including 10) **N3.5C** Recognise, find and name non-unit fractions of a shape (for fractions with denominators up to and including 10) **N3.5F** Recognise and name a third as one of three equal parts on a number line, and recognise that three-thirds make one-whole; recognise and name other unit fractions as one of equal parts on a number line, and recognise how many of the unit fractions make a whole (for fractions with denominators up to and including 10) **N3.5I** Understand whole and fractions of a whole (for fractions with denominators up to and including 10) as mixed numbers
Year 3 Autumn Term 2 Week 7	Use money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining	**N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: A 2-digit number and 1s a 2-digit number and 10s

		a 2-digit number and a 2-digit number **N3.2A** Add several 1-digit and 2-digit numbers (up to and including 20) **N3.2B** Recognise and work out bonds for numbers to 100 **G3.1I** Read and record amounts of local money in notes and coins up to 1 000 units **G3.1J** Know how many of a smaller denomination is equivalent to a bigger denomination and record them separately **G3.1K** Add and subtract amounts of money to give change **G3.1L** Solve problems in a practical context involving money (integer money amounts only)
Year 3 Autumn Term 2 Week 8	Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1 000 ml; estimate and measure capacity in millilitres	**G3.1A** Measure lengths (mm, cm and m), weights/masses (g and kg) and capacity (ml and l) with standard units **G3.1B** Choose appropriate standard units (mm or cm or m; g or kg; ml or l) to use; compare, order and describe weights/masses and capacities, where measures are in the same units, and record the results using >, < and = **G3.1C** Know that 10 mm is equivalent to 1 cm; 100 cm is equivalent to 1 metre; 1 000 g is equivalent to 1 kg and 1 000 ml is equivalent to 1 l **G3.1D** Compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) **G3.1E** Estimate length/height, mass/weight, volume/capacity and time to the nearest appropriate unit
Year 3 Autumn Term 2 Week 9	Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100	**N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N3.1A** Count beyond 100 and recognise patterns when counting across 100s boundaries to 1 000 **N3.1C** Read, write and say aloud numbers written in figures from 100 to 1 000 **N3.1D** Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form **N3.1F** Compare and order numbers to 1 000 and write statements using inequality signs < or > **N3.1G** Round 3-digit numbers to the nearest 100 **N3.2I** Estimate numbers on a number line **N3.2J** Estimate the answer to a calculation

Year 3 Autumn Term 2 Week 10	Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems	**N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N3.2J** Estimate the answer to a calculation **N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...) **N3.3B** Know doubles up to and including 20; know their related halves **N3.3D** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 3 and 4 multiplication tables **N3.3E** Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10 **N3.4A** Solve simple problems in contexts, deciding which of the four operations to use **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context
Year 3 Spring Term 1 Week 11	Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100	**N3.1A** Count beyond 100 and recognise patterns when counting across 100s boundaries to 1 000 **N3.1B** Count from 0 in multiples of 3, 4, 50 and 100 **N3.1C** Read, write and say aloud numbers written in figures from 100 to 1 000 **N3.1D** Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form **N3.1E** Write or say aloud 1, 10 or 100 more than any given number up to 1 000 (with answers no more than 1 000); write or say aloud 1, 10 or 100 less than any given number up to 1 000 (with answers no less than 0) **N3.1F** Compare and order numbers to 1 000 and write statements using inequality signs < or > **N3.2C** Mentally add numbers:

		a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2D** Mentally subtract numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2I** Estimate numbers on a number line **N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...) **N3.3E** Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10
Year 3 Spring Term 1 Week 12	Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1 000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice	**N3.1B** Count from 0 in multiples of 3, 4, 50 and 100 **N3.2A** Add several 1-digit and 2-digit numbers (up to and including 20) **N3.2B** Recognise and work out bonds for numbers to 100 **N3.2C** Mentally add numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...) **N3.3B** Know doubles up to and including 20; know their related halves **N3.3D** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 3 and 4 multiplication tables **N3.3E** Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10 **N4.1B** Count from 0 in multiples of 6, 8, 25 and 1 000 **N4.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables including multiples and factor pairs; recognise and work out multiplication and division for the 6 and 8 multiplication tables (up to 10 × ...)

Year 3 Spring Term 1 Week 13	Identify $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}$, and $\frac{1}{8}$; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts	**N3.2I** Estimate numbers on a number line **N3.5A** Recognise, find and name unit fractions of a shape (for fractions with denominators up to and including 10) **N3.5B** Recognise that two-halves make one-whole, three-thirds make one-whole, four-quarters make one-whole, five-fifths make one-whole ... ten-tenths make one-whole (for fractions with denominators up to and including 10) **N3.5C** Recognise, find and name non-unit fractions of a shape (for fractions with denominators up to and including 10) **N3.5D** Compare and order unit fractions, and compare and order fractions with the same denominators (for fractions with denominators up to and including 10) and write statements using inequality signs < or > **N3.5E** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10), using pictorial representations **N3.5F** Recognise and name a third as one of three equal parts on a number line, and recognise that three-thirds make one-whole; recognise and name other unit fractions as one of equal parts on a number line, and recognise how many of the unit fractions make a whole (for fractions with denominators up to and including 10) **N3.5G** Count in unit fractions along a number line (for fractions with denominators up to and including 10) and count beyond one-whole) **N3.5H** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10) on a number line
Year 3 Spring Term 1 Week 14	Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise ° as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin	**G2.2A** Identify, describe and compare simple properties of common 2D shapes; sort the shapes accordingly **G3.1A** Measure lengths (mm, cm and m), weights/masses (g and kg) and capacity (ml and l) with standard units **G3.2A** Understand quarter and three-quarter turn rotations **G3.2B** Recognise angles as a description of a turn and identify right angles **G3.2D** Identify right angles in 2D shapes and know the geometric symbol for right angle **G4.1N** Find perimeters of rectilinear shapes drawn on cm squared grids by counting squares **G5.2A** Know angles are measured in degrees; know that a full turn is 360°, a half turn is 180°and right angle is 90°

	to understand angles and identify size of angles in relation to 90°	
Year 3 Spring Term 1 Week 15	Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0–1 000 landmarked and empty number lines; round 3-digit numbers to the nearest 10 and to the nearest 100; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from £5; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from £10	**N2.2D** Mentally subtract numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N3.1A** Count beyond 100 and recognise patterns when counting across 100s boundaries to 1 000 **N3.1C** Read, write and say aloud numbers written in figures from 100 to 1 000 **N3.1D** Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form **N3.1F** Compare and order numbers to 1 000 and write statements using inequality signs < or > **N3.1G** Round 3-digit numbers to the nearest 100 **N3.2B** Recognise and work out bonds for numbers to 100 **N3.2D** Mentally subtract numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2I** Estimate numbers on a number line **G3.1J** Know how many of a smaller denomination is equivalent to a bigger denomination and record them separately **G3.1K** Add and subtract amounts of money to give change **G3.1L** Solve problems in a practical context involving money (integer money amounts only)
Year 3 Spring Term 2 Week 16	Understand place-value in 3-digit numbers; separate 3-digit numbers into 100s, 10s, and 2s; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3-digit numbers using vertical written addition (expanded)	**N3.1A** Count beyond 100 and recognise patterns when counting across 100s boundaries to 1 000 **N3.1C** Read, write and say aloud numbers written in figures from 100 to 1 000 **N3.1D** Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form **N3.1E** Write or say aloud 1, 10 or 100 more than any given number up to 1 000 (with answers no more than 1 000); write or say aloud 1, 10 or 100 less than any given number up to 1 000 (with answers no less than 0)

		N3.2E Add numbers with two digits, using formal written methods of column addition **N3.2F** Add numbers with up to three digits, using formal written methods of column addition
Year 3 Spring Term 2 Week 17	Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1 000); begin to move 10s and 100s moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method)	**N2.2C** Mentally add numbers: a 2-digit number and 1s a 2-digit number and 10s a 2-digit number and a 2-digit number **N3.1D** Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form **N3.1E** Write or say aloud 1, 10 or 100 more than any given number up to 1 000 (with answers no more than 1 000); write or say aloud 1, 10 or 100 less than any given number up to 1 000 (with answers no less than 0) **N3.1G** Round 3-digit numbers to the nearest 100 **N3.2B** Recognise and work out bonds for numbers to 100 **N3.2C** Mentally add numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2E** Add numbers with two digits, using formal written methods of column addition **N3.2F** Add numbers with up to three digits, using formal written methods of column addition
Year 3 Spring Term 2 Week 18	Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time	**G3.1M** Show and write the times: o'clock, half past, quarter past and quarter to the hour **G3.1N** Know the number of minutes in one hour and the number of seconds in one minute **G4.1L** Solve simple problems involving time **G5.1E** Read and write the time to the nearest minute on an analogue clock **G6.1C** Read and record times in different units
Year 3 Spring Term 2 Week 19	Order 3-digit numbers and find numbers between; solve subtractions of 3-digit – 3-digit numbers using counting up (Frog); use counting up and counting back as	**N3.1A** Count beyond 100 and recognise patterns when counting across 100s boundaries to 1 000 **N3.1C** Read, write and say aloud numbers written in figures from 100 to 1 000

	strategies to perform mental subtractions; choose to solve a given subtraction by counting up or counting back	**N3.1F** Compare and order numbers to 1 000 and write statements using inequality signs < or > **N3.2B** Recognise and work out bonds for numbers to 100 **N3.2D** Mentally subtract numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s
Year 3 Spring Term 2 Week 20	Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division	**N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...) **N3.3B** Know doubles up to and including 20; know their related halves **N3.3D** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 3 and 4 multiplication tables **N3.3E** Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10 **N3.3F** Solve missing number problems for multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables **N3.4A** Solve simple problems in contexts, deciding which of the four operations to use **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method
Year 3 Summer Term 1 Week 21	Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of $\frac{1}{2}$; add and subtract fractions with the same denominator	**N3.2B** Recognise and work out bonds for numbers to 100 **N3.2C** Mentally add numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2D** Mentally subtract numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.5D** Compare and order unit fractions, and compare and order fractions with the same denominators (for fractions with denominators up to and including 10) and write statements using inequality signs < or >

		N3.5E Recognise, find and name equivalent fractions (for fractions with denominators up to and including ten), using pictorial representations **N3.5G** Count in unit fractions along a number line (for fractions with denominators up to and including 10) and count beyond one-whole **N3.5H** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10) on a number line **N4.5D** Add and subtract fractions with the same denominators (for fractions with denominators up to and including 10) with answers less than 1 **N4.5E** Add fractions with the same denominators (for fractions with denominators up to and including 10) that give an answer exactly 1; subtract fractions from 1 **N4.5F** Add fractions with the same denominator (for fractions with denominators up to and including 10) to give a total greater than 1
Year 3 Summer Term 1 Week 22	Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method	**N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...) **N3.3B** Know doubles up to and including 20; know their related halves **N3.3C** Multiply numbers by 100 with answers up to and including 1 000 **N3.3D** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 3 and 4 multiplication tables **N3.3E** Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10 **N3.3F** Solve missing number problems for multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables **N3.4A** Solve simple problems in contexts, deciding which of the four operations to use **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context **N6.7A** Use integer multiplication and division facts to solve simple ratio and proportion problems involving equivalent ratios
Year 3 Summer Term 1	Divide without remainders, just beyond the 12th multiple; division using chunking, with	**N3.2J** Estimate the answer to a calculation

Week 23	remainders; use the grid method to multiply 2-digit numbers by 3, 4 ,5 and 8; begin to estimate products	**N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...) **N3.3B** Know doubles up to and including 20; know their related halves **N3.3C** Multiply numbers by 100 with answers up to and including 1 000 **N3.3D** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 3 and 4 multiplication tables **N3.3E** Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10 **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context
Year 3 Summer Term 1 Week 24	Draw and interpret bar charts and pictograms where one square/symbol represents two units; compare and measure weights in multiples of 100 g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100 g; draw and interpret bar charts where 1 square represents 100 units	**N3.1F** Compare and order numbers to 1 000 and write statements using inequality signs < or > **G3.1A** Measure lengths (mm, cm and m), weights/masses (g and kg) and capacity (ml and l) with standard units **G3.1B** Choose appropriate standard units (mm or cm or m; g or kg; ml or l) to use; compare, order and describe weights/masses and capacities, where measures are in the same units, and record the results using >, < and = **G3.1C** Know that 10 mm is equivalent to 1 cm; 100 cm is equivalent to 1 metre; 1 000 g is equivalent to 1 kg and 1 000 ml is equivalent to 1 l **G3.1D** Compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) **G3.1E** Estimate length/height, mass/weight, volume/capacity and time to the nearest appropriate unit **S3.1A** Record data in simple tally charts and tables **S3.1B** Interpret simple tally charts and tables **S3.1C** Interpret and construct pictograms (where one picture represents one, two, fiveor ten items) and bar charts (using a scale of 1, 2, 5 or 10) **S3.1D** Solve problems using data in tables, and presented in scaled bar charts or pictograms where two categories are compared

