

Week Beginning	Time (hours)	Learning Objectives
Monday 11 <sup>th</sup> September  (Place Value)	5 hours	<p><b>Year 3: To read and write numerals to at least 1000 in numerals and words.</b></p> <p><b>Step 1:</b> I can read all numbers from 100 to 1000 in numerals.</p> <p><b>Step 2:</b> I can write all numbers from 100 to 1000 in numerals.</p> <p><b>Step 3:</b> I can read all numbers from 100 to 1000 in words.</p> <p><b>Step 4:</b> I can write all numbers from 100 to 1000 in words.</p> <p><b>Year 4: To compare and order numbers beyond 1000.</b></p> <p><b>Step 1:</b> I know which number in a set of 4 digit numbers is the greatest.</p> <p><b>Step 2:</b> I know which number in a set of 4-digit numbers is the smallest.</p> <p><b>Step 3:</b> I can order a set of 4 digit numbers from smallest to largest.</p> <p><b>Step 4:</b> I can order a set of 4 digit numbers from largest to smallest.</p> <p><b>Year 5: To read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</b></p> <p><b>Step 1:</b> I can revise reading and writing numbers to 1000.</p> <p><b>Step 2:</b> I can read all numbers from 1000 to 50,000 in numerals.</p> <p><b>Step 3:</b> I can read all numbers from 1000 to 1,000,000 in numerals.</p> <p><b>Step 4:</b> I can recognise the value of each digit up to 1,000,000.</p> <p><b>Step 5:</b> I know and can use the terms: ones, tens, hundreds, thousands, ten thousands, hundred thousands and million correctly.</p> <p><b>Step 6:</b> I can partition any number up to 1,000,000 showing the value of each digit.</p> <p><b>Year 6: To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</b></p> <p><b>Step 1:</b> I can revise reading and writing numbers up to 1,000,000.</p> <p><b>Step 2:</b> I can read numbers up to 10,000,000 in numerals.</p> <p><b>Step 3:</b> I can write numbers up to 10,000,000 in numerals.</p> <p><b>Step 4:</b> I can recognise the value of each digit up to 10,000,000.</p> <p><b>Step 5:</b> I know and can use the terms: ones, tens, hundreds, thousands, ten thousands, hundred thousands, million and ten million correctly.</p> <p><b>Step 6:</b> I can partition any number up to 10,000,000 showing the value of each digit.</p>

<p>Monday 18<sup>th</sup> September</p> <p><b>(Addition and Subtraction)</b></p>	<p>5 hours</p>	<p><b>Year 3: To add and subtract numbers mentally, including: 3-digit number and ones, 3-digit number and tens, 3-digit number and hundreds.</b></p> <p><b>Step 1:</b> I can subtract any 1-digit number from a greater 1-digit number.</p> <p><b>Step 2:</b> I can add any 1-digit number to a 3-digit number.</p> <p><b>Step 3:</b> I can subtract a 1-digit number from a 3-digit number.</p> <p><b>Step 4:</b> I can add any 10s number to a 3-digit number.</p> <p><b>Step 5:</b> I can subtract a 10s number from any 3-digit number.</p> <p><b>Step 6:</b> I can add any 100s number to a 3-digit number.</p> <p><b>Step 7:</b> I can subtract any 100s number from a 3-digit number.</p> <p><b>Year 4: To add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction, where appropriate.</b></p> <p><b>Step 1:</b> I can add numbers with 4-digits without exchanging.</p> <p><b>Step 2:</b> I can add numbers with 4-digits where the total of hundreds, tens or ones exceed 10.</p> <p><b>Step 3:</b> I can subtract a number from a 4-digit number which requires no exchanging.</p> <p><b>Step 4:</b> I can subtract a number from a 4-digit number where exchanging is required.</p> <p><b>Year 5: To add and subtract numbers mentally with increasingly larger numbers.</b></p> <p><b>Step 1:</b> I can add any two 2-digit numbers.</p> <p><b>Step 2:</b> I can subtract any 2-digit number from any greater 2-digit number.</p> <p><b>Step 3:</b> I can subtract any 2-digit number from any 3-digit number.</p> <p><b>Step 4:</b> I can add any 2-digit and any 3-digit number.</p> <p><b>Step 5:</b> I can subtract any 2-digit number from any 4-digit number.</p> <p><b>Step 6:</b> I can add together two 3-digit numbers.