Medium Term Planning

Mathematics

	Autumn	Spring	Summer
		Number and place value	
	To begin to count to 100 forwards and backwards, beginning with 0 or 1	To count to and across to 100 forwards and backwards, beginning with 0 or 1, or from any given number.	To confidently count to and across to 100 forwards and backwards, beginning with 0 or 1, or from any given number.
	To begin count, read and write numbers to 100 in numerals; count in multiples of twos.	To count, read and write numbers; count in multiples of twos and tens.	To confidently count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
NUMBER	When given a number, to begin to identify one more and one less.	When given a number, identify one more and one less.	When given a number, confidently identify one or more in addition to and one more less.
NUN	To begin to identify and represent numbers using objects and pictorial representations and begin to use the language of; equal to, more than, less than (fewer), most, least.	To identify and represent numbers using objects and pictorial representations including the number line and use the language of; equal to, more than, (fewer), most, least.	To confidently identify and clearly represent numbers using objects and pictorial representations including the number line and accurately and appropriately use the language of; equal to, more
	To begin to read and write numbers from 1 to 20 in numerals and words.	To read and write numbers from 1 to 20 in numerals and words.	than, less than (fewer), most, least. To confidently and accurately read and write numbers from 1 to 20 in numerals and words.
		Addition and subtraction	
	To begin to read and write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	To read, write and begin to interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs.	To accurately read, write and interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs.
8	To begin to represent and use number bonds within 20.	To represent and use number bonds and related subtraction facts within 20	To accurately represent and use number bonds and related number facts within 20
NUMBER	To begin to add and subtract one- digit and two-digit numbers to 20 accurately	To add and subtract one-digit and two- digit numbers to 20, including zero.	To confidently add and subtract one-digit and two-digit numbers to 20, including zero.
	To begin to solve one-step problems that involve addition and subtraction, suing concrete objects and pictorial representations.	To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = -9.	To accurately solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = -9
		Multiplication and division	
NUMBER	To begin to solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	To confidently and independently solve one-step problems involving multiplication and division, by calculating the answer using appropriate concrete objects, pictorial representations and arrays.
	tedoner	Fractions	
NUMBER	To begin to recognise and find a half as one of two equal parts of an object or shape.	To recognise, find and begin to name a half as one of two equal parts of an objects, shape or quantity.	To accurately and confidently recognise, find and name a half as one of two equal parts of an object, shape or quantity.
N	To begin to recognise, find and name a quarter as one of four equal parts of an object or shape.	To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	To accurately and confidently recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

	To be sinks a source and	Measurement	To consider the constant of th	
	To begin to compare and describe: Lengths and heights (e.g. long/short, longer/shorter, tall/short) Mass or weight (e.g. heavy/light, heavier than/lighter than)	To compare, describe and solve practical problems for: • Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) • Mass or weight (e.g. heavy/light, heavier than, lighter than)	To accurately compare, describe and solve practical problems for: Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) Mass or weight (e.g. heavy/light, heavier than, lighter than)	
MEASUREMENT	To measure with support and begin to record the following: Lengths and heights Mass/weight Capacity and volume Time (hours, minutes) To begin to recognise and identify	To measure and begin to record the following; Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds) To recognise and identify the value of	To accurately and independently measure and begin to record the following; Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds) To accurately recognise and identify	
ASURE	the value of different denominations of coins and notes.	different denominations of coins and notes.	the value of different denominations of coins and notes.	
ME	To begin to sequence basic information in chronological order with support using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	To sequence events in chronological order with support using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	To independently and accurately sequence events in chronological order with support using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	
	To begin to recognise language relating to dates, including days of the week, weeks, months and years	To recognise and use language relating to dates, including days of the week, weeks, months and years.	To accurately recognise and use language relating to dates, including days of the week, weeks, months and years, beginning to understand the relationships between them.	
	To begin to tell the time to the hour and draw the hands on a clock face to show these times with support.	To tell the time to the hour and half past and draw the hands on a clock face to show these times.	To independently tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
	with support.	Properties of Shape	snow these times.	
GEOMETRY	To begin to recognise and 2-D shapes, including: rectangles (including squares), circles and triangles.	To recognise and name common 2-D shapes, including: rectangles (including squares), circles and triangles. To begin to recognise and name 3-D shapes, including cuboids (including cubes), pyramids and spheres.	To independently recognise and name common 2-D and 3-D shapes, including: • 2-D shapes (e.g. rectangles (including squares) circles and triangles) • 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	
		Position and direction		
GEOMETRY	To begin to describe, position, directions and movements, including half and quarter turns using kinaesthetic actions.	To describe position, directions and movements, including half, quarter and three-quarter turns.	To confidently, accurately and fluently describe position, directions and movements, including half, quarter and three-quarter turns.	

Medium Term Planning

Mathematics

	Autumn	Spring	Summer
		Number and place value	
	To begin to count in steps of 2 and	To count in steps of 2, 3, and 5 from 0	To fluently count in steps of 2, 3, and
	5 from 0 to tens from any number,	in tens from any number, forward or	5 from 0 to tens from any number,
	forward or backward with	backward.	forward or backward.
	support.		
	To begin to recognise the place	To recognise the place value of each	To confidently and fluently recognise
	value of each digit in a two-digit	digit in a two-digit number (tens, ones)	the place value of each digit in a
	number (tens, ones)		two-digit number (tens, ones)
	To identify and estimate numbers	To identify, represent and estimate	To accurately identify, represent and
~	using the number line	numbers using the number line.	estimate numbers using different
BE			representations including the
NUMBER			number line.
ž	To compare and order numbers	To compare and order numbers from 0	To accurately compare and order
	from 0 up to 50: begin to use <, >,	to 100: use <, >, and = signs	numbers from 0 to 100: use <, >, and
	and = signs.		= signs
	To identify and read numbers to	To identify, read and write numbers to	To confidently and accurately read
	at least 50 in numerals and in	at least 100 in numerals and in words.	and write numbers to at least 100,
	words.		use <, >, and = signs.
	To use place value and number	To use place value and number facts to	To accurately use place value and
	facts to begin to solve problems	begin to solve problems.	number facts to solve problems
	with support.		independently.
		Addition and subtraction	
	To begin to solve problems with	To solve problems with addition and	To independently solve problems
	addition and subtraction with	subtraction using concrete objects and	with addition and subtraction using
	support using concrete objects	pictorial representations, including	concrete objects and pictorial
	and some pictorial	those involving numbers, quantities	representations, including those
	representations, including those	and measures and to apply their	involving numbers, quantities and
	involving numbers, quantities and	increasing knowledge of metal and	measures and apply their increasing
	measures beginning to apply their	written methods.	knowledge of mental and written
	increasing knowledge of metal		methods in a systematic manner.
	and written methods.		
	To begin to recall and use addition	To recall and use addition and	To recall and use addition and
	and subtraction facts to 20 and	subtraction facts to 20 and derive and	subtraction facts to 20 fluently, and
	derive and use related facts up to	use related facts up to 100.	derive and use related facts up to
	To add and subtract numbers with	To add and subtract access are union	100 To accurately add and subtract
NUMBER	To add and subtract numbers with	To add and subtract numbers using	'
Σ	support using concrete objects, pictorial representations	concrete objects, pictorial representations and begin to do so	numbers using concrete objects, pictorial representations and
⊋	including:	mentally, including:	mentally, including:
	A two-digit number and ones,	A two-digit number and ones,	A two-digit number and ones
	A two-digit number and tens and	A two-digit number and tens and	A two-digit number and tens and
	two two-digit numbers	Two two-digit numbers	two two-digit numbers
	Adding three one-digit numbers.	Adding three one-digit numbers	Adding three one-digit numbers.
	To begin to show that addition of	To show that addition of two numbers	To confidently and accurately show
	two numbers can be done in any	can be done in any order	that addition of two numbers can be
	order. (commutative) and	(commutative) and subtraction of one	done in any order (commutative)
	subtraction of one number from	number from another cannot.	and subtraction of one number from
	another cannot with support		another cannot.
	To begin to recognise the inverse	To recognise and use the inverse	To recognise and confidently use the
	relationship between addition and	relationship between addition and	inverse relationship between
	subtraction and begin to use this	subtraction and use this to check	addition and subtraction and use
	to check calculations.	calculations	this systematically to check