Year 3 Summer Term 1 Week 25	Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition	**N3.2A** Add several 1-digit and 2-digit numbers (up to and including 20) **N3.2B** Recognise and work out bonds for numbers to 100 **N3.2C** Mentally add numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2F** Add numbers with up to three digits, using formal written methods of column addition **N3.2J** Estimate the answer to a calculation
Year 3 Summer Term 2 Week 26	Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an appropriate method	**N3.2D** Mentally subtract numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2E** Add numbers with two digits, using formal written methods of column addition **N3.2F** Add numbers with up to three digits, using formal written methods of column addition **N3.2K** Understand when to add and when to subtract and the relationship between addition and subtraction **N3.4A** Solve simple problems in contexts, deciding which of the four operations to use
Year 3 Summer Term 2 Week 27	Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction	**N3.2D** Mentally subtract numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2F** Add numbers with up to three digits, using formal written methods of column addition **N3.2K** Understand when to add and when to subtract and the relationship between addition and subtraction **N3.4A** Solve simple problems in contexts, deciding which of the four operations to use **G3.1F** Add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) in the same units **G3.1H** Solve measure problems, involving comparing, rounding and the four operations (integer measures only)

Year 3 Summer Term 2 Week 28	Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times	**G3.1M** Show and write the times: o'clock, half past, quarter past and quarter to the hour **G3.1N** Know the number of minutes in one hour and the number of seconds in one minute **G3.2B** Recognise angles as a description of a turn and identify right angles **G3.2C** Draw 2D shapes (not to accurate dimensions) on a cm squared grid and make 3D solids **G3.2D** Identify right angles in 2D shapes and know the geometric symbol for right angle **G3.2E** Identify horizontal and vertical lines **G3.2F** Recognise symmetry in pictures of shapes and real life objects with a vertical or horizontal line of symmetry; draw the single line of symmetry **G4.1I** Read and write the time in multiples of 5 to and past the hour on an analogue clock **G4.1K** Read and write the time from 12-hour and 24-hour digital clocks **G4.1N** Find perimeters of rectilinear shapes drawn on cm squared grids by counting squares **G4.2B** Identify pairs of perpendicular, parallel and equal length lines and know the geometric symbol for parallel and equal length lines **G5.1E** Read and write the time to the nearest minute on an analogue clock
Year 3 Summer Term 2 Week 29	Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers	**N3.2J** Estimate the answer to a calculation **N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...) **N3.3B** Know doubles up to and including 20; know their related halves **N3.3D** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 3 and 4 multiplication tables **N3.3E** Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10 **N3.3F** Solve missing number problems for multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables **N3.4A** Solve simple problems in contexts, deciding which of the four operations to use **N3.5A** Recognise, find and name unit fractions of a shape (for fractions with denominators up to and including 10)

		N3.5B Recognise that two-halves make one-whole, three-thirds make one-whole, four-quarters make one-whole, five-fifths make one-whole ... ten-tenths make one-whole (for fractions with denominators up to and including 10) **N3.5E** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10), using pictorial representations **N3.5H** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10) on a number line **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context
Year 3 Summer Term 2 Week 30	Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using the grid method; solve division problems just beyond the known tables facts	**N3.2A** Add several one-digit and two-digit numbers (up to and including 20) **N3.2B** Recognise and work out bonds for numbers to 100 **N3.2C** Mentally add numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2D** Mentally subtract numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s **N3.2F** Add numbers with up to three digits, using formal written methods of column addition **N3.2G** Subtract numbers with two digits, using formal written methods of column subtraction **N3.2H** Subtract numbers with up to three digits, using formal written methods of column subtraction **N3.2K** Understand when to add and when to subtract and the relationship between addition and subtraction **N3.3A** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including 10 × ...)

		N3.3B Know doubles up to and including 20; know their related halves **N3.3D** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 3 and 4 multiplication tables **N3.3E** Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10 **N3.3F** Solve missing number problems for multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables **N3.4A** Solve simple problems in contexts, deciding which of the four operations to use **G3.1K** Add and subtract amounts of money to give change **G3.1L** Solve problems in a practical context involving money (integer money amounts only) **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context

Year 4

Teaching week	Abacus weekly summary	iPrimary Maths objectives
Year 4 Autumn Term 1 Week 1	Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers	**N4.2A** Know number bonds to 100 and recognise and work out bonds to the next 100 **N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate **N4.2D** Add several 2-digit numbers
Year 4 Autumn Term 1 Week 2	Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers	**N4.1A** Recognise patterns when counting across 1 000s boundaries to 10 000 **N4.1C** Read, write and say aloud numbers written in figures from 1 000 to 10,000 **N4.1D** Recognise the place value of each digit in a 4-digit number (1 000, 100s, 10s, 1s) and write numbers in expanded form **N4.1F** Compare and order numbers to 10 000 and write statements using inequality signs < or > **N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2D** Add several two 2-digit numbers
Year 4 Autumn Term 1 Week 3	Learn × and ÷ facts for the 6 and 9 times-tables and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts	**N4.1B** Count from 0 in multiples of 6, 8, 25 and 1 000 **N4.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables including multiples and factor pairs; recognise and work out multiplication and division for the 6 and 8 multiplication tables (up to 10 × ...) **N4.3B** Multiply and divide numbers by 1 and multiply by 0 **N4.3C** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 6 and 8 multiplication tables **N4.3D** Use known multiplication facts to multiply by multiples of 10 and 100 **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method

		N4.5B Work out one-third, one-quarter, one-fifth or one-tenth of a number or quantity and relate thirds to dividing by 3, quarters to dividing by 4, fifths to dividing by 5 and tenths to dividing by 10 **N4.5C** Work out non-unit fractions (for fractions with denominators up to and including 10) of a quantity, using objects and pictorial representations **N4.5H** Solve problems involving fractions (for fractions with denominators up to and including 10), including missing number problems (for addition and subtraction), and finding fractions in everyday contexts **N5.1A** Count from 0 in multiples of 7, 9 and 11 **N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
Year 4 Autumn Term 1 Week 4	Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation	**N4.5A** Know that $\frac{1}{10}$ is written 0·1 as a decimal and relate tenths to place value and decimal measures **G3.1A** Measure lengths (mm, cm and m), weights/masses (g and kg) and capacity (ml and l) with standard units **G4.1A** Relate number lines showing 0·1, 0·2... to millimetre measures and centimetres on a ruler **G4.1B** Measure using knowledge of the number system including tenths written as decimals and standard measure abbreviations **G4.1C** Work out equivalents of measure for mm, cm and metres (integer answers only) **G4.1D** Solve problems involving measure, including conversions, comparing, rounding and the four operations (integer measure only) **G4.1I** Read and write the time in multiples of 5 to and past the hour on an analogue clock **G4.1J** Know that half an hour is 30 minutes, quarter of an hour is 15 minutes and three-quarters of an hour is 45 minutes **G4.1K** Read and write the time from 12-hour and 24-hour digital clocks **G4.1L** Solve simple problems involving time **G5.1E** Read and write the time to the nearest minute on an analogue clock
Year 4 Autumn Term 1	Add two 3-digit numbers using column addition; subtract a 3-digit number from a	**N4.1D** Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s, 1s) and write numbers in expanded form

Week 5	3-digit number using an expanded column method (decomposing only in one column)	**N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate
Year 4 Autumn Term 2 Week 6	Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)	**N3.5A** Recognise, find and name unit fractions of a shape (for fractions with denominators up to and including 10) **N3.5D** Compare and order unit fractions, and compare and order fractions with the same denominators (for fractions with denominators up to and including 10) and write statements using inequality signs < or > **N3.5E** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10), using pictorial representations **N3.5F** Recognise and name a third as one of three equal parts on a number line, and recognise that three-thirds make one-whole; recognise and name other unit fractions as one of equal parts on a number line, and recognise how many of the unit fractions make a whole (for fractions with denominators up to and including 10) **N3.5G** Count in unit fractions along a number line (for fractions with denominators up to and including 10; count beyond one-whole) **N3.5H** Recognise, find and name equivalent fractions (for fractions with denominators up to and including ten) on a number line **N4.1D** Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s, 1s) and write numbers in expanded form **N4.3G** Use place value to double and halve 2- and 3-digit numbers mentally **N4.5H** Solve problems involving fractions (for fractions with denominators up to and including 10), including missing number problems (for addition and subtraction), and finding fractions in everyday contexts
Year 4 Autumn Term 2 Week 7	Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns	**N4.1A** Recognise patterns when counting across 1 000s boundaries to 10,000 **N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate **N4.2D** Add several 2-digit numbers **N4.5A** Know that $\frac{1}{10}$ is written 0·1 as a decimal and relate tenths to place value and decimal measures **N4.5G** Relate adding tenths to adding decimals

Year 4 Autumn Term 2 Week 8	Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information	**G3.1E** Estimate length/height, mass/weight, volume/capacity and time to the nearest appropriate unit **G4.1B** Measure using knowledge of the number system including tenths written as decimals and standard measure abbreviations **G4.1C** Work out equivalents of measure for mm, cm and metres (integer answers only) **G4.1D** Solve problems involving measure, including conversions, comparing, rounding and the four operations (integer measure only) **S4.1A** Interpret and represent data in bar charts and line graphs to show changes over time **S4.1B** Draw and use simple tables to represent a small amount of discrete data, where the table only has two or three columns **S4.1C** Solve a variety of problems using data in tables and presented in scaled bar charts or pictograms
Year 4 Autumn Term 2 Week 9	Round 4-digit numbers to the nearest 10, 100 and 1 000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use	**N4.1G** Round any number to the nearest 10, 100 or 1 000 **N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate
Year 4 Autumn Term 2 Week 10	Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder	**N3.3E** Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10 **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N4.3J** Estimate the answer to a calculation **N5.3F** Divide numbers up to and including four digits by 2-digit numbers with remainders written as integers and interpret remainders appropriately for the context
Year 4 Spring Term 1 Week 11	Place 4-digit numbers on landmarked lines; 0–10 000 and 1 000–2 000; round 4-digit numbers to the nearest 10, 100 and 1 000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1 000; count on in multiples of	**N4.1A** Recognise patterns when counting across 1 000s boundaries to 10,000 **N4.1B** Count from 0 in multiples of 6, 8, 25 and 100 **N4.1C** Read, write and say aloud numbers written in figures from 1 000 to 10 000 **N4.1D** Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s, 1s) and write numbers in expanded form **N4.1E** Write or say aloud the number 1 000 more than any number between 0 and 9 000 or 1 000 less than any number between 1 000 and 10 000

	25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers	**N4.1F** Compare and order numbers to 10 000 and write statements using inequality signs < or > **N4.1G** Round any number to the nearest 10, 100 or 1 000 **N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate
Year 4 Spring Term 1 Week 12	Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one 'exchange'); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one 'carry'); learn the 7 times-table and 'tricky' facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; solve simple money problems with decimals to 2 decimal places	**N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **G4.1B** Measure using knowledge of the number system including tenths written as decimals and standard measure abbreviations **G4.1E** Read and write amounts of local money using 2 decimal places **G4.1F** Solve problems involving money calculations, using the four operations (integer money amounts only) **N5.1A** Count from 0 in multiples of 7, 9 and 11 **N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
Year 4 Spring Term 1 Week 13	Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters)	**N3.5E** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10), using pictorial representations **N3.5H** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10) on a number line **N4.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables including multiples and factor pairs; recognise and work out multiplication and division for the 6 and 8 multiplication tables (up to 10 × ...)

