

# Notes on sample medium-term plans

The sample plans are examples of completed medium-term plans. They are designed to show progression, based on the assumption that all of the previous term's work was learned and does not need repeating, although mental work is repeated to keep skills sharp.

Each plan corresponds to the objectives in the yearly teaching programme for that year. High attaining classes (for example, where there are sets for mathematics, or in schools where a high proportion of pupils achieve level 4 at the end of Year 6) would need to be ahead of these plans. In lower attaining classes the plans may serve as a target.

The plans will not fit your class exactly but they should give you a starting point on which to build your own plans.

Some arbitrary decisions have been made in these samples. For example, work on measures is organised as:

Year R	linking of length, mass, capacity	
Years 1, 2, 3, 4	autumn term	length
	spring term	mass
	summer term	capacity
Years 5, 6	combination of topics each term	

This is just one way of organising work on measurement and there are other ways which would work just as well.

Unit	Days	Pages	Topic	Objectives; children will be taught to:
1		2-8	Counting	Say and use number names to 5 in order in familiar contexts, e.g. number rhymes, songs, stories. Recite number names in order from 1 up to 5.
2		2-8	Counting	Say and use number names to 10 in order in familiar contexts, e.g. number rhymes, songs, stories. Recite number names in order from 1 up to 10. Count reliably up to 3 objects.
3		24-27	Shape and space	Use language such as round, circle, square to describe shapes. Use words such as bigger and smaller to describe size. Use shapes to make pictures and patterns.
4		2-8 22-23	Counting Measures	Count reliably up to 5 objects. Use more or less, longer or shorter to make direct comparisons of two lengths.
5		2-8 14-15	Counting Adding (one more)	Begin to recognise none and zero in stories and rhymes. Find one more than (up to 5 objects).
6			Assess and review	
7		2-8 11-13	Counting Comparing and ordering numbers	Say and use number names to 10 in order in familiar contexts, e.g. number rhymes, songs, stories. Recite number names in order from 1 up to 20. Use language such as more and less, greater or smaller to compare two numbers up to 5 and say which is more or less.
8		2-8 14-15	Counting Adding and subtracting (one more, one less)	Recite number names in order from 1 to 20 and beyond. Count reliably more than 5 objects. Find one more or one less than a number up to 9.
9		24-27 18-19	Shape and space Reasoning	Name solids: cube, sphere, cone. Put sets of objects in order of size. Use everyday words to describe position. Talk about and recognise simple symmetrical patterns.
10		2-8 22-23	Counting Measures, including time	Count reliably up to 10 objects. Use language such as more or less, heavier or lighter to make direct comparisons of two lengths or masses. Fill and empty containers, using words such as full, empty, holds more, holds less. Begin to use vocabulary of time. Sequence familiar events.
11		2-8 20-21	Counting Money and 'real life' problems	Count reliably up to 10 objects or clapping sounds. Recognise 1p coins. Solve practical problems involving counting in 'real life' or role play. Sort and match objects.
12			Assess and review	

The number of teaching days for each unit can be determined once the children have settled into school.

Unit	Days	Pages	Topic	Objectives; children will be taught to:
1		2-8	Counting	Say and use number names beyond 10 in order in familiar contexts, e.g. number rhymes, songs, stories. Recite number names in order, continuing from 2, 3 or 4. Order a given set of numbers (e.g. 1-6 given in random order).
		11-13	Comparing and ordering numbers	
2		2-8	Counting	Count reliably up to 12 objects. Begin to use the language involved in adding. Begin to relate addition to combining two groups of objects, counting all the objects. Separate (partition) a given number of objects into 2 groups.
		14-17	Adding and subtracting	
3		24-27	Shape and space	Begin to name solids and flat shapes. Use shapes to describe and make models, pictures, patterns. Solve simple problems or puzzles in a practical context. Match objects (shapes).
		18-19	Reasoning	
4		2-8	Counting	Recite the number names in order, counting back from 6, 5 or 4. Use language such as more or less, longer or shorter, heavier or lighter (length, mass, time) to make direct comparisons of two quantities.
		22-23	Measures	
5		2-8	Counting	Count reliably up to 12 objects, claps, or hops. Begin to use the language involved in subtracting. Relate subtraction to taking away, counting how many are left. Sort coins: 1p, 2p, 5p.
		14-17	Adding and subtracting	
6		19-20	Money and 'real life' problems	
			Assess and review	

7		2-9	Counting and reading numbers	Say and use number names up to 20 in order in familiar contexts, e.g. number rhymes, songs, stories. Recognise numerals 1 to 3. Compare two numbers. Say a number that lies between two given numbers up to 10 (then beyond).
		11-13	Comparing and ordering numbers	
8		2-9	Counting and reading numbers	Count reliably up to 15. Recognise numerals 1 to 5. Recognise small numbers without counting. Relate addition to combining 2, then 3 groups. Relate addition to counting on.
		14-17	Adding and subtracting	
9		24-27	Shape and space	Talk about, recognise and recreate simple patterns, including patterns in the environment. Use everyday words to describe position and direction.
		18-19	Reasoning	
10		2-9	Counting and reading numbers	Recite the number names in order, counting on or back from 10 or 9. Recognise numerals 1 to 9. Make direct comparisons of 2 then 3 or more lengths or masses. Know the days of the week in order.
		22-23	Measures, including time	
11		2-9	Counting and reading numbers	Count reliably to 20. Recognise numerals 0 to 9. Relate addition to counting on. Understand and use the vocabulary related to money. Sort coins: 1p, 2p, 5p, 10p, 20p. Use 1p coins in role play. Sort and match objects, justifying decisions made.
		14-17	Adding and subtracting	
		20-21	Money and 'real life' problems	
12			Assess and review	

The number of teaching days for each unit can be determined once the children have settled into school.