			calculations and missing number
			problems
		Multiplication and division	T =
NUMBER	To begin to recall multiplication and division facts for the 2 and 10 multiplication tables and begin to recognise odd and even numbers	To recall multiplication and division facts for the 2, 5, and 10 multiplication tables, including recognising odd and even numbers.	To accurately recall and use multiplication and division facts for the 2, 5, and 10 multiplication tables, including recognising odd and
	To begin to solve problems	To show that multiplication of two	even numbers. To accurately show that
	involving multiplication of two numbers can be done in any order (commutative) and begin to understand that division of one number by another cannot, with support.	numbers can be done in any order (commutative) and begin to identify that division of one number by another cannot.	multiplication of two numbers can be done in any order (commutative) and begin to identify that division of one number by another cannot.
	To begin to solve problems involving multiplication and division, with support, using materials, arrays, repeated addition and multiplication and division facts.	To solve problems involving multiplication and division, using materials, arrays, repeated addition, some metal methods, and multiplication and division facts and begin to solve problems in contexts.	To accurately solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts and be able to record systematically.
		Fractions	1
NUMBER	To begin to recognise and name fractions ¼, ½, and ¾ of a length, shape, set of objects or quantity.	To recognise, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape, set of objects or quantity.	To accurately recognise, find name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape, set of objects or quantity.
N	To begin to write simple fractions e.g. ½ of 6 = 3.	To write simple fractions e.g. ½, of 6 = 3 and begin to recognise the equivalence of 2/4 and 1/2	To accurately write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2
		Measurement	
	To begin to choose and use appropriate standard units to estimate and measure length/height in any directions	To choose and use appropriate standard units to estimate and measure length/height in any directions (m/cm); mass (kg/g);	To confidently choose and use appropriate standard units to estimate and measure length/height in any directions (m/cm); mass
	(m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and	temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	(kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring
_	To begin to order lengths, mass, volume/capacity and record the results.	To compare and order lengths, mass, volume/capacity and record the results	vessels and use and apply knowledge in word problems. To accurately compare and order lengths, mass, volume/capacity and record the results using >, <, and =
MEASUREMENT	To begin to recognise symbols for pounds (£) and pence (p): combine simple amounts to make	To recognise and use symbols for pounds (£) and pence (p): combine simple amounts to make a particular	To accurately recognise and use symbols for pounds (£) and pence (p): combine simple amounts to
	a particular value. To begin to find different combinations of coins that equal	value. To find different combinations of coins that equal the same amounts of	make a range of value. To accurately and confidently find different combinations of coins that
	the same amounts of money, with support.	money.	equal the same amounts of money.
	To begin to solve simple problems in a practical context involving addition of money of the same	To solve simple problems in a practical context involving addition of money of the same unit.	To independently solve simple problems in a practical context involving addition of money of the
	unit, with support. To sequence simple intervals of time with support.	To compare and sequence simple intervals of time.	same unit, including giving change. To accurately compare and sequence intervals of time.
	To begin to tell the time to five minutes, including quarter past/to the hour and draw the hands on a	To tell the time to five minutes, including quarter past/to the hour and	To fluently and accurately tell the time to five minutes, including quarter past/to the hour and draw

	alask face to show those times	draw the hands on a clock face to show	the hands on a clock face to show		
	clock face to show these times,	these times.	the hands on a clock race to show these times.		
	with support.		these times.		
	To be sin to identify 2 Debens	Properties of Shape	To accomplish the matter and describe		
	To begin to identify 2-D shapes	To identify and describe the properties	To accurately identify and describe		
	and some of their properties,	of 2-D shapes, including the number of	the properties of 2-D shapes,		
	including the number of sides.	sides.	including the number of sides and		
	T. I	T : 1 :: (2 B 1	symmetry in a vertical line.		
	To begin to identify 3-D shapes	To identify 3-D shapes and some of	To accurately identify and describe		
Z	and some of their properties,	their properties, including the number	3-D shapes, including the number of		
GEOMETRY	including the number of faces.	of vertices and faces.	edges, vertices and faces.		
I≅	To begin to identify 2-D shapes on	To begin to identify 2-D shapes on the	To independently identify 2-D		
l jë	the surface of 3-D shapes, for	surface of 3-D shapes, for example a	shapes on the surface of 3-D shapes,		
	example a circle on a cylinder and	circle on a cylinder and a triangle on a	for example a circle on a cylinder		
	a triangle on a pyramid with	pyramid.	and a triangle on a pyramid.		
	support.				
	To begin to sort common 2-D and	To sort common 2-D shapes and 3-D	To independently compare and sort		
	3-D shapes and everyday objects	shapes and everyday objects.	common 2-D and 3-D shapes and		
	with support.		everyday objects.		
	Position and direction				
	To begin to order combinations of	To order combinations of mathematical	To independently order and arrange		
	mathematical objects in patterns	objects in patterns.	combinations of mathematical		
	with support.		objects in patterns		
₽	-		T (1 11 11 11 11 11 11 11 11 11 11 11 11		
GEOMETRY	To begin to use mathematical	To use mathematical vocabulary to	To fluently use mathematical		
	vocabulary to describe position,	describe position, direction, and	vocabulary to describe position,		
) jj	direction and movement as a turn	movement including distinguishing	direction, and movement including		
	and movement in a straight line.	between rotation as a turn and in	distinguishing between rotation as a		
		terms of right angles for quarter, half	turn and in terms of right angles for		
		and three-quarter turns and movement	quarter, half and three-quarter turns		
		in a straight line.	and movement in a straight line.		
		Statistics			
	To begin to construct simple	To independently construct simple	To independently interpret and		
	pictograms, tally charts, block	pictograms, tally charts, block diagrams	construct simple pictograms, tally		
	diagrams and simple tables with	and simple tables.	charts, block diagrams and simple		
رم ا	support.		tables.		
STATISTICS	To answer simple questions by	To ask and answer simple questions by	To fluently and confidently ask and		
ls!	counting the number of objects in	counting the number of objects in each	answer simple questions by counting		
AT.	each category and sorting the	category and sorting the categories by	the number of objects in each		
ST	categories by quantity with	quantity.	category and sorting the categories		
	support.		by quantity.		
	To answer questions about	To answer questions about totalling	To confidently ask and answer		
	totalling categorical data.	and comparing categorical data.	questions about totalling and		
			comparing categorical data.		

Medium Term Planning

Mathematics

	Autumn	Spring	Summer
	Autum		Julillei
	To be sign to count forces O in	Number and place value	To consider the count from Oir
	To begin to count from 0 in	To count from 0 in multiples of 4, 8, 50	To accurately count from 0 in
	multiples of 4, 8, 50 and 100 with	and 100 with support. To begin to find 10	multiples of 4, 8, 50 and 100
	support. To begin to find 10 or 100	or 100 more or less than a given number.	independently. To accurately find
	more or less than a given number		10 or 100 more or less than a
	with support.		given number with support
	To start to recognise the place	To recognise the place value of each digit	To independently recognise the
	value of each digit in a three-digit	in a three-digit number (hundreds, tens,	place value of each digit in a
	number (hundreds, tens, ones)	ones)	three-digit number (hundreds,
	with support.		tens, ones)
~	To make simple comparisons of	To compare and order numbers up to	To evaluate the properties of
NUMBER	numbers up to 1000. To order	1000.	numbers up to 1000. To order
Σ	numbers up to 1000 with support		numbers up to 1000 with support.
N	To identify, represent and	To identify represent and estimate	To confidently identify, represent
	estimate numbers using different	numbers using different representations.	and estimate numbers using
	representations with support.		different representations and
			evaluate the different
			representations.
	To read and write numbers up to	To read and write numbers up to 1000 in	To fluently read and write
	1000 in numerals and in words	numerals and in words.	numbers up to 1000 in numerals
	with support.		and in words.
	To solve simple number problems	To solve number problems and practical	To accurately solve number
	and practical problems involving	problems involving these ideas	problems and practical problems
	these ideas with support.	independently.	involving these ideas.
		Addition and subtraction	
	To add and subtract numbers	To add and subtract numbers mentally,	To accurately add and subtract
	mentally, including; a three-digit	including: a three-digit number and ones,	numbers mentally, including: a
	number and ones, a three-digit	a three-digit number and tens, a three-	three-digit number and ones, a
	number and tens with support.	digit number and hundreds	three-digit number and tens, a
		independently.	three-digit number and hundreds.
	To add and subtract numbers with	To independently add and subtract	To accurately use a variety of
	up to three digits, using formal	numbers with up to three digits, using	different formal written methods
	written methods of columnar	formal written methods of columnar	of columnar addition and
	addition and subtraction with	addition and subtraction.	subtraction. To evaluate and
	support.		compare different written
ER			methods which allow them to add
MB			and subtract numbers with up to
NUMBER			three digits.
_	To estimate the answer to a	To independently estimate the answer to	To accurately estimate the answer
	simple calculation and use inverse	a simple calculation and use inverse	to a simple calculation and use
	operations to check answers with	operations to check answers.	inverse operations to check
	support.	- 1 11 . 1 1	answers
	To solve single problems, including	To solve problems, including missing	To accurately solve problems,
	missing number problems, using	number problems, using number facts,	including missing number
	number facts, place value, and	place value, and more e complex,	problems, using number facts,
	more e complex, addition and	addition and subtraction independently.	place value, and more e complex,
	subtraction with support.		addition and subtraction.