		N4.3C Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 6 and 8 multiplication tables **N4.3D** Use known multiplication facts to multiply by multiples of 10 and 100 **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally **N4.3F** Multiply together three single-digit numbers **N4.5C** Work out non-unit fractions (for fractions with denominators up to and including 10) of a quantity, using objects and pictorial representations **N4.5H** Solve problems involving fractions (for fractions with denominators up to and including 10), including missing number problems (for addition and subtraction), and finding fractions in everyday contexts
Year 4 Spring Term 1 Week 14	Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes	**G4.2A** Identify acute, obtuse and reflex angles; order angles by size **G4.2B** Identify pairs of perpendicular, parallel and equal length lines and know the geometric symbol for parallel and equal length lines **G4.2C** Recognise and name a parallelogram and a rhombus **G4.2D** Identify, describe and compare simple properties of triangles, rectangles, squares, parallelograms and rhombuses and sort the shapes accordingly **G4.2E** Identify and name equilateral and right-angled triangles **G4.2F** Recognise symmetry in 2D shapes, and in pictures of real life objects, with a vertical and/or horizontal line of symmetry; draw the lines of symmetry **G4.2G** Complete a simple symmetrical figure, given its line of symmetry **G5.3A** Given the coordinates of three vertices of a rectangle or square, find and plot the fourth vertex and complete the shape
Year 4 Spring Term 1 Week 15	Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find	**N4.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables including multiples and factor pairs; recognise and work out multiplication and division for the 6 and 8 multiplication tables (up to 10 × ...) **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N4.3I** Divide 3-digit numbers by 1-digit numbers with integer answers **N4.3J** Estimate the answer to a calculation

	complements to multiples of 1 000; use Frog to find change from £10, £20 and £50	**G4.1F** Solve problems involving money calculations, using the four operations (integer money amounts only) **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context
Year 4 Spring Term 2 Week 16	Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimal numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of 10 by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of 10; add 4-digit numbers using written method with answers greater than 10 000	**N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate **N4.3D** Use known multiplication facts to multiply by multiples of 10 and 100 **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally **N4.5A** Know that $\frac{1}{10}$ is written 0·1 as a decimal and relate tenths to place value and decimal measures **N4.5B** Work out one-third, one-quarter, one-fifth or one-tenth of a number or quantity and relate thirds to dividing by 3, quarters to dividing by 4, fifths to dividing by 5 and tenths to dividing by 10 **N4.5G** Relate adding tenths to adding decimals **N5.1D** Relate $\frac{1}{100}$s and 0·01 to the place value table **N5.3G** Multiply and divide whole numbers by 10, 100 and 1 000 with integer and decimal answers (tenths only) **N5.5K** Know that $\frac{1}{100}$ is written 0·01 as a decimal and relate hundredths to place value and decimal measures **N5.5L** Read, write, order and compare numbers with the same number of decimal places up to and including 2 decimal places **N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number **N6.3J** Multiply and divide whole numbers and decimals by 10, 100 and 1 000, with integer and decimal answers (up to and including 2 decimal places)
Year 4 Spring Term 2 Week 17	Add amounts of money using written methods and mentally using place value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental	**N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate **N4.2D** Add several 2-digit numbers

	strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction)	**G4.1E** Read and write amounts of local money using 2 decimal places **G4.1F** Solve problems involving money calculations, using the four operations (integer money amounts only)
Year 4 Spring Term 2 Week 18	Tell the time on a 24-hour clock, using am and pm correctly; convert pm times to 24-hour clock and vice versa; use 24-hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters	**G4.1C** Work out equivalents of measure for mm, cm and m (integer answers only) **G4.1D** Solve problems involving measure, including conversions, comparing, rounding and the four operations (integer measure only) **G4.1J** Know that half an hour is 30 minutes, quarter of an hour is 15 minutes and three-quarters of an hour is 45 minutes **G4.1K** Read and write the time from 12-hour and 24-hour digital clocks **G4.1L** Solve simple problems involving time **G4.1N** Find perimeters of rectilinear shapes drawn on cm squared grids by counting squares **G5.1F** Convert between 12-hour time and 24-hour time **G6.2D** Use the properties of rectangles to find missing lengths
Year 4 Spring Term 2 Week 19	Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog)	**N4.1D** Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s, 1s) and write numbers in expanded form **N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate
Year 4 Spring Term 2 Week 20	Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems	**N4.1A** Recognise patterns when counting across 1 000s boundaries to 10 000 **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N4.3I** Divide 3-digit numbers by 1-digit numbers with integer answers **N4.4A** Solve simple problems in contexts, deciding which of the four operations to use

		N5.3F Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context
Year 4 Summer Term 1 Week 21	Read, write and compare 4-digit numbers and place on a line; find 1 000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read, use and compare negative numbers in the context of temperature	**G3.1G** Compare, order, describe and record temperature (positive integers of degrees Celsius only) **N4.1C** Read, write and say aloud numbers written in figures from 1 000 to 10 000 **N4.1D** Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s, 1s) and write numbers in expanded form **N4.1E** Write or say aloud the number 1 000 more than any number between 0 and 9 000, or 1 000 less than any number between 1 000 and 10 000 **N4.1F** Compare and order numbers to 10 000 and write statements using inequality signs < or > **N4.1H** Count backwards through 0 to include negative numbers **G4.1M** Compare, order, describe and record temperature (positive and negative integers of degrees Celsius) **N5.1B** Read, write and say aloud numbers written in figures from 10 000 to 100 000 **N5.1C** Recognise the place value of each digit in a 5-digit number (10 000s, 1000s, 100s, 10s, 1s) and write numbers in expanded form **N5.1F** Compare and order numbers to 100 000 and write statements using inequality signs < or > **N5.1H** Use negative numbers in context of temperature and calculate temperature rise and fall, including across 0 **N5.1I** Order negative and positive numbers in context and write statements using inequality signs < or >
Year 4 Summer Term 1 Week 22	Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to one and two places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2-place decimals on a line; count in tenths (0·1s) and hundredths (0·01s); multiply numbers with up to 2 decimal places by 10	**N4.3D** Use known multiplication facts to multiply by multiples of 10 and 100 **N4.5A** Know that $\frac{1}{10}$ is written 0·1 as a decimal and relate tenths to place value and decimal measures **N5.1D** Relate $\frac{1}{100}$ and 0·01 to the place value table **N5.3G** Multiply and divide whole numbers by 10, 100 and 1 000 with integer and decimal answers (tenths only) **N5.5I** Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10

	and 100, and divide numbers by 10 and 100; say the number one-tenth and one-hundredth more or less than a given number; round decimal numbers to the nearest whole number	**N5.5J** Recognise and use hundredths and relate them to tenths **N5.5K** Know that $\frac{1}{100}$ is written 0·01 as a decimal and relate hundredths to place value and decimal measures **N5.5L** Read, write, order and compare numbers with the same number of decimal places up to and including 2 decimal places **N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number **N6.3J** Multiply and divide whole numbers and decimals by 10, 100 and 1 000, with integer and decimal answers (up to and including 2 decimal places)
Year 4 Summer Term 1 Week 23	Learn 11 and 12 times-tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use rounding to estimate answers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division 'undoes' multiplication and vice versa; divide above the tables facts using multiples of 10	**N4.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables including multiples and factor pairs; recognise and work out multiplication and division for the 6 and 8 multiplication tables (up to 10 x ...) **N4.3C** Read, write and interpret mathematical statements involving multiplication and division using the multiplication (×), division (÷) and equals (=) signs, for the 6 and 8 multiplication tables **N4.3D** Use known multiplication facts to multiply by multiples of 10 and 100 **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally **N4.3F** Multiply together three single-digit numbers **N4.3G** Use place value to double and halve 2- and 3-digit numbers mentally **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N4.3I** Divide 3-digit numbers by 1-digit numbers with integer answers **N4.3J** Estimate the answer to a calculation **N4.3K** Understand when to multiply and when to divide and the relationship between multiplication and division **G4.1E** Read and write amounts of local money using 2 decimal places **G4.1F** Solve problems involving money calculations, using the four operations (integer money amounts only) **N5.1A** Count from 0 in multiples of 7, 9 and 11 **N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and

		11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers **N6.1A** Count from 0 in multiples of 12 **N6.3A** Recall multiplication and division facts for multiplication tables up to and including 12 × 12; identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers within these multiplication tables
Year 4 Summer Term 1 Week 24	Recognise and read Roman numerals to 100; begin to know the history of our number system including 0; calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting; recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes	**N4.4.A** Solve simple problems in contexts, deciding which of the four operations to use. **G2.2D** Identify, describe and compare the simple properties of common 3D shapes; sort the shapes accordingly **G2.2E** Identify 2D shapes on the surface of 3D solids **G3.2C** Draw 2D shapes (not to accurate dimensions) on a cm squared grid and make 3D solids **G4.1N** Find perimeters of rectilinear shapes drawn on cm squared grids by counting squares **G4.1O** Find areas of rectilinear shapes drawn on cm squared grids by counting squares **G4.2C** Recognise and name a parallelogram and a rhombus **G4.2D** Identify, describe and compare simple properties of triangles, rectangles, squares, parallelograms and rhombuses and sort the shapes accordingly **G4.2E** Identify and name equilateral and right-angled triangles **G4.2F** Recognise symmetry in 2D shapes and in pictures of real life objects with a vertical and/or horizontal line of symmetry; draw the lines of symmetry **G5.1H** Find perimeters of rectilinear shapes by measuring **G5.1I** Estimate the area of irregular shapes drawn on cm squared paper
Year 4 Summer Term 1 Week 25	Understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths; add and subtract 0·1 and 0·01 and say a number one-tenth (0·1) or one-hundredth (0·01) more or less than a given number; revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents	**N3.5E** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10), using pictorial representations **N3.5H** Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10) on a number line **N4.5A** Know that $\frac{1}{10}$ is written 0·1 as a decimal and relate tenths to place value and decimal measures **N4.5E** Add fractions with the same denominators (for fractions with denominators up to and including 10) that give an answer exactly 1; subtract fractions from 1 **N4.5G** Relate adding tenths to adding decimals

		N5.1D Relate $\frac{1}{100}$s and 0·01 to the place value table **N5.3G** Multiply and divide whole numbers by 10, 100 and 1 000 with integer and decimal answers (tenths only) **N5.5E** Identify, name and convert $\frac{1}{2}$ and $\frac{1}{5}$ to fractions with denominators of 10 and write these as decimals **N5.5I** Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 **N5.5J** Recognise and use hundredths and relate them to tenths **N5.5K** Know that $\frac{1}{100}$ is written 0·01 as a decimal and relate hundredths to place value and decimal measures **N5.5L** Read, write, order and compare numbers with the same number of decimal places up to and including 2 decimal places **N5.5M** Add and subtract decimal numbers with the same number of decimal places (up to and including 2 decimal places) **N5.5O** Solve problems involving fractions, including non-unit fractions (denominators up to and including 10), and decimals to 1 decimal place **G5.1C** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.1D** Solve problems involving measure, including conversions, comparing, rounding and addition and subtraction (including decimal measures with the same number of decimal places, up to and including 2 decimal places) **N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number **N6.3J** Multiply and divide whole numbers and decimals by 10, 100 and 1 000, with integer and decimal answers (up to and including 2 decimal places)
Year 4 Summer Term 2 Week 26	Add two 2-digit numbers or a 2-digit number to a 3- or 4-digit number mentally; subtract 2-, 3- and 4-digit numbers using counting up; derive factors of 2-digit numbers and use factors and	**N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate **N4.2D** Add several 2-digit numbers

	doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies	**N4.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables including multiples and factor pairs; recognise and work out multiplication and division for the 6 and 8 multiplication tables (up to 10 × ...) **N4.3D** Use known multiplication facts to multiply by multiples of 10 and 100 **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N4.3J** Estimate the answer to a calculation **N4.3K** Understand when to multiply and when to divide and the relationship between multiplication and division **N4.3L** Solve missing number problems for multiplication and division **N4.4A** Solve simple problems in contexts, deciding which of the four operations to use **N6.7A** Use integer multiplication and division facts to solve simple ratio and proportion problems involving equivalent ratios
Year 4 Summer Term 2 Week 27	Solve written addition of two 4-digit numbers; add amounts of money (pounds and pence) using column addition; solve 4-digit minus 4-digit and 4-digit minus 3-digit subtractions using written column method (decomposition) and check subtraction with addition; solve word problems choosing an appropriate method	**N4.2B** Add and subtract integers with up to and including four digits using appropriate mental methods **N4.2C** Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate **N4.2D** Add several 2-digit numbers **N4.2E** Estimate the answer to a calculation **N4.2F** Understand when to add and when to subtract and the relationship between addition and subtraction **N4.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables including multiples and factor pairs; recognise and work out multiplication and division for the 6 and 8 multiplication tables (up to 10 × ...) **N4.3D** Use known multiplication facts to multiply by multiples of 10 and 100 **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally **N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N4.3J** Estimate the answer to a calculation **N4.3K** Understand when to multiply and when to divide and the relationship between multiplication and division

		N4.3L Solve missing number problems for multiplication and division **N4.4A** Solve simple problems in contexts, deciding which of the four operations to use **G4.1E** Read and write amounts of local money using 2 decimal places **G4.1F** Solve problems involving money calculations, using the four operations (integer money amounts only) **N6.7A** Use integer multiplication and division facts to solve simple ratio and proportion problems involving equivalent ratios
Year 4 Summer Term 2 Week 28	Use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning	**G4.3A** Read, write and use coordinates in the first quadrant **S4.1A** Interpret and represent data in bar charts and line graphs to show changes over time **S4.1C** Solve a variety of problems using data in tables and presented in scaled bar charts or pictograms
Year 4 Summer Term 2 Week 29	Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; find non-unit fraction of amounts, using 'chunking'; add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places)	**N4.3H** Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method **N4.5C** Work out non-unit fractions (for fractions with denominators up to and including 10) of a quantity, using objects and pictorial representations **N4.5D** Add and subtract fractions with the same denominators (for fractions with denominators up to and including 10) with answers less than 1 **N4.5E** Add fractions with the same denominators (for fractions with denominators up to and including 10) that give an answer exactly 1; subtract fractions from 1 **N4.5F** Add fractions with the same denominator (for fractions with denominators up to and including 10) to give a total greater than 1 **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context **N5.3G** Multiply and divide whole numbers by 10, 100 and 1 000 with integer and decimal answers (tenths only) **N6.3J** Multiply and divide whole numbers and decimals by 10, 100 and 1 000, with integer and decimal answers (up to and including 2 decimal places)
Year 4 Summer Term 2	Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply	**N4.1A** Recognise patterns when counting across 1 000s boundaries to 10 000 **N4.3E** Use place value, known facts and partitioning to multiply and divide mentally

