

| Skill area                                                                                                                                                                                  |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                   |                                                                                                                                                             |                                                                                                                                                                                                                                                |                |                                                                                                                                                                                                            |
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| Number and Place Value (NPV)                                                                                                                                                                | Addition and Subtraction (AS)                                                                                                                                                                                            | Multiplication and Division (MD)                                                                                                                                                                                                  | Fractions, Decimals, Ratio and Percentages (FDRP)                                                                                                           | Measures (MEA)                                                                                                                                                                                                                                 | Geometry (GEO) | Statistics (STA)                                                                                                                                                                                           |
| <p>Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s, and 1s); order and compare numbers with up to 4 digits.</p> <p>Week 2<br/>Autumn 1 PSR</p>                | <p>Know bonds to the next 100.</p> <p>Example:<br/>54 + 46<br/>653 + 47</p> <p>Week 1<br/>Autumn 1 PSR</p>                                                                                                               | <p>Use the distributive law to multiply 2-digit numbers by a 1-digit number using formal written layout or mental methods.</p> <p>Example:<br/>4 × 65<br/>94 × 7</p> <p>Week 3<br/>Autumn 1 Arithmetic</p>                        | <p>Find unit fractions of amounts.</p> <p>Example:<br/><math>\frac{1}{4}</math> of 24<br/><math>\frac{1}{8}</math> of 32</p> <p>Week 3<br/>Autumn 1 PSR</p> | <p>Read, write and convert time between analogue and digital 12-hour clocks.</p> <p>Example:<br/>6:05 = five minutes past six</p> <p>Week 4<br/>Autumn 1 PSR</p>                                                                               |                | <p>Use mathematical reasoning to answer a question by collecting, displaying and interpreting data in a frequency table and a bar chart, choosing an appropriate scale.</p> <p>Week 8<br/>Autumn 2 PSR</p> |
| <p>Begin to place 4-digit numbers on number lines and round these to the nearest 10, 100 or 1000.</p> <p>Example:<br/>4782 rounds to 4780, 4800, 5000</p> <p>Week 2; 9<br/>Autumn 2 PSR</p> | <p>Use place value and number facts to add numbers with up to 4 digits, including fluency in adding any pair of 2-digit numbers.</p> <p>Example:<br/>147 + 36<br/>4286 + 199</p> <p>Week 1; 2; 5; 7<br/>Autumn 1 PSR</p> | <p>Use table facts and commutativity to perform multiplications involving multiples of 10.</p> <p>Example:<br/>40 × 6<br/>300 × 8</p> <p>Week 3<br/>Autumn 2 Arithmetic</p>                                                       | <p>Begin to recognise and show families of common equivalent fractions.</p> <p>Week 6<br/>Autumn 2 PSR</p>                                                  | <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Example:<br/>1 minute 23 seconds = 83 seconds<br/>231 minutes = 3 hours 51 minutes</p> <p>Week 4<br/>Autumn 1 PSR</p> |                |                                                                                                                                                                                                            |
|                                                                                                                                                                                             | <p>Use counting up to subtract numbers with up to 3 digits crossing one multiple of 100.</p> <p>Example:<br/>134 – 88<br/>809 – 742</p> <p>Week 1; 2; 9<br/>Autumn 1 PSR</p>                                             | <p>Recall multiplication and division facts for 2, 5, 10, 3, 4, 8, 6 and 9 times tables.</p> <p>Week 3; 9 (S); 10 (S)<br/>Autumn 1 Arithmetic<br/>Autumn 1 PSR</p>                                                                | <p>Count in fractions, expressing each fraction in its simplest form.</p> <p>Week 6</p>                                                                     | <p>Read scales to the nearest 100 g and draw a bar chart where one step represents 100.</p> <p>Week 4</p>                                                                                                                                      |                |                                                                                                                                                                                                            |