		Multiplication and division	
	To recall and use multiplication	To independently recall and use	To accurately recall and use
	and division facts for the 3, 4, and	multiplication and division facts for the 3,	multiplication and division facts
	8 multiplication tables with	4, and 8 multiplication tables.	for the 3, 4, and 8 multiplication
	support.		tables.
	To write and calculate	To independently write and calculate	To accurately write and calculate
	mathematical statements for	mathematical statements for simple	mathematical statements for
	simple multiplication and division	multiplication and division using the	simple multiplication and division
	using the multiplication tables	multiplication tables that they know,	using the multiplication tables
	that they know, including for two-	including for two-digit numbers times	that they know, including for two-
NUMBER	digit numbers times one-digit	one-digit numbers, using mental and	digit numbers times one-digit
Ξ	numbers, using mental and	progressing to formal written methods.	numbers, using mental and
₽	progressing to formal written		progressing to formal methods
	methods with support.		with support.
	To solve simple problems,	To solve problems, including missing	To accurately solve problems,
	including missing number	number problems, involving	including missing number
	problems, involving multiplication	multiplication and division, including	problems, involving multiplication
	and division, including integer	integer scaling problems and	and division, including integer
	scaling problems and	correspondence problems in which n	scaling problems and
	correspondence problems in	objects are connected to m objects	correspondence problems in
	which n objects are connected to	independently.	which n objects are connected to
	m objects with support.		m objects.
		Fractions	
	To count up and down; recognise	To independently count in up and down	To accurately count up and down
	that tenths arise from dividing an	in tenths; recognise that tenths arise from	in tenths; recognise that tenths
	object into 10 equal parts and in	dividing an object into 10 equal parts and	arise from dividing an object into
	dividing one-digit numbers or	in dividing one-digit numbers or	10 equal parts and in dividing one-
	quantities by 10 with support.	quantities by 10.	digit numbers or quantities by 10.
	To recognise, find and write	To independently recognise, find and	To accurately recognise, find and
	simple fractions of discrete set of	write simple fractions of discrete set of	write simple fractions of discrete
	objects: unit fractions and non-	objects: unit fractions and non-unit	set of objects: unit fractions and
	unit fractions with small	fractions with small denominators	non-unit fractions with small
	denominators with support.		denominators.
	To recognise and use simple	To independently recognise and use	To accurately recognise and use
	fractions as numbers: unit	fractions as numbers: unit fractions and	simple fractions as numbers: unit
	fractions and non-unit fractions	non-unit fractions with small	fractions and non-unit fractions
R	with small denominations with	denominators.	with small denominators.
NUMBER	support.		
	To recognise and show, using	To independently recognise and show,	To accurately recognise and show,
_	diagrams, simple equivalent	using diagrams, equivalent fractions with	using diagrams, equivalent
	fractions with small denominators	small denominators.	fractions with small
	with support.		denominators. To evaluate these
	To add and subtract document	To be done and bookly and done double and	pictorial representations.
	To add and subtract simple fractions with the same	To independently add and subtract fractions with the same denominator	To accurately add and subtract with the same denominator
	denominator within one whole		
		within one whole (e.g. 5/7+1/7 =6/7)	within one whole (e.g.
	(e.g. $5/7$, + $1/7$ = $6/7$ with support.	To independently compare and order unit	5/7+1/7=6/7)
	To compare and order simple unit fractions, and fractions with the	To independently compare and order unit fractions with the same denominators.	To accurately compare and order simple unit fractions, and fractions
	same denominators with support.	mactions with the same deficitifiators.	with the same denominators.
	To solve simple problems that	To independently solve problems that	To accurately solve problems that
	involve all of the above with	involve all of the above.	involve all the above.
	support.	involve all of the above.	myorve an the above.
	σαμμοι τ.		

To measure, compare, add and subtract: simple lengths (m/cm/mm): mass (kg/g): volume/capacity (l/ml) with support. To measure the perimeter of simple 2-D shapes with support. To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24-hour clocks with support. To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. To know the numbers of days in each month, year, and leap year with support. To compare durations of events, for example to calculate the time taken by particular events or tasks with support. To draw simple 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them with support. To recognise that angles are a property of shape or a description of a turn with support. To identify right angles smake a half-turn, three make three quarters of a conservation with remarks three quarters of a turn and four a completa furn, three make three quarters of a conservation with remarks three quarters of a conservation with support. To identify right angles smake a half-turn, three make three quarters of a conservation with remarks three make three quarters of a conservation where we have the remarks that two right angles	of 2-D of 2-D of 2-D of 2-D of 2-D of 2-D of 3-D of			
(m/cm/mm): mass (kg/g): volume/capacity (l/ml) with support.	g): of 2-D e the ock, herals and 24- read hery to land of eand ch as oon, nbers I the			
Volume/capacity (I/ml) with support. To measure the perimeter of simple 2-D shapes with support. To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24-hour clocks with support. To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight with support. To know the numbers of seconds in a minute and the number of days in each month, year, and leap year with support. To compare durations of events, for example to calculate the time taken by particular events or tasks with support. To draw simple 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. To recognise that angles are a property of shape or a description of simple 2-D shapes in different orientations and consumpret in support, of simple 2-D shapes in different orientations and consumpret in support, of support of shape or a description of the consumpret of simple 2-D shapes in different orientations and consumpret in the from an analogue clock, including using Roman numerals from 1 to XII, and 12 hour and 24-hour clocks. To independently estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. To independently know the numbers of seconds in a minute and the number of days in each month, year, and leap year. To compare durations of events, for example to calculate the time taken by particular events or tasks. To independently draw simple 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. To recognise that angles	e the ock, nerals and 24- read oct and of eand och as oon,			
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describe them with support. To recognise that angles are a property of shape or a description are a property of shape or a description of a turn with support. describe them. orientations and describe them. To independently recognise that angles are a property of shape or a description angles are a property of shape or a description of a turn with support.	ls;			
To recognise that angles are a property of shape or a description are a property of shape or a description of a turn with support	erent			
property of shape or a description are a property of shape or a description angles are a property of shape or a description and description of a turn	hem.			
of a turn with support	nat			
of a turn with support. of a turn. a description of a turn To identify right angles that two To independently identify right angles To confidently identify right	pe or			
To identify right angles that two To independently identify right angles To confidently identify right				
	ght			
right angles make a half-turn, that two right angles make a half-turn, angles that two right angles	make			
three make three quarters of a three make three quarters of a turn and a half-turn, three make the	ree			
turn and four a complete turn; four a complete turn; identify whether quarters of a turn and fo	ır a			
identify whether angles are angles are greater than or less than a complete turn; identify wh	ether			
greater than or less than a right right angle. angles are greater than or	less			
angle with support. than a right angle.				
To identify horizontal and vertical To independently identify horizontal and To confidently identify horizontal and	ontal			
lines and pairs of perpendicular vertical lines and pairs of perpendicular and vertical lines and pair	s of			
and parallel lines with support. and parallel lines. perpendicular and parallel	lines			
with support.				
Statistics				
To interpret and present simple To independently interpret and present To compare, interpret a				
data using bar charts, pictograms simple data using bar charts, pictograms present simple data using				
and tables with support. and tables. charts, pictograms and ta	oles			
with support.				
With support, solve simple one- step and two-step questions such as "How many more?" and "How				
step and two-step questions such and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions such as "How step and two-step questions" and two-step questions are "How step and two-step questions" and two-step questions are "How step and two-step questions" and "How step and two-step questions" are "How step and two-step questions" are "How step and two-step and two				
many fewer?" using information using information presented in scaled bar many fewer?" using inform				
presented in scaled bar charts charts and pictogram and tables. presented in scaled bar cl	arts			
and pictogram and tables. and pictogram and table				

