Week	Objectives	Small Learning Steps
1/2	Geometry • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Revise properties of 2-D shapes from Y2 – including lines of symmetry. • Revisit identifying horizontal and vertical lines and pairs of perpendicular and parallel lines. • Accurate measuring with ruler for cm, mm. • Measuring right angles. • Measure the perimeter of simple 2-D shapes.	• Revise naming of range of 2-D shapes and their basic properties including lines of symmetry, horizontal and perpendicular lines. • Look at a wider range of polygons and identify their properties. • Look at comparing regular and non-regular polygons. Same/difference • Revise and check understanding of calculating the perimeter of other polygons both regular and non-regular. • Use rulers to draw squares and rectangles of specific sizes. • Complete triangles where 2 sides are given – joining the points. This could be through art/dt/geography. • Name and recognise properties of 3-D shapes. Recognise 2-D shapes on 3-D shapes. • Compare 3-D shapes – same/differences. • Explore nets for cubes and cuboids. • Make cubes, cuboids, other prisms using modelling materials. • Problem solve with 3-D shapes.
3/4	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.	• Revise adding and subtracting with same denominator within one whole include 10ths. • Revise sequences of simple equivalences such as ½,1/3,1/4,1/5, 1/10s on faction wall and with images. • Show understanding of equivalence. • Revise simple equivalences – this could be through the context of measure. • Revise adding and subtract with simple equivalent fractions ½ + 2/4 =, 1/3 + 2/6 , ¼ + 2/8 • Revise adding /subtracting through problems such as ½ of 50 + ¼ of 60 = • Comparison problems would you rather have ½ of 60 or 3/6 of 50. • Find and compare fractions of shapes including simple areas including equivalent areas. • Find and compare fractions of money and measures for unit fractions and non-unit fractions.
5/6	**Multiplication and Division** • Count from 0 in multiples of 4, 8 • 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. • 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.	• Sequences of 4,8s, 40s,80s,400s,800s and revise language of multiples • Apply above to use of scales on graphs/pictograms and solve problems for these. • If I know problems using known facts for 2,3,4,5,8,10 x tables and division facts to check understanding of commutative law and application include 2 x 1 digit. • Check inverse and empty boxes. • Word problems using times tables facts and division facts including money and measure. • Scaling problems for multiplication e.g., if I am 16 and my father is 4 times as old, I have a piece of wood that is 15cm and another piece of wood that is 3 times as long… • Scaling problems for division.