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| Term | Week  | Topic | Objectives  |
| 1 | 1 |  |  |
| 2 | Place value | * count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
* recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
* compare and order numbers up to 1000
* identify, represent and estimate numbers using different representations
* read and write numbers up to 1000 in numerals and in words
* solve number problems and practical problems involving these ideas.
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| 3 |
| 4 |
| 5 | Geometry - Shape | * draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
* recognise angles as a property of shape or a description of a turn
* identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
* identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
 |
| 6 | Number – addition and subtraction | * add and subtract numbers mentally, including:

a three-digit number and onesa three-digit number and tensa three-digit number and hundreds* add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
* estimate the answer to a calculation and use inverse operations to check answers
* solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
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| 2 |
| 3 | Measurement – Length and perimeter | * measure, compare, add and subtract: lengths (m/cm/mm)
* measure the perimeter of simple 2-D shapes
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| 4 |
| 5 | Number – multiplication and division | * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
* write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
* solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
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| 6 |
| 7 | Christmas | * interpret and present data using bar charts, pictograms and tables
* solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.
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| 2 |
| 3 | Measurement - Money | * add and subtract amounts of money to give change, using both £ and p in practical contexts
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| 4 |
| 5 | Statistics | * interpret and present data using bar charts, pictograms and tables
* solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.
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| 4 | 1 | Geometry - Shape | * draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
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 |
| 2 | Number - Fractions | * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
* recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
* recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
* recognise and show, using diagrams, equivalent fractions with small denominators
* add and subtract fractions with the same denominator within one whole
* compare and order unit fractions, and fractions with the same denominators
* solve problems that involve all of the above.
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| 3 |
| 4 | Measures -time | * tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
* estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight
* know the number of seconds in a minute and the number of days in each month, year and leap year
* compare durations of events [for example to calculate the time taken by particular events or tasks].
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| 6 | Measurement – mass and capacity | * measure, compare, add and subtract: mass (kg/g) and volume/capacity (l/ml)
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| 7 | Consolidation |  |