Medium Term Planning

Mathematics

	Autumn	Spring	Summer
		Number and place value	
	To begin to count in multiples of	To begin to count in multiples of	To count in multiples of 6,7,9,25 and
	25 and 1000 with support	6,7,9,25 and 1000	1000.
	To find 1000 more than a given	To find 1000 more or less than a given	To accurately find 1000 more or less
	number	number.	than a given number.
	To begin to count backwards	To count backwards through zero to	To fluently count backwards
	through zero to include some	include negative numbers.	through zero to include negative
	negative numbers with support.		numbers.
	To begin to recognise the place	To recognise the place value of each	To recognise and compare the place
	value of each digit in a three-digit	digit in a four-digit number (thousands,	value of each digit in a four-digit
	number (hundreds, tens, and	hundreds, tens, and ones)	number (thousands, hundreds, tens,
	ones)		and ones)
~	To order numbers beyond 1000	To order and compare numbers beyond	To justify, order and compare
NUMBER		1000	numbers beyond 1000.
<u>≥</u>	To begin to identify and estimate	To identify, represent and estimate	To compare, identify, represent and
Ž	numbers using different	numbers using different	estimate numbers using different
	representations with support	representations.	representations
	To round any number to the	To round any number to the nearest 10,	To fluently round any number to the
	nearest 10 and 100 with support.	100 or 1000.	nearest 10, 100 or 1000.
	To begin to solve number and	To solve number and practical problems	To independently solve number and
	practical problems that involves all	that involve all of the above and with	practical problems that involve all of
	of the above with support.	increasingly large positive numbers.	the above and with increasingly
			large positive numbers.
	To begin to read Roman numerals	To begin to read Roman numerals to	To read Roman numerals to 100 (1
	to 100. (1 to C)	100 (1 to C) and know that over time,	to C) and know that over time, the
		the numeral system changed to include	numeral system changed to include
		the concept of zero	the concept of zero
		Addition and subtraction	
	To begin to add and subtract	To add and subtract numbers with up	To independently add and subtract
	numbers with up to 4 digits using	to 4 digits using the formal written	numbers with up to 4 digits using
	the formal written methods of	methods of columnar addition and	the formal written methods of
	columnar addition and subtraction	subtraction where appropriate.	columnar addition and subtraction
ËR	with support.		where appropriate.
ΝB	To begin to estimate to check	To begin to estimate and use inverse	To estimate and use inverse
NUMB	answers to a calculation.	operations to check answers to	operations to check answers to a
		calculations.	calculation.
	To begin to solve addition and	To solve addition and subtraction two-	To independently solve addition and
	subtraction two-step problems in	step problems in contexts, deciding	subtraction two-step problems in
	contexts.	which operations and methods to use.	contexts, deciding which operations
		An intellection and district	and methods to use and why.
	To hogin to rocall and detail and a	Multiplication and division	To fluority recall resultinities in a set
	To begin to recall multiplication and division facts for	To recall multiplication and division facts for multiplication tables up to 12 x	To fluently recall multiplication and division facts for multiplication
	multiplication tables up to 12 x 12.	12.	tables up to 12 x 12.
	To begin to use place value,	To use place value, known and derived	To use place value, known and
2	known and derived facts to	facts to multiply and divide mentally,	derived facts to multiply and divide
NUMBER	multiply and divide mentally.	including: multiplying by 0 and 1:	mentally, including: multiplying by 0
	multiply and divide mentally.	dividing by 1.	and 1: dividing by 1; multiplying
Z		aividing by 1.	together three numbers.
	To begin to recognise and use	To recognise and use factor pairs and	To independently recognise and use
	factor pairs in mental calculations.	commutativity in mental calculations.	factor pairs and commutativity in
	a see passe at mental cardiations.		mental calculations.
<u> </u>	1		

	To begin to multiply two-digit	To multiply two-digit numbers by one-	To multiply two-digit and three-digit
	numbers by one-digit number	digit number using formal written	numbers by one-digit number using
	using formal written layout with support.	layout.	formal written layout.
	To begin to solve problems, with	To solve problems, involving multiplying	To independently solve problems,
	support, involving multiplying and	and adding, including using the	involving multiplying and adding,
	adding, including using the	distributive law to multiply two-digit	including using the distributive law
	distributive law to multiply two-	numbers by one digit.	to multiply two-digit numbers by
	digit numbers by one digit.	, ,	one digit, integer scaling problems
			and harder correspondence
			problems such as n objects are
			connected to m objects.
		Fractions	
	To begin to recognise using	To recognise and begin to show, using	To recognise and show, using
	diagrams, families of common	diagrams, families of common	diagrams, families of common
	equivalent fractions.	equivalent fractions.	equivalent fractions.
	To count up and down in	To count up and down in hundredths;	To fluently count up and down in
	hundredths with support.	recognise that hundredths arise when	hundredths; recognise that
		dividing an object by a hundred and	hundredths arise when dividing an
		dividing tenths by tens.	object by a hundred and dividing
			tenths by tens.
	To begin to solve problems	To solve problems involving increasingly	To solve problems involving
	involving fractions to calculate	harder fractions to calculate quantities,	increasingly harder fractions to
	quantities, and fractions to divide	and fractions to divide quantities.	calculate quantities, and fractions to
	quantities, with support.		divide quantities, including non-unit
			fractions where the answer is a whole number.
	To add and subtract fractions with	To add and subtract fractions with the	To independently add and subtract
	the same denominator, with	same denominator.	fractions with the same
	support.	Sume denominator.	denominator.
	To begin to recognise decimal	To recognise and write decimal	To recognise and decimal
ER	equivalents of any number of	equivalents of any number of tenths.	equivalents of any number of tenths
NUMBER	tenths.	,	or hundredths.
3	To begin to recognise decimal	To recognise decimal equivalents to	To recognise and write decimal
	equivalents to 1/4, ½, ¾.	1/4, ½, ¾.	equivalents to 1/4, ½, ¾.
	To find the effect of dividing a	To find the effect of dividing a one, or	To find the effect of dividing a one,
	one, or two-digit number by 10	two-digit number by 10 and 100.	or two-digit number by 10 and 100,
	and 100 with support.		identifying the value of the digits in
			the answer as units, tenths and hundredth.
	To begin to round decimals with	To round decimals with one decimal	To independently round decimals
	one decimal place to the nearest	place to the nearest whole number.	with one decimal place to the
	whole number with support.	'	nearest whole number.
	To begin to identify numbers with	To identify numbers with the same	To compare numbers with the same
	the same number of decimal	number of decimal places up to two	number of decimal places up to two
	places up to two decimal places	decimal places.	decimal places.
	with support.		
	To begin to solve simple measure	To solve simple measure and money	To solve simple measure and money
	and money problems involving	problems involving simple fractions and	problems involving simple fractions
	simple fractions and simple	simple decimals to two decimal places	and simple decimals to two decimal
	decimals to two decimal places	with support.	places.
1	with support.		

