

## Understanding Numbers and the Number System, Steps 22 to 24

| Strand                              | Statement  | 22 | 23 | 24 | + |
|-------------------------------------|--|----|----|----|---|
| Number, place value and rounding    | Count from 0 in <b>multiples</b> of 4, 8, 50 and 100   |    |    |    |   |
|                                     | Find 10 or 100 <b>more</b> or <b>less</b> than a given number  |    |    |    |   |
|                                     | <b>Identify, represent and estimate</b> numbers using different representations  |    |    |    |   |
|                                     | <b>Read and write</b> numbers to at least 1000 in numerals and in words  |    |    |    |   |
|                                     | <b>Compare and order</b> numbers beyond 1000   |    |    |    |   |
|                                     | Recognise the <b>place value</b> of each digit in a 3 digit number   |    |    |    |   |
|                                     | Solve <b>number problems and practical problems</b> involving these ideas  |    |    |    |   |
| Addition and Subtraction            | <b>Add and subtract</b> numbers mentally including:<br>3-digit numbers and ones<br>3-digit numbers and tens<br>3-digit numbers and hundreds  |    |    |    |   |
|                                     | <b>Add and subtract numbers with up to 3 digits</b> using the formal written methods of columnar addition and subtraction where appropriate  |    |    |    |   |
|                                     | <b>Estimate</b> the answer to a calculation and use the inverse operations to check answers.   |    |    |    |   |
|                                     | <b>Solve problems</b> including missing number problems, number facts, place value and more complex addition and subtraction   |    |    |    |   |
| Multiplication and Division         | Recall and use the <b>multiplication and division facts for the 3, 4, 8 tables</b>   |    |    |    |   |
|                                     | Write and calculate mathematical statements for multiplication and division <b>using the multiplication tables</b> that they know, including 2 digit x 1 digit, using mental and progressing to formal written methods |    |    |    |   |
|                                     | <b>Solve problems</b> including missing number patterns, involving multiplication and division including integer scaling problems and correspondence problems in which n objects are connected to m objects            |    |    |    |   |
| Fractions, decimals and percentages | <b>Count up and down</b> in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing 1 digit numbers or quantities by 10   |    |    |    |   |
|                                     | <b>Compare and order</b> unit fractions and fractions with the same denominators   |    |    |    |   |
|                                     | <b>Recognise, find and write</b> fractions or a discrete set of objects: unit fractions and non- unit fractions with small denominators  |    |    |    |   |
|                                     | <b>Recognise and use</b> fractions as numbers, unit fractions and non-unit fractions with small denominators   |    |    |    |   |
|                                     | <b>Recognise and show</b> using diagrams, equivalent fractions with small denominators   |    |    |    |   |
|                                     | <b>Add and subtract fractions</b> with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$ )   |    |    |    |   |
|                                     | <b>Solve problems</b> that involve all of the above  |    |    |    |   |

## Shape, Space and Measures, Steps 22 to 24

| Strand                                   | Statement   | 22 | 23 | 24 | + |
|--|---|----|----|----|---|
| <b>Measurement</b>                       | Measure, compare, add and subtract:<br>Lengths (m/cm/mm)<br>Mass (kg/g)<br>Volume (l/ml)  |    |    |    |   |
|  | <u>Perimeter</u><br>Measure the <b>perimeter</b> of simple 2D shapes  |    |    |    |   |
|  | <u>Money</u><br><b>Add and subtract amounts</b> of money to give change, using both £ and p in practical contexts   |    |    |    |   |
|  | <u>Time</u><br>Tell and write the time from an analogue clock including <b>Roman numerals</b> , from I to XII and <b>12-hour and 24-hour</b> clocks<br>Estimate and read <b>time with increasing accuracy to the nearest minute</b> : record and compare time in terms of secs, mins, hrs: use vocabulary such as o'clock am/pm, morning, afternoon, noon and midnight<br>Know the number of <b>seconds in a minute</b> & the number of <b>days each month, year and leap year</b><br><b>Compare durations</b> of events, for example to calculate time taken by particular events or tasks |    |    |    |   |
| <b>Geometry:<br/>Properties of Shape</b> | <b>Draw 2D shapes</b> and make 3D shapes using modelling materials: recognise 3D shapes in different orientations and describe them   |    |    |    |   |
|  | Recognise <b>angles</b> are a property of shape or a description of a turn  |    |    |    |   |
|  | Identify right <b>angles</b> , recognise that two right angles make a half turn, three make three quarters and four a complete turn: identify whether angles are greater than or less than a right angle.   |    |    |    |   |
|  | Identify <b>horizontal and vertical lines and pairs of perpendicular and parallel</b> lines   |    |    |    |   |
| <b>Statistics</b>                        | Interpret and present data using<br><b>Bar charts</b><br><b>Pictograms</b><br><b>Tables</b>   |    |    |    |   |
|  | Solve <b>one -step and two -step questions</b> such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables   |    |    |    |   |