

Week Beginning	Time (hours)	Learning Objectives
Monday 6 th November (Addition and Subtraction)	5 hours	<p>Year 3: To add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction.</p> <p>Step 1: I can add two 2-digit numbers using column addition without exchanging.</p> <p>Step 2: I can subtract a 2-digit number from a 2-digit number without exchanging.</p> <p>Step 3: I can add two 3-digit numbers using column addition without exchanging.</p> <p>Step 4: I can subtract a 2 or 3-digit number from a 3-digit number without exchanging.</p> <p>Step 5: I can add two 2-digit numbers where the units make more than 10.</p> <p>Step 6: I can add two 3-digit numbers where the units and/or tens make more than 10.</p> <p>Step 7: I can subtract a 2-digit number from a 2-digit number where exchanging is required.</p> <p>Step 8: I can subtract a 2-digit number from a 3-digit number where exchanging is required.</p> <p>Year 4: To estimate and use inverse operations to check answers to a calculation.</p> <p>Step 1: I can estimate the answer to any given addition involving two 2-digit numbers to the nearest 10.</p> <p>Step 2: I can estimate the answer to any given addition involving two 3-digit numbers to the nearest 100.</p> <p>Step 3: I can estimate the answer to any given addition involving two 3-digit numbers to the nearest 10.</p> <p>Step 4: I can estimate the answer to any given subtraction involving two 2-digit numbers to the nearest 10.</p> <p>Step 5: I can estimate the answer to any given subtraction involving two 3-digit numbers to the nearest 100.</p> <p>Step 6: I can estimate the answer to any given subtraction involving two 3-digit numbers to the nearest 10.</p> <p>Step 7: I can explain the term 'inverse' and exemplify with an example.</p> <p>Step 8: I can check the answer to any calculation with 2 and 3 digit numbers using the inverse.</p> <p>Year 5: To add and subtract whole numbers with more than 4 digits using formal written methods (column addition and subtraction).</p> <p>Step 1: I can add numbers with up to 5-digits with no exchanging.</p> <p>Step 2: I can add numbers with up to 5-digits with exchanging.</p> <p>Step 3: I can subtract numbers with up to 5-digits with no exchanging.</p>

Step 4: I can subtract numbers with up to 5-digits with exchanging.

Year 6: To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Step 1: I can explain why an answer is or is not reasonable using estimation and rounding.

Step 2: I can estimate an answer to a problem before calculating (being able to justify estimation).

<p>Monday 13th November</p> <p>(Multiplication and Division)</p>	<p>5 hours</p>	<p>Year 3: To recall and use the multiplication and division facts for the 3, 4 and 8 tables.</p> <p>Step 1: I can count in 3s, forwards and backwards.</p> <p>Step 2: I can recite the x3 table up to x12, without error.</p> <p>Step 3: I can answer any calculation involving x3, out of order.</p> <p>Step 4: I know that 2×3 is the same as 3×2 etc.</p> <p>Step 5: I can answer any calculation involving $\div 3$, out of order.</p> <p>Step 6: I can count in 4s, forwards and backwards.</p> <p>Step 7: I can recite the x4 table up to x12, without error.</p> <p>Step 8: I can answer any calculation involving x4, out of order.</p> <p>Step 9: I know that 3×4 is the same as 4×3 etc.</p> <p>Step 10: I can answer any calculation involving $\div 4$, out of order.</p> <p>Step 11: I can count in 8s, forwards and backwards.</p> <p>Step 12: I can recite the x8 table up to x12, without error.</p> <p>Step 13: I can answer any calculation involving x8, out of order.</p> <p>Step 14: I know that 4×8 is the same as 8×4 etc.</p> <p>Step 15: I can answer any calculation involving $\div 8$, out of order.</p> <p>Year 4: To recall multiplication and division facts for tables up to 12×12.</p> <p>Step 1: I can count in 6s, forwards and backwards.</p> <p>Step 2: I can recite the x6 table up to x12, without error.</p> <p>Step 3: I can answer any calculation involving x6, out of order.</p> <p>Step 4: I know that 2×6 is the same as 6×2 etc.</p> <p>Step 5: I can answer any calculation involving $\div 6$, out of order.</p> <p>Step 6: I can count in 7s, forwards and backwards.</p> <p>Step 7: I can recite the x7 table up to x12, without error.</p> <p>Step 8: I can answer any calculation involving x7, out of order.</p> <p>Step 9: I know that 3×7 is the same as 7×3 etc.</p> <p>Step 10: I can answer any calculation involving $\div 7$, out of order.</p> <p>Step 11: I can count in 9s, forwards and backwards.</p> <p>Step 12: I can recite the x9 table up to x12, without error.</p> <p>Step 13: I can answer any calculation involving x9, out of order.</p> <p>Step 14: I know that 4×9 is the same as 9×4 etc.</p> <p>Step 15: I can answer any calculation involving $\div 9$, out of order.</p> <p>Step 16: I can recall multiplication facts for all tables up to 12×12 out of order.</p>
--	----------------	--