		Measurement	
	To begin to convert between	To convert between some units of	To confidently convert between
	some units of measure (e.g.	measure (e.g. kilometre to metre, hour	some units of measure (e.g.
	kilometre to metre, hour to	to minute)	kilometre to metre, hour to minute)
	minute) with support.	,	, , , , , , , , , , , , , , , , , , , ,
	To begin to calculate the	To measure and calculate the perimeter	To accurately measure and calculate
	_	-	-
	perimeter of a rectilinear figure	of a rectilinear figure (including	the perimeter of a rectilinear figure
	(including squares) in centimetres	squares) in centimetres and metres.	(including squares) in centimetres
١.	and begin to measure them with		and metres.
Ξ	support.		
ΜĔ	To begin to find the area of	To find the area of rectilinear shapes by	To accurately find the area of
REI	rectilinear shapes by counting	counting squares.	rectilinear shapes by counting
MEASUREMENT	squares.		squares.
ΕĂ	To begin to calculate different	To estimate and calculate different	To estimate, compare and calculate
Σ	measures, including money in	measures, including money in pounds	different measures, including
	pounds and pence.	and pence.	money in pounds and pence.
	To begin to read time between	To read and write time between	To read, write and convert time
	analogue and digital 12 and 24-	analogue and digital 12 and 24-hour	between analogue and digital 12
	hour clocks.	clocks.	and 24-hour clocks.
	To begin to solve problems	To solve problems involving converting	To independently solve problems
	involving converting from hours to	from hours to minutes; years to months	involving converting from hours to
	minutes; years to months and	and weeks to days.	minutes; years to months and
	weeks to days with support.		weeks to days.
	1 22.2 22 22/2 32880	Properties of Shape	
	To begin to classify geometric	To compare and classify geometric	To independently compare and
	shapes, including quadrilaterals	shapes, including quadrilaterals and	classify geometric shapes, including
	and triangles, based on their	triangles, based on their properties and	quadrilaterals and triangles, based
	properties.	sizes.	on their properties and sizes.
		To identify acute and obtuse angles and	To identify acute and obtuse angles
>	To begin to identify acute and		
GEOMETRY	obtuse angles	order angles up to two right angles by	and compare and order angles up to
N N	- I I I I I I I I I I I I I I I I I I I	size.	two right angles by size.
	To begin to identify lines of	To identify lines of symmetry in 2-D	To independently identify lines of
5	symmetry in 2-D shapes presented	shapes presented in different	symmetry in 2-D shapes presented
	simply with support	orientations.	in different orientations and explain
			their decision.
	To begin to complete a simple	To complete a simple symmetric figure	To independently complete a simple
	symmetric figure.	with respect to a specific line of	symmetric figure with respect to a
		symmetry.	specific line of symmetry.
		Position and direction	
	To begin to describe position on a	To describe positions on a 2-D grid as	To independently describe position
	2-D grid with support.	coordinates in the first quadrant.	on a 2-D grid as coordinates in the
			first quadrant.
₹	To begin to describe movements	To describe movements between	To fluently describe movements
E	between positions.	positions as translations of a given unit	between positions as translations of
Σ		to left/right and up/down.	a given unit to left/right and
GEOMETRY			up/down.
0	To begin to plot points and draw	To plot specified points and draw sides	To accurately and independently
	sides to complete a given polygon	to complete a given polygon.	plots specified points and draw
	with support.	, .	sides to complete a given polygon.
-		Chatiatian	
	To hagin to proceed discrete and	Statistics To present discrete and continuous	To interpret and present discrets
	To begin to present discrete and		To interpret and present discrete
	continuous data using some	data using some graphical methods,	and continuous data using some
S	graphical methods, including bar	including bar charts and time graphs.	graphical methods, including bar
STATISTICS	charts and time		charts and time graphs.
LSI.	graphs with support.		
'AT	To begin to solve sum and	To solve sum and difference problems	To independently solve comparison,
ST	difference problems using	using information presented in bar	sum and difference problems using
	information presented in tables	charts, pictograms and tables.	information presented in bar charts,
	information presented in tables and bar charts with support.	charts, pictograms and tables.	pictograms and tables and other graphs.

Medium Term Planning

Mathematics

	Autumn	Spring	Summer	
		Number and place value		
	To begin to read, write, order and	To read, write, order and compare	To accurately read, write, order and	
	compare numbers to at least 1	numbers to at least 1 000 000 and	compare numbers to at least 1 000	
	000 000 and determine the value	determine the value of each digit.	000 and determine the value of each	
	of each digit.		digit.	
	To begin to count forward and	To count forward and backwards in	To fluently count forward and	
	backwards in steps of powers of	steps of powers of 10 for any given	backwards in steps of powers of 10	
	10 for any given number up to 1	number up to 1 000 000.	for any given number up to 1 000	
	000 000.		000.	
	To begin to interpret negative	To interpret negative numbers in	To accurately interpret negative	
<u>~</u>	numbers in context, count	context, count forwards and backwards	numbers in context, count forwards	
1 28	forwards and backwards with	with positive and negative whole	and backwards with positive and	
NUMBER	positive and negative whole	numbers through zero.	negative whole numbers through	
Z	numbers through zero.		zero.	
	To begin to round any numbers up	To round any numbers up to 1 000 000	To confidently round any numbers	
	to 1 000 000 to the nearest 10,	to the nearest 10, 1000, 10,000 and	up to 1 000 000 to the nearest 10,	
	1000, 10,000 and 100,000.	100,000.	1000, 10,000 and 100,000.	
	To begin to solve number	To independently solve number	To accurately solve number	
	problems and practical problems	problems and practical problems that	problems and practical problems	
	that involve all of the above.	involve all of the above.	that involve all of the above.	
	To begin to read Roman numerals	To read Roman numerals to 1000 (M)	To read Roman numerals to 1000	
	to 1000 (M) and recognise years	and recognise years written in Roman	(M) and recognise years written in	
	written in Roman numerals.	numerals.	Roman numerals.	
	Addition and subtraction			
	To start to add and subtract	To independently add and subtract	To confidently and accurately add	
	simple whole numbers with more	simple whole numbers with more than	and subtract simple whole numbers	
	than 4 digits, including using	4 digits, including using formal written	with more than 4 digits, including	
	formal written methods (columnar	methods (columnar addition and	using formal written methods	
	addition and subtraction)	subtraction)	(columnar addition and subtraction)	
	To start to add and subtract	To independently add and subtract	To confidently and accurately add	
	numbers mentally with	numbers mentally with increasingly	and subtract numbers mentally with	
2	increasingly large numbers.	large numbers.	increasingly large numbers.	
MBER	To start to use rounding to check	To independently use rounding to	To confidently use rounding to check	
) N	answers to calculations and	check answers to calculations and	answers to calculations and	
2	determine, in the context of a	determine, in the context of a problem,	determine, in the context of a	
	problem, levels of accuracy with	levels of accuracy.	problem, levels of accuracy.	
	support.			
	To start to solve simple addition	To independently solve simple addition	To accurately solve simple addition	
	and subtraction multi-step	and subtraction multi-step problems in	and subtraction multi-step problems	
	problems in contexts, deciding	contexts, deciding which operations	in contexts, deciding which	
	which operations and methods to	and methods to use and why.	operations and methods to use and	
	use and why.		why explaining strategies.	
		Multiplication and division	[-	
	To start to identify multiples and	To independently identify multiples	To confidently identify multiples and	
	factors, including finding all factor	and factors, including finding all factor	factors, including finding all factor	
~	pairs of a number, and common factors of two numbers.	pairs of a number, and common factors of two numbers.	pairs of a number, and common factors of two numbers.	
NUMBER		To independently solve problems	To accurately solve problems	
≥	To start to solve problems involving multiplication and			
Ž	division where larger numbers are	involving multiplication and division where larger numbers are used by	involving multiplication and division	
	used by decomposing them into	decomposing them into their factors.	where larger numbers are used by decomposing them into their factors	
	their factors.	accomposing them into their factors.	with support.	
	then factors.		with συρροίτ.	

