Oral mental starters (ongoing, throughout the term):

- Count forwards and back in multiples of 2, 3, 4, 5, 8,10, 50 and 100 up to the 12th multiple
- Count on and back in 10s or 100s from any one- or two-digit number within 1000
- Recall and use addition and subtraction facts for multiples of 100 to 1000 (e.g. 700 + 300 = 1000)
- Find ten **or** one hundred more/less than a given number up to 1000
- Read and write, order and compare numbers up to 1000 in numerals and words
- Find doubles of all two-digit numbers and corresponding halves
- Mentally add and subtract three-digit numbers and ones, tens **or** hundreds up to 1000 e.g. 786 + 8; 542 – 50; 495 + 300
- Mentally add and subtract two two-digit numbers using partitioning or empty number lines
- Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables up to the 12th multiple
- Count up and down in tenths e.g. using a counting stick
- Tell the time from analogue and digital clocks to the nearest minute

NB Also see the **Mental Maths Policy** for further guidance

Areas of Study	No of days	Statutory requirements and non-statutory guidance	Suggested Key Vocabulary
Number Number and place value	5	Read, write (in numbers and words), compare and order numbers to 1000 (and beyond) Given a number, say/identify the number that is 10 or 100 more or less within 1000 Say the number that comes between two numbers within 1000 Read, write compare and order numbers **in words** and match them to corresponding numerals to 1000 Represent three-digit numbers using different representations such as an empty number line; using place value cards; using Dienes or on an abacus Recognise the place value of each digit in a three-digit number (hundreds, tens and ones) Partition three-digit numbers in different ways e.g. 756 = 700 + 50 + 6; 756 = 700 + 40 + 16: 756 = 500 + 200 + 56 Make estimates of numbers/ quantities within 200, 500 and 1000	Order Partition, place value Digit, numeral, number Hundreds, tens, ones/units More than, greater than less than < and > signs Estimate

Number Addition	5	Add **mentally** a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds Add a three-digit number and a two-digit number using the **expanded written method (See Calculation Policy)**; use base ten materials to support understanding Introduce **formal written method**, initially where it is not necessary to bridge ('carry'), then when it is necessary to 'carry' ten from the units to the tens column **(See Calculation Policy)** Solve word problems, involving the addition of two-digit numbers bridging 100 using the **expanded written method** and/or **formal written method**	Digit Hundreds, tens, ones/units Add, sum of Addition Partition, column, carry Plus, altogether Estimate Calculate, calculation
Number Subtraction	5	Subtract **mentally** a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds Subtract two two-digit numbers, using the **expanded written method**, where exchange/ decomposition is required Introduce the **formal written method (See Calculation Policy)**; use base ten material to support understanding; estimate answers to calculations Solve word problems, involving the subtraction of two two-digit numbers, using the **expanded written method** and/or **formal methods** including exchange/decomposition Estimate answers to calculations; use inverse operations to check answers	Digit Hundreds, tens, ones/units Subtract, minus Subtraction Partition, column Estimate Inverse Calculate, calculation
Geometry Properties of shape	5	Consolidate that angles can be a property of a shape or description of a turn Consolidate work on right angles; reinforce the facts that two right angles make a half turn, three make three quarters of a turn and four make a complete turn Identify whether angles are greater or less than a right angle introducing the terms acute and obtuse Identify horizontal and vertical lines and pairs of perpendicular and parallel lines; link to known 2D shapes	All vocabulary from previous terms including: right angle, whole, quarter and half turns < and > signs Extend with: acute, obtuse, horizontal, vertical, perpendicular, parallel

