




| Multiplication and Division | | | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | | | | | | | | |
| 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 and progressing to formal written methods | | | | | | | | |
| solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | | | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Low Ach. | High Ach. |
| Geometry | | | | | | | | |
| draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | | | | | | | | |
| recognise angles as a property of shape or a description of a turn | | | | | | | | |
| identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle | | | | | | | | |
| identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | | | | | | | | |
| Measurement | | | | | | | | |
| measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | | | | | | | |
| measure the perimeter of simple 2-D shapes | | | | | | | | |
| add and subtract amounts of money to give change, using both £ and p in practical contexts | | | | | | | | |
| tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | | | | | | | | |
| estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight | | | | | | | | |
| know the number of seconds in a minute and the number of days in each month, year and leap year | | | | | | | | |
| compare durations of events | | | | | | | | |
| Statistics | | | | | | | | |
| interpret and present data using bar charts, pictograms and tables | | | | | | | | |
| Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. | | | | | | | | |

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|  | Taught but not secure. Will need to revisit. |
|  | Taught and mostly secure. Some reinforcement needed. |
|  | Taught and secure. Need to be further challenged. |