|                                                                                                                                                                                             | <p>Choose a method to subtract that is appropriate to the numbers in the calculation.</p> <p>Example:<br/>456 – 199<br/>134 – 88<br/>134 – 6</p> <p>Week 2; 7; 9</p>                                                     | <p>Use the distributive law to multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout (grid).</p> <p>Example:<br/>3 × 34<br/>7 × 145</p> <p>Week 3; 10<br/>Autumn 2 Arithmetic<br/>Autumn 2 PSR</p> | <p>Recognise and write decimal and fraction equivalents of tenths and a <math>\frac{1}{2}</math>.</p> <p>Week 7<br/>Autumn 2 PSR</p>                        | <p>Solve simple measures problems and convert between different units of measure – mm, cm, m; ml, l; g, kg.</p> <p>Example:<br/>0.7 L = <input type="text"/> ml<br/>Write 1250 g in kilograms.</p> <p>Week 4; 8<br/>Autumn 1 &amp; 2 PSR</p>   |                |                                                                                                                                                                                                            |

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| Outcome |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                         |       |       |
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| (NPV)   | (AS)                                                                                                                                                                                                                                                                                                                                      | (MD)                                                                                                                                                                                                                                                                    | (FDRP)                                                                                                                                                                                                                                                                                  | (MEA) | (GEO) |
|         | <p><b>Solve addition and subtraction problems</b> for numbers with up to 3-digits, including <b>in contexts</b> of word problems, <b>deciding which</b> written or mental <b>operations and methods to use and why</b>.</p> <p>Example:<br/> <math>354 + 205</math><br/> <math>402 - 378</math></p> <p>Week 2; 7; 9<br/> Autumn 2 PSR</p> | <p>Double and halve 3-digit numbers using partitioning and be able to describe, explain and predict patterns.</p> <p>Example:<br/> Halve 684;<br/> Write a doubles chain past 1000 and write about the pattern in the units digits.</p> <p>Week 6<br/> Autumn 2 PSR</p> | <p><b>Find the effect of dividing a 1-digit or 2-digit number by 10</b>, and recognise that the first place after the decimal point is a tenth.</p> <p>Example:<br/> <math>5 \div 10 = 5/10 = 0.5</math><br/> <math>36 \div 10 = 36/10 = 3.6</math></p> <p>Week 7<br/> Autumn 2 PSR</p> |       |       |
|         | <p><b>Use column addition to add</b> 3-digit numbers; begin to add 4-digit numbers.</p> <p>Week 5; 7<br/> Autumn 1 &amp; 2 Arithmetic<br/> Autumn 1 PSR</p>                                                                                                                                                                               | <p>Begin to <b>use place value and known and derived facts to divide</b> numbers above tables facts.</p> <p>Example:<br/> <math>56 \div 4</math><br/> <math>176 \div 8</math></p> <p>Week 10<br/> Autumn 2 Arithmetic<br/> Autumn 2 PSR</p>                             |                                                                                                                                                                                                                                                                                         |       |       |
|         | <p><b>Use expanded column subtraction to subtract</b> 3-digit numbers.</p> <p>Example:<br/> <math>376 - 263</math><br/> <math>838 - 556</math></p> <p>Week 5; 9<br/> Autumn 1 &amp; 2 Arithmetic<br/> Autumn 1 PSR</p>                                                                                                                    | <p>Work systematically and predict patterns.</p> <p>Week 10</p>                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                         |       |       |
|         | <p>Use logical thinking to look for patterns in numbers.</p> <p>Example:<br/> <math>1234 + 7890</math><br/> <math>8765 + 3210</math></p> <p>Week 7</p>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                         |       |       |

| Skill area                                                                                                                                                                                                           |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                         |                                                                                                                                              |                  |
