

Knypersley First School



Mathematics coverage EYFS – Year 4

Mathematics

0-3 year olds (Pre -Nursery)

Typically 0-12 months

- Combine objects like stacking blocks and cups.
- Put objects inside others and take them out again.
- Climb and squeezing selves into different types of spaces.
- Build with a range of resources

Typically 1 to 2 years

- React to changes of amount in a group of up to three items
- Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Complete inset puzzles.

Typically 2-3 years

- Take part in finger rhymes with numbers
- Compare amounts, saying 'lots', 'more' or 'same'.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Notice patterns and arrange things in patterns.

Mathematics

3- 4 year olds (Nursery)

Autumn -	Spring -	Summer -
<ul style="list-style-type: none"> Show 'finger numbers' up to 5. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc Understand position through words alone - for example, "The bag is under the table," - with no pointing. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Name and recognise some 2D shapes (added to support Spring term not an official statement). 	<ul style="list-style-type: none"> say one number for each item in order: 1,2,3,4,5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Experiment with their own symbols and marks as well as numerals. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Extend and create ABAB patterns - stick, leaf, stick, leaf. Recite numbers past 5 	<ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and explore 3D using informal and using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. <ul style="list-style-type: none"> Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than' Describe a familiar route Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Make comparisons between objects relating to size, length, weight and capacity

Mathematics

Reception Year *Taken from NCETM Mastering Number

Autumn -	Spring -	Summer -
<ul style="list-style-type: none"> • Counts objects, actions and sounds (up to 5). • Link numeral with its cardinal number value. • Subitise (up to 5). • Understand the 'one more than' relationship between consecutive numbers • Explore composition (within 5) • Compare sets of objects by matching. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compare lengths, weight and capacity • Continue, copy and compare patterns 	<ul style="list-style-type: none"> • Count beyond ten • Verbally count beyond 20, recognising the pattern of the counting system. • Subitise (within and beyond 5). • Understand the 'one more than/ one less than' relationship between consecutive numbers • Explore composition of numbers to 10 • Compare numbers • Atomically recall number bonds for numbers 0-5. • Understand that two equal groups can be called a double and connect this to finder patterns. • Sort odd and even numbers according to their shape. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> • Counts objects, actions and sounds • Compare quantities up to 10 in different contexts, recognising one quantity is greater than, less than or the same as another. (ELG) • Have a deep understanding of numbers to 10, including the composition of each number (ELG) • Atomically recall number bonds for numbers 0-5 and some to 10. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds up to 10, including double facts (ELG) • Explore and represent patterns within numbers up to 10, including evens, odds, double facts and how quantities can be distributed equally. (ELG)

Number ELG

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Mastering Number

Reception Overview

Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

<ul style="list-style-type: none"> • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
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New

**Reception schemes
of learning**

Non-statutory curriculum mapping
September 2023

Shape, space and measure

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than', Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	<ul style="list-style-type: none"> Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like 	<ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmarks
Autumn 2, Autumn 4 Spring 3 Summer 5	Spring 6 Summer 3	Autumn 4 Spring 6 Summer 3	Spring 6 Summer 3, Summer 5

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prisms for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. 	<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. 	<ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	<ul style="list-style-type: none"> • Uses informal language and analogies, (e.g. <i>heart-shaped</i> and <i>hand-shaped leaves</i>), as well as mathematical terms to describe shapes . • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.
Autumn 4, Autumn 6 Spring 6	Autumn 6 Spring 6 Summer 3	Autumn 6 Spring 6 Summer 3	Autumn 4 Spring 6 Summer 3, Summer 5

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<ul style="list-style-type: none"> • Spots patterns in the environment, beginning to identify the pattern "rule" • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat
Autumn 2 Spring 6	Autumn 2 Spring 6 Summer 5	Autumn 2	Autumn 1 Spring 6 Summer 5

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories. 	<ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars
<p>Autumn 2 Spring 2, Spring 4 Summer 5</p>	<p>Spring 2, Spring 4 Summer 6</p>	<p>Autumn 2, Autumn 6 Spring 4</p>	<p>Autumn 6 Spring 2, Spring 4 Summer 6</p>

Year 1

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10)					Number Addition and subtraction (within 10)					Geometry Shape	Consolidation
Spring	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume	
Summer	Number Multiplication and division			Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation

Place value

Year 1 RTP Place value

Ready to progress criteria	Block	Steps
1NPV-1 Count within 100, forwards and backwards, starting with any number.	Autumn 1	6 – Count on from any number 8 – Count backwards within 10
	Spring 1	1 – Count within 20
	Spring 3	1 – Count from 20 to 50 3 – Count by making groups of tens
	Summer 4	1 – Count from 50 to 100
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$	Autumn 1	11 – Fewer, more, same 12 – Less than, greater than, equal to 13 – Compare numbers 14 – Order objects and numbers 15 – The number line
	Spring 1	8 – The number line to 20 9 – Use a number line to 20 11 – Compare numbers to 20 12 – Order numbers to 20
	Spring 3	6 – The number line to 50