	To start know and use the	To independently know and use the	To confidently know and use the
	vocabulary of prime numbers,	vocabulary of prime numbers, prime	vocabulary of prime numbers, prime
	prime factors and composite (non-	factors and composite (non-prime)	factors and composite (non-prime)
	prime) numbers.	numbers.	numbers.
	To start to know how to establish	To independently know how to	To confidently know how to
	whether a number up to 100 is	establish whether a number up to 100	establish whether a number up to
	prime and recall prime numbers	is prime and recall prime numbers up	100 is prime and recall prime
	up to 19.	to 19.	numbers up to 19.
	To start to multiply numbers up to	To independently multiply numbers up	To accurately multiply numbers up
	4 digits by one- or two-digit	to 4 digits by one- or two-digit number	to 4 digits by one- or two-digit
	number using a formal written	using a formal written method,	number using a formal written
	method, including long	including long multiplication for two-	method, including long
	multiplication for two-digit	digit numbers.	multiplication for two-digit numbers.
	numbers.		
	To start to multiply and divide	To independently multiply and divide	To accurately multiply and divide
	numbers mentally drawing upon	numbers mentally drawing upon	numbers mentally drawing upon
	known facts.	known facts.	known facts.
	To start to divide numbers up to 4	To independently divide numbers up to	To confidently divide numbers up to
	digits by one-digit number using	4 digits by one-digit number using the	4 digits by one-digit number using
	the formal written method of	formal written method of short division	the formal written method of short
	short division and interpret	and interpret remainders appropriately	division and interpret remainders
	remainders appropriately for the	for the context.	appropriately for the context.
	context.		
	To begin to multiply and divide	To independently multiply and divide	To accurately multiply and divide
	whole numbers and those	whole numbers and those involving	whole numbers and those involving
	involving decimals by 10, 100, and	decimals by 10, 100, and 1000.	decimals by 10, 100, and 1000.
	1000.		
	To begin to recognise and use	To independently recognise and use	To accurately use square numbers
	square numbers and cube	square numbers and cube numbers,	and cube numbers, and the notation
	numbers, and the notation for	and the notation for squared (2) and	for squared (2) and cubed (3)
	squared (2) and cubed (3)	cubed (3)	
	To begin to solve problems	To independently solve problems	To accurately solve problems
	involving addition, addition,	involving addition, addition,	involving addition, addition,
	subtraction, multiplication and	subtraction, multiplication and division	subtraction, multiplication and
	division and a combination of	and a combination of these, including	division and a combination of these,
	these, including understanding the	understanding the meaning of the	including understanding the
	meaning of the equals sign.	equals sign.	meaning of the equals sign.
	To begin to solve simple problems	To independently solve problems	To accurately solve problems
	involving multiplication and	involving multiplication and division,	involving multiplication and division,
	division, including scaling by	including scaling by simple fractions	including scaling by simple fractions
	simple fractions and problems	and problems involving simple rates.	and problems involving simple rates.
	involving simple rates with		
	support.		
		Fractions	
	To begin to compare and order	To independently compare and order	To confidently compare and order
	fractions whose denominators are	fractions whose denominators are all	fractions whose denominators are
	all multiples of the same number.	multiples of the same number.	all multiples of the same number.
	To begin to identify, name and	To independently identify, name and	To accurately identify, name and
	write equivalent fractions of a given fraction, represented	write equivalent fractions of a given fraction, represented visually, including	write equivalent fractions of a given
	visually, including tenths and	tenths and hundredths.	fraction, represented visually, including tenths and hundredths.
2	hundredths.	tentris and nundreatris.	including territis and nundreutis.
/BE	To begin to recognise mixed	To independently recognise mixed	To accurately recognise mixed
NUMBER	numbers and improper fractions	numbers and improper fractions and	numbers and improper fractions and
Z	and convert from one form to the	convert from one form to the other	convert from one form to the other
	other and write mathematical	and write mathematical statements > 1	and write mathematical statements
	statements > 1 as a mixed number	as a mixed number (e.g. $2/5 + 4/5 = 6/5$	> 1 as a mixed number (e.g. 2/5 +
	(e.g. 2/5 + 4/5 = 6/5 =11/5).	=11/5).	4/5 = 6/5 =11/5).
	To begin to add and subtract	To independently add and subtract	To confidently add and subtract
	fractions with the same	fractions with the same denominator	fractions with the same
		and multiples of the same number.	
		-	

	denominator and multiples of the		denominator and multiples of the
	same number.		same number.
	To begin to multiply proper	To independently multiply proper	To accurately multiply proper
	fractions and mixed numbers by	fractions and mixed numbers by whole	fractions and mixed numbers by
	whole numbers, supported by	numbers, supported by materials and	whole numbers, supported by
	materials and diagrams.	diagrams.	materials and diagrams.
	To begin to read and write	To independently read and write	To accurately read and write decimal
	decimal numbers as fractions (e.g.	decimal numbers as fractions (e.g. 0.71	numbers as fractions (e.g. 0.71 =
	0.71 = 71/100).	= 71/100).	71/100).
	To begin to recognise and use	To independently recognise and use	To confidently recognise and use
	thousandths and relate them to	thousandths and relate them to tenths,	thousandths and relate them to
	tenths, hundredths and decimal	hundredths and decimal equivalents.	tenths, hundredths and decimal
	equivalents.		equivalents.
	To begin to round decimals with	To independently round decimals with	To accurately round decimals with
	two decimals with two decimal	two decimals with two decimal places	two decimals with two decimal
	places to the nearest whole	to the nearest whole number and to	places to the nearest whole number
	number and to one decimal place.	one decimal place.	and to one decimal place.
	To begin to read, write, order and compare numbers with up to	To independently read, write, order and compare numbers with up to three	To confidently read, write, order and compare numbers with up to three
	three decimal places.	decimal places.	decimal places.
	To begin to solve problems	To independently solve problems	To accurately solve simple problems
	involving number up to three	involving number up to three decimal	involving number up to three
	decimal places.	places.	decimal places.
	To begin to recognise the per cent	To independently recognise the per	To confidently recognise the per
	symbol (%) and understand that	cent symbol (%) and understand that	cent symbol (%) and understand that
	per cent relates to "number of	per cent relates to "number of parts	per cent relates to "number of parts
	parts per hundred" and write	per hundred" and write percentages as	per hundred" and write percentages
	percentages as a fraction with	a fraction with denominator hundred,	as a fraction with denominator
	denominator hundred, and as a	and as a decimal fraction.	hundred, and as a decimal fraction.
	decimal fraction.		
	To begin to solve problems which	To independently solve problems	To accurately solve problems which
	require knowing percentage and	which require knowing percentage and	require knowing percentage and
	decimal equivalents of ½, ¼, 1/5,	decimal equivalents of ½, ¼, 1/5, 2/5,	decimal equivalents of ½, ¼, 1/5,
	2/5, 4/5, and those with a	4/5, and those with a denominator of a	2/5, 4/5, and those with a
	denominator of a multiple of 10 or	multiple of 10 or 25.	denominator of a multiple of 10 or
	25.	DA	25.
	To begin to convert between	Measurement To independently convert between	To accurately convert between
	different units of metric measure	different units of metric measure (e.g.	different units of metric measure
	(e.g. kilometre and metre;	kilometre and metre; centimetre and	(e.g. kilometre and metre;
	centimetre and metre; centimetre	metre; centimetre and millimetre;	centimetre and metre; centimetre
	and millimetre; gram and	gram and kilogram; litre and millilitre	and millimetre; gram and kilogram;
	kilogram; litre and millilitre	<i>5</i> ,	litre and millilitre
	To begin to understand and use	To independently understand and use	To confidently understand and use
	equivalences between metric	equivalences between metric units and	equivalences between metric units
	units and common Imperial units	common Imperial units such as inches,	and common Imperial units such as
Þ	such as inches, pounds and pints.	pounds and pints.	inches, pounds and pints.
JE!	To begin to measure and calculate	To independently measure and	To accurately measure and calculate
ZEN	the perimeter of simple composite	calculate the perimeter of simple	the perimeter of simple composite
SU	rectilinear shapes in centimetres	composite rectilinear shapes in	rectilinear shapes in centimetres and
MEASUREMENT	and metres.	centimetres and metres.	metres.
Σ	To begin to calculate and compare	To independently calculate and	To accurately calculate and compare
	the area of squares and rectangles	compare the area of squares and	the area of squares and rectangles
	including using standard units,	rectangles including using standard	including using standard units,
	square centimetres (cm2) and	units, square centimetres (cm2) and	square centimetres (cm2) and
	square metre (m2) and estimate the area of irregular shapes.	square metre (m2) and estimate the area of irregular shapes.	square metre (m2) and estimate the area of irregular shapes.
	To begin to estimate volume (e.g.	To independently estimate volume	To confidently and accurately
	using 1 cm3 blocks to build cubes	(e.g. using 1 cm3 blocks to build cubes	estimate volume (e.g. using 1 cm3
	and cuboids) and capacity (e.g.	and cuboids) and capacity (e.g. using	blocks to build cubes and cuboids)
	.,	,	
	using water).	water).	and capacity (e.g. using water).