Unit	Days	Pages	Topic	Objectives; children will be taught to:
1		2-10 11-13	Counting, reading and writing numbers Comparing and ordering numbers	Say and use number names beyond 20 in order in contexts, e.g. number rhymes, songs, counting games and activities. Order a given set of selected numbers, e.g. 2, 5, 8, 1, 4.
2		2-10 14-17	Counting, reading and writing numbers Adding and subtracting	Count reliably to 20 and beyond (objects and other contexts). Recognise numerals 0 to 10. Record numbers by making marks. Begin to relate addition of doubles to counting on. Find a total by counting on when one group is hidden.
3		24-27 18-19	Shape and space Reasoning	Talk about and recreate symmetrical patterns found in the environment and in different cultures. Make simple estimates and predictions.
4		2-10 22-23	Counting, reading and writing numbers Measures	Write numerals to 5. Count and record larger numbers by tallying. Compare lengths, masses and capacities by direct comparison.
5		2-10 14-17 20-21	Counting, reading and writing numbers Adding and subtracting Money and 'real life' problems	Count in tens. Recognise numerals beyond 10. Remove a smaller number from a larger and find how many are left by counting back from the larger number. Sort all coins, including £1 and £2, and use in role play. Solve practical problems.
6			Assess and review	
7		2-10 11-13	Counting, reading and writing numbers Comparing and ordering numbers	Estimate a number up to 10 and check by counting. Write numerals to 10. Begin to understand and use ordinal numbers in different contexts.
8		2-10 14-17	Counting, reading and writing numbers Adding and subtracting	Count in twos. Select two groups of objects to make a given total. Begin to find how many have been removed from a group of objects by counting up from a number.
9		24-27 18-19	Shape and space Reasoning	Use everyday words to describe position, direction and movement. Sort and match objects, shapes and pictures, justifying the decisions made.
10		2-10 22-23	Counting, reading and writing numbers Measures, including time	Begin to write numerals to 20. Estimate a number beyond 10 and check by counting. Begin to read o'clock time.
11		2-10 14-17 19-20	Counting, reading and writing numbers Adding and subtracting Money and 'real life' problems	Count in tens. Count beyond 20 in twos. Use numerals to record numbers. Work out by counting how many more are needed to make a larger number. Use coins in role play to pay and give change. Make simple estimates and predictions.
12			Assess and review	

The number of teaching days for each unit can be determined once the children have settled into school.

**EVERY DAY: Practise and develop oral and mental skills e.g. counting, mental strategies, rapid recall of + and – facts)**

Count reliably up to 10 objects. Count on in ones from any small number. Read and write numerals to at least 10.	Recall addition doubles up to 5 + 5. Recall addition and subtraction facts up to 5. Recall pairs of numbers which total 10.
--	---

Unit	Days	Pages	Topic	Objectives; children will be taught to:
1	3	2-7	Counting, properties of numbers and number sequences	Know the number names and recite them in order to at least 20. Count reliably at least 20 objects. Count on in ones from any small number.
2-4	15	8-15  24-29  32-41  66-69 60-61	Place value and ordering  Understanding + and –  Mental calculation strategies (+ and –)  Money and 'real life' problems Making decisions	Read numerals from 1 to at least 20. Write numerals from 1 to 10. Say the number that is one more or less than a given number to 20. Begin to know what each digit in a two-digit number represents. Partition a 'teens' number into tens and ones. Understand the operation of addition; recognise that addition can be done in any order. Understand the operation of subtraction (as take away). Begin to use +, – and = signs to record mental calculations in a number sentence. Put the larger number first. Count on in ones, including beyond 10, e.g. 7 + 5. Recognise 1p and 2p coins. Find totals up to 10p. Choose and use the appropriate number operation and mental strategy to solve problems.
5-6	8	70-77  80-83 62-65	Measures, including problems  Shape and space Reasoning about shapes	Understand and use the vocabulary related to length and time. Order familiar events. Compare two, then more, lengths using direct comparison. Measure lengths using uniform non-standard units or standard units, e.g. metre sticks. Use everyday language to describe features of familiar 2-D and 3-D shapes, referring to shapes with flat faces. Make and describe models, patterns and pictures using construction kits. Recognise simple patterns. Use one or more shapes to make repeating patterns Use everyday language to describe position.
7	2		Assess and review	

Count reliably up to 20 objects. Count on or back in ones from zero, then any small number. Read and write numerals to at least 10.	Order two numbers (up to 10). Recall addition and subtraction facts up to 5. Recall addition doubles up to 5 + 5. Recall pairs of numbers which total 10.
---	--

8	5	2-7  62-65	Counting, properties of numbers and number sequences  Reasoning about numbers	Know the number names and recite them in order to at least 20, from and back to zero. Count on or back in ones from any small number. Solve mathematical problems. Recognise and predict from simple patterns and relationships.
9-11	15	8-17  24-29  32-41 66-69 60-61	Place value, ordering, estimating  Understanding + and –  Mental calculation strategies (+ and –) Money and 'real life' problems Making decisions	Read and write numerals from 0 to 20. Say the number that is 10 more than any given number to 20. Understand the vocabulary of comparing and ordering numbers, including ordinal numbers to at least 10. Use = sign. Understand the vocabulary of estimation and give a sensible estimate of up to 10 objects. Understand the operation of addition and of subtraction (as difference) and use the related vocabulary. Use patterns of similar calculations. Choose and use the appropriate number operation (counting, add, subtract) and mental strategies to solve simple problems.
12-13	10	70-79  90-93	Measures and time, including problems  Handling data	Suggest suitable (non) standard units and measuring equipment to estimate, then measure a length, recording estimates and measurements as '3 and a bit'. Solve simple problems involving length or time. Know days of the week. Read time to hour on analogue clocks. Solve a problem by sorting information using objects or pictures.
14	2		Assess and review	
Total	60			