Addition and subtraction

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	Autumn 2	5 – Number bonds within 10 6 – Systematic number bonds within 10 7 – Number bonds to 10
	Spring 2	2 – Add ones using number bonds 6 – Subtract ones using number bonds
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	See under Multiplication & division	

Year 1 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Autumn Block 2	5 – Number bonds within 10 6 – Systematic number bonds within 10 7 – Number bonds to 10
1AS-2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	Autumn Block 2	4 – Fact families – addition facts 8 – Addition – add together 9 – Addition – add more 10 – Addition problems 11 – Find a part 12 – Subtraction – find a part 13 – Fact families – the eight facts 14 – Subtraction – take away/cross out (How many left?) 15 – Subtraction – take away (How many left?) 16 – Subtraction on a number line
	Spring Block 2	1 – Add by counting on within 20 6 – Subtract ones using number bonds 7 – Subtraction – counting back 8 – Subtraction – finding the difference 10 Missing number problems

Note – In the WRM schemes, odd and even numbers are explored both in Reception and Y2 but there is no explicit step in Y1

Multiplication and division

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	See under Addition & subtraction	
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Summer 1	1 – Count in 2s 2 – Count in 10s 3 – Count in 5s
	Summer 4	2 – Tens to 100
	Summer 5	4 – Count in coins

Geometry

Year 1 RTP Geometry

Ready to progress criteria	Block	Steps
1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Autumn 3	1 – Recognise and name 3-D shapes 2 – Sort 3-D shapes 3 – Recognise and name 2-D shapes 4 – Sort 2-D shapes 5 – Patterns with 2-D and 3-D shapes
1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Autumn 3	1 – Recognise and name 3-D shapes 2 – Sort 3-D shapes 3 – Recognise and name 2-D shapes 4 – Sort 2-D shapes 5 – Patterns with 2-D and 3-D shapes

Small steps

Step 1

Sort objects

Step 2

Count objects

Step 3

Count objects from a larger group

Step 4

Represent objects

Step 5

Recognise numbers as words

Step 6

Count on from any number

Step 7

1 more

Step 8

Count backwards within 10

Small steps

Step 9

1 less

Step 10

Compare groups by matching

Step 11

Fewer, more, same

Step 12

Less than, greater than, equal to

Step 13

Compare numbers

Step 14

Order objects and numbers

Step 15

The number line

Small steps

Step 1 Introduce parts and wholes

Step 2 Part-whole model

Step 3 Write number sentences

Step 4 Fact families – addition facts

Step 5 Number bonds within 10

Step 6 Systematic number bonds within 10

Step 7 Number bonds to 10

Step 8 Addition – add together

Small steps

Step 9

Addition – add more

Step 10

Addition problems

Step 11

Find a part

Step 12

Subtraction – find a part

Step 13

Fact families – the eight facts

Step 14

Subtraction – take away/cross out (How many left?)

Step 15

Take away (How many left?)