Week 30	2-digit numbers by numbers between 10 and 20 using the grid method; begin to use the grid method to multiply pairs of 2-digit numbers; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 20 and 50, with and without remainders; find non-unit fractions of amounts	**N4.3I** Divide 3-digit numbers by 1-digit numbers with integer answers **N4.5C** Work out non-unit fractions (for fractions with denominators up to and including 10) of a quantity, using objects and pictorial representations **N5.1A** Count from 0 in multiples of 7, 9 and 11 **N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers **N5.3D** Multiply numbers up to and including four digits by a 1- or 2-digit number using a formal written method **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context **N6.1A** Count from 0 in multiples of 12 **N6.3A** Recall multiplication and division facts for multiplication tables up to and including 12 × 12; identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers within these multiplication tables **N6.4D** Look for patterns and write rules; use a systematic approach

Year 5

Teaching week	Abacus weekly summary	iPrimary Maths objectives
Year 5 Autumn Term 1 Week 1	Read, write, compare and order 5-digit numbers, understanding the place value and using < and > signs; add and subtract multiples of 10, 100 and 1 000 to and from 5-digit numbers; use written addition to add two 4-digit numbers; work systematically to spot patterns	**N5.1B** Read, write and say aloud numbers written in figures from 10 000 to 100 000 **N5.1C** Recognise the place value of each digit in a 5-digit number (10 000s, 1 000s, 100s, 10s, 1s) and write numbers in expanded form **N5.1E** Write or say aloud 10, 100, 1 000 or 10 000 more than any given number up to 100 000 (with answers no more than 100 000); write or say aloud 10, 100, 1 000 or 10 000 less than any given number up to 100 000 (with answers no less than 0) **N5.1F** Compare and order numbers to 100 000 and write statements using inequality signs < or > **N5.2A** Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.2C** Estimate the answer to an addition or subtraction calculation
Year 5 Autumn Term 1 Week 2	Add and subtract 2- 3- and 4-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems	**N5.2A** Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.2B** Use column addition to add more than two numbers with up to and including four digits **N5.2C** Estimate the answer to an addition or subtraction calculation **N5.2D** Understand when to add and when to subtract and the relationship between addition and subtraction **N5.4A** Solve simple problems in contexts, deciding which of the four operations to use
Year 5 Autumn Term 1 Week 3	Understand place value in decimal numbers; multiply and divide numbers with up to 2 decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0·1 and 0·01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9	**N4.3B** Multiply and divide numbers by 1 and multiply by 0 **N5.1A** Count from 0 in multiples of 7, 9 and 11 **N5.1D** Relate $\frac{1}{100}$s and 0·01 to the place value table **N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers **N5.3B** Use known multiplication facts to multiply by multiples of powers of 10 up to 100 000 **N5.3C** Use place value, known and derived facts and partitioning to multiply and divide mentally

		N5.3G Multiply and divide whole numbers by 10, 100 and 1 000 with integer and decimal answers (tenths only) **N5.3H** Estimate the answer to a multiplication or division calculation **N5.5I** Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 **N5.5J** Recognise and use hundredths and relate them to tenths **N5.5K** Know that $\frac{1}{100}$ is written 0·01 as a decimal and relate hundredths to place value and decimal measures **N5.5M** Add and subtract decimal numbers with the same number of decimal places (up to and including 2 decimal places) **N5.5O** Solve problems involving fractions, including non-unit fractions (denominators up to and including 10), and decimals to 1 decimal place. **N6.3D** Estimate the answer to a multiplication involving a 1 or 2 place decimal and a whole number **N6.3E** Multiply decimals with 1 or 2 decimal places by whole numbers
Year 5 Autumn Term 1 Week 4	Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m	**G5.1B** Convert between different metric units of measure (integer and tenths answers only) **G5.1C** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.1D** Solve problems involving measure, including conversions, comparing, rounding and addition and subtraction (including decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.1E** Read and write the time to the nearest minute on an analogue clock **G5.1F** Convert between 12-hour time and 24-hour time **G5.1G** Solve problems involving time, including converting between 12-hour and 24-hour time **G5.1H** Find perimeters of rectilinear shapes by measuring
Year 5 Autumn Term 1 Week 5	Solve subtraction using a written method for 3-digit − 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction;	**N5.2A** Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.5L** Read, write, order and compare numbers with the same number of decimal places up to and including 2 decimal places

	find change from a multiple of £10 using counting up	**N5.5M** Add and subtract decimal numbers with the same number of decimal places (up to and including 2 decimal places) **N5.5O** Solve problems involving fractions, including non-unit fractions (denominators up to and including 10), and decimals to 1 decimal place **G5.1A** Solve problems involving money calculations, using addition and subtraction (integer and decimal answers)
Year 5 Autumn Term 2 Week 6	Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples; find factors; recording results systematically and finding all factors of a given number; compare and place fractions on a line; find equivalent fractions and reduce them to their simplest form	**N5.1A** Count from 0 in multiples of 7, 9 and 11 **N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers **N5.5C** Compare fractions of quantities (where fraction have denominators up to and including 10) and write statements using inequality signs < or > **N5.5D** Recognise and show families of equivalent fractions, using visual support **N5.5F** Compare and order two fractions where one denominator is a multiple of the other and write statements using inequality signs < or >
Year 5 Autumn Term 2 Week 7	Use mental strategies to multiply and divide multiples of 10 and 100; use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers, divide 3-digit numbers by 1-digit numbers using a written method and express remainders as a fraction and solve division word problems	**N5.3B** Use known multiplication facts to multiply by multiples of powers of 10 up to 100 000 **N5.3D** Multiply numbers up to and including four digits by a 1- or 2-digit number using a formal written method **N5.3E** Divide numbers up to and including four digits by 1-digit numbers with integer answers **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context **N5.3G** Multiply and divide whole numbers by 10, 100 and 1 000 with integer and decimal answers (tenths only) **N5.3H** Estimate the answer to a multiplication or division calculation **N5.3J** Solve missing number problems for multiplication and division **N6.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as fractions
Year 5 Autumn Term 2	Use a protractor to measure and draw angles in degrees; recognise, use terms and classify angles as obtuse, acute and	**G4.2A** Identify acute, obtuse and reflex angles; order angles by size **G5.2A** Know angles are measured in degrees; know that a full turn is 360°, a half turn is 180° and right angle is 90°

Week 8	reflex; recognise that angles on a line total 180° and angles round a point total 360°; identify and name parts of a circle including diameter, radius and circumference; draw circles to a given radius using a pair of compasses; relate angles to turns, and recognise that a 360° angle is a complete turn; use angle facts to solve problems related to turn	**G6.2B** Measure and draw angles up to 180° **G6.2C** Know that angles inside a triangle add up to 180° and angles in a quadrilateral add to 360° and find unknown angles using this knowledge **G6.2H** Draw and name parts of a circle: radius and diameter; know the relationship between the diameter and radius **G6.2K** Estimate the size of angles
Year 5 Autumn Term 2 Week 9	Place numbers to 100 000 and decimals up to 2 places on a line, round numbers to the nearest 10, 100 and 1 000 and decimals up to two places to the nearest whole number; compare and order numbers with up to 2 decimal places; reduce fractions to their simplest form; know and recognise equivalent fractions and decimals to half, tenths and fifths	**N5.1B** Read, write and say aloud numbers written in figures from 10 000 to 100 000 **N5.1C** Recognise the place value of each digit in a 5-digit number (10 000s, 1000s, 100s, 10s, 1s) and write numbers in expanded form **N5.1D** Relate 1/100s and 0·01 to the place value table **N5.1F** Compare and order numbers to 100 000 and write statements using inequality signs < or > **N5.1G** Round any number up to 100 000 to the nearest 10, 100, 1 000 or 10 000 **N5.5D** Recognise and show families of equivalent fractions, using visual support **N5.5E** Identify, name and convert $\frac{1}{2}$ and $\frac{1}{5}$s to fractions with denominators of 10 and write these as decimals **N5.5K** Know that $\frac{1}{100}$ is written 0·01 as a decimal and relate hundredths to place value and decimal measures **N5.5L** Read, write, order and compare numbers with the same number of decimal places up to and including 2 decimal places **N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number
Year 5 Autumn Term 2 Week 10	Revise mental and written addition and subtraction strategies; choose to use a mental strategy or written method to solve addition and subtraction; choose to solve word problems involving multiplication and division questions	**N5.2A** Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.2B** Use column addition to add more than two numbers with up to and including four digits **N5.2C** Estimate the answer to an addition or subtraction calculation

	including 2- and 3-digit by 1-digit and 2-digit by 2-digit using a mental or a written method; use mathematical reasoning to work out a function; identify the operation being used on numbers; understand that addition and subtraction are inverse operations multiplication and division; use function machines	**N5.2D** Understand when to add and when to subtract and the relationship between addition and subtraction **N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers **N5.3B** Use known multiplication facts to multiply by multiples of powers of 10 up to 100 000 **N5.3C** Use place value, known and derived facts and partitioning to multiply and divide mentally **N5.3D** Multiply numbers up to and including four digits by a 1- or 2-digit number using a formal written method **N5.3E** Divide numbers up to and including four digits by 1-digit numbers with integer answers **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context **N5.3I** Understand when to multiply and when to divide and the relationship between multiplication and division **N5.3J** Solve missing number problems for multiplication and division **N5.4A** Solve simple problems in contexts, deciding which of the four operations to use
Year 5 Spring Term 1 Week 11	Read, write and order numbers with up to six digits and understand the place value of each digit; place 6-digit numbers on a number line and find numbers between; solve place-value additions and subtractions with 6-digit numbers; understand place value in decimal numbers as tenths and hundredths; multiply and divide by 10/100/1 000 using a place-value grid; understand place value in decimal numbers to 2-decimal places; place decimal numbers on a line; round 2-place decimal numbers	**N5.1B** Read, write and say aloud numbers written in figures from 10 000 to 100 000 **N5.1C** Recognise the place value of each digit in a five-digit number (10 000s, 1000s, 100s, 10s, 1s) and write numbers in expanded form **N5.1D** Relate $\frac{1}{100}$s and 0·01 to the place value table **N5.1F** Compare and order numbers to 100 000 and write statements using inequality signs < or > **N5.5I** Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 **N5.5J** Recognise and use hundredths and relate them to tenths **N5.5K** Know that $\frac{1}{100}$ is written 0·01 as a decimal and relate hundredths to place value and decimal measures

	to nearest tenth and whole number; say the number one-tenth or one-hundredth more	**N5.5L** Read, write, order and compare numbers with the same number of decimal places up to and including 2 decimal places **N6.1B** Read, write and say aloud numbers written in figures up to and including 10 000 000 **N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1F** Compare and order numbers up to and including 10 000 000 and write statements using inequality signs < or > **N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number **N6.2A** Add and subtract positive integers of any size up to and including 1 000 000 using mental or formal written methods of column addition and subtraction, where appropriate
Year 5 Spring Term 1 Week 12	Rehearse mental addition strategies for decimals and whole numbers; use counting on as a strategy to perform mental addition of 2-place decimals to the next whole number; solve missing number sentences; use mental strategies to solve multi-step word problems; use counting up as a strategy to perform written subtraction (Frog)	**N5.2A** Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.2C** Estimate the answer to an addition or subtraction calculation **N5.2D** Understand when to add and when to subtract and the relationship between addition and subtraction **N5.4A** Solve simple problems in contexts, deciding which of the four operations to use **N5.5M** Add and subtract decimal numbers with the same number of decimal places (up to and including 2 decimal places) **N5.5O** Solve problems involving fractions, including non-unit fractions (denominators up to and including 10), and decimals to 1 decimal place
Year 5 Spring Term 1 Week 13	Use rules of divisibility to find if numbers are divisible by 2, 3, 4, 5, 9 and 10; identity prime numbers; revise finding factors of numbers; find squares and square roots of square numbers; finding patterns and making and testing rules; use mental multiplication and division strategies; relate mental division strategies to multiples of 10 of the divisor	**N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers **N5.3B** Use known multiplication facts to multiply by multiples of powers of 10 up to 100 000 **N5.3C** Use place value, known and derived facts and partitioning to multiply and divide mentally **N5.3E** Divide numbers up to and including four digits by 1-digit numbers with integer answers **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context