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + and – facts)				
Count reliably up to 20 objects. Count on or back in tens from zero. Read and write numerals to at least 20.			Order a set of numbers (up to 20). Recall addition and subtraction facts to at least 5. Recall addition doubles to at least 5 + 5. Recall pairs of numbers which total 10.	
Unit	Days	Pages	Topic	Objectives; children will be taught to:
1	3	2–7	Counting, properties of numbers and number sequences	Count in tens from and back to zero. Count on in twos from zero. Begin to recognise even numbers to 10.
2–4	15	8–15  24–29 32–41 66–69 60–61	Place value and ordering  Understanding + and – Mental calculation strategies (+ and –) Money and 'real life' problems Making decisions	Read and write numerals from 0 to at least 20. Know what each digit in a two-digit number represents. Begin to partition larger two-digit numbers into a multiple of ten and ones. Say the number that is 1 or 10 more or less than any given number to 20. Understand the operations of addition and subtraction and the related vocabulary. Identify near doubles using doubles already known. Recognise 1p, 2p, 5p and 10p coins and equivalent values. Find totals. Choose and use the appropriate number operation and mental strategy to solve problems.
5–6	8	70–77  80–83 62–65	Measures, including problems  Shape and space Reasoning about shapes	Understand and use the vocabulary related to mass. Compare two, then more, masses using direct comparison. Measure mass using uniform non-standard units. Use everyday language to describe features of familiar 2-D and 3-D shapes, referring to shapes with flat faces, number of faces or corners, number of sides. Make and describe models, patterns and pictures using everyday materials, plasticine. Use everyday language to describe position and direction. Talk about things that turn. Use one or more shapes to make patterns, describe repeating patterns. Predict from simple patterns, and suggest extensions.
7	2		Assess and review	
Count reliably at least 20 objects. Count in tens from and back to zero. Count in twos from and back to zero. Read and write numerals to at least 20.			Order a set of numbers to 20. Recall addition and subtraction facts up to at least 5. Recall pairs of numbers which total 10. Recall addition doubles up to at least 5 + 5.	
8	5	2–7  62–65	Counting, properties of numbers and number sequences  Reasoning about numbers	Count on in twos from zero, then one, and begin to recognise odd and even numbers to 10. Count in steps of 5 from zero to 20 or more. Solve mathematical problems or puzzles. Suggest extensions 'What if?' 'What could I try next?'
9–10	10	8–17  24–29 32–41  66–69  60–61	Place value, ordering, estimating  Understanding + and – Mental calculation strategies (+ and –)  Money and 'real life' problems  Making decisions	Understand the vocabulary of comparing and ordering numbers, including ordinal numbers to at least 20. Compare two familiar numbers, say which is more or less. Understand the vocabulary of estimation, give a sensible estimate of a number of objects and check by counting (up to 30 objects). Understand operation of addition, and of subtraction (as how many more). Partition into 5 and a bit when adding 6, 7, 8, or 9. Bridge through 10 when adding single-digit numbers. Find totals, give change. Work out how to pay an amount by using smaller coins. Solve simple mathematical problems or puzzles. Explain methods orally. Choose and use the appropriate number operation and mental strategy to solve a problem.
11–12	10	70–79	Measures, and time, including problems	Suggest suitable (non) standard units and measuring equipment to estimate, then measure, mass recording estimates and measurements 'about as heavy as 20 cubes'. Know seasons of the year.
13		90–93	Handling data	Solve simple problems involving mass or time. Solve a problem by sorting classifying and organising information in a list or simple table.
14	2		Assess and review	
Total	55			

<b>EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + and – facts)</b>				
<p>Count reliably at least 20 objects. Find small 'differences'. Count in fives from and back to zero. Order a set of numbers to 20.</p>			<p>Recall addition and subtraction facts up to at least 5 (and up to 10). Read and write numerals to at least 20. Recall pairs of numbers which total 10. Recall addition doubles up to at least 5 + 5.</p>	
Unit	Days	Pages	Topic	Objectives; children will be taught to:
1	3	2-7	Counting, properties of numbers and number sequences	Recognise odd and even numbers to 20 as 'every other number'. Count in steps of 5 from zero to 20 or more and then back again.
2-4	15	8-15 24-29 32-41 66-69 60-61	Place value and ordering  Understanding + and – Mental calculation strategies (+ and –)  Money and 'real life' problems Making decisions	Say the number that is one or ten more or less than a given number to 30. Compare two familiar numbers, say which is more or less, and give a number that lies between them. Use +, – and = signs to record mental calculations in a number sentence. Recognise and use □ or △ to stand for an unknown number. Use number facts to add/subtract pair of numbers in range 0 to 10. Recognise coins of different values up to 20p. Find totals, give change from up to 20p and work out how to pay using smaller coins. Choose and use the appropriate number operation and mental strategy to solve problems.
5-6	8	70-77 80-83 62-65	Measures, including problems  Shape and space Reasoning about shapes	Understand and use the vocabulary related to capacity. Compare two, then more, capacities using direct comparisons. Measure capacity using uniform non-standard units or standard units (litre). Fold shapes in half, then make them into symmetrical patterns. Begin to relate solid shapes to pictures of them. Use one or more shapes to make, describe and continue repeating patterns. Make whole turns and half turns. Use everyday language to describe position, direction and movement. Investigate general statements about shapes.
7	2		Assess and review	
<p>Count reliably at least 20 objects. Find small 'differences'. Count in steps of three from zero. Read and write numerals from 0 to at least 20.</p>			<p>Order a set of numbers to 20. Recall addition and subtraction facts up to at least 5 (and up to 10). Recall pairs of numbers which total 10. Recall addition doubles up to at least 5 + 5.</p>	
8	5	2-7 62-65	Counting, properties of numbers and number sequences Reasoning about numbers	Begin to count on in steps of 3 from zero. Recognise and extend number sequences with differences of 1, 2 or 3. Investigate a general statement about familiar numbers by finding examples that satisfy it. Explain methods and reasoning orally.
9-11	15	8-17 24-29 32-41 66-69 60-61	Place value, ordering, estimating Understanding + and – Mental calculation strategies (+ and –)  Money and 'real life' problems Making decisions	Order numbers to at least 20 and position them on a number track. Add more than two numbers. Use number facts to add/subtract pair of numbers within range 0 to 20. Add 9 to a single digit number by adding 10 then subtracting 1. Bridge through 20 when adding a single-digit number. Choose and use the appropriate number operation and mental strategies to solve simple money or 'real life' problems using counting, addition or subtraction, halving or doubling.
12-13	10	70-79 90-93	Measures, and time, including problems  Handling data	Suggest suitable uniform non-standard then standard units and measuring equipment to estimate, then measure capacity recording estimates and measurements as 'about 3 beakers full' or 'just under 5 litres'. Solve simple problems involving capacity or time. Read time to half hour on analogue clocks. Solve a problem by organising information in a list or table. Discuss and explain results.
14	2		Assess and review	
Total	60			