Step 16

Subtraction on a number line

Small steps

Step 17

Add or subtract 1 or 2

Small steps

Step 1

Recognise and name 3-D shapes

Step 2

Sort 3-D shapes

Step 3

Recognise and name 2-D shapes

Step 4

Sort 2-D shapes

Step 5

Patterns with 2-D and 3-D shapes

Small steps

Step 1

Count within 20

Step 2

Understand 10

Step 3

Understand 11, 12 and 13

Step 4

Understand 14, 15 and 16

Step 5

Understand 17, 18 and 19

Step 6

Understand 20

Step 7

1 more and 1 less

Step 8

The number line to 20

Small steps

Step 9

Use a number line to 20

Step 10

Estimate on a number line to 20

Step 11

Compare numbers to 20

Step 12

Order numbers to 20

Small steps

Step 1

Add by counting on within 20

Step 2

Add ones using number bonds

Step 3

Find and make number bonds to 20

Step 4

Doubles

Step 5

Near doubles

Step 6

Subtract ones using number bonds

Step 7

Subtraction – counting back

Step 8

Subtraction – finding the difference

Small steps

Step 9

Related facts

Step 10

Missing number problems

Small steps

Step 1

Count from 20 to 50

Step 2

20, 30, 40 and 50

Step 3

Count by making groups of tens

Step 4

Groups of tens and ones

Step 5

Partition into tens and ones

Step 6

The number line to 50

Step 7

Estimate on a number line to 50

Step 8

1 more, 1 less

Small steps

Step 1

Compare lengths and heights

Step 2

Measure length using objects

Step 3

Measure length in centimetres

Small steps

Step 1

Heavier and lighter

Step 2

Measure mass

Step 3

Compare mass

Step 4

Full and empty

Step 5

Compare volume

Step 6

Measure capacity

Step 7

Compare capacity

Small steps

Step 1

Count in 2s

Step 2

Count in 10s

Step 3

Count in 5s

Step 4

Recognise equal groups

Step 5

Add equal groups

Step 6

Make arrays

Step 7

Make doubles

Step 8

Make equal groups – grouping

Small steps

Step 9

Make equal groups – sharing

Small steps

Step 1

Recognise a half of an object or a shape

Step 2

Find a half of an object or a shape

Step 3

Recognise a half of a quantity

Step 4

Find a half of a quantity

Step 5

Recognise a quarter of an object or a shape

Step 6

Find a quarter of an object or a shape

Step 7

Recognise a quarter of a quantity

Step 8

Find a quarter of a quantity

Small steps

Step 1

Describe turns

Step 2

Describe position – left and right

Step 3

Describe position – forwards and backwards

Step 4

Describe position – above and below

Step 5

Ordinal numbers

Small steps

Step 1

Count from 50 to 100

Step 2

Tens to 100

Step 3

Partition into tens and ones

Step 4

The number line to 100

Step 5

1 more, 1 less

Step 6

Compare numbers with the same number of tens

Step 7

Compare any two numbers

Small steps

Step 1

Unitising

Step 2

Recognise coins

Step 3

Recognise notes

Step 4

Count in coins

Small steps

Step 1

Before and after

Step 2

Days of the week

Step 3

Months of the year

Step 4

Hours, minutes and seconds

Step 5

Tell the time to the hour

Step 6

Tell the time to the half hour

Year 2

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction				Geometry Shape			
Spring	Measurement Money	Number Multiplication and division					Measurement Length and height		Measurement Mass, capacity and temperature			
Summer	Number Fractions			Measurement Time			Statistics		Geometry Position and direction		Consolidation	

Place value

Year 2 RTP Place value

Ready to progress criteria	Block	Steps
2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Autumn 1	3 – Recognise tens and ones 4 – Use a place value chart 5 – Partition numbers to 100 7 – Flexibly partition numbers to 100 8 – Write numbers in expanded form
2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10	Autumn 1	9 – 10s on the number line to 100 10 – 10s and 1s on the number line to 100 11 – Estimate numbers on the number line

Addition and subtraction

Year 2 RTP Number facts

Ready to progress criteria	Block	Steps
2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	Autumn Block 2	1 – Bonds to 10 6 – Add by making 10 8 – Add to the next 10 11 – Subtract from a 10

Year 2 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
2AS-1 Add and subtract across 10	Autumn 2	9 – Add across a 10 10 – Subtract across a 10 11 – Subtract from a 10 12 – Subtract 1-digit number from a 2-digit number (across a 10)
2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	Spring 1	9 – Find change
2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	Autumn 2	9 – Add across a 10 10 – Subtract across a 10 11 – Subtract from a 10 12 – Subtract 1-digit number from a 2-digit number (across a 10) 13 – 10 more, 10 less 14 – Add and subtract 10s
2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Autumn 2	15 – Add two 2-digit numbers (not across a 10) 16 – Add two 2-digit numbers (across a 10) 17 – Subtract two 2-digit numbers (not across a 10) 18 – Subtract two 2-digit numbers (across a 10) 19 – Mixed addition and subtraction
	Spring 1	8 – Make a pound 9 – Find change
	Spring 3	5 – Four operations with lengths and heights

Multiplication and division

Year 2 RTP Multiplication & division

Ready to progress criteria	Block	Steps
2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	Spring 2	4 – Introduce the multiplication symbol 5 – Multiplication sentences 9 – The 2 times-table 13 – The 10 times-table 15 – The 5 times-table 17 – The 5 and 10 times-tables
	Spring 4	8 – Four operations with volume and capacity
	Summer 2	5 – Tell the time to 5 minutes 6 – Minutes in an hour
2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	Spring 2	2 – Make equal groups 7 – Make equal groups – grouping 8 – Make equal groups – sharing 10 – Divide by 2 14 – Divide by 10 16 – Divide by 5

Geometry

Year 2 RTP Geometry

Ready to progress criteria	Block	Steps
2G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Autumn 3	1 – Recognise 2-D and 3-D shapes 2 – Count sides on 2-D shapes 3 – Count vertices on 2-D shapes 7 – Sort 2-D shapes 8 – Count faces on 3-D shapes 9 – Count edges on 3-D shapes 10 – Count vertices on 3-D shapes 11 – Sort 3-D shapes

