

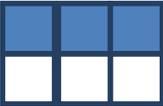


Week	Curriculum Statements	Inspire Units and Resources
<p>Week 1</p> <p>One World Week</p>		
<p>Week 2-3</p> <p>Number and place value</p>	<ul style="list-style-type: none"> • Count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number <i>e.g. 10 more than 395</i> • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Identify, represent and estimate numbers using different representations <i>including those related to measure e.g. using place value cards to show $985 = 900 + 80 + 5$; tally marks; base 10 apparatus.</i> • <i>Apply partitioning related to place value using varied and increasingly complex problems e.g. $146 = 100$ and 40 and 6, $146 = 130$ and 16</i> • Read and write numbers to at least 1000 in numerals • Compare and order numbers up to 1000 • Solve number problems and practical problems involving place value and rounding. 	<p>Inspire Maths 2 Unit 1 Numbers to a 1000 Inspire Maths 3 Unit 1 Numbers to 10,000</p>
<p>Week 4-5</p> <p>Addition and subtraction</p>	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> ○ a three-digit number and ones ○ a three-digit number and tens ○ a three-digit number and hundreds <i>e.g. $858 - 300$</i> ○ <i>two-digit numbers where the answer could exceed 100 e.g. $99 + 18$</i> • Add and subtract numbers with up to three digits 	<p>Inspire Maths 2 Unit 2 Addition and Subtraction within 1000 Inspire Maths 2 Unit 3 Using Models : Addition and Subtraction</p> <p>Inspire Maths 3 Unit 2 Addition of numbers within 10,000</p> <p>Inspire Maths 3 Unit 3 Subtraction of numbers within 10,000</p>



	<ul style="list-style-type: none"> • Estimate the answer to a calculation and use inverse operations to check answers e.g. $702 - 249$ is approximately $700 - 250 = 450$; check $453 + 249 = 702$ • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction e.g. investigate the numbers which could go in the boxes when • $2 \times \square = 7 + \square$ 	
<p>Week 6-7</p> <p>Multiplication and division</p>	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3 and 4 multiplication tables • Develop efficient mental methods, for example, using commutativity e.g. $2 \times 7 \times 5 = 2 \times 5 \times 7 = 10 \times 7 = 70$ and multiplication and division facts to derive related facts e.g. using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$ to derive $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$ • 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 methods e.g. 22×3 • Solve problems, including missing number problems, involving multiplication and division e.g. $90 = 3 \times \square$ 	<p>Inspire Maths 2 Unit 5 Multiplying by 2 and 3</p> <p>Inspire Maths 2 Unit 6 Multiplying by 4, 5 and 10</p> <p>Inspire Maths 3 Unit 5 Multiplying by 6, 7, 8 and 9</p> <p>Inspire Maths 3 Unit 6 Multiplication</p>
<p>Week 8-9</p> <p>Fractions (including decimals)</p>	<ul style="list-style-type: none"> • 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 e.g. 3 cakes shared between 10 children gives $\frac{3}{10}$ each. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators e.g. find $\frac{1}{3}$ of 9 beads, then $\frac{2}{3}$ of 9 beads 	<p>Inspire Maths 2 Unit 12 Fractions</p> <p>Inspire Maths 3 Unit 14 Fractions</p>



	<ul style="list-style-type: none"> • understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $\frac{1}{3}$, you divide by 3; to find $\frac{1}{5}$, you divide by 5 • Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators e.g. $\frac{1}{2} = \frac{3}{6}$  <ul style="list-style-type: none"> • Solve problems that involve fractions e.g. Amy ate $\frac{1}{4}$ of her 12 sweets and Ben ate $\frac{1}{2}$ of his 8 sweets, who ate more sweets? 	
<p>Week 10-11</p> <p>Measurement - Time</p>	<ul style="list-style-type: none"> • Tell and write the time from an analogue clock e.g. draw hands on a clock face to show 'ten to four', making sure the hour hand is located correctly • Record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight • Compare durations of events, for example to calculate the time taken by particular events or tasks. 	<p>Inspire Maths 2 Unit 13 Time</p> <p>Inspire Maths 3 Unit 15 Time</p>
<p>Week 12</p> <p>Measurement - Length</p>	<ul style="list-style-type: none"> • Measure, compare, add and subtract: length (m/cm/mm) e.g. how much ribbon is left when 36cm is cut from 1m? Which is longer: $6\frac{1}{2}$cm or 62mm? 5m or 450cm? Measure and draw lines to the nearest $\frac{1}{2}$ cm. Know the approximate length of a book, a room, a handspan... 	<p>Inspire Maths 2 Unit 8 Length</p> <p>Inspire Maths 2 Unit 16 Lines and surfaces</p> <p>Inspire Maths 3 Unit 12 Solving word problems: length Mass and Volume</p>
<p>Week 13</p>	<ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them e.g. number of faces, edges and vertices (singular: vertex), e.g. guess my 	<p>Inspire Maths 2 Unit 17 Shapes and patterns</p>



Properties of Shape	<i>shape: it has a square face and four triangular faces (square-based pyramid)</i> <ul style="list-style-type: none">• presented in bar charts, pictograms, tables and other graphs	Inspire Maths 3 Unit 13 Bar Graphs
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