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, – and × facts)				
Say the number names to at least 100. Count on or back in ones from any number up to 100. Count on or back in tens from any number up to 100. Read and write, words and figures, numbers to 50.		Say the number that is one or ten more/less than a two-digit number. Recall multiplication facts of 10 times-table. Recall addition and subtraction facts for each number up to 10. Recall doubles to 10 + 10 and corresponding halves.		
Unit	Days	Pages	Topic	Objectives; children will be taught to:
1	3	2–7	Counting, properties of numbers and number sequences	Say number names in order to at least 100, from and back to zero. Count reliably up to 100 objects by grouping them in tens. Count on or back in ones or tens from any two-digit number. Recognise two-digit multiples of 10. Count in 100s from/back to 0.
2–4	15	8–15	Place value, ordering, estimating, rounding	Read and write whole numbers from 0 to 50 in figures and words. Know what each digit in a two-digit number represents including 0 as place holder. Say the number that is one or ten more/less than a given two-digit number. Partition two-digit numbers into a multiple of 10 and ones.
		24–29	Understanding + and –	Understand the operations of addition and subtraction; recognise that addition can be done in any order but not subtraction. Use +, – and = signs to record mental calculations in a number sentence. Put the larger number first. Count on or back in tens or ones.
		32–41	Mental calculation strategies (+ –)	Add/subtract 9 or 11 by adding/subtracting 10 and adjusting by 1. Identify near doubles, using doubles already known.
		66–69	Money and 'real life' problems	Recognise all coins. Find totals. Choose and use an appropriate number operation and calculation strategy to solve simple word problems. Explain method orally. Record in number statement, using +, – and = signs. Check sums by adding in a different order.
		60–61	Making decisions, checking results	
5–6	8	70–77	Measures, including problems	Use and begin to read the vocabulary related to length and time. Use units of time: second, minute, hour, day, week. Suggest suitable units to estimate or measure time. Estimate, measure then compare lengths using metres, recording as '3 and a bit metres'. Suggest suitable units and equipment. Use mathematical names for common 3-D and 2-D shapes. Sort shapes and describe some of their features, e.g. number of sides, corners, edges, faces. Make and describe shapes, patterns or pictures using solid shapes and templates. Use mathematical vocabulary to describe position. Investigate general statements about shapes.
		80–83	Shape and space	
		62–65	Reasoning about shapes	
7	2		Assess and review	
Count on or back in ones/tens from any number up to 100. Count in 100s from and back to zero. Recall doubles to 10 + 10 and corresponding halves. Derive near doubles.		Recall addition and subtraction facts for each number up to 10. Recall all pairs with a total of 20. Add 9 or 11. Subtract 9 or 11. Recall multiplication facts and derive division facts for ×10 table.		
8	5	2–7	Counting, properties of numbers and number sequences	Describe and extend number sequences. Count on and back in twos from zero or any small number. Recognise odd, even numbers, and two-digit multiples of 2, to 30. Solve mathematical problems/puzzles, recognise simple patterns and relationships and make predictions. Suggest extensions.
		62–65	Reasoning about numbers	
9	5	8–17	Place value, ordering, estimating, rounding	Place numbers on number line or 100 square. Use and begin to read the vocabulary of comparing and ordering numbers, including ordinal numbers to 100. Understand the operations of addition and subtraction and use and begin to read the related vocabulary. Use patterns of similar calculations. Find small difference, counting up.
		24–29	Understanding + and +	Use £/p. notation. Choose and use appropriate number operation and calculation strategy to solve simple word problems. Explain method.
		32–41	Mental calculation strategies (+ and –)	
		66–69 58–61	Money and 'real life' problems Making decisions, checking results	
10–11	10	46–51	Understanding × and ÷	Understand multiplication as repeated addition. Use the related vocabulary. Use × and = signs, and □ to stand for unknown number. Use known facts to carry out simple multiplication. Add and multiply mentally to solve simple word problems. Choose and use an appropriate number operation and calculation strategy to solve simple word problems. Explain method orally. Record in number statement, using × and = signs. Begin to recognise and find one half of shapes and small numbers of objects Recognise that two halves make one whole.
		54–57	Mental calculation strategies (× and ÷)	
		66–69 58–61	Money and 'real life' problems Making decisions, checking results	
		20–23	Fractions	
12–13	10	70–79	Measures, and time, including problems	Use a ruler to measure and draw lines to the nearest cm. Solve problems involving length or time. Order months of the year. Read time to hour on analogue or 12-hour digital clock. Solve a problem by sorting, classifying and organising information in a list or simple table. Discuss and explain results.
		90–93	Handling data	
14	2		Assess and review	
Total	60			