Small steps

Step 1

Numbers to 20

Step 2

Count objects to 100 by making 10s

Step 3

Recognise tens and ones

Step 4

Use a place value chart

Step 5

Partition numbers to 100

Step 6

Write numbers to 100 in words

Step 7

Flexibly partition numbers to 100

Step 8

Write numbers to 100 in expanded form

Small steps

Step 9

10s on the number line to 100

Step 10

10s and 1s on the number line to 100

Step 11

Estimate numbers on a number line

Step 12

Compare objects

Step 13

Compare numbers

Step 14

Order objects and numbers

Step 15

Count in 2s, 5s and 10s

Step 16

Count in 3s

Small steps

Step 1

Bonds to 10

Step 2

Fact families - addition and subtraction bonds within 20

Step 3

Related facts

Step 4

Bonds to 100 (tens)

Step 5

Add and subtract 1s

Step 6

Add by making 10

Step 7

Add three 1-digit numbers

Step 8

Add to the next 10

Small steps

Step 9

Add across a 10

Step 10

Subtract across 10

Step 11

Subtract from a 10

Step 12

Subtract a 1-digit number from a 2-digit number (across a 10)

Step 13

10 more, 10 less

Step 14

Add and subtract 10s

Step 15

Add two 2-digit numbers (not across a 10)

Step 16

Add two 2-digit numbers (across a 10)

Small steps

Step 17 Subtract two 2-digit numbers (not across a 10)

Step 18 Subtract two 2-digit numbers (across a 10)

Step 19 Mixed addition and subtraction

Step 20 Compare number sentences

Step 21 Missing number problems

Small steps

Step 1

Recognise 2-D and 3-D shapes

Step 2

Count sides on 2-D shapes

Step 3

Count vertices on 2-D shapes

Step 4

Draw 2-D shapes

Step 5

Lines of symmetry on shapes

Step 6

Use lines of symmetry to complete shapes

Step 7

Sort 2-D shapes

Step 8

Count faces on 3-D shapes

Small steps

Step 9

Count edges on 3-D shapes

Step 10

Count vertices on 3-D shapes

Step 11

Sort 3-D shapes

Step 12

Make patterns with 2-D and 3-D shapes

Small steps

Step 1

Count money – pence

Step 2

Count money – pounds (notes and coins)

Step 3

Count money – pounds and pence

Step 4

Choose notes and coins

Step 5

Make the same amount

Step 6

Compare amounts of money

Step 7

Calculate with money

Step 8

Make a pound

Small steps

Step 9

Find change

Step 10

Two-step problems

Small steps

Step 1

Recognise equal groups

Step 2

Make equal groups

Step 3

Add equal groups

Step 4

Introduce the multiplication symbol

Step 5

Multiplication sentences

Step 6

Use arrays

Step 7

Make equal groups – grouping

Step 8

Make equal groups – sharing

Small steps

Step 9

The 2 times-table

Step 10

Divide by 2

Step 11

Doubling and halving

Step 12

Odd and even numbers

Step 13

The 10 times-table

Step 14

Divide by 10

Step 15

The 5 times-table

Step 16

Divide by 5

Small steps

Step 17

The 5 and 10 times-tables

Small steps

Step 1

Measure in centimetres

Step 2

Measure in metres

Step 3

Compare lengths and heights

Step 4

Order lengths and heights

Step 5

Four operations with lengths and heights

Small steps

Step 1

Compare mass

Step 2

Measure in grams

Step 3

Measure in kilograms

Step 4

Four operations with mass

Step 5

Compare volume and capacity

Step 6

Measure in millilitres

Step 7

Measure in litres

Step 8

Four operations with volume and capacity

Small steps

Step 9

Temperature

Small steps

Step 1

Introduction to parts and whole

Step 2

Equal and unequal parts

Step 3

Recognise a half

Step 4

Find a half

Step 5

Recognise a quarter

Step 6

Find a quarter

Step 7

Recognise a third

Step 8

Find a third

Small steps

Step 9

Find the whole

Step 10

Unit fractions

Step 11

Non-unit fractions

Step 12

Recognise the equivalence of a half and two-quarters

Step 13

Recognise three-quarters

Step 14

Find three-quarters

Step 15

Count in fractions up to a whole

Small steps

Step 1

O'clock and half past

Step 2

Quarter past and quarter to

Step 3

Tell the time past the hour

Step 4

Tell the time to the hour

Step 5

Tell the time to 5 minutes

Step 6

Minutes in an hour

Step 7

Hours in a day

Small steps

Step 1

Make tally charts

Step 2

Tables

Step 3

Block diagrams

Step 4

Draw pictograms (1–1)

Step 5

Interpret pictograms (1–1)

Step 6

Draw pictograms (2, 5 and 10)

Step 7

Interpret pictograms (2, 5 and 10)