	To begin to solve simple problems	To independently solve simple	To accurately solve simple problems
	involving converting between	problems involving converting between	involving converting between units
	units of time.	units of time.	of time.
		1 11 1 1	
	To begin to use all four operations	To independently use all four	To accurately use all four operations
	to solve simple problems involving	operations to solve simple problems	to solve simple problems involving
	measure (e.g. length, mass,	involving measure (e.g. length, mass,	measure (e.g. length, mass, volume,
	volume, money) using decimal	volume, money) using decimal notation	money) using decimal notation
	notation including scaling.	including scaling.	including scaling.
		Properties of Shape	
	To begin to identify simple 3-D	To independently identify simple 3-D	To accurately identify simple 3-D
	shapes, including cubes and other	shapes, including cubes and other	shapes, including cubes and other
	cuboids, from 2-D	cuboids, from 2-D representations.	cuboids, from 2-D representations.
	representations.		
	To begin to know angles are	To independently know angles are	To confidently know angles are
	measured in degree; estimate and	measured in degree; estimate and	measured in degree; estimate and
	compare acute, obtuse and reflex	compare acute, obtuse and reflex	compare acute, obtuse and reflex
	angles.	angles.	angles.
	To begin to draw given angles and	To independently draw given angles	To accurately draw given angles and
	measure them in degrees (°).	and measure them in degrees (°).	measure them in degrees (').
	To begin to be able to identify:	To independently be able to identify:	To accurately be able to identify:
	angles at a point and one whole	angles at a point and one whole turn	angles at a point and one whole turn
	turn (total of 360°), angles at a	(total of 360°), angles at a point on a	(total of 360°), angles at a point on a
₽	point on a straight line and ½ a	straight line and ½ a turn (total 180°),	straight line and ½ a turn (total
딜	turn (total 180°), other multiples	other multiples of 90°.	180°), other multiples of 90°.
2	of 90°.		
GEOMETRY	To begin to use the properties of	To independently use the properties of	To confidently use the properties of
	rectangles to deduce related facts	rectangles to deduce related facts and	rectangles to deduce related facts
	and find missing lengths and	find missing lengths and angles.	and find missing lengths and angles.
	angles.		
	To begin to distinguish between	To independently distinguish between	To confidently distinguish between
	regular and irregular polygons	regular and irregular polygons based	regular and irregular polygons based
	based on reasoning about equal	on reasoning about equal sides and	on reasoning about equal sides and
	sides and angles.	angles.	angles.
	To begin to identify, describe and	To independently identify, describe and	To confidently identify, describe and
	represent the position of a shape	represent the position of a shape	represent the position of a shape
	following a reflection or	following a reflection or translation,	following a reflection or translation,
	translation, using the appropriate	using the appropriate language, and	using the appropriate language, and
	language, and know that the	know that the shape has not changed.	know that the shape has not
	shape has not changed.		changed.
	-	Position and direction	-
	To begin to identify, describe and	To independently identify, describe and	To confidently identify, describe and
≿	represent the position of a shape	represent the position of a shape	represent the position of a shape
GEOMETRY	following a reflection or	following a reflection or translation,	following a reflection or translation,
Σ	translation, using the appropriate	using the appropriate language, and	using the appropriate language, and
Ĕ	language, and know that the	know that the shape has not changed.	know that the shape has not
9	shape has not changed.		changed.
	1	Statistics	
	To begin to solve comparison, sum	To independently solve comparison,	To accurately solve comparison, sum
. =	and difference problems using	sum and difference problems using	and difference problems using
S	information presented in a line	information presented in a line graph.	information presented in a line
STATISTICS	graph.	information presented in a line graph.	graph.
F		To independently complete, read and	• •
ST/	To begin to complete, read and	To independently complete, read and	To accurately complete, read and
	interpret information in tables,	interpret information in tables,	interpret information in tables,
	including timetables.	including timetables.	including timetables.

Medium Term Planning

Mathematics

	Autumn	Spring	Summer
		Number and place value	
	To begin to read and write	To be able to read, write and order	To read, write and order numbers up
	numbers up to 10 000 000 and	numbers up to 10 000 000 and	to 10 000 000 and determine the
	determine the value of each digit	determine the value of each digit.	value of each digit.
	with support.		
	To round any whole number to	To round any whole number to the	To round any whole number to the
ER	the nearest 10, 100 and 1000.	nearest unit.	nearest tenth, hundredth or
Ξ			thousandth.
NUMBER	To begin to use negative numbers	To use negative numbers in context	To fluently use negative numbers in
-	in context.	and calculate intervals across zero.	context, and calculate intervals
			across zero.
	To begin to solve number	To solve number problems that involve	To independently solve number
	problems that involve all of the	all of the above.	problems that involve all of the
	above with support.		above.
		subtraction, multiplication and div	
	To begin to multiply multi-digit	To multiply multi-digit numbers up to 3	To confidently and accurately
	numbers up to 3 digits by a two-	digits by a two-digit whole number	multiply multi-digit numbers up to 3
	digit whole number using the	using the formal written method of	digits by a two-digit whole number
	formal written method of long	long multiplication.	using the formal written method of
	multiplication.		long multiplication and apply this to
			any given problem.
	To begin to divide numbers up to	To divide numbers up to 4 digits by a	To divide numbers up to 4 digits by a
	3 digits by a two-digit whole	two-digit whole number using the	two-digit whole number using the
	number using the formal written	formal written method of long division,	formal written method of long
	method of long division.	and interpret remainders as whole	division, and interpret remainders as
		number remainders.	whole number remainders,
			fractions, or by rounding, as appropriate for the context.
	To perform mental calculations	To perform mental calculations with	To fluently and accurately perform
	with assistance, including with	assistance, including with some mixed	mental calculations with assistance,
	some mixed operations.	operations and some large numbers.	including with some mixed
	oome mmed operations.		operations and large numbers.
~	To begin to identify common	To identify common factors, common	To confidently and accurately
BER	factors, common multiples and	multiples and prime numbers.	identify common factors, common
NUMB	prime numbers with assistance.	·	multiples and prime numbers and
			recognise patterns.
	To begin to use knowledge of the	To use knowledge of the order of	To confidently and accurately use
	order of operations to carry out	operations to carry out straight	knowledge of the order of
	straight forward calculations	forward calculations involving the four	operations to carry out straight
	involving the four operations.	operations.	forward calculations involving the
			four operations with accuracy.
	To begin to solve addition and	To solve addition and subtraction	To completely solve addition and
	subtraction multi-step problems in	multi-step problems in contexts,	subtraction multi-step problems in
	contexts, deciding which	deciding which operations and	contexts, deciding which operations
	operations and methods to use	methods to use and why.	and methods to use and why.
	and why with assistance		
	To begin to solve problems	To solve problems involving addition,	To accurately solve problems
	involving addition, subtraction,	subtraction, multiplication and division.	involving addition, subtraction,
	multiplication and division.		multiplication and division.
	To begin to use estimations to	To use estimation to check answers to	To confidently and accurately use
	check answers to calculations.	calculations and begin to determine, in	estimation to check answers to
		the context of a problem, levels of	calculations and determine, in the
		accuracy.	

		context of a problem, levels of		
		accuracy.		
		T		
To begin to use common factors to simplify fractions.	To use common factors to simplify fractions; use common multiples to express some fractions in the same denomination.	To confidently and accurately common factors to simplify fractions; use common multiples to express fractions in the same denominations.		
To order fractions, including fractions > 1 with assistance.	To independently order fractions, including fractions >1	To confidently and accurately compare and order fractions, including fractions >1		
To begin to add and subtract fractions with different denominators using the concept of equivalent fractions with	To add and subtract fractions with different denominators using the concept of equivalent fractions.	To confidently and accurately and accurately add and subtract fractions with different denominators using the concept of equivalent fractions.		
To begin to multiply simple pairs of proper fractions with support.	To multiply simple pairs of proper fractions, beginning to write the answer in its simplest form (e.g. ½ x ½ = 1/8)	To confidently and accurately multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. ½ x ½ = 1/8)		
To begin to divide simple proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$) with assistance.	To divide simple proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$)	To confidently and accurately divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6).		
To begin to associate a fraction with division and begin to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)	To associate a fraction with division and begin to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)	To confidently associate a fraction with division and begin to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)		
To begin to identify the value of each digit to wo decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to two decimal	To identify the value of each digit to wo decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.	To confidently and accurately identify the value of each digit to wo decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places and beyond.		
To begin to multiply one-digit numbers with up to two decimal places by whole numbers with assistance.	To multiply one-digit numbers with up to two decimal places by whole numbers.	To accurately multiply one-digit numbers with up to two decimal places by whole numbers and apply this knowledge to word problems.		
To begin to use written division methods in cases where the answer has up to two decimal places with assistance.	To use written division methods in cases where the answer has up to two decimal places.	To explore and use written division methods in cases where the answer has up to two decimal places.		
To begin to solve problems which require answers to be rounded to specified degrees of accuracy. To recall and use equivalences between simple decimals and	To problems which require answers to be rounded to specified degrees of accuracy. To recall and use equivalences between simple fractions, decimals and	To explore and solve problems which require answers to be rounded to specified degrees of accuracy. To recall and use equivalences between simple fractions, decimals		
percentages.	percentages.	and percentages, including in different contexts		
Ratio and proportion				
involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.	To solve a range of problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.		
To begin to solve problems involving the calculation of percentages (erg; of measures) such as 15% of 360	To solve problems involving the calculation of percentages (e.g.; of measures) such as 15% of 360 and begin to identify the use of	To solve problems involving the calculation of percentages (e.g.; of measures) such as 15% of 360 and the use of percentages for comparisons.		
	To begin to use common factors to simplify fractions. To order fractions, including fractions > 1 with assistance. To begin to add and subtract fractions with different denominators using the concept of equivalent fractions with support. To begin to multiply simple pairs of proper fractions with support. To begin to divide simple proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6) with assistance. To begin to associate a fraction with division and begin to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8) To begin to identify the value of each digit to wo decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to two decimal places. To begin to multiply one-digit numbers with up to two decimal places by whole numbers with assistance. To begin to use written division methods in cases where the answer has up to two decimal places with assistance. To begin to solve problems which require answers to be rounded to specified degrees of accuracy. To recall and use equivalences between simple decimals and percentages. To begin to solve problems which require answers to be rounded to specified degrees of accuracy. To recall and use equivalences between simple decimals and percentages.	to simplify fractions. fractions; use common multiples to express some fractions in the same denomination. To order fractions, including fractions > 1 with assistance. To begin to add and subtract fractions with different denominators using the concept of equivalent fractions with support. To begin to multiply simple pairs of proper fractions with support. To begin to multiply simple pairs of proper fractions with support. To begin to divide simple proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6) with assistance. To begin to associate a fraction with division and begin to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8) To begin to identify the value of each digit to wo decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to two decimal places. To begin to mibultiply one-digit numbers with up to two decimal places by whole numbers with assistance. To begin to use written division methods in cases where the answer has up to two decimal places with assistance. To begin to solve problems which require answers to be rounded to specified degrees of accuracy. To recall and use equivalences between simple decimals and percentages. To begin to solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts with support. To begin to solve problems involving the calculation of percentages (e.g.; of measures)		