		N5.3G Multiply and divide whole numbers by 10, 100 and 1 000 with integer and decimal answers (tenths only) **N5.3H** Estimate the answer to a multiplication or division calculation **N5.3K** Identify prime numbers up to 100 **N6.3B** Recognise square and cube numbers and relate these to a pattern that forms a square or cube **N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach
Year 5 Spring Term 1 Week 14	Know properties of equilateral, isosceles, scalene and right-angled triangles; find that angles in a triangle have a total of 180°; sort triangles according to their properties; use scales to weigh amounts to the nearest half interval; convert from grams to kilograms and vice versa, from millilitres to litres and vice versa, and from metres to kilometres and vice versa; read scales to the nearest half division; understand that we measure distance in kilometres and miles; use ready reckoning to give approximate values of miles in kilometres and vice versa; draw line conversion graphs	**S4.1A** Interpret and represent data in bar charts and line graphs to show changes over time **G4.2E** Identify and name equilateral and right-angled triangles **G5.1B** Convert between different metric units of measure (integer and tenths answers only) **G5.1C** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.1D** Solve problems involving measure, including conversions, comparing, rounding and addition and subtraction (including decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.2B** Recognise and name kite, trapezium, isosceles triangles and scalene triangles **G5.2G** Identify, describe and compare simple properties of triangles and quadrilaterals; sort the shapes accordingly **S5.1B** Draw and use tables of any size to appropriately represent discrete data **S5.1C** Solve problems using data presented in line graphs **G6.2C** Know that angles inside a triangle add up to 180° and angles in a quadrilateral add to 360° and find unknown angles using this knowledge **G6.3D** Use knowledge of other operations, including fractions, to convert between miles and kilometres
Year 5 Spring Term 1 Week 15	Use a written column method to add amounts of money in pounds and pence; add 2-place decimals using written column addition; subtract decimal numbers using counting up (Frog)	**N5.2A** Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.2B** Use column addition to add more than two numbers with up to and including four digits **N5.5M** Add and subtract decimal numbers with the same number of decimal places (up to and including 2 decimal places)

		N5.5O Solve problems involving fractions, including non-unit fractions (denominators up to and including 10), and decimals to 1 decimal place **G5.1A** Solve problems involving money calculations, using addition and subtraction (integer and decimal answers)
Year 5 Spring Term 2 Week 16	Use a written method (grid) to multiply pairs of 2-digit numbers; use short division to divide 3-digit numbers by 1-digit numbers, including those which leave a remainder	**N5.3D** Multiply numbers up to and including four digits by a 1- or 2-digit number using a formal written method **N5.3E** Divide numbers up to and including four digits by 1-digit numbers with integer answers **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context
Year 5 Spring Term 2 Week 17	Find unit fractions and non-unit fractions of 3-digit numbers; use short multiplication to multiply 3-digit numbers by 1-digit numbers; begin to use short multiplication to multiply 4-digit numbers by 1-digit numbers	**N5.3C** Use place value, known and derived facts and partitioning to multiply and divide mentally **N5.3D** Multiply numbers up to and including four digits by a 1- or 2-digit number using a formal written method **N5.5A** Work out any unit fraction (with denominators up to and including 10) of a number or quantity and relate to division **N5.5B** Work out non-unit fractions (with denominators up to and including 10) of a number or quantity
Year 5 Spring Term 2 Week 18	Understand what a polygon is; draw polygons using dotted square and isometric paper; revise terms obtuse, acute and reflex angles, perpendicular and parallel sides; recognise quadrilaterals as polygons and identify their properties; classify quadrilaterals; draw regular polygons and explore their properties; revise metric units of weight, capacity and length; understand that we can measure in imperial units and relate these to their instances in daily life	**G4.2A** Identify acute, obtuse and reflex angles; order angles by size **G4.2B** Identify pairs of perpendicular, parallel and equal length lines and know the geometric symbol for parallel and equal length lines **G5.1B** Convert between different metric units of measure (integer and tenths answers only) **G5.1C** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.2B** Recognise and name kite, trapezium, isosceles triangles and scalene triangles **G5.2C** Know and recognise a polygon as a closed 2D shape with straight sides **G5.2F** Recognise symmetry in 2D shapes with a vertical, horizontal and/or diagonal line of symmetry; draw the lines of symmetry **G5.2G** Identify, describe and compare simple properties of triangles and quadrilaterals; sort the shapes accordingly

		G5.3A Given the coordinates of three vertices of a rectangle or square, find and plot the fourth vertex and complete the shape **G6.2B** Measure and draw angles up to 180° **G6.3B** Draw reflections of simple shapes (where all edges meet at right angles) in a horizontal or vertical mirror line, on squared paper **G6.3C** Describe and draw translations of points and simple shapes, on squared paper **G6.3D** Use knowledge of other operations, including fractions, to convert between miles and kilometres
Year 5 Spring Term 2 Week 19	Place mixed numbers on lines; count up in fractions using equivalence; convert improper fractions to mixed numbers and vice versa; write improper fractions as mixed numbers and vice versa; multiply proper fractions by whole numbers	**N3.5I** Understand whole and fractions of a whole (for fractions with denominators up to and including 10) as mixed numbers **N5.5C** Compare fractions of quantities (where fraction have denominators up to and including 10) and write statements using inequality signs < or > **N5.5D** Recognise and show families of equivalent fractions, using visual support **N5.5G** Add a mixed number and a fraction where both have the same denominator; subtract fractions from mixed numbers, where both have the same denominator **N5.5N** Solve 1- and 2-step problems in contexts, choosing the appropriate operation, working with numbers and fractions (with denominators up to and including 10) **N5.5O** Solve problems involving fractions, including non-unit fractions (denominators up to and including 10), and decimals to 1 decimal place **N6.3D** Estimate the answer to a multiplication involving a 1 or 2 place decimal and a whole number **N6.3E** Multiply decimals with 1 or 2 decimal places by whole numbers
Year 5 Spring Term 2 Week 20	Solve subtraction of 4-digit numbers using written column subtraction (decomposition); add several numbers using written column addition; use column to solve problems	**N5.2A** Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.2B** Use column addition to add more than two numbers with up to and including four digits
Year 5 Summer Term 1 Week 21	Mentally add 2-place decimal numbers in the context of money using rounding; add several small amounts of money using mental methods; mentally subtract amounts of money including giving	**N5.2A** Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.2C** Estimate the answer to an addition or subtraction calculation **N5.2D** Understand when to add and when to subtract and the relationship between addition and subtraction

	change; calculate the difference between two amounts using counting up; solve word problems, including 2-step problems, choosing an appropriate method	**N5.4A** Solve simple problems in contexts, deciding which of the four operations to use **N5.5M** Add and subtract decimal numbers with the same number of decimal places (up to and including 2 decimal places) **N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number
Year 5 Summer Term 1 Week 22	Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers; use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers; use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers	**N5.3C** Use place value, known and derived facts and partitioning to multiply and divide mentally **N5.3D** Multiply numbers up to and including four digits by a 1- or 2-digit number using a formal written method **N5.5D** Recognise and show families of equivalent fractions, using visual support **N5.5N** Solve 1- and 2-step problems in contexts, choosing the appropriate operation, working with numbers and fractions (with denominators up to and including 10) **N5.5O** Solve problems involving fractions, including non-unit fractions (denominators up to and including 10), and decimals to 1 decimal place **N6.5G** Multiply proper fractions and mixed numbers by whole numbers
Year 5 Summer Term 1 Week 23	Read, write and compare decimals to 3 decimal places, understanding that the 3rd decimal place represents thousandths; multiply and divide numbers by 10, 100 and 1 000 using 3-place decimal numbers in the calculations; place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers; understand and use negative numbers in the context of temperature	**N5.1D** Relate $\frac{1}{100}$s and 0·01 to the place value table **N5.1H** Use negative numbers in context of temperature and calculate temperature rise and fall, including across 0 **N5.1I** Order negative and positive numbers in context and write statements using inequality signs < or > **N5.3B** Use known multiplication facts to multiply by multiples of powers of 10 up to 100 000 **N5.3G** Multiply and divide whole numbers by 10, 100 and 1 000 with integer and decimal answers (tenths only) **N5.5L** Read, write, order and compare numbers with the same number of decimal places up to and including 2 decimal places **N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number
Year 5 Summer Term 1 Week 24	Read and mark coordinates in the first two quadrants; draw simple polygons using coordinates; translate simple polygons by adding to and subtracting	**G4.3A** Read, write and use coordinates in the first quadrant **G5.1C** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places)

	from the coordinates; reflect simple shapes in the *y*-axis or in a line, noting the effect on the coordinates; translate simple shapes and note what happens to the coordinates; draw regular and irregular 2D shapes using given dimensions and angles; use the properties of 2D shapes, including rectangles, to derive related facts; identify 3D shapes from 2D representations; create 3D shapes using 2D nets and draw 3D shapes	**G5.1H** Find perimeters of rectilinear shapes by measuring **G5.2B** Recognise and name kite, trapezium, isosceles triangles and scalene triangles **G5.2C** Know and recognise a polygon as a closed 2D shape with straight sides **G5.2D** Identify 3D solids from 2D representations **G5.2E** Identify, describe and compare simple properties of common 3D solids; sort the shapes accordingly **G5.2F** Recognise symmetry in 2D shapes with a vertical, horizontal and/or diagonal line of symmetry; draw the lines of symmetry **G5.2G** Identify, describe and compare simple properties of triangles and quadrilaterals; sort the shapes accordingly **G5.3A** Given the coordinates of three vertices of a rectangle or square, find and plot the fourth vertex and complete the shape **G6.2D** Use the properties of rectangles to find missing lengths **G6.3B** Draw reflections of simple shapes (where all edges meet at right angles) in a horizontal or vertical mirror line, on squared paper **G6.3C** Describe and draw translations of points and simple shapes, on squared paper
Year 5 Summer Term 1 Week 25	Add 5-digit numbers using written column addition; subtract 5-digit numbers using written method (decomposition); check answers to subtractions using written column addition; solve subtractions of 4- and 5-digit numbers using written column subtraction or number line counting up	**N5.2A** Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.2D** Understand when to add and when to subtract and the relationship between addition and subtraction
Year 5 Summer Term 2 Week 26	Identify factors and multiples, find factor pairs; revise equivalent fractions; compare and order fractions with related denominators; add fractions with same or related denominators, then convert answer into a mixed number; subtract fractions with same and related	**N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers **N5.5D** Recognise and show families of equivalent fractions, using visual support **N5.5G** Add a mixed number and a fraction where both have the same denominator; subtract fractions from mixed numbers, where both have the same denominator

	denominators, revise multiplying fractions by whole numbers	**N5.5H** Add and subtract two fractions where the denominator of one fraction is a multiple of the denominator of the other fraction **N5.5N** Solve 1- and 2-step problems in contexts, choosing the appropriate operation, working with numbers and fractions (with denominators up to and including 10) **N5.5O** Solve problems involving fractions, including non-unit fractions (denominators up to and including 10), and decimals to 1 decimal place **N6.5G** Multiply proper fractions and mixed numbers by whole numbers
Year 5 Summer Term 2 Week 27	Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers	**N5.3D** Multiply numbers up to and including four digits by a 1- or 2-digit number using a formal written method **N5.3E** Divide numbers up to and including four digits by 1-digit numbers with integer answers **N5.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context **N6.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as fractions
Year 5 Summer Term 2 Week 28	Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry; estimate and find the area of irregular shapes; calculate the perimeter and area of composite shapes; use the relations of area and perimeter to find unknown lengths; begin to understand the concept of volume; find the volume of a cube or cuboid by counting cubes; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes	**G5.1C** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.1H** Find perimeters of rectilinear shapes by measuring **G5.1I** Estimate the area of irregular shapes drawn on cm squared paper **G5.1J** Find volume of cuboids by counting 1 cm cubes **N6.4C** Sustain a line of enquiry, make and test a hypothesis **G6.1G** Recognise and use the formula for area of a rectangle, triangle and parallelogram **G6.1H** Recognise and use the formula for volume of a cuboid **G6.2D** Use the properties of rectangles to find missing lengths
Year 5 Summer Term 2 Week 29	Understand what percentages are, relating them to hundredths; know key equivalences between percentages and fractions, finding percentages of amounts	**N5.5D** Recognise and show families of equivalent fractions, using visual support **G5.1A** Solve problems involving money calculations, using addition and subtraction (integer and decimal answers) **G4.1I** Read and write the time in multiples of 5 to and past the hour on an analogue clock.