Small steps

Step 1

Language of position

Step 2

Describe movement

Step 3

Describe turns

Step 4

Describe movement and turns

Step 5

Shape patterns with turns

Year 3

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction				Number Multiplication and division A				
Spring	Number Multiplication and division B			Measurement Length and perimeter			Number Fractions A		Measurement Mass and capacity			
Summer	Number Fractions B		Measurement Money		Measurement Time			Geometry Shape		Statistics		Consolidation

Place value

Year 3 RTP Place value

Ready to progress criteria	Block	Steps
3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10	Autumn 1	4 – Hundreds
	Autumn 2	10 – Make connections
	Autumn 3	4 – Multiples of 5 and 10
	Spring 2	5 – Equivalent lengths (metres and centimetres) 6 – Equivalent lengths (centimetres and millimetres)
3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.	Autumn 1	5 – Represent numbers to 1,000 6 – Partition numbers to 1,000 7 – Flexible partitioning of numbers to 1,000 8 – Hundreds, tens and ones
3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10	Autumn 1	9 – Find 1, 10 or 100 more or less 10 – Number line to 1,000 11 – Estimate on a number line to 1,000 12 – Compare numbers to 1,000 13 – Order numbers to 1,000
3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	Autumn 1	10 – Number line to 1,000 11 – Estimate on a number line to 1,000 14 – Count in 50s
	Spring 2	1 – Measure in metres and centimetres 2 – Measure in millimetres 3 – Measure in centimetres and millimetres

Addition and subtraction

Year 3 RTP Number facts

Ready to progress criteria	Block	Steps
3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	Autumn Block 2	6 – Add 1s across a 10 7 – Add 10s across a 100 8 – Subtract 1s across a 10 9 – Subtract 1s across a 100 13 – Add two numbers (across a 10) 14 – Add two numbers (across a 100) 15 – Subtract two numbers (across a 10) 16 – Subtract two numbers (across a 100)
3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.		See under Multiplication & division
3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).		See under Multiplication & division

Year 3 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
3AS-1 Calculate complements to 100	Autumn Block 2	19 – Complements to 100
	Summer 2	4 – Subtract money 5 – Find change
3AS-2 Add and subtract up to three-digit numbers using columnar methods.	Autumn Block 2	11 – Add two numbers (no exchange) 12 – Subtract two numbers (no exchange) 13 – Add two numbers (across a 10) 14 – Add two numbers (across a 100) 15 – Subtract two numbers (across a 10) 16 – Subtract two numbers (across a 100) 17 – Add 2-digit and 3-digit numbers 18 – Subtract a 2-digit number from a 3-digit number
3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.	Autumn Block 2	21 – Inverse operations 22 – Make decisions
	Summer 2	3 – Add money 4 – Subtract money 5 – Find change

Multiplication and division

Year 3 RTP Number facts

Ready to progress criteria	Block	Steps
3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.		See under Addition & subtraction
3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	Autumn Block 3	3 – Multiples of 2 4 – Multiples of 5 and 10 5 – Sharing and grouping 9 – Multiply by 4 10 – Divide by 4 11 – The 4 times-table
3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	Spring 1	1 – Multiples of 10 2 – Related calculations 10 – Scaling
	Spring 3	6 – Fractions and scales 9 – Equivalent fractions on a number line 10 – Equivalent fractions as bar models

Year 3 RTP Multiplication & division

Ready to progress criteria	Block	Steps
3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	Autumn 3	All 15 steps in this block relate to this criterion
	Spring 1	All 11 steps in this block relate to this criterion

Year 3 RTP Fractions

Ready to progress criteria	Block	Steps
3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	Spring 3	1 – Understand the denominators of unit fractions 3 – Understand the numerators of non-unit fractions 4 – Understand the whole
3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).	Summer 1	4 – Unit fractions of a set of objects
3F-3 Reason about the location of any fraction within 1 in the linear number system.	Spring 3	2 – Compare and order unit fractions 5 – Compare and order non-unit fractions 7 – Fractions on a number line 8 – Count in fractions on a number line
3F-4 Add and subtract fractions with the same denominator, within 1	Summer 1	1 – Add fractions 2 – Subtract fractions

Geometry

Year 3 RTP Geometry

Ready to progress criteria	Block	Steps
3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.	Summer 4	2 – Right angles
3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	Summer 4	6 – Parallel and perpendicular 8 – Draw polygons