</p> <p><b>Step 7:</b> I can subtract a 3-digit number from a greater 3-digit number.</p> <p><b>Step 8:</b> I can add any 1000s number to any 4 or 5-digit number.</p> <p><b>Step 9:</b> I can subtract any 1000s number from a greater 5-digit number.</p> <p><b>Year 6: To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</b></p> <p><b>Step 1:</b> I can calculate a problem using at least 2 operations.</p> <p><b>Step 2:</b> I can calculate 2-step problems.</p> <p><b>Step 3:</b> I can explain the order to solve calculations.</p> <p><b>Step 4:</b> I can solve calculations in the correct order.</p>
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<p>Monday 25<sup>th</sup> September</p> <p><b>(Multiplication and Division)</b></p>	<p>5 hours</p>	<p><b>Year 3: To recognise and use factor pairs and commutativity in mental calculation.</b></p> <p><b>Step 1:</b> I can explain the term 'factor pair'.</p> <p><b>Step 2:</b> I know all the factors within all numbers to 10.</p> <p><b>Step 3:</b> I can work out all the factors of numbers up to 144.</p> <p><b>Step 4:</b> I know the term 'square number' and can recall all square numbers associated with numbers 1-144.</p> <p><b>Year 4: To recognise and use factor pairs and commutativity in mental calculation.</b></p> <p><b>Step 1:</b> I can explain the term 'factor pair'.</p> <p><b>Step 2:</b> I know all the factors within all numbers to 10.</p> <p><b>Step 3:</b> I can work out all the factors of numbers up to 144.</p> <p><b>Step 4:</b> I know the term 'square number' and can recall all square numbers associated with numbers 1-144.</p> <p><b>Year 5: To identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.</b></p> <p><b>Step 1:</b> I can identify multiples of all numbers up to 100.</p> <p><b>Step 2:</b> I know all factors that make up all numbers up to 100.</p> <p><b>Year 6: To identify common factors, common multiples and prime numbers.</b></p> <p><b>Step 1:</b> I know the common factors of any two given numbers.</p> <p><b>Step 2:</b> I know the common multiples of any two given numbers.</p> <p><b>Step 3:</b> I know all prime numbers.</p>
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<p>Monday 2<sup>nd</sup> October</p> <p><b>(Geometry: 2D Shape)</b></p>	<p>5 hours</p>	<p><b>Year 3: To draw 2D shapes.</b></p> <p><b>Step 1:</b> I can accurately draw 2D shapes and name them, e.g. squares, rectangles and triangles.</p> <p><b>Year 4: To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</b></p> <p><b>Step 1:</b> I can sort shapes according to their properties using correct vocabulary.</p> <p><b>Step 2:</b> I can draw and classify shapes based on given criteria, then sort.</p> <p><b>Year 5: To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</b></p> <p><b>Step 1:</b> I can use known facts to explain differences between shapes.</p> <p><b>Year 6: To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</b></p> <p><b>Step 1:</b> I can classify triangles in terms of their properties.</p> <p><b>Step 2:</b> I know that an equilateral triangle has 3 angles of <math>60^\circ</math> and 3 equal sides.</p> <p><b>Step 3:</b> I know that an isosceles triangle has 2 sides which are equal and 2 angles which are equal.</p> <p><b>Step 4:</b> I can describe a right angled triangle according to its properties.</p> <p><b>Step 5:</b> I know that angles in a triangle always total <math>180^\circ</math>.</p> <p><b>Step 6:</b> I can describe a square and a rectangle according to their properties.</p> <p><b>Step 7:</b> I know the properties of: parallelogram, rhombus and trapezium.</p> <p><b>Step 8:</b> I know that interior angles in a quadrilateral total <math>360^\circ</math>.</p> <p><b>Step 9:</b> I can accurately measure angles in any shape.</p> <p><b>Step 10:</b> I can accurately calculate missing angles in triangles and quadrilaterals, on a line and at a point.</p> <p><b>Step 11:</b> I can sort and classify shapes according to similarities and differences.</p>