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, – and × facts)				
<p>Read and write, words and figures, numbers to 100. Partition a two-digit number into tens and ones. Count on or back in tens from any number up to 100. Recall doubles to 10 + 10 and corresponding halves. Derive near doubles. Count in 100s from and back to zero.</p>		<p>Recall addition and subtraction facts for each number up to 10. Recall pairs with a total of 20. Add 9 or 11. Subtract 9 or 11. Recall multiplication facts of ×10 table, deduce division facts. Recall multiplication facts of ×2 table, deduce division facts. Recognise odd and even numbers.</p>		
Unit	Days	Pages	Topic	Objectives; children will be taught to:
1	3	2-7	Counting, properties of numbers and number sequences	Count in steps of 5 from and back to zero. Recognise two-digit multiples of 5. Count up to 100 objects by grouping in tens, then fives or twos.
2-4	15	8-15 24-29 32-41 66-69 60-61	Place value, ordering, estimating, rounding  Understanding + and –  Mental calculation strategies (+ –) Money and 'real life' problems Making decisions, checking results	Read and write in figures and in words whole numbers to 100. Compare two two-digit numbers, say which is more or less. Use and read vocabulary of estimation and approximation. Give a sensible estimate of up to 50 objects. Add more than two numbers, e.g. add three small numbers by putting the largest first and/or finding a pair that make 10. Partition into 5 and a bit when adding 6, 7, 8, or 9. Find totals of amounts of money, give change. Choose and use an appropriate number operation and mental strategy to solve money and 'real life' word problems (one step). Check results. Explain methods orally. Record result in number statement, using +, – and =.
5-6	8	70-77  80-83 62-65	Measures, including problems  Shape and space Reasoning about shapes	Use and begin to read the vocabulary related to mass and time. Recognise relationships between second, minute, hour, day, week. Estimate, measure then compare masses using kilograms; suggest suitable units and equipment for such measurements. Read a simple scale. Record measurements as 'nearly 3 kilograms heavy'. Make and describe shapes using pin-boards, elastic boards, squared paper, and programmable toy. Begin to recognise line symmetry. Use mathematical vocabulary to describe position and direction. Recognise whole, half and quarter turns, left, right, clockwise, and anti-clockwise. Solve shape puzzles, explaining reasoning orally.
7	2		Assess and review	
<p>Read and write, words and figures, numbers to 100. Count on in steps of 5 to at least 30, from 0 or a small number. Say number that is 10 more/less than any two-digit number. Derive doubles to 15 + 15 and corresponding halves. Know 2 times-table and derive division facts.</p>		<p>Recall addition and subtraction facts for each number up to at least 10. Recall all pairs that make 20 (e.g. 13 + 7, 20 – 12). Recall pairs of multiples of 10 that make 100. State subtraction fact corresponding to addition fact and vice versa. Know ×10 table and derive division facts.</p>		
8	5	2-7 62-65	Counting, properties of numbers and number sequences Reasoning about numbers	Count on from a small number 5s to at least 30, then back.  Give examples to match general statement about numbers.
9	5	8-19 24-29 32-41  66-69 58-61	Place value, ordering, estimating, rounding Understanding + and – Mental calculation strategies (+ and –)  Money and 'real life' problems Making decisions, checking results	Compare two two-digit numbers, say which is more or less, and give a number that lies between them. Understand and use vocabulary of addition and subtraction. Partition into 5 and a bit when adding 6, 7, 8, or 9. Bridge through 10, then 20, and adjust. Add two then three two-digit numbers with apparatus. State subtraction fact corresponding to addition fact and vice versa. Find totals, give change and work out how to pay. Choose and use an appropriate number operation and mental strategy to solve money and 'real life' word problems (one step). Check results. Explain methods orally. Record result in number statement, using +, – and =.
10	5	46-51  54-57 66-69 58-61  20-23	Understanding × and ÷  Mental calculation strategies (× and ÷) Money and 'real life' problems Making decisions, checking results  Fractions	Understand division as grouping or sharing. Read the related vocabulary. Use ×, ÷ and = signs to record mental calculations. Recognise and use □ to stand for an unknown number. Use known number facts and place value to divide mentally. Choose and use an appropriate number operation and mental strategy to solve money and 'real life' word problems (1 or 2 steps). Check results. Explain methods orally. Record in number statement. Begin to recognise and find one quarter of shapes and small numbers of objects. Recognise that four quarters make one whole.
11-12	10	70-79 90-93	Measures, and time, including problems Handling data	Solve simple problems involving mass or time. Read time to half hour on analogue or 12-hour digital clock. Solve a problem by sorting, classifying and organising information in a pictogram block graph.
13	2		Assess and review	
Total	55			