Small steps

Step 1

Represent numbers to 100

Step 2

Partition numbers to 100

Step 3

Number line to 100

Step 4

Hundreds

Step 5

Represent numbers to 1,000

Step 6

Partition numbers to 1,000

Step 7

Flexible partitioning of numbers to 1,000

Step 8

Hundreds, tens and ones

Small steps

Step 9

Find 1, 10 or 100 more or less

Step 10

Number line to 1,000

Step 11

Estimate on a number line to 1,000

Step 12

Compare numbers to 1,000

Step 13

Order numbers to 1,000

Step 14

Count in 50s

Small steps

Step 1

Apply number bonds within 10

Step 2

Add and subtract 1s

Step 3

Add and subtract 10s

Step 4

Add and subtract 100s

Step 5

Spot the pattern

Step 6

Add 1s across a 10

Step 7

Add 10s across a 100

Step 8

Subtract 1s across a 10

Small steps

Step 9

Subtract 10s across a 100

Step 10

Make connections

Step 11

Add two numbers (no exchange)

Step 12

Subtract two numbers (no exchange)

Step 13

Add two numbers (across a 10)

Step 14

Add two numbers (across a 100)

Step 15

Subtract two numbers (across a 10)

Step 16

Subtract two numbers (across a 100)

Small steps

Step 17

Add 2-digit and 3-digit numbers

Step 18

Subtract a 2-digit number from a 3-digit number

Step 19

Complements to 100

Step 20

Estimate answers

Step 21

Inverse operations

Step 22

Make decisions

Small steps

Step 1

Multiplication – equal groups

Step 2

Use arrays

Step 3

Multiples of 2

Step 4

Multiples of 5 and 10

Step 5

Sharing and grouping

Step 6

Multiply by 3

Step 7

Divide by 3

Step 8

The 3 times-table

Small steps

Step 9

Multiply by 4

Step 10

Divide by 4

Step 11

The 4 times-table

Step 12

Multiply by 8

Step 13

Divide by 8

Step 14

The 8 times-table

Step 15

The 2, 4 and 8 times-tables

Small steps

Step 1

Multiples of 10

Step 2

Related calculations

Step 3

Reasoning about multiplication

Step 4

Multiply a 2-digit number by a 1-digit number – no exchange

Step 5

Multiply a 2-digit number by a 1-digit number – with exchange

Step 6

Link multiplication and division

Step 7

Divide a 2-digit number by a 1-digit number – no exchange

Step 8

Divide a 2-digit number by a 1-digit number – flexible partitioning

Small steps

Step 9

Divide a 2-digit number by a 1-digit number – with remainders

Step 10

Scaling

Step 11

How many ways?

Small steps

Step 1

Measure in metres and centimetres

Step 2

Measure in millimetres

Step 3

Measure in centimetres and millimetres

Step 4

Metres, centimetres and millimetres

Step 5

Equivalent lengths (metres and centimetres)

Step 6

Equivalent lengths (centimetres and millimetres)

Step 7

Compare lengths

Step 8

Add lengths

Small steps

Step 9

Subtract lengths

Step 10

What is perimeter?

Step 11

Measure perimeter

Step 12

Calculate perimeter

Small steps

Step 1

Understand the denominators of unit fractions

Step 2

Compare and order unit fractions

Step 3

Understand the numerators of non-unit fractions

Step 4

Understand the whole

Step 5

Compare and order non-unit fractions

Step 6

Fractions and scales

Step 7

Fractions on a number line

Step 8

Count in fractions on a number line

Small steps

Step 9

Equivalent fractions on a number line

Step 10

Equivalent fractions as bar models

Small steps

Step 1

Use scales

Step 2

Measure mass in grams

Step 3

Measure mass in kilograms and grams

Step 4

Equivalent masses (kilograms and grams)

Step 5

Compare mass

Step 6

Add and subtract mass

Step 7

Measure capacity and volume in millilitres

Step 8

Measure capacity and volume in litres and millilitres

Small steps

Step 9

Equivalent capacities and volumes (litres and millilitres)

Step 10

Compare capacity and volume

Step 11

Add and subtract capacity and volume

Small steps

Step 1

Add fractions

Step 2

Subtract fractions

Step 3

Partition the whole

Step 4

Unit fractions of a set of objects

Step 5

Non-unit fractions of a set of objects

Step 6

Reasoning with fractions of an amount

Small steps

Step 1

Pounds and pence

Step 2

Convert pounds and pence

Step 3

Add money

Step 4

Subtract money

Step 5

Find change

Small steps

Step 1

Roman numerals to 12

Step 2

Tell the time to 5 minutes

Step 3

Tell the time to the minute

Step 4

Read time on a digital clock

Step 5

Use am and pm

Step 6

Years, months and days

Step 7

Days and hours

Step 8

Hours and minutes – use start and end times

Small steps

Step 9

Hours and minutes - use durations

Step 10

Minutes and seconds

Step 11

Units of time

Step 12

Solve problems with time

Small steps

Step 1

Turns and angles

Step 2

Right angles

Step 3

Compare angles

Step 4

Measure and draw accurately

Step 5

Horizontal and vertical

Step 6

Parallel and perpendicular

Step 7

Recognise and describe 2-D shapes

Step 8

Draw polygons

Small steps

Step 9

Recognise and describe 3-D shapes

Step 10

Make 3-D shapes

Small steps

Step 1

Interpret pictograms

Step 2

Draw pictograms

Step 3

Interpret bar charts

Step 4

Draw bar charts

Step 5

Collect and represent data

Step 6

Two-way tables

Year 4

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction			Measurement Area	Number Multiplication and division A			Consolidation
Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions			Number Decimals A			
Summer	Number Decimals B		Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics	Geometry Position and direction	