Number Multiplication and Division	5	Recall and use multiplication facts for the 2, 3, 4, 5, 8 and 10 times tables to the 12th multiple Write and calculate mathematical statements for multiplication and division using all known tables and derive multiplication and division facts for multiples of ten times a one-digit number using **mental methods** e.g. 3 x 2 = 6 30 x 2 = 60 3 x 20 = 60 **(See Mental Maths Policy)** Use the **grid method** to multiply a teen number by a one-digit number; extend with the **expanded short multiplication** method **(See Calculation Policy)** Consolidate the **formal layout** for division using known times tables **(See Calculation Policy)** Solve problems, which involve multiplication and/or division Solve problems involving positive integer scaling problems e.g. My sunflower is 15cm tall. My friend's sunflower is four times as tall. How tall is my friend's sunflower?	Multiply, multiplication, times Partition, value, tens, ones/units Grid method Divide, division Formal layout)
Number Fractions	5	Consolidate understanding that tenths arise from dividing an object into ten equal parts and in dividing one digit numbers or quantities by ten using **practical resources and diagrams** Recognise and show equivalent fractions **using diagrams and fraction walls** Compare and order unit fractions e.g. 1/3 and 1/4 and fractions with the same denominators e.g. 3/5 and 4/5, **using diagrams including a fraction wall** to support Add and subtract fractions with the same denominator within one whole e.g. 3/5 + 1/5 = 4/5 Solve problems involving fractions e.g. I have a cake. I give 2/5 to my friend Joe and I give 1/5 to Lucy. What fraction of my cake have I given away?	Halves, thirds, quarters, fifths, tenths Whole Divide, part, equal parts Numerator, denominator Equivalent Compare, order

Measurement Time	5	Know the number of seconds in a minute, minutes in an hour and hours in a day Consolidate telling the time using an analogue clock and 12 hour digital clock to the nearest five minutes Write and tell the time to the nearest 1 minute using an analogue clock and digital clock Continue to use a.m. / p.m. Solve word problems involving time e.g. My favourite TV programme starts at 4:25pm and lasts half an hour. What time does it finish? Introduce the 24 hour clock in preparation for Year 4	All vocabulary from previous terms Extend with: 24 hour clock
Measurement Length and Perimeter	5	Consolidate understanding of metres (m), centimetres (cm) and millimetres (mm) as units of measurement and the relationship between units Measure using appropriate units and equipment, including mixed units of measurement, **in practical contexts** **Begin** to use decimal notation for length e.g. 145cm = 1m 45cm = 1.45m **(from Y4 programmes of study)** Follow a line of enquiry relating to length e.g. My height measures the same as my reach. True or false? Introduce the term perimeter Measure the perimeter of simple 2D shapes using cm Measure perimeter using metres (and mixed units of metres and centimetres) e.g. the perimeter of the playground/classroom	Length, measure, ruler mm, cm, m Perimeter, sides, total Distance all the way around
Number Addition	2	**Use the formal written method** of addition with 'carrying' to add two two-digit numbers; a three-digit number and a two-digit number **(See Calculation Policy)** Solve one and two- step word problems involving addition using the **formal written method**: estimate answers to calculations	Digit, hundreds, tens, ones/units Value Partition, recombine Estimate Calculate, calculation

Subtraction	3	Use the formal written method of subtraction with decomposition/exchange to subtract two two-digit numbers; a two-digit number from a three-digit number **(See Calculation Policy)** Solve one (and two-step) word problems involving subtraction using the **formal written method** Estimate answers to calculations, use inverse operations to check answers	'Carry', exchange Inverse
Statistics Data Handling	5	Collect, present and interpret data using tallies, bar, pictograms and tables Use simple scales e.g. 2, 5 and 10 units per square, in bar charts with increasing accuracy Use information presented in scaled bar charts, pictograms and tables to solve one and two-step questions e.g. How many altogether? How many more? Pose questions about tables, charts and graphs Classify, group, sort, compare and present data using sorting diagrams e.g. Venn and Carroll diagrams **(from the Science curriculum)**	Table Tally chart Bar chart Pictogram Data Scale, interval Explain, find the difference Sort, compare, classify, group
Number Multiplication	5	Recall and use multiplication facts for the 2, 3, 4, 5, 8 and 10 times tables Through doubling, connect the 3 and 6 times tables **Begin** to recall and use multiplication facts for the 6 times table **(from Y4 programmes of study)** Use the **expanded short method** of multiplication to multiply a teens number by a single digit number Introduce the **formal written method of short multiplication** to multiply a teen number by a single digit number **(See Calculation Policy)** Solve word problems, which involve multiplication e.g. There are 5 rows of chairs in the hall. There are 16 chairs in each row. How many chairs are in the hall altogether?	Multiply, multiplication, times Partition, value, tens, ones/units
Additional weeks To be used for: • assessment, consolidation and responding to AfL • additional using and applying activities			