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<p>Monday 9<sup>th</sup> October</p> <p>(Fractions)</p>	<p>5 hours</p>	<p><b>Year 3: To recognise and show, using diagrams, equivalent fractions with small denominators. To recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators.</b></p> <p><b>Step 1:</b> I know that <math>\frac{1}{2}</math> is the same as <math>\frac{2}{4}</math>.</p> <p><b>Step 2:</b> I can show <math>\frac{1}{3}</math> and <math>\frac{2}{6}</math> of a square.</p> <p><b>Step 3:</b> I know what fractional values are, e.g. <math>\frac{1}{4}</math> is one part of 4, etc.</p> <p><b>Step 4:</b> I know what a unit fraction is.</p> <p><b>Step 5:</b> I know what a non-unit fraction is.</p> <p><b>Step 6:</b> I can use fractions to solve problems.</p> <p><b>Step 7:</b> I can use a fraction wall diagram to solve problems.</p> <p><b>Year 4: To recognise and show, using diagrams, families of common equivalent fractions.</b></p> <p><b>Step 1:</b> I know all equivalent fractions of <math>\frac{1}{2}</math> up to and including the denominator 12.</p> <p><b>Step 2:</b> I know all equivalent fractions of <math>\frac{1}{4}</math> up to and including the denominator 12.</p> <p><b>Step 3:</b> I know all equivalent fractions of <math>\frac{3}{4}</math> up to and including the denominator 12.</p> <p><b>Step 4:</b> I know all equivalent fractions of <math>\frac{1}{3}</math> up to and including the denominator 12.</p> <p><b>Step 5:</b> I know all equivalent fractions of <math>\frac{2}{3}</math> up to and including the denominator 12.</p> <p><b>Year 5: To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. To read and write decimal numbers as fractions, e.g. <math>0.71 = \frac{71}{100}</math>.</b></p> <p><b>Step 1:</b> I can identify equivalent fractions for thirds.</p> <p><b>Step 2:</b> I can identify equivalent fractions for quarters.</p> <p><b>Step 3:</b> I can identify equivalent fractions for tenths.</p> <p><b>Step 4:</b> I can identify equivalent fractions for hundredths.</p> <p><b>Step 5:</b> I can write 0.5, 0.25, 0.1 as fractions.</p> <p><b>Step 6:</b> I can write any decimal with 1 decimal place as a fraction.</p> <p><b>Step 7:</b> I can write any decimal with 2 decimal places as a fraction.</p> <p><b>Year 6: To compare and order fractions, including fractions <math>&gt; 1</math>. To use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</b></p> <p><b>Step 1:</b> I order fractions in ascending and descending order.</p> <p><b>Step 2:</b> I can simplify fractions.</p>
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<p>Monday 16<sup>th</sup> October</p> <p><b>(Measurement: Length)</b></p>	<p>5 hours</p>	<p><b>Year 3: To measure, compare, add and subtract lengths (m/cm/mm).</b></p> <p><b>Step 1:</b> I can use measuring apparatus to measure length.</p> <p><b>Step 2:</b> I can measure accurately to the nearest mm, cm, m.</p> <p><b>Step 3:</b> I know and can use equivalence, e.g. 10mm = 1cm, 50cm = 1/2m, 100cm = 1m.</p> <p><b>Year 4: To convert between different units of measure (e.g. km to m).</b></p> <p><b>Step 1:</b> I can revise relationships between measures: 1000m = 1km, 100cm = 1m, 10mm = 1cm.</p> <p><b>Step 2:</b> I can solve problems involving conversion between units of measure.</p> <p><b>Step 3:</b> I can express a distance of more than 1km in m.</p> <p><b>Step 4:</b> I can express a distance of more than 1cm in mm.</p> <p><b>Year 5: To convert between different units of metric measure (e.g. km/m, cm/m, cm/mm).</b></p> <p><b>Step 1:</b> I can express a distance of more than 1km in m.</p> <p><b>Step 2:</b> I can express a distance of more than 1cm in mm.</p> <p><b>Year 6: To convert between miles and km.</b></p> <p><b>Step 1:</b> I can use a formula to calculate distances.</p> <p><b>Step 2:</b> I can use a conversion graph.</p>
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Mrs Hansell

Class 3 (Years 3/4/5/6)