	of money; find equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents; write dates using Roman numerals	**G4.1L** Solve simple problems involving time. **N6.6A** Recognise the per cent symbol (%), understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100 and as a decimal **N6.6B** Identify, name and write common equivalent fractions, including $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ with denominators 10 and 100; write these as decimals and percentages **N6.6C** Recall and use equivalences between $\frac{1}{4}$ and 25% and $\frac{1}{2}$ and 50% to find percentages of quantities **N6.6D** Find percentages (multiples of 5% and 10%) of quantities in multiples of 5 and 10 only **N6.6E** Solve 1- and 2-step problems in contexts, choosing the appropriate operation, working with numbers and fractions (with denominators up to and including 10, and 100), decimals and simple percentages **N6.7B** Calculate percentages to solve problems and use percentages for comparison
Year 5 Summer Term 2 Week 30	Find cubes of numbers to 10; draw and interpret line graphs showing change in temperature over time; begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure	**G4.1M** Compare, order, describe and record temperature (positive and negative integers of degrees Celsius) **S4.1A** Interpret and represent data in bar charts and line graphs to show changes over time **S4.1B** Draw and use simple tables to represent a small amount of discrete data, where the table only has two or three columns **S4.1C** Solve a variety of problems using data in tables and presented in scaled bar charts or pictograms **N5.1H** Use negative numbers in context of temperature and calculate temperature rise and fall, including across 0 **N5.2A** Add and subtract positive integers with up to and including 5 digits, using mental or formal written methods of column addition and subtraction, where appropriate **N5.3A** Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to 10 × ...); be able to identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers **N5.3C** Use place value, known and derived facts and partitioning to multiply and divide mentally

		N5.5N Solve 1- and 2-step problems in contexts, choosing the appropriate operation, working with numbers and fractions (with denominators up to and including 10) **N5.5O** Solve problems involving fractions, including non-unit fractions (denominators up to and including 10), and decimals to 1 decimal place **G5.1D** Solve problems involving measure, including conversions, comparing, rounding and addition and subtraction (including decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.1F** Convert between 12-hour time and 24-hour time **G5.1G** Solve problems involving time, including converting between 12-hour and 24-hour time **S5.1A** Read and interpret information in a range of different tables **S5.1B** Draw and use tables of any size to appropriately represent discrete data **S5.1C** Solve problems using data presented in line graphs **N6.3B** Recognise square and cube numbers and relate these to a pattern that forms a square or cube **N6.7A** Use integer multiplication and division facts to solve simple ratio and proportion problems involving equivalent ratios

Year 6

Teaching week	Abacus weekly summary	iPrimary Maths objectives
Year 6 Autumn Term 1 Week 1	Read, write and compare 6-digit numbers and know what each digit represents; read, write and compare 1-, 2- and 3-place decimal numbers; multiply and divide by 10, 100 and 1 000; round decimals to nearest tenth and whole number and place on a number line; convert decimals (up to 3 places) to fractions and vice versa	**N6.1B** Read, write and say aloud numbers written in figures up to and including 10 000 000 **N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.1F** Compare and order numbers up to and including 10 000 000 and write statements using inequality signs < or > **N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number **N6.3J** Multiply and divide whole numbers and decimals by 10, 100 and 1 000, with integer and decimal answers (up to and including 2 decimal places) **N6.5C** Identify, name, convert and write common equivalent fractions, including $\frac{1}{4}$ and $\frac{3}{4}$ with denominators up to 100, and write these as decimals **N6.5J** Read, write, order and compare numbers with a different number of decimal places, up to and including 2 decimal places
Year 6 Autumn Term 1 Week 2	Use mental addition strategies to solve additions including decimal numbers; use column addition to add 5-digit numbers, decimal numbers and amounts of money; solve problems involving number up to 3 decimal places, choose an appropriate method to solve decimal addition	**N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.2A** Add and subtract positive integers of any size up to and including 1 000 000 using mental or formal written methods of column addition and subtraction, where appropriate **N6.2B** Add and subtract 1 and 2 place decimals, including more than two amounts of money **N6.2C** Add more than two amounts of money **N6.5K** Add and subtract 0·01, 0·02, 0·03,… 0·09 to and from a number with 2 decimal places **G6.1A** Solve problems involving money calculations, using all four operations, including rounding answers to the nearest integer denomination and interpreting answers with 1 decimal place
Year 6 Autumn Term 1 Week 3	Express missing number problems algebraically and find pairs of numbers that satisfy equations	**N5.4B** Introduce BIDMAS (order of operations) for +, –, ×, ÷ only **N6.2A** Add and subtract positive integers of any size up to and including 1 000 000 using mental or formal written methods of column addition and subtraction, where appropriate

	involving two unknowns; find missing lengths and angles; understand how brackets can be used in calculation problems; use knowledge of the order of operations to carry out calculations involving the four operations, solve addition and subtraction multi-step problems using knowledge of the order of operations	**N6.4E** Use priority of operations for calculations including simple powers and brackets **N6.5L** Solve missing number, fraction and decimal problems **N6.8A** Use formal algebraic notation to express missing number problems **N6.8D** Solve equations with two unknowns **N6.8G** Simplify expressions by collecting like terms or expanding those involving brackets **N6.8H** Be able to substitute values into simple algebraic expressions **G6.1F** Find perimeters of regular and irregular polygons by measuring and by calculating **G6.1I** Solve perimeter and area problems involving rectangles, squares and triangles **G6.2A** Know that angles on a straight line add to 180°, and find one missing angle on a straight line; recognise that angles where they meet at a point are on a straight line and use this to find missing angles; recognise vertically opposite angles **G6.2C** Know that angles inside a triangle add up to 180° and angles in a quadrilateral add to 360° and find unknown angles using this knowledge **G6.2D** Use the properties of rectangles to find missing lengths **G6.2K** Estimate the size of angles
Year 6 Autumn Term 1 Week 4	Convert between grams and kilograms, millilitres and litres, millimetres and centimetres, centimetres and metres, metres and kilometres, and miles and kilometres; revise reading the 24-hour clock and convert 12-hour times to 24-hour; read and write Roman numerals; find time intervals using the 24-hour clock	**G5.1F** Convert between 12-hour time and 24-hour time **G5.1G** Solve problems involving time, including converting between 12-hour and 24-hour time **N5.4B** Introduce BIDMAS (order of operations) for +, –, ×, ÷ only **G6.1B** Convert between different metric units of measure (answers up to and including 2 decimal places) **G6.1C** Read and record times in different units **G6.1D** Solve problems involving converting between units of time (giving answers as mixed units, not decimals) **G6.1E** Solve problems involving measure, using all four operations **G6.3D** Use knowledge of other operations, including fractions, to convert between miles and kilometres
Year 6 Autumn Term 1 Week 5	Use mental addition, column subtraction and counting up to solve subtractions of amounts of money and word problems; use mathematical reasoning to investigate	**N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.2A** Add and subtract positive integers of any size up to and including 1 000 000 using mental or formal written methods of column addition and subtraction, where appropriate

		N6.2B Add and subtract 1 and 2 place decimals, including more than two amounts of money **N6.2C** Add more than two amounts of money **N6.2D** Estimate the answer to a money calculation **N6.2E** Understand when to add and when to subtract and the relationship between addition and subtraction **N6.4A** Solve problems in contexts, deciding which of the four operations to use **N6.4B** Use inverse operations and estimation to check calculations **N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach **N6.5K** Add and subtract 0·01, 0·02, 0·03,... 0·09 to and from a number with 2 decimal places **N6.5L** Solve missing number, fraction and decimal problems **G6.1A** Solve problems involving money calculations, using all four operations, including rounding answers to the nearest integer denomination and interpreting answers with 1 decimal place
Year 6 Autumn Term 2 Week 6	Use mental multiplication strategies to multiply by numbers such as 4, 8, 5, 25, 19, 29 and 99; revise using short multiplication to multiply 4-digit numbers by 1-digit numbers and use this to multiply amounts of money; solve word problems involving multiplication including 2-step problems and finding change; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers	**N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.3A** Recall multiplication and division facts for multiplication tables up to and including 12 × 12; identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers within these multiplication tables **N6.3B** Recognise square and cube numbers and relate these to a pattern that forms a square or cube **N6.3C** Multiply integers up to and including four digits by 1- or 2-digit numbers using mental or formal written methods, where appropriate **N6.3D** Estimate the answer to a multiplication involving a 1 or 2 place decimal and a whole number **N6.3E** Multiply decimals with 1 or 2 decimal places by whole numbers **N6.5L** Solve missing number, fraction and decimal problems **G6.1A** Solve problems involving money calculations, using all four operations, including rounding answers to the nearest integer denomination and interpreting answers with 1 decimal place
Year 6 Autumn Term 2	Understand negative numbers; calculate small differences between	**N4.5F** Add fractions with the same denominator (for fractions with denominators up to and including 10) to give a total greater than 1

Week 7	negative numbers and negative and positive numbers; add and subtract negative numbers; compare fractions with unlike, but related, denominators; correctly use the terms fraction, denominator and numerator; understand what improper fractions and mixed numbers are and add fractions with the same denominator, writing the answer as a mixed number	**N5.5G** Add a mixed number and a fraction where both have the same denominator; subtract fractions from mixed numbers, where both have the same denominator **N6.1I** Order positive and negative numbers and write statements using inequality signs < or > **N6.2E** Understand when to add and when to subtract and the relationship between addition and subtraction **N6.4B** Use inverse operations and estimation to check calculations **N6.5E** Compare and order fractions whose denominators are all multiples of the same number (including fractions > 1) and write statements using inequality signs < or >
Year 6 Autumn Term 2 Week 8	Calculate the perimeter, area and volume of shapes, and know their units of measurement; understand that shapes can have the same perimeters but different areas and vice versa; calculate the area of a triangle using the formula $A = \frac{1}{2} b \times h$; find the area of parallelograms using the formula $A = b \times h$; name and describe properties of 3D shapes; systematically find and compare nets for different 3D shapes	**G5.2E** Identify, describe and compare simple properties of common 3D solids; sort the shapes accordingly **N6.8A** Use formal algebraic notation to express missing number problems **N6.8B** Solve problems by using simple formulae **N6.8H** Be able to substitute values into simple algebraic expressions **G6.1E** Solve problems involving measure, using all four operations **G6.1F** Find perimeters of regular and irregular polygons by measuring and by calculating **G6.1G** Recognise and use the formula for area of a rectangle, triangle and parallelogram **G6.1H** Recognise and use the formula for volume of a cuboid **G6.1I** Solve perimeter and area problems involving rectangles, squares and triangles **G6.2G** Make and recognise simple 3D solids from a net
Year 6 Autumn Term 2 Week 9	Use mental strategies to divide by 2, 4, 8, 5, 20 and 25; find non-unit fractions of amounts; use short division to divide 3- and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction, simplifying where possible	**N6.3A** Recall multiplication and division facts for multiplication tables up to and including 12 × 12; identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers within these multiplication tables **N6.3B** Recognise square and cube numbers and relate these to a pattern that forms a square or cube **N6.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as fractions **N6.3I** Interpret remainders by rounding, as appropriate for the context