Place value

Year 4 RTP Place value

Ready to progress criteria	Block	Steps
4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100	Autumn 1	4 - Thousands
	Spring 1	3 – Multiply by 10 4 – Multiply by 100 5 – Divide by 10 6 – Divide by 100
4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	Autumn 1	5 – Represent numbers to 10,000 6 – Partition numbers to 10,000 7 – Flexible partitioning of numbers to 10,000
4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	Autumn 1	8 – Find 1, 10, 100, 1,000 more or less 9 – Number line to 10,000 10 – Estimate on a number line to 10,000 11 – Compare numbers to 10,000 12 – Order numbers to 10,000 14 – Round to the nearest 10 15 – Round to the nearest 100 16 – Round to the nearest 1,000 17 – Round to the nearest 10,000
4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	Autumn 1	9 – Number line to 10,000 10 – Estimate on a number line to 10,000

Multiplication and division

Year 4 RTP Number facts

Ready to progress criteria	Block	Steps
4NF-1 Recall multiplication and division facts up to 12×12 and recognise products in multiplication tables as multiples of the corresponding number.	Autumn 4	All 13 steps in this block relate to this criterion
	Spring 1	1 – Factor pairs 2 – Use factor pairs 7 – Related facts – multiplication and division 8 – Informal written methods for multiplication 9 – Multiply a 2-digit number by a 1-digit number 10 – Multiply a 3-digit number by a 1-digit number
4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.	Autumn 4	All 13 steps in this block relate to this criterion
	Spring 1	11 – Divide a 2-digit number by a 1-digit number (1) 12 – Divide a 2-digit number by a 1-digit number (2) 13 – Divide a 3-digit number by a 1-digit number
4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).	Spring 1	4 – Multiply by 100 6 – Divide by 100
	Spring 4	10 – Divide a 1- or 2-digit number by 100

Year 4 RTP Multiplication & division

Ready to progress criteria	Block	Steps
4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.	Spring 1	3 – Multiply by 10 4 – Multiply by 100 5 – Divide by 10 6 – Divide by 100
4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	Autumn 4	All 13 steps in this block relate to this criterion
4MD-3 Understand and apply the distributive property of multiplication.	Spring 1	8 – Informal written methods for multiplication 9 – Multiply a 2-digit number by a 1-digit number 10 – Multiply a 3-digit number by a 1-digit number

Year 4 RTP Fractions

Ready to progress criteria	Block	Steps
4F-1 Reason about the location of mixed numbers in the linear number system.	Spring 3	4 – Number lines with mixed numbers 5 – Compare and order mixed numbers
4F-2 Convert mixed numbers to improper fractions and vice versa.	Spring 3	7 – Convert mixed numbers to improper fractions 8 – Convert improper fractions to mixed numbers
4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	Spring 3	12 – Add fractions and mixed numbers 14 – Subtract from whole amounts 15 – Subtract from mixed numbers

Geometry

Year 4 RTP Geometry

Ready to progress criteria	Block	Steps
4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	Summer 6	3 – Draw 2-D shapes on a grid 4 – Translate on a grid
4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.	Spring 2	8 – Perimeter of regular polygons 9 – Perimeter of polygons
	Summer 4	4 – Triangles 5 – Quadrilaterals 6 – Polygons
4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	Summer 4	7 – Lines of symmetry 8 – Complete a symmetric figure

Small steps

Step 1

Represent numbers to 1,000

Step 2

Partition numbers to 1,000

Step 3

Number line to 1,000

Step 4

Thousands

Step 5

Represent numbers to 10,000

Step 6

Partition numbers to 10,000

Step 7

Flexible partitioning of numbers to 10,000

Step 8

Find 1, 10, 100, 1,000 more or less

Small steps

Step 9

Number line to 10,000

Step 10

Estimate on a number line to 10,000

Step 11

Compare numbers to 10,000

Step 12

Order numbers to 10,000

Step 13

Roman numerals

Step 14

Round to the nearest 10

Step 15

Round to the nearest 100

Step 16

Round to the nearest 1,000

Small steps

Step 17

Round to the nearest 10, 100 or 1,000

Small steps

Step 1

Add and subtract 1s, 10s, 100s and 1,000s

Step 2

Add up to two 4-digit numbers – no exchange

Step 3

Add two 4-digit numbers – one exchange

Step 4

Add two 4-digit numbers – more than one exchange

Step 5

Subtract two 4-digit numbers – no exchange

Step 6

Subtract two 4-digit numbers – one exchange

Step 7

Subtract two 4-digit numbers – more than one exchange

Step 8

Efficient subtraction

Small steps

Step 9

Estimate answers

Step 10

Checking strategies

Small steps

Step 1

What is area?

