

| Week Beginning | Time (hours) | Learning Objectives |
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| Monday 15 th January (Place Value) | 5 hours | <p>Year 3: To compare and order numbers up to 1000. To recognise the place value of each digit in a 3-digit number.</p> <p>Step 1: I know which number in a set of 3-digit numbers is the greatest.</p> <p>Step 2: I know which number in a set of 3-digit numbers is the smallest.</p> <p>Step 3: I can order a set of 3-digit numbers from smallest to largest.</p> <p>Step 4: I can order a set of 3-digit numbers from largest to smallest.</p> <p>Step 5: I can identify the hundreds, tens and ones in any 3-digit number.</p> <p>Step 6: I can partition a 3-digit number, identifying the value of each digit.</p> <p>Year 4: To read Roman numerals to 100 and understand that over time, the numeral system changes to include the concept of zero and place value.</p> <p>Step 1: I can read Roman numerals from 1 to 10.</p> <p>Step 2: I can read Roman numerals to 50.</p> <p>Step 3: I can read Roman numerals to 100.</p> <p>Step 4: I can write Roman numerals from 1 to 10.</p> <p>Step 5: I can write Roman numerals to 50.</p> <p>Step 6: I can write Roman numerals to 100.</p> <p>Year 5: To interpret negative numbers in context, count forwards and backwards with positive and negative numbers including through zero. To read Roman numerals to 1000 and recognise years written in Roman numerals.</p> <p>Step 1: I can interpret temperatures at $^{\circ}\text{C}$ on a thermometer.</p> <p>Step 2: I can count forwards from -20 to 20.</p> <p>Step 3: I can count backwards from 20 to -20.</p> <p>Step 4: I can revisit Roman numerals to 100.</p> <p>Step 5: I can read Roman numerals to 1000.</p> <p>Step 6: I can write Roman numerals to 1000.</p> <p>Step 7: I can read dates in context represented in Roman numerals.</p> <p>Year 6: To use negative numbers in context and calculate intervals across zero.</p> <p>Step 1: I interpret intervals and differences in context, e.g. temperature.</p> <p>Step 2: I can calculate intervals from -100 to 100.</p> |

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| <p>Monday 22nd January</p> <p>(Geometry)</p> | <p>5 hours</p> | <p>Year 3: To describe positions on a 2D grid as coordinates in the first quadrant.</p> <p>Step 1: I can read coordinates using both axes.</p> <p>Step 2: I can plot points using both axes.</p> <p>Step 3: I can answer questions involving coordinates.</p> <p>Step 4: I can create shapes by plotting points in the first quadrant.</p> <p>Year 4: To describe positions on a 2D grid as coordinates in the first quadrant.</p> <p>Step 1: I can read coordinates using both axes.</p> <p>Step 2: I can plot points using both axes.</p> <p>Step 3: I can answer questions involving coordinates.</p> <p>Step 4: I can create shapes by plotting points in the first quadrant.</p> <p>Year 5: To identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.</p> <p>Step 1: I can reflect a shape and re-plot.</p> <p>Step 2: I can translate a shape and re-plot.</p> <p>Step 3: I can describe the properties of the reflected and/or translated shape - evidencing that the shape and size has not changed.</p> <p>Year 6: To describe positions on the full coordinate grid, all four quadrants. To draw and translate simple shapes on the coordinate plane and reflect them in the axes.</p> <p>Step 1: I can read coordinates in all four quadrants.</p> <p>Step 2: I can plot points using coordinates in all four quadrants.</p> <p>Step 3: I can create shapes by plotting points in all four quadrants.</p> <p>Step 4: I can use four quadrants of the grid to draw different shapes.</p> <p>Step 5: I can reflect a shape in any of the axes and re-plot.</p> <p>Step 6: I can translate a shape into any of the quadrants or across quadrants.</p> |
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| <p>Monday 29th January</p> <p>(Measures)</p> | <p>5 hours</p> | <p>Year 3: To measure, compare, add and subtract mass (kg/g).</p> <p>Step 1: I can use measuring apparatus to measure mass.</p> <p>Step 2: I can measure accurately to the nearest g or kg.</p> <p>Step 3: I know and can use equivalence, e.g. 1000g = 1kg; 500g = $\frac{1}{2}$ kg.</p> <p>Year 4: To convert between different units of measure.</p> <p>Step 1: I can revise the relationship between measures: 1000g = 1kg.</p> <p>Step 2: I can solve problems involving converting between units of measure.</p> <p>Step 3: I can express a mass of more than 1kg in g.</p> <p>Year 5: To understand and use the approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Step 1: I know the approximate number of metres in 1 mile.</p> <p>Step 2: I know the approximate relationship between inches and cm.</p> <p>Step 3: I know the approximate relationship between a pound and a gram.</p> <p>Step 4: I know the approximate relationship between a pint and a litre.</p> <p>Step 5: I can carry out a range of approximate conversion calculations.</p> <p>Year 6: To solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate.</p> <p>Step 1: I can use decimal notation to 3 decimal places to solve calculations with measures.</p> <p>Step 2: I can use other compound units for speed such as miles per hour.</p> |
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Mrs Hansell

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