		N6.5A Work out unit and non-unit fractions (with denominators up to and including 10) of 3-digit numbers or quantities **N6.5B** Identify, name and write equivalent fractions of a given fraction (with denominators up to and including 10) **N6.5D** Simplify fractions using common factors, be able to write fractions in the same denomination using common multiples **N6.5L** Solve missing number, fraction and decimal problems
Year 6 Autumn Term 2 Week 10	Add and subtract unit fractions with different denominators including mixed numbers; use mental strategies to find simple percentages of amounts, including money	**N6.2D** Estimate the answer to a money calculation **N6.3D** Estimate the answer to a multiplication involving a 1 or 2 place decimal and a whole number **N6.3E** Multiply decimals with 1 or 2 decimal places by whole numbers **N6.5F** Add and subtract fractions with different denominators and mixed numbers, simplifying and using equivalent fractions as needed **N6.5L** Solve missing number, fraction and decimal problems **N6.6A** Recognise the per cent symbol (%), understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100 and as a decimal **N6.6B** Identify, name and write common equivalent fractions, including $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ with denominators 10 and 100; write these as decimals and percentages **N6.6C** Recall and use equivalences between $\frac{1}{4}$ and 25% and $\frac{1}{2}$ and 50% to find percentages of quantities **N6.6D** Find percentages (multiples of 5% and 10%) of quantities in multiples of 5 and 10 only **N6.6E** Solve 1- and 2-step problems in contexts, choosing the appropriate operation, working with numbers and fractions (with denominators up to and including 10, and 100), decimals and simple percentages **N6.7B** Calculate percentages to solve problems and use percentages for comparison **G6.1A** Solve problems involving money calculations, using all four operations, including rounding answers to the nearest integer denomination and interpreting answers with 1 decimal place
Year 6 Spring Term 1 Week 11	Multiply fractions less than 1 by whole numbers, converting improper fractions to whole numbers; use commutativity to	**N6.4A** Solve problems in contexts, deciding which of the four operations to use **N6.4B** Use inverse operations and estimation to check calculations **N6.5B** Identify, name and write equivalent fractions of a given fraction (with denominators up to and including 10)

	efficiently multiply fractions by whole numbers; divide unit and non-unit fractions by whole numbers; solve word problems involving fractions	**N6.5D** Simplify fractions using common factors, be able to write fractions in the same denomination using common multiples **N6.5G** Multiply proper fractions and mixed numbers by whole numbers **N6.5I** Divide proper fractions by whole numbers **N6.5L** Solve missing number, fraction and decimal problems
Year 6 Spring Term 1 Week 12	Read and write numbers with up to seven digits, understanding what each digit represents; work systematically to find out how many numbers round to 5 000 000; solve subtraction of 5- and 6-digit numbers using written column method (decomposition)	**N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1D** Know that 1 million is 1 and six 0s, 2 million is 2 and six 0s and so on up to 10 million **N6.1F** Compare and order numbers up to and including 10 000 000 and write statements using inequality signs < or > **N6.1G** Round any number up to and including 1 000 000 to the nearest power of 10 **N6.2A** Add and subtract positive integers of any size up to and including 1 000 000 using mental or formal written methods of column addition and subtraction, where appropriate
Year 6 Spring Term 1 Week 13	Multiply and divide by 10, 100 and 1 000; compare and order numbers with up to 3 decimal places; know common fraction/decimal equivalents; multiply pairs of unit fractions and multiply unit fractions by non-unit fractions	**N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.1F** Compare and order numbers up to and including 10 000 000 and write statements using inequality signs < or > **N6.3J** Multiply and divide whole numbers and decimals by 10, 100 and 1 000, with integer and decimal answers (up to and including 2 decimal places) **N6.5C** Identify, name, convert and write common equivalent fractions, including $\frac{1}{4}$ and $\frac{3}{4}$ with denominators up to 100, and write these as decimals **N6.5H** Multiply simple pairs of proper fractions **N6.5J** Read, write, order and compare numbers with a different number of decimal places, up to and including 2 decimal places **N6.5L** Solve missing number, fraction and decimal problems
Year 6 Spring Term 1 Week 14	Use partitioning to mentally multiply 2-digit numbers with 1 decimal place by whole 1-digit numbers; multiply numbers with 2 decimal places; use short multiplication to multiply amounts of money; use estimation to check answers to calculations; use	**N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.3A** Recall multiplication and division facts for multiplication tables up to and including 12 × 12; identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers within these multiplication tables

	long multiplication to multiply 3-digit and 4-digit numbers by numbers between 10 and 30	**N6.3B** Recognise square and cube numbers and relate these to a pattern that forms a square or cube **N6.3C** Multiply integers up to and including four digits by 1- or 2-digit numbers using mental or formal written methods, where appropriate **N6.3D** Estimate the answer to a multiplication involving a 1 or 2 place decimal and a whole number **N6.3E** Multiply decimals with 1 or 2 decimal places by whole numbers **N6.4B** Use inverse operations and estimation to check calculations **N6.5L** Solve missing number, fraction and decimal problems **G6.1A** Solve problems involving money calculations, using all four operations, including rounding answers to the nearest integer denomination and interpreting answers with 1 decimal place
Year 6 Spring Term 1 Week 15	Name, classify and identify properties of quadrilaterals; explore how diagonal lines can bisect quadrilaterals; understand what an angle is and that it is measured in degrees; know what the angles of triangles, quadrilaterals, pentagons, hexagons and octagons add to and use these facts and mathematical reasoning to calculate missing angles; recognise and identify the properties of circles and name their parts; draw circles using pairs of compasses; draw polygons using a ruler and a protractor	**G5.2G** Identify, describe and compare simple properties of triangles and quadrilaterals; sort the shapes accordingly **N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach **G6.2A** Know that angles on a straight line add to 180°, and find one missing angle on a straight line; recognise that angles where they meet at a point are on a straight line and use this to find missing angles; recognise vertically opposite angles **G6.2B** Measure and draw angles up to 180° **G6.2C** Know that angles inside a triangle add up to 180° and angles in a quadrilateral add to 360° and find unknown angles using this knowledge **G6.2E** Distinguish between irregular and regular polygons **G6.2F** Recognise and name regular polygons up with up to eight sides **G6.2G** Make and recognise simple 3D solids from a net **G6.2H** Draw and name parts of a circle: radius and diameter; know the relationships between the diameter and radius **G6.2I** Recognise symmetry in regular and irregular polygons; draw the lines of symmetry **G6.2J** Identify, describe and compare simple properties of common 2D shapes; sort the shapes accordingly **G6.2K** Estimate the size of angles **G6.2L** Draw accurate triangles using practical equipment, given specific details and using knowledge of the properties of triangles to complete missing angles or lengths

Year 6 Spring Term 2 Week 16	Add and subtract numbers using mental strategies; solve addition of 4- to 7-digit numbers using written column addition; identify patterns in the number of steps required to generate palindromic numbers; solve subtraction of 5-, 6- and 7-digit numbers using written column method (decomposition); solve additions and subtractions choosing mental strategies or written procedures as appropriate; read, understand and solve word problems	**N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1D** Know that 1 million is 1 and six 0s, 2 million is 2 and six 0s and so on up to 10 million **N6.2A** Add and subtract positive integers of any size up to and including 1 000 000 using mental or formal written methods of column addition and subtraction, where appropriate **N6.2E** Understand when to add and when to subtract and the relationship between addition and subtraction **N6.4A** Solve problems in contexts, deciding which of the four operations to use **N6.4B** Use inverse operations and estimation to check calculations **N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach
Year 6 Spring Term 2 Week 17	Identity common factors and common multiples; understand that a prime number has exactly two factors and find prime numbers less than 100; understand what a composite (non-prime) number is; use long division to divide 3- and 4-digit numbers by 2-digit numbers, giving remainders as a fraction, simplifying where possible	**N5.3K** Identify prime numbers up to 100 **N6.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as fractions **N6.3H** Divide numbers up to four digits by 2-digit whole numbers using a formal written method, with whole number or decimal answers (up to 2 decimal places) **N6.3I** Interpret remainders by rounding, as appropriate for the context **N6.3K** Find common factors, common multiples and prime factors **N6.5B** Identify, name and write equivalent fractions of a given fraction (with denominators up to and including 10) **N6.5D** Simplify fractions using common factors, be able to write fractions in the same denomination using common multiples
Year 6 Spring Term 2 Week 18	Solve addition and subtraction multi-step problems in shopping contexts, and add and subtract money using column addition and counting up; add and subtract decimal numbers choosing an appropriate strategy,	**N5.4B** Introduce BIDMAS (order of operations) for +, –, ×, ÷ only **N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form

	and add decimal numbers with different numbers of places using column addition; use mathematical reasoning to investigate and solve problems, and solve subtractions of decimal numbers with different numbers of places (2-places) using counting up	**N6.2A** Add and subtract positive integers of any size up to and including 1 000 000 using mental or formal written methods of column addition and subtraction, where appropriate **N6.2B** Add and subtract 1 and 2 place decimals, including more than two amounts of money **N6.2C** Add more than two amounts of money **N6.2D** Estimate the answer to a money calculation **N6.2E** Understand when to add and when to subtract and the relationship between addition and subtraction **N6.4A** Solve problems in contexts, deciding which of the four operations to use **N6.4B** Use inverse operations and estimation to check calculations **N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach **N6.5K** Add and subtract 0·01, 0·02, 0·03,... 0·09 to and from a number with 2 decimal places **N6.5L** Solve missing number, fraction and decimal problems **G6.1A** Solve problems involving money calculations, using all four operations, including rounding answers to the nearest integer denomination and interpreting answers with 1 decimal place
Year 6 Spring Term 2 Week 19	Calculate and understand the mean average; construct and interpret distance/time line graphs where intermediate points have meaning, including conversion line graphs; understand pie charts are a way of representing data using percentages, interpret and construct pie charts	**S4.1A** Interpret and represent data in bar charts and line graphs to show changes over time **S6.1B** Interpret and construct simple line graphs for more than one set of data **S6.1C** Solve problems by organising data into a table or reading and interpreting data from tables **S6.1D** Solve problems using data presented in line graphs for two variables and dual bar charts **S6.1E** Be able to interpret data present in pie charts and construct pie charts to show data appropriately **S6.1F** Find the mean of a data set **S6.1G** Find the median of a data set **S6.1H** Find the range of a data set
Year 6 Spring Term 2 Week 20	Read and plot coordinates in all four quadrants, draw and translate simple polygons using coordinates and find missing coordinates for a vertex on a polygon; draw and reflect simple polygons in both the *x*-axis and *y*-axis using coordinates; find unknown angles around a point,	**G6.2A** Know that angles on a straight line add to 180°, and find one missing angle on a straight line; recognise that angles where they meet at a point are on a straight line and use this to find missing angles; recognise vertically opposite angles **G6.2C** Know that angles inside a triangle add up to 180° and angles in a quadrilateral add to 360° and find unknown angles using this knowledge **G6.2K** Estimate the size of angles **G6.2L** Draw accurate triangles using practical equipment, given specific details and using knowledge of the properties of triangles to complete missing angles or lengths

	on a line, in a triangle or vertically opposite and in polygons where diagonals intersect	**G6.3A** Read, write and use coordinates in all four quadrants **G6.3B** Draw reflections of simple shapes (where all edges meet at right angles) in a horizontal or vertical mirror line, on squared paper **G6.3C** Describe and draw translations of points and simple shapes, on squared paper
Year 6 Summer Term 1 Week 21	Multiply 4-digit numbers including those with two decimal places by 1-digit numbers; use long multiplication to multiply 4-digit numbers by numbers between 10 and 30, including those with 2 decimal places; revise using short division to divide 4-digit by 1-digit and 2-digit numbers including those which leave a remainder, and divide the remainder by the divisor to give a fraction, simplifying where possible, and make approximations; use long division to divide 4-digit by 2-digit numbers, and use a systematic approach to solve problems	**N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.3C** Multiply integers up to and including four digits by 1- or 2-digit numbers using mental or formal written methods, where appropriate **N6.3D** Estimate the answer to a multiplication involving a 1 or 2 place decimal and a whole number **N6.3E** Multiply decimals with 1 or 2 decimal places by whole numbers **N6.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as fractions **N6.3H** Divide numbers up to four digits by 2-digit whole numbers using a formal written method, with whole number or decimal answers (up to 2 decimal places) **N6.3I** Interpret remainders by rounding, as appropriate for the context **N6.4D** Look for patterns and write rules; use a systematic approach **N6.5B** Identify, name and write equivalent fractions of a given fraction (with denominators up to and including 10) **N6.5D** Simplify fractions using common factors and be able to write fractions in the same denomination using common multiples **N6.5L** Solve missing number, fraction and decimal problems
Year 6 Summer Term 1 Week 22	Generalise a relationship between pairs of numbers, express simple formulae in words, then using letters; describe and continue sequences, generalise to predict the tenth term, begin to generalise a term in a sequence using *n* to stand for the number of the term in a	**N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach **N6.5A** Work out unit and non-unit fractions (with denominators up to and including 10) of 3-digit numbers or quantities **N6.5D** Simplify fractions using common factors, be able to write fractions in the same denomination using common multiples **N6.7A** Use integer multiplication and division facts to solve simple ratio and proportion problems involving equivalent ratios

	sequence; describe ratio and use ratio to solve problems; find fractions and simplify ratios	**N6.7C** Understand the difference between ratio and proportion and use ratio notation **N6.7D** Use knowledge of multiples and fractions to solve problems involving unequal sharing and grouping **N6.8A** Use formal algebraic notation to express missing number problems **N6.8B** Solve problems by using simple formulae **N6.8C** Use formal algebraic notation to express a linear sequence **N6.8F** Solve simple equations with one variable **N6.8H** Be able to substitute values into simple algebraic expressions
Year 6 Summer Term 1 Week 23	Revise reading, writing, comparing and ordering numbers with up to seven digits and decimal numbers with up to 3 decimal places; revise rounding decimal numbers to the nearest tenth and whole number; revise rounding big numbers to the nearest 1 000, 10 000, 100 000 and million; revise locating a number on a number line marking numbers it lies between; revise comparing and ordering negative numbers including calculating differences between negative numbers and positive and negative numbers	**N6.1B** Read, write and say aloud numbers written in figures up to and including 10 000 000 **N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1D** Know that 1 million is 1 and six 0s, 2 million is 2 and six 0s and so on up to 10 million **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.1F** Compare and order numbers up to and including 10 000 000 and write statements using inequality signs < or > **N6.3J** Multiply and divide whole numbers and decimals by 10, 100 and 1000, with integer and decimal answers (up to and including 2 decimal places). **N6.1G** Round any number up to and including 1 000 000 to the nearest power of 10 **N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number **N6.1I** Order positive and negative numbers and write statements using inequality signs < or > **N6.5J** Read, write, order and compare numbers with a different number of decimal places, up to and including 2 decimal places **G6.1B** Convert between different metric units of measure (answers up to and including 2 decimal places).
Year 6 Summer Term 1 Week 24	Revise adding and subtracting whole numbers and decimal numbers using mental and written methods; revise finding percentages of numbers, converting fractions, decimals and percentages and making comparisons using percentages;	**N5.4B** Introduce BIDMAS (order of operations) for +, –, ×, ÷ only **N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.2A** Add and subtract positive integers of any size up to and including 1 000 000 using mental or formal written methods of column addition and subtraction, where appropriate