Step 2

Count squares

Step 3

Make shapes

Step 4

Compare areas

Small steps

Step 1

Multiples of 3

Step 2

Multiply and divide by 6

Step 3

6 times-table and division facts

Step 4

Multiply and divide by 9

Step 5

9 times-table and division facts

Step 6

The 3, 6 and 9 times-tables

Step 7

Multiply and divide by 7

Step 8

7 times-table and division facts

Small steps

Step 9

11 times-table and division facts

Step 10

12 times-table and division facts

Step 11

Multiply by 1 and 0

Step 12

Divide a number by 1 and itself

Step 13

Multiply three numbers

Small steps

Step 1

Factor pairs

Step 2

Use factor pairs

Step 3

Multiply by 10

Step 4

Multiply by 100

Step 5

Divide by 10

Step 6

Divide by 100

Step 7

Related facts – multiplication and division

Step 8

Informal written methods for multiplication

Small steps

Step 9

Multiply a 2-digit number by a 1-digit number

Step 10

Multiply a 3-digit number by a 1-digit number

Step 11

Divide a 2-digit number by a 1-digit number (1)

Step 12

Divide a 2-digit number by a 1-digit number (2)

Step 13

Divide a 3-digit number by a 1-digit number

Step 14

Correspondence problems

Step 15

Efficient multiplication

Small steps

Step 1

Measure in kilometres and metres

Step 2

Equivalent lengths (kilometres and metres)

Step 3

Perimeter on a grid

Step 4

Perimeter of a rectangle

Step 5

Perimeter of rectilinear shapes

Step 6

Find missing lengths in rectilinear shapes

Step 7

Calculate perimeter of rectilinear shapes

Step 8

Perimeter of regular polygons

Small steps

Step 9

Perimeter of polygons

Small steps

Step 1

Understand the whole

Step 2

Count beyond 1

Step 3

Partition a mixed number

Step 4

Number lines with mixed numbers

Step 5

Compare and order mixed numbers

Step 6

Understand improper fractions

Step 7

Convert mixed numbers to improper fractions

Step 8

Convert improper fractions to mixed numbers

Small steps

Step 9

Equivalent fractions on a number line

Step 10

Equivalent fraction families

Step 11

Add two or more fractions

Step 12

Add fractions and mixed numbers

Step 13

Subtract two fractions

Step 14

Subtract from whole amounts

Step 15

Subtract from mixed numbers

Small steps

Step 1

Tenths as fractions

Step 2

Tenths as decimals

Step 3

Tenths on a place value chart

Step 4

Tenths on a number line

Step 5

Divide a 1-digit number by 10

Step 6

Divide a 2-digit number by 10

Step 7

Hundredths as fractions

Step 8

Hundredths as decimals

Small steps

Step 9

Hundredths on a place value chart

Step 10

Divide a 1- or 2-digit number by 100

Small steps

Step 1

Make a whole with tenths

Step 2

Make a whole with hundredths

Step 3

Partition decimals

Step 4

Flexibly partition decimals

Step 5

Compare decimals

Step 6

Order decimals

Step 7

Round to the nearest whole number

Step 8

Halves and quarters as decimals

Small steps

Step 1

Write money using decimals

Step 2

Convert between pounds and pence

Step 3

Compare amounts of money

Step 4

Estimate with money

Step 5

Calculate with money

Step 6

Solve problems with money

Small steps

Step 1

Years, months, weeks and days

Step 2

Hours, minutes and seconds

Step 3

Convert between analogue and digital times

Step 4

Convert to the 24-hour clock

Step 5

Convert from the 24-hour clock

Small steps

Step 1

Understand angles as turns

Step 2

Identify angles

Step 3

Compare and order angles

Step 4

Triangles

Step 5

Quadrilaterals

Step 6

Polygons

Step 7

Lines of symmetry

Step 8

Complete a symmetric figure

Small steps

Step 1

Interpret charts

Step 2

Comparison, sum and difference

Step 3

Interpret line graphs

Step 4

Draw line graphs

Small steps

Step 1

Describe position using coordinates

Step 2

Plot coordinates

Step 3

Draw 2-D shapes on a grid

Step 4

Translate on a grid

Step 5

Describe translation on a grid