		<p>Step 17: I can recall division facts for all tables up to 12×12 out of order.</p> <p>Year 5: To multiply and divide numbers mentally drawing upon known facts. To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. To establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Step 1: I can use mental applications to multiply numbers making use of multiplication tables up to 12×12.</p> <p>Step 2: I can use mental applications to divide numbers making use of multiplication tables up to 12×12.</p> <p>Step 3: I can describe what a prime number is.</p> <p>Step 4: I can describe what a prime factor is.</p> <p>Step 5: I can describe what a composite number is.</p> <p>Step 6: I can explain how to work out whether a number is a prime number.</p> <p>Step 7: I can recall all prime numbers to 19.</p> <p>Year 6: To perform mental calculations, including mixed numbers and large numbers.</p> <p>Step 1: I can use a range of numbers to multiply and divide.</p>
--	--	--

<p>Monday 20th November</p> <p>(Fractions, Percentages, Decimals)</p>	<p>5 hours</p>	<p>Year 3: To compare and order unit fractions, and fractions with the same denominators.</p> <p>Step 1: I can order fractions with the same denominator.</p> <p>Step 2: I can order any unit fractions.</p> <p>Year 4: To add and subtract fractions with the same denominator.</p> <p>Step 1: I can add two fractions with the same denominator that add up to more than one whole.</p> <p>Step 2: I subtract one fraction from another with the same denominator crossing one whole.</p> <p>Year 5: To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.</p> <p>Step 1: I know that a whole number can be written as a fraction, e.g. $2/2$ etc.</p> <p>Step 2: I know that $1 \frac{1}{2}$ can be written as $3/2$ etc.</p> <p>Step 3: I can convert any improper fraction to a mixed fraction and vice versa.</p> <p>Year 6: To recall and use equivalences between simple fractions, decimals and percentages, including different contexts.</p> <p>Step 1: I can revise that $1/10$ can be represented as 0.1 and use this to solve problems.</p> <p>Step 2: I can revise that $\frac{1}{4}, \frac{3}{4}$ can be represented as 0.25 or 0.75 and use this to solve problems.</p> <p>Step 3: I can revise all the decimal equivalent fractional values where the denominator is 3, 4, 6, 8 or 10 and use to solve problems.</p> <p>Step 4: I can link this to percentages so that I can move between equivalent fractions, decimals and percentages.</p>
---	----------------	---