	revise how brackets can be used in calculation problems, revise the order of operations for calculations involving the four operations; revise solving missing number problems using inverse operations; revise using trial and improvement to solve equations involving one or two unknowns, and find missing lengths and angles	**N6.2B** Add and subtract 1 and 2 place decimals, including more than two amounts of money **N6.2E** Understand when to add and when to subtract and the relationship between addition and subtraction **N6.4A** Solve problems in contexts, deciding which of the four operations to use **N6.4B** Use inverse operations and estimation to check calculations **N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach **N6.4E** Use priority of operations for calculations including simple powers and brackets **N6.5B** Identify, name and write equivalent fractions of a given fraction (with denominators up to and including 10) **N6.5C** Identify, name, convert and write common equivalent fractions, including $\frac{1}{4}$ and $\frac{3}{4}$ with denominators 100, and write these as decimals **N6.5D** Simplify fractions using common factors and be able to write fractions in the same denomination using common multiples **N6.5K** Add and subtract 0·01, 0·02, 0·03,... 0·09 to and from a number with 2 decimal places **N6.5L** Solve missing number, fraction and decimal problems **N6.6A** Recognise the per cent symbol (%), understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100 and as a decimal **N6.6B** Identify, name and write common equivalent fractions, including $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ with denominators 10 and 100; write these as decimals and percentages **N6.6C** Recall and use equivalences between $\frac{1}{4}$ and 25% and $\frac{1}{2}$ and 50% to find percentages of quantities **N6.6D** Find percentages (multiples of 5% and 10%) of quantities in multiples of 5 and 10 only **N6.6E** Solve 1- and 2-step problems in contexts, choosing the appropriate operation, working with numbers and fractions (with denominators up to and including 10, and 100), decimals and simple percentages **N6.7B** Calculate percentages to solve problems and use percentages for comparison **N6.8D** Solve equations with two unknowns **G6.1F** Find perimeters of regular and irregular polygons by measuring and by calculating **G6.1I** Solve perimeter and area problems involving rectangles, squares and triangles

		G6.2A Know that angles on a straight line add to 180°, and find one missing angle on a straight line; recognise that angles where they meet at a point are on a straight line and use this to find missing angles; recognise vertically opposite angles **G6.2C** Know that angles inside a triangle add up to 180° and angles in a quadrilateral add to 360° and find unknown angles using this knowledge **G6.2D** Use the properties of rectangles to find missing lengths **G6.2K** Estimate the size of angles **G6.2L** Draw accurate triangles using practical equipment, given specific details and using knowledge of the properties of triangles to complete missing angles or lengths
Year 6 Summer Term 1 Week 25	Revise scaling, using mental strategies for multiplying and dividing; revise solving problems involving rate; revise multiplying pairs of 2-digit numbers and finding factors of 2-digit numbers; multiply 3-digit and 4-digit numbers including decimals by whole 1-digit numbers and solve word problems involving multiplication of money and measures; use a systematic approach to solve problems involving multiplication and division, including long multiplication of 3-digit and 4-digit numbers and decimals	**N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1E** Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form **N6.2D** Estimate the answer to a money calculation **N6.3A** Recall multiplication and division facts for multiplication tables up to and including 12 × 12; identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers within these multiplication tables **N6.3B** Recognise square and cube numbers and relate these to a pattern that forms a square or cube **N6.3C** Multiply integers up to and including four digits by 1- or 2-digit numbers using mental or formal written methods, where appropriate **N6.3D** Estimate the answer to a multiplication involving a 1 or 2 place decimal and a whole number **N6.3E** Multiply decimals with 1 or 2 decimal places by whole numbers **N6.3K** Find common factors, common multiples and prime factors **N6.4A** Solve problems in contexts, deciding which of the four operations to use **N6.4B** Use inverse operations and estimation to check calculations **N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach **N6.5L** Solve missing number, fraction and decimal problems **N6.7A** Use integer multiplication and division facts to solve simple ratio and proportion problems involving equivalent ratios

		N6.7B Calculate percentages to solve problems and use percentages for comparison **N6.7C** Understand the difference between ratio and proportion and use ratio notation **N6.7D** Use knowledge of multiples and fractions to solve problems involving unequal sharing and grouping **G6.1A** Solve problems involving money calculations, using all four operations, including rounding answers to the nearest integer denomination and interpreting answers with 1 decimal place **G6.1E** Solve problems involving measure, using all four operations
Year 6 Summer Term 2 Week 26	Revise using short division to find unit fractions of amounts, including decimals, and round answers to money problems according to the context; revise using long division to divide 4-digit by 2-digit numbers, giving remainders as a fraction, simplifying where possible; revise using long division to divide 3-digit and 4-digit numbers by numbers between 10 and 30, writing the fractional part of the answer as a decimal where equivalents are known; revise calculating the mean average; revise reading and marking coordinates in all four quadrants, draw simple polygons and find missing coordinates on a polygon or line	**N6.1H** Round any decimal, up to and including 2 decimal places, to the nearest whole number **N6.2D** Estimate the answer to a money calculation **N6.3F** Divide numbers up to and including four digits by 1-digit numbers with remainders written as fractions **N6.3G** Divide numbers up to and including four digits by 1-digit numbers with remainders written as decimals (up to and including 2 decimal places) **N6.3H** Divide numbers up to four digits by 2-digit whole numbers using a formal written method, with whole number or decimal answers (up to 2 decimal places) **N6.3I** Interpret remainders by rounding, as appropriate for the context **N6.5A** Work out unit and non-unit fractions (with denominators up to and including 10) of 3-digit numbers or quantities **N6.5B** Identify, name and write equivalent fractions of a given fraction (with denominators up to and including 10) **N6.5C** Identify, name, convert and write common equivalent fractions, including $\frac{1}{4}$ and $\frac{3}{4}$ with denominators up to 100, and write these as decimals **N6.5D** Simplify fractions using common factors, be able to write fractions in the same denomination using common multiples **N6.5L** Solve missing number, fraction and decimal problems **G6.1A** Solve problems involving money calculations, using all four operations, including rounding answers to the nearest integer denomination and interpreting answers with 1 decimal place **G6.2B** Measure and draw angles up to 180° **G6.2G** Make and recognise simple 3D solids from a net **G6.2L** Draw accurate triangles using practical equipment, given specific details and using knowledge of the properties of triangles to complete missing angles or lengths

		G6.3A Read, write and use coordinates in all four quadrants **G6.3B** Draw reflections of simple shapes (where all edges meet at right angles) in a horizontal or vertical mirror line, on squared paper **G6.3C** Describe and draw translations of points and simple shapes, on squared paper **S6.1F** Find the mean of a data set **S6.1G** Find the median of a data set **S6.1H** Find the range of a data set
Year 6 Summer Term 2 Week 27	Revise equivalence simplifying fractions and changing improper fractions into mixed numbers and vice versa; revise adding and subtracting fractions with different denominators, including those which give answers greater than 1; revise multiplying pairs of fractions and multiplying and dividing fractions by whole numbers; solving problems involving ratios; read intermediate points off scales	**G5.1C** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.1D** Solve problems involving measure, including conversions, comparing, rounding and addition and subtraction (including decimal measures with the same number of decimal places, up to and including 2 decimal places) **G5.1E** Read and write the time to the nearest minute on an analogue clock **N6.5B** Identify, name and write equivalent fractions of a given fraction (with denominators up to and including 10) **N6.5D** Simplify fractions using common factors, be able to write fractions in the same denomination using common multiples **N6.5F** Add and subtract fractions with different denominators and mixed numbers, simplifying and using equivalent fractions as needed **N6.5G** Multiply proper fractions and mixed numbers by whole numbers **N6.5H** Multiply simple pairs of proper fractions **N6.5I** Divide proper fractions by whole numbers **N6.5L** Solve missing number, fraction and decimal problems **N6.7A** Use integer multiplication and division facts to solve simple ratio and proportion problems involving equivalent ratios **N6.7C** Understand the difference between ratio and proportion and use ratio notation **N6.7D** Use knowledge of multiples and fractions to solve problems involving unequal sharing and grouping **G6.1C** Read and record times in different units **G6.1E** Solve problems involving measure, using all four operations

Year 6 Summer Term 2 Week 28	Revise properties and classification of 2D shapes, drawing 2D shapes using ruler, protractor and compasses, parts of a circle and angles in polygons; revise calculating missing angles by knowing angle facts; use a protractor to measure and draw angles in degrees; identify and name acute, right, obtuse and reflex angles; understand perimeter, area and volume; find the perimeter of rectangles, find the area of rectangles, parallelograms and triangles, and find the volumes of cubes and cuboids; revise reading and interpreting different types of data display	**G4.2A** Identify acute, obtuse and reflex angles; order angles by size **G6.1F** Find perimeters of regular and irregular polygons by measuring and by calculating **G6.1G** Recognise and use the formula for area of a rectangle, triangle and parallelogram **G6.1H** Recognise and use the formula for volume of a cuboid **G6.1I** Solve perimeter and area problems involving rectangles, squares and triangles **G6.2A** Know that angles on a straight line add to 180°, and find one missing angle on a straight line; recognise that angles where they meet at a point are on a straight line and use this to find missing angles; recognise vertically opposite angles **G6.2B** Measure and draw angles up to 180° **G6.2C** Know that angles inside a triangle add up to 180°, and angles in a quadrilateral add to 360°and find unknown angles using this knowledge **G6.2E** Distinguish between irregular and regular polygons **G6.2F** Recognise and name regular polygons up with up to eight sides **G6.2G** Make and recognise simple 3D solids from a net **G6.2H** Draw and name parts of a circle: radius and diameter; know the relationships between the diameter and radius **G6.2I** Recognise symmetry in regular and irregular polygons; draw the lines of symmetry **G6.2J** Identify, describe and compare simple properties of common 2D shapes; sort the shapes accordingly **G6.2K** Estimate the size of angles **G6.2L** Draw accurate triangles using practical equipment, given specific details and using knowledge of the properties of triangles to complete missing angles or lengths **S6.1A** Interpret and construct simple dual bar charts **S6.1B** Interpret and construct simple line graphs for more than one set of data **S6.1C** Solve problems by organising data into a table or reading and interpreting data from tables **S6.1D** Solve problems using data presented in line graphs for two variables and dual bar charts **S6.1E** Be able to interpret data present in pie charts and construct pie charts to show data appropriately
Year 6 Summer Term 2 Week 29	Use mathematical reasoning to investigate and solve problems, and to estimate and predict; solve problems using doubling, solve	**N6.1C** Recognise the place value of each digit in a 6-digit number and write numbers in expanded form **N6.1D** Know that 1 million is 1 and six 0s, 2 million is 2 and six 0s and so on up to 10 million **N6.2D** Estimate the answer to a money calculation

	calculations with enormous numbers; find out about famous mathematicians including Brahmagupta and John Napier and use their different methods to multiply; use lattice multiplication to solve multiplications of 2-, 3- and 4-digit numbers; begin to compare historical multiplication methods	**N6.2E** Understand when to add and when to subtract and the relationship between addition and subtraction **N6.3A** Recall multiplication and division facts for multiplication tables up to and including 12 × 12; identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers within these multiplication tables **N6.3D** Estimate the answer to a multiplication involving a 1 or 2 place decimal and a whole number **N6.4A** Solve problems in contexts, deciding which of the four operations to use **N6.4B** Use inverse operations and estimation to check calculations **N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach
Year 6 Summer Term 2 Week 30	Explore binary numbers; solve mathematical puzzles; including using multiplication facts, find digital roots and look for patterns; explore Fibonacci sequences and Pythagoras' theorem	**N6.3A** Recall multiplication and division facts for multiplication tables up to and including 12 × 12; identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers within these multiplication tables **N6.3B** Recognise square and cube numbers and relate these to a pattern that forms a square or cube **N6.4A** Solve problems in contexts, deciding which of the four operations to use **N6.4B** Use inverse operations and estimation to check calculations **N6.4C** Sustain a line of enquiry, make and test a hypothesis **N6.4D** Look for patterns and write rules; use a systematic approach **N6.4E** Use priority of operations for calculations including simple powers and brackets