Week	Objectives	Small Learning Steps
1	**Place Value** *revise 2 digit numbers through range of contexts* • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Identify, represent and estimate numbers using different representations include money and measure up to 1000 • Read and write numbers up to 1000 in numerals and in words	• Read and write numbers with 2 and 3 digits including money and measure • Recognise the value of each digit in the number in context of money and measure • Partition 3 digit numbers in lots of ways e.g. 456 How many tens in this number? What is the value in the tens column? Know the difference between these two answers and why? • Represent 3 digit numbers and explain why including on number lines, tables, different representations, part-part whole • Estimate 3 digit numbers on number lines and blank number lines, through bar charts and pictograms
2	**Place Value** • Compare and order numbers up to 1000 • Compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) up to 1000 • Compare durations of events [for example to calculate the time taken by particular events or tasks].	• Revise compare and order 2 digit numbers in and out of context of measures using <> signs , include money • Problem solve with the above • Order 3 digit numbers • Compare 3 digit numbers in and out of context of measures using <> signs • Problem solve with the above • Compare units of time and order units of time
3	**Place Value** • Count from 0 in multiples of 50 and 100; • Find 10 or 100 more or less than a given number • Solve number problems and practical problems involving these ideas.	• Count up and back in multiples of 10s and 100s including money and measure • Count up and back in multiples of 10s and 100s where start on a non 100 multiple e.g. 436 including money and measure • Finding 10 more/10 less in context of money and measure • Find 100 more or less than a number including money, graphs and measure • Find multiples of 10 and 100 more/less than a number including money, graphs and measure • Count up and back in 50s including money and measure • Count up and back in multiples of 50 where start on a non 50 multiple e.g. 35 including money and measure • Find 50 more or less than a number including money, graphs and measure
4	**Addition and Subtraction** Add and subtract numbers mentally, including: • A three-digit number and ones • A three-digit number and tens • A three-digit number and hundreds • 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. • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	• Revise mental addition and subtraction of a 2 digit numbers with and without non regrouping/exchanging Add and subtract numbers mentally, including: • A three-digit number and ones • A three-digit number and tens • A three-digit number and hundreds Including in a range of measures contexts and statistics contexts e.g. graph or table of results • Use of estimation and inverse operation to check answers • Add and subtract mentally in context of money and measure

| 5/6 | **Addition and Subtraction**
• 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
• Add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
• Add and subtract amounts of money to give change, using both £ and p in practical contexts | • Revisit mental strategies of a 2 digit by 2 digit from previous week – partitioning, number line, known facts, number bonds, rounding
• Revise number families 45 + 33 = 78 what else so I know...include on context of measure
• Introduce written addition for 2 and 2 digit numbers no crossing boundary and crossing boundary
• Written addition with empty boxes to check calculation methods
• Written addition with 2 digit crossing boundaries in a range of contexts e.g. money, length, mass etc.
• Measures problems using written addition both 1 step and 2 step
• Extend to 2 digit and 3 digit crossing tens boundary
• Introduce written subtraction for 2 and 2 digit numbers with and without exchanging ones and tens
• Revise number families 49 - 33 = 16 what else so I know...include estimation of calculation
• Revise above in context of measure.
• Written subtraction with empty boxes to check calculation methods
• Checking subtraction calculations by estimation
• Extend to 3 digit and 2 digit subtraction with exchanging in hundreds or tens
• Measures problems using written subtraction both 1 step and 2 step
• Addition and subtraction mixed problems from extracting information from a chart or table |
| 7 | **Multiplication and Division**

Recall times tables facts for 2,5 and 10 times tables (y2)

• Recall and use multiplication and division facts for the 3 multiplication tables
• 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. | • Revise counting in 2,3,5 and 10 from any number forwards and backwards
• Count forwards and backwards in 20s,200s,50s,500s,100s, 100s
• Count from 0 in patterns and sequences
• Revise x 2,x5 and x 10 within times tables and commutativity
• Use known facts to solve problems outside of 12 x 2, 12x5,12 x10,
• Tests of divisibility for 2,5 and 10 x tables
• Revise 2x table and dividing by 2 (link to ½). Revisit Commutativity
• Division by 2 of a 2 digit number with a remainder
• Revise 10 x table and dividing – link to language of tenths
• Remainders when dividing by numbers by 10 with a remainder
• Revise 5 x table and division with a remainder.
• Count forwards and backwards in 3s, 30s and 300s. link to half hours – 30 minutes
• 3x table and commutativity
• Test of divisibility for 3x table
• Division by 3 link to thirds.

Notes:
   Recall multiplication and division facts for multiplication tables up to 12 X 12: look for correspondence facts and what this means e.g. 4 x 3 = 2 X 3 + 2 X 3 |

| 8 | **Multiplication and Division**

• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
• Count from 0 in multiples of 4, 8,
• 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 | • Count in 4s forwards and backwards from 0
• Count in multiples of 40s and 400s from 0
• Count in 4s, 40s and 400s where 0 is not the starting point
• **Count in 8s forwards and backwards**
• Count in multiples of 80s and 800s from 0
• Count in 8s, 80s and 800s where 0 is not the starting point
• Link the 4s and 8s through patterns , sequences and multiples
• Link 8s as double 4 x table ,link 4 as double 2x table, link 2,4 and 8 times tables
• Recall and use multiplication and division facts for the 4 and 8 , and multiplication
• Use known facts of 2x solve problems for 4 and 8
• Commutativity and tests of divisibility for 2,4 and 8 times tables
• Use known facts to solve problems outside of 12 x 4, 12 x 8
• Division by 4 with a remainder, division by 8 with a remainder |