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, – and × facts)				
<p>Recognise multiples of 5. Recall multiplication facts in <math>\times 5</math> table.                      State subtraction fact corresponding to addition fact and vice versa.                      Derive doubles of multiples of 5, halves of multiples of 10.                      Recall <math>\times 2</math> table and derive division facts.                      Recognise odd and even numbers.</p>			<p>Recall addition and subtraction facts for each number up to at least 10.                      Recall all pairs that make 20.                      Recall pairs of multiples of 10 that make 100.                      Recall <math>\times 10</math> table and derive division facts.                      Consolidate all previous work.</p>	
Unit	Days	Pages	Topic	Objectives; children will be taught to:
1	3	2–7	Counting, properties of numbers and number sequences	Count on in steps of 3 or 4 to at least 30, from and back to zero. Describe and extend number sequences.
2–4	15	8–15  24–29 32–41 66–69 60–61	Place value, ordering, estimating, rounding  Understanding + and – Mental calculation strategies (+ and –) Money and 'real life' problems Making decisions, checking results	Order whole numbers and place them on a number line or 100-square. Round numbers less than 100 to the nearest 10. Use $\square$ or $\triangle$ to stand for an unknown number. Understand subtraction as inverse of addition. Use number facts and place value to add/subtract mentally. Choose and use appropriate operations and calculation strategies to solve one and two step word problems (including money) using + and –, and one step problems using $\times$ and $\div$ . Check results. Explain orally and record result in a number sentence.
5–6	8	70–77  80–83 62–65	Measures, including problems  Shape and space Reasoning about shapes	Use and begin to read the vocabulary related to capacity and time. Consolidate all work on time. Estimate, measure then compare capacities using litres. Suggest suitable units and equipment for such measurements. Read a scale to the nearest division. Relate solid shapes to pictures of them. Use mathematical vocabulary to describe position, direction and movement. Recognise right angles. Give instructions to move along a route. Visualise objects in given positions. Investigate a general statement about shapes.
7	2		Assess and review	
<p>State subtraction fact corresponding to addition fact and vice versa.                      Add/subtract 9, 19, 11, 21.                      Derive doubles of multiples of 5, halves of multiples of 10.                      Recall multiplication facts in <math>\times 5</math> table.</p>			<p>Recall addition and subtraction facts for each number up to at least 10.                      Recall pairs that make 20.                      Recall pairs of multiples of 10 with a total of 100.                      Recall <math>\times 10</math> and <math>\times 2</math> tables and derive division facts.</p>	
8	5	2–7  62–65	Counting, properties of numbers and number sequences Reasoning about numbers	Count on in 3s or 4s to at least 30, from and back to any small number.  Solve problems, recognise patterns and relationships, generalise. Explain how problem was solved, orally and in writing.
9	5	8–17 24–29 32–41  66–69 60–61	Place value, ordering, estimating Understanding + and – Mental calculation strategies (+ and –)  Money and 'real life' problems Making decisions	Order whole numbers to at least 100. Extend understanding of addition and subtraction. Use number facts to add/subtract a pair of numbers within range 0 to 20. Add/subtract 19 or 21 by adding 20 then adjusting. Bridge through a multiple of 10 when adding a single-digit number. Choose and use appropriate operations and calculation strategies to solve one and two step word problems (including money) using + and –, and one step problems using $\times$ and $\div$ . Check results. Explain orally and record method in a number statement.
10–11	10	46–51 54–57  66–69 58–61  20–23	Understanding $\times$ and $\div$ Mental calculation strategies ( $\times$ and $\div$ )  Money and 'real life' problems Making decisions, checking results  Fractions	Know and use halving as the inverse of doubling. Use known number facts and place value to carry out multiplication and division mentally. Know all coins, find totals and give change. Choose and use appropriate operations and calculation strategies to solve one and two step word problems (including money) using + and –, and one step problems using $\times$ and $\div$ . Check results. Explain orally and record method. Begin to recognise that two quarters and one half are equivalent.
12–13	10	70–79  90–93	Measures, and time, including problems  Handling data	Solve simple problems involving capacity or time. Read time to half and quarter hour on analogue and 12-hour digital clocks. Solve a problem by sorting, classifying and organising information in a table, pictogram or block graph. Discuss and explain results.
14	2		Assess and review	
Total	60			

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, −, × and ÷ facts)				
<p>Read and write whole numbers up to 1000. Add/subtract 1, 10, 100 to any whole number. Count on/back in 10s, 100s from any two- and three-digit number. Recall addition and subtraction facts for each number up to at least 10. Recall pairs that make 20.</p>		<p>Derive doubles of whole numbers to 15, corresponding halves. Know multiplication facts in ×5 table and derive division facts. Recall multiplication facts up to 5 × 5. Recall multiplication facts in ×10 table and derive division facts. Recall multiplication facts in ×2 table and derive division facts.</p>		
Unit	Days	Pages	Topic	Objectives; children will be taught to:
1	3	8–19  76–77	Place value, ordering, estimating, rounding  Reading numbers from scales	<p>Read and write whole numbers to 1000 in figures and words. Know what each digit represents and partition three-digit numbers into a multiple of 100, a multiple of 10, and ones. Read and begin to write the vocabulary of estimation. Estimate up to 100 objects. Read scales to the nearest division.</p>
2–3	10	24–29  32–41  66–69  58–61	Understanding + and −  Mental calculation strategies (+ and −)  Money and 'real life' problems  Making decisions, checking results	<p>Extend understanding of the operations of addition and subtraction. Read and begin to write related vocabulary. Use +, − and = signs. Recognise that addition can be done in any order. Put larger number first in order to count on. Identify near doubles. Bridge through a multiple of 10 and adjust. Recognise all coins and notes. Understand £/p. notation (e.g. £3.06). Find totals, give change and work out how to pay. Choose appropriate number operations and calculation methods to solve word problems. Explain and record methods informally. Check sums by adding in different order.</p>
4–6	13	70–77    80–89 62–65	Measures, including problems    Shape and space Reasoning about shapes	<p>Read time to 5 minutes. Use ruler to draw and measure lines to nearest half cm. Read and begin to write the vocabulary related to length. Choose an appropriate number operation and calculation method to solve word problems. Explain and record method informally. Measure and compare using m, cm. Know relationship m, cm; km, m. Use decimal notation for m and cm. Suggest suitable units and equipment to estimate or measure lengths, including km. Read scales. Record to nearest whole/half unit, or as mixed units (e.g. 3 m 20 cm). Classify and describe 3-D and 2-D shapes, referring to reflective symmetry, faces, sides/edges, vertices, angles. Read and begin to write the vocabulary of position. Use spaces on square grids. Identify right angles in 2-D shapes and in the environment. Investigate general statements about shapes.</p>
7	2		Assess and review	
<p>Read and write whole numbers up to 1000. Say the number that is 10, 100 more/less than any two- or three-digit number. Count on/back in 10s, 100s from any two-/three-digit number. State subtraction fact corresponding to addition fact and vice versa. Recall addition and subtraction facts for each number up to 20.</p>		<p>Derive doubles of whole numbers to 20, corresponding halves. Derive near doubles. Recall pairs of multiples of 100 that make 1000. Recognise odd/even numbers to 100. Recall multiplication facts in ×2, ×5 and ×10 tables and derive division facts. Recall multiplication facts up to 5 × 5.</p>		
8	5	2–7  62–65	Counting, properties of numbers and number sequences  Reasoning about numbers	<p>Count larger collections by grouping them in tens, then other numbers. Count on/back in 10s/100s, starting from any two-/three-digit number. Count on or back in twos, starting from any two-digit number and recognise odd and even numbers to at least 100. Solve number puzzles. Explain methods and reasoning orally and in writing.</p>
9–10	10	46–51  54–57 66–69 58–61	Understanding × and ÷  Mental calculation strategies (× and ÷) Money and 'real life' problems Making decisions, checking results	<p>Understand multiplication as repeated addition and as an array. Read and begin to write related vocabulary. Recognise that multiplication can be done in any order. To multiply by 10/100, shift the digits one/two places to the left. Choose an appropriate number operation and calculation method to solve word problems involving money and 'real life'. Explain and record method informally. Check multiplication in a different order.</p>
11	5	20–23	Fractions	<p>Recognise unit fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{10}</math>, and use them to find fractions of shapes and numbers. Begin to recognise fractions that are several parts of a whole <math>\frac{2}{3}</math>, <math>\frac{3}{4}</math>, <math>\frac{3}{10}</math>.</p>
12	5	24–29 32–41  71, 79  58–61	Understanding + and − Mental calculation strategies (+ and −)  Time, including problems  Making decisions, checking results	<p>Understand that subtraction is the inverse of addition. Say a subtraction statement equivalent to an addition statement and vice versa. Find a small difference by counting up from the smaller number. Read and begin to write the vocabulary related to time. Use units of time and relationship between them. Choose appropriate number operations and calculation methods to solve word problems. Explain and record method. Check subtraction with addition.</p>
13	5	90–93	Handling data	<p>Solve a given problem by organising and interpreting data in frequency tables, and in pictograms with the symbol representing two units.</p>
14	2		Assess and review	
Total	60			