<p>Monday 27th November</p> <p>(Geometry: Angles)</p>	<p>5 hours</p>	<p>Year 3: To recognise angles are a property of shape or a description of a turn. To identify right angles. To recognise that two right angles make a half-turn, three make three quarters and four a complete turn. To identify whether angles are greater than or less than a right angle.</p> <p>Step 1: I know that the space between two lines joined at a point is known as an angle and can be measured in degrees.</p> <p>Step 2: I know that the measurement in degrees is greater when the space is wider.</p> <p>Step 3: I understand that angle can be used to describe a turn.</p> <p>Step 4: I am able to identify angles in the environment.</p> <p>Step 5: I know a right angle as having 90° and use the degrees symbol.</p> <p>Step 6: I know that two right angles effectively make a straight line and is equivalent to 180°.</p> <p>Step 7: I know that two right angles make a half turn.</p> <p>Step 8: I know that three right angles make a three-quarter turn.</p> <p>Step 9: I know that four right angles make a complete turn.</p> <p>Step 10: I can identify angles smaller than a right angle.</p> <p>Step 11: I can identify angles larger than a right angle.</p> <p>Year 4: To identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Step 1: I know that an angle smaller than a right angle is known as an acute angle.</p> <p>Step 2: I know that an angle larger than a right angle is known as an obtuse angle.</p> <p>Step 3: I can identify and describe an acute angle.</p> <p>Step 4: I can identify and describe an obtuse angle.</p> <p>Step 5: I can compare and order angles by size.</p> <p>Year 5: To know angles are measured in degrees. To estimate and compare acute, obtuse and reflex angles. To identify angles at a point, on a straight line and $\frac{1}{2}$ a turn (180°). To identify angles at a point and one whole turn (360°). To identify other multiples of 90°. To draw given angles and measure them in degrees.</p> <p>Step 1: I know that 90° is equivalent to a quarter turn.</p> <p>Step 2: I know that 180° is equivalent to a half turn.</p> <p>Step 3: I know that 270° is equivalent to a three-quarter turn.</p> <p>Step 4: I know that 360° is equivalent to a full turn.</p> <p>Step 5: I can estimate, measure and compare angles in drawings identifying acute, obtuse and reflex angles.</p>
--	----------------	--

		<p>Step 6: I am able to use a protractor to measure angles.</p> <p>Step 7: I am able to use a protractor to draw angles.</p> <p>Year 6: To draw 2D shapes using given dimensions and angles.</p> <p>Step 1: I can draw a square accurately having been given the length of a side.</p> <p>Step 2: I can draw a rectangle accurately having been given the length and breadth.</p> <p>Step 3: I can draw an equilateral triangle accurately having been given the length of a side.</p> <p>Step 4: I can draw an isosceles triangle accurately having been given the length of the base.</p> <p>Step 5: I can draw a triangle to a given set of angles and sides.</p> <p>Step 6: I can draw pentagons and hexagons to given criteria.</p>
--	--	---

<p>Monday 4th December</p> <p>(Measurement: Area and Volume)</p>	<p>5 hours</p>	<p>Year 3: To find the area of rectilinear shapes by counting squares.</p> <p>Step 1: I can count squares to identify the area of a shape.</p> <p>Step 2: I can draw shapes of a given size, e.g. 20 squares.</p> <p>Year 4: To find the area of rectilinear shapes by counting squares.</p> <p>Step 1: I can draw shapes of a given size, e.g. 20 squares.</p> <p>Step 2: I know the term square centimetre/cm².</p> <p>Step 3: I can use the formula for calculating the area of a rectilinear shape ($l \times b$).</p> <p>Year 5: To calculate and compare the area of rectangles and estimate the area of irregular shapes.</p> <p>Step 1: I know the units of measure for calculating area and how to represent (cm²/m²).</p> <p>Step 2: I can explain how to calculate the area of a shape using a formula.</p> <p>Step 3: I can calculate area using formula.</p> <p>Step 4: I can calculate the area of composite shapes by dividing into smaller shapes.</p> <p>Step 5: I can calculate the area of larger spaces using m².</p> <p>Year 6: To calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³ and m³, and extending to other units such as mm³ and km³.</p> <p>Step 1: I can estimate volumes of shapes and check for accuracy.</p>
--	----------------	---

Mrs Hansell

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