	To begin to solve problems	To solve problems involving simple	To confidently and accurately solve
	involving simple shapes similar	shapes similar shapes where the scale	problems involving simple shapes
	shapes where the scale factor is	factor is known or can be found.	similar shapes where the scale factor
	known or can be found.	ractor is known or can be round.	is known or can be found.
	Known of can be found.		is known of can be found.
	To begin to solve problems	To solve problems involving recognising	To confidently and accurately and
	involving recognising unequal	unequal sharing and grouping using	accurately solve problems involving
	sharing and grouping using	knowledge of simple fractions and	recognising unequal sharing and
	knowledge of simple fractions and	multiples.	grouping using knowledge of simple
	multiples with support.		fractions and multiples.
		Algebra	
	To recognise that simple missing	To begin to express missing number	To express missing number
	number problems can be	problems algebraically.	problems algebraically.
	expressed algebraically		
	To begin to describe linear	To begin to generate and describe	To generate and describe linear
<u>44</u>	number sequences	linear number sequences.	number sequence.
NUMBER	To begin to find pairs of numbers	To begin to find pairs of numbers that	To find and express pairs of numbers
≥	that satisfy number sentences	satisfy number sentences involving two	that satisfy number sentences
Ž	involving one unknown with	unknowns.	involving two unknowns
	support.		
	To begin to identify some	To begin to enumerate all possibilities	To enumerate all possibilities of
	possibilities of combination of two	of combinations of two variables.	combinations of two variables.
	variables with support.		
		Measurement	
	To begin to solve problems	To begin to solve problems involving	To accurately solve problems
	involving the calculation of units	the calculation of units of measure,	involving the calculation and
	of measure, using decimal	using decimal notation up to three	conversion of units of measure,
	notation up to two decimal places	decimal places where appropriate.	using decimal notation up to three
	where appropriate with support.		decimal places where appropriate.
	To begin to read and write	To use, read and write between	To completely use, read and write
	between standard units,	standard units, converting	between standard units, converting
	converting measurements of	measurements of length, mass, volume	measurements of length, mass,
	length, mass, volume and time	and time from a smaller unit of	volume and time from a smaller unit
	from a smaller unit of measure to	measure to a larger unit, and vice	of measure to a larger unit, and vice
	a larger unit, and vice versa, using	versa, using decimal notations to up to	versa, using decimal notations to up
	decimal notations to up to two	three decimal places.	to three decimal places.
	decimal places. To begin to convert between miles	To convert between miles and	To convert between miles and
5	and kilometres.	kilometres.	kilometres and apply knowledge in
N N	and knometres.	Kilometres.	other subjects. e.g. Science
MEASUREMENT	To begin to recognise that shapes	To recognise that shapes with the same	To recognise that shapes with the
SU	with the same areas can have	areas can have different perimeters	same areas can have different
EA	different perimeters.	and vice versa.	perimeters and vice versa and relate
Σ	'		this knowledge to different shapes.
	To begin to recognise when it is	To recognise when it is possible to use	To recognise when it is possible to
	possible to use formulae for area	formulae for area and volume of	use formulae for area and volume of
	of shapes	shapes.	shapes and apply this knowledge in
			different contexts.
	To begin to calculate the area of	To calculate the area of parallelograms	To calculate the area of
	parallelograms and triangles with	and triangles.	parallelograms and triangles and
	support.		apply this knowledge in different
			contexts.
	To begin to calculate volume of	To calculate volume of cubes and	To calculate, estimate and compare
	cubes and cuboids using standard	cuboids using standard units, including	volume of cubes and cuboids using
	units, including centimetre cubed	centimetre cubed (cm³) and cubic	standard units, including centimetre
	(cm³) and cubic metres (m³)	metres (m³) and extending to other	cubed (cm³) and cubic metres (m³)
		units.	and extending to other units.

Properties of Shape				
	To begin to draw simple 2-D	To draw simple 2-D shapes using given	To draw 2-D shapes using given	
	shapes using given dimensions	dimensions and angles independently.	dimensions and angles and apply	
	and angles with support.		this knowledge to other areas of the	
			curriculum.	
	To begin to recognise and	To recognise, describe and build some	To recognise, describe and build	
	describe simple 3-D shapes	3-D shapes, including making nets of	simple 3-D shapes, including making	
		some shapes	nets.	
	To begin to classify geometric	To classify geometric shapes based on	To confidently and accurately	
	shapes based on their properties	their properties and sizes and find	compare and classify geometric	
≿	and sizes.	unknown angles in some triangles,	shapes based on their properties	
H		quadrilaterals, and regular polygons.	and sizes and find unknown angles in	
Ξ			any triangles, quadrilaterals, and	
GEOMETRY			regular polygons.	
9	To begin to name parts of circles,	To illustrate and name parts of circles,	To confidently and accurately	
	including radius, diameter and	including radius, diameter and	illustrate and name parts of circles,	
	circumference.	circumference and begin to recognise	including radius, diameter and	
		that the diameter is twice the radius.	circumference and know that the	
			diameter is twice the radius.	
	To begin to recognise angles	To recognise angles where they meet	To confidently and accurately	
	where they meet at a point, are	at a point, are on a straight line, or are	recognise angles where they meet at	
	on a straight line, or are vertically	vertically opposite, and begin to find	a point, are on a straight line, or are	
	opposite.	missing angles.	vertically opposite, and find missing	
			angles.	
		Position and direction	-	
	To begin to describe positions on	To describe positions on the full	To confidently and accurately	
	the full coordinate grid (two	coordinate grid (two quadrants)	describe and compare positions on	
I.R	quadrants)		the full coordinate grid (two	
JE.			quadrants)	
GEOMETRY	To begin to draw simple shapes on	To draw and translate simple shapes on	To accurately and independently	
35	the coordinate plane, and begin to	the coordinate plane and reflect them	draw and translate simple shapes on	
	reflect them in the axes.	in axes.	the coordinate plane, and reflect	
			them in the axes.	
Statistics				
	To begin to construct pie charts	To construct and begin to interpret pie	To interpret and construct pie charts	
ညိ	and line graphs and use these to	charts and line graphs and use these to	and line graphs and use these to	
STATISTICS	solve problems with support.	solve problems	solve problems to different contexts.	
AT	To begin to calculate the mean as	To calculate and interpret the mean as	To calculate and interpret the mean	
ST	an average.	an average.	as an average and apply the	
			knowledge to different contexts.	