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, −, × and ÷ facts)				
Read and write whole numbers up to 1000. Count on/back in 10s, 100s from any two-/three-digit number. State subtraction fact corresponding to addition fact and vice versa. Recall addition and subtraction facts for each number up to 20. Recall pairs of multiples of 100 with a total of 1000.		Order a set of three-digit numbers. Derive doubles of whole numbers to 20, corresponding halves. Derive near doubles. Count on or back in twos. Recognise odd/even numbers to 100. Recall multiplication facts in ×2, ×5 and ×10 tables and derive division facts.		
Unit	Days	Pages	Topic	Objectives; children will be taught to:
1	3	8-19  76-77	Place value, ordering, estimating, rounding  Reading numbers from scales	Read and write the vocabulary of comparing and ordering numbers, including ordinal numbers to 100. Compare two three-digit numbers and say which is more or less. Read and begin to write the vocabulary of approximation. Round any two-digit number to nearest 10. Read scales and dials.
2-3	15	24-29 32-41  66-69 58-61	Understanding + and − Mental calculation strategies (+ and −)  Money and 'real life' problems Making decisions, checking results	Add three then four single-digit numbers mentally. Add three or four small numbers by putting the largest number first and/or finding pairs that total 10. Partition into 5 and a bit to add 6, 7 or 8. Choose appropriate number operations and calculation methods to solve money or 'real life' word problems with one or more steps. Explain and record method. Check with an equivalent calculation.
5-6	8	80-89 62-65  70-79	Shape and space Reasoning about shapes  Measures, and time, including problems	Make and describe shapes and patterns. Relate solid shapes to pictures of them. Read and begin to write the vocabulary of direction. Make and use right-angled turns, and use the four compass points. Solve shape problems or puzzles. Explain reasoning and methods. Read time to 5 minutes on analogue and 12-hour digital clocks (e.g. 9:40). Read and begin to write the vocabulary related to mass. Measure and compare using kilograms and grams, and know the relationship between them. Suggest suitable units and equipment to estimate or measure mass. Read scales. Record measurements using mixed units, or to the nearest whole/half unit (e.g. 3.5 kg). Choose appropriate number operations and calculation methods to solve measurement word problems with one or more steps. Explain and record method.
7	2		Assess and review	
Read and write whole numbers up to 1000. Count on or back in 10s, 100s from any two-/three-digit number. State subtraction fact corresponding to addition fact and vice versa. Derive doubles of whole numbers to 20, corresponding halves. Derive doubles of multiples of 5 to 50. Recall addition and subtraction facts for each number up to 20.		Recall pairs of multiples of 100 with a total of 1000. Recall pairs of multiples of 5 with a total of 100. Recall multiplication facts in ×2, ×5, ×10 tables and derive division facts. Recall multiplication facts in ×3 table. Order a set of three-digit numbers.		
8	5	2-7  62-65	Counting, properties of numbers and number sequences Reasoning about numbers	Count on in steps of 3 or 4 or 5 from any small number to at least 50 and back again. Create and describe simple number sequences. Investigate general statements about familiar numbers, and give examples that match them. Solve number puzzles. Explain methods and reasoning orally and in writing.
9-10	10	24-29 32-41 46-51  54-57  66-69 58-61	Understanding + and − Mental calculation strategies (+ and −) Understanding × and ÷  Mental calculation strategies (× and ÷)  Money and 'real life' problems Making decisions, checking results	Add three two-digit numbers using apparatus or informal methods. Partition into tens and units and recombine. Understand division as grouping or sharing. Read and begin to write the related vocabulary. Recognise division is inverse of multiplication. Use doubling and halving, starting from known facts. Say or write division statement corresponding to multiplication statement. Choose appropriate number operations and calculation methods to solve money or 'real life' word problems with two steps. Explain and record method. Check results, e.g. check division by multiplication, halving by doubling.
11	5	20-23	Fractions	Begin to recognise simple equivalent fractions, e.g. $\frac{5}{10}$ is equivalent to $\frac{1}{2}$ , $\frac{5}{5}$ to 1 whole.
12	5	90-93	Handling data	Solve a given problem by organising and interpreting data in bar charts - intervals labelled in ones then twos.
13	2		Assess and review	
Total	55			

**EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, −, × and ÷ facts)**

Read and write whole numbers up to 1000.  
 Order a set of three-digit numbers.  
 Count on/back in 10s, 100s from any two-/three-digit number.  
 State subtraction fact corresponding to addition fact, and vice versa.  
 Derive doubles of multiples of 5 to 50, corresponding halves.  
 Derive doubles of multiples of 50 to 500.  
 Add/subtract 9, 19, 29... and 11, 21, 31...

Recall addition and subtraction facts for each number up to 20.  
 Recall pairs of multiples of 100 with a total of 1000.  
 Recall pairs of multiples of 5 with a total of 100.  
 Recall multiplication facts in ×2, ×5 and ×10 tables and derive division facts.  
 Count in threes from and back to zero.  
 Recall multiplication facts in ×3 table and begin to derive division facts.

Unit	Days	Pages	Topic	Objectives; children will be taught to:
1	3	8-19  76-77	Place value, ordering, estimating, rounding  Reading numbers from scales	Compare two three-digit numbers, say which is more or less and give a number that lies between them. Round any three-digit number to the nearest 100. Order a set of whole numbers to 1000; position them on a number line. Identify unlabelled divisions on a number line or measuring scale.
2-3	15	24-29 32-41  66-69 58-61 42-45	Understanding + and − Mental calculation strategies (+ and −)  Money and 'real life' problems  Making decisions, checking results Pencil and paper procedures	Extend understanding of addition and subtraction. Add several small numbers. Add or subtract a near multiple of 10 to a two-digit number, by adding or subtracting the nearest multiple of 10, and adjusting. Use patterns of similar calculations. Choose appropriate number operations and calculation methods to solve money or 'real-life' word problems with one or two steps. Explain and record method. Check results. Use informal pencil and paper methods to support, record or explain TU + TU, HTU + TU and HTU + HTU.
4-6	13	70-77  80-89 62-65	Measures, including problems  Shape and space Reasoning about shapes	Read and begin to write the vocabulary related to capacity. Measure and compare using litres and millilitres, and know the relationship between them. Suggest suitable units and equipment to estimate or measure capacity. Read scales. Record measurements using mixed units, or to the nearest whole/half unit (e.g. 3.5 litres). Choose appropriate number operations and calculation methods to solve measurement word problems with one or more steps. Explain and record method. Identify and sketch lines of symmetry, recognise shapes with no line of symmetry. Sketch reflection of simple shape in a mirror. Read and begin to write the vocabulary of position, direction and movement. Recognise that a straight line is two right angles. Compare angles with a right angle, saying whether they are more or less. Investigate general statements about shapes, and suggest examples to match them. Explain reasoning.
7	2		Assess and review	
<p>Read and write whole numbers up to 1000.                  Count on/back in 10s, 100s from any two-three-digit number.                  Derive doubles of multiples of 5 to 50, corresponding halves.                  Derive doubles of multiples of 50 to 500, corresponding halves.                  Round any three-digit number to the nearest 100.                  Order a set of three-digit numbers.                  Add/subtract 9, 19, 29... and 11, 21, 31...</p>				<p>Recall addition and subtraction facts for each number up to 20.                  Recall pairs of multiples of 100 with a total of 1000.                  Recall pairs of multiples of 5 with a total of 100.                  Recall multiplication facts in ×2, ×5, ×10 tables and derive division facts.                  Recall multiplication facts in ×3 table, then in ×4 table.                  Begin to derive division facts in the ×3 and ×4 tables.                  State division fact corresponding to a multiplication fact.</p>
8	5	2-7  62-65	Counting, properties of numbers and number sequences Reasoning about numbers	Recognise two-digit and three-digit multiples of 2, 5, and 10 and three-digit multiples of 50 and 100. Solve number puzzles. Explain methods and reasoning orally and in writing.
9-10	10	46-51 54-57  66-69 58-61	Understanding × and ÷ Mental calculation strategies (× and ÷)  Money and 'real life' problems Making decisions, checking results	Begin to find remainders after division. Round up or down after division. Use known facts and place value to multiply and divide mentally. Choose appropriate number operations and calculation methods to solve money or 'real life' word problems with one or two steps. Explain and record method. Check results.
11	5	20-23	Fractions	Compare two familiar fractions. Know that $\frac{1}{2}$ lies between $\frac{1}{4}$ and $\frac{3}{4}$ . Estimate a simple fraction (proportion) of a shape.
12	5	24-29 32-41 42-45  71, 79 58-61	Understanding + and − Mental calculation strategies (+ and −) Pencil and paper procedures  Time, including problems Making decisions, checking results	Add using pencil and paper methods. Use known number facts and place value to add/subtract mentally. Use informal pencil and paper methods to support, record or explain TU − TU and HTU − TU. Use a calendar. Choose appropriate number operations and calculation methods to solve time word problems with one or two steps. Explain and record method. Check results.
13	5	90-93	Handling data	Solve a given problem by organising and interpreting data in Venn and Carroll diagrams – one criterion.
14	2		Assess and review	
Total	65			