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| Number and Place Value (NPV)                                                                                                                                                                                         | Addition and Subtraction (AS)                                                                                                                                                                                              | Multiplication and Division (MD)                                                                                                                                                                                                  | Fractions, Decimals, Ratio and Percentages (FDRP)                                                                                                                                                                                                                        | Measures (MEA)                                                                                                                                                                                                                                                                          | Geometry (GEO)                                                                                                                               | Statistics (STA) |
| Count on and back in multiples of 6, 7, 9, 25 and 1000 and work systematically, predicting and explaining patterns.<br>Week 3; 11; 12<br>Spring 1 PSR                                                                | Add and subtract 1s, 10s or 100s from numbers with up to 4 digits crossing multiples of 10, 100, or 1000.<br>Example:<br>8417 + 66<br>3460 – 403<br>Week 1; 11<br>Spring 1 Arithmetic<br>Spring 1 & 2 PSR                  | Recognise and use factor pairs and commutativity in mental calculations, to solve multiplications and divisions involving 2-digit and 3-digit multiples of 10.<br>Example:<br>4 × 60    240 ÷ 6<br>Week 3; 15; 16<br>Spring 1 PSR | Recognise and show families of common equivalent fractions and begin to compare fractions with non-like denominators.<br>Week 6; 13<br>Spring 1 PSR                                                                                                                      | Begin to convert between metric units of length, e.g. kilometres to metres, and solve problems involving different measures.<br>Example:<br>Fred has run 645 m of a 2 km race when he slips. How far does he have to go?<br>Week 4; 8; 18                                               | Identify acute and obtuse angles and compare and order angles up to 2 right angles by size.<br>Week 14<br>Spring 1 PSR                       |                  |
| Place 4-digit numbers on number lines, recognise the place value of each digit and round these to the nearest 10, 100 or 1000.<br>Example:<br>7236 rounds to 7240, 7200, 7000<br>Week 11<br>Spring 1 & 2 PSR         | Use counting up subtraction to subtract 3-digit numbers and 4-digit numbers from multiples of 1000 and describe and explain patterns in digit sums.<br>Example:<br>1000 – 347<br>4000 – 2693<br>Week 9; 15<br>Spring 1 PSR | Recall multiplication and division facts for multiplication tables, for 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables.<br>Week 12; 15 (S); 19 (S)<br>Spring 1 & 2 Arithmetic                                                         | Begin to multiply and divide numbers by 10 and 100, understanding that this involves a shift of the digits on a place-value grid and identify the value of the digits in the answer as ones, tenths and hundredths.<br>Week 7; 16<br>Spring 2 Arithmetic<br>Spring 2 PSR | Estimate, compare and calculate different measures, including solving simple money problems involving decimals to 2 decimal places.<br>Example:<br>The Smiths have £30 to buy games. They buy 6 jigsaws, each costing £4.39. Roughly how much would that be?<br>Week 12<br>Spring 2 PSR | Draw shapes with given properties and explain reasoning.<br>Example:<br>- Acute/obtuse angles<br>- Parallel sides<br>Week 14<br>Spring 1 PSR |                  |
| Explain and justify reasoning about what happens when numbers are multiplied and divided by 10.<br>Example:<br>Explain rules and patterns when dividing 2-digit numbers and 3-digit multiples of 10 × 10.<br>Week 16 | Use compact column subtraction to subtract 3-digit numbers.<br>Example:<br>642 – 326<br>951 – 647<br>Week 12; 17<br>Spring 1 & 2 Arithmetic                                                                                | Use doubling and halving to multiply and divide by 4, and to multiply by 5 and 20.<br>Example:<br>636 ÷ 4<br>246 × 20<br>Week 13<br>Spring 1 PSR                                                                                  | Solve simple problems involving fractions and find non-unit fractions of amounts where the answer is a whole number.<br>Example:<br>$\frac{3}{4}$ of 48<br>$\frac{4}{5}$ of 30<br>Week 13<br>Spring 1 Arithmetic<br>Spring 1 PSR                                         | Solve simple problems involving finding the perimeter of rectilinear shapes.<br>Example:<br>8 + 4 + 8 + 4 = 24 cm or double 12 = 24 cm<br>9 + 11 + 9 + 11 = 40 cm or 18 cm + 22 cm = 40 cm<br>Week 18<br>Spring 2 PSR                                                                   | Identify lines of symmetry in 2D shapes presented in different orientations.<br>Week 14<br>Spring 1 PSR                                      |                  |
| Add amounts of money mentally using place value and number facts.<br>Week 17                                                                                                                                         | Read and interpret addition word problems.<br>Week 16                                                                                                                                                                      | Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written layout (vertical algorithm – ladder).<br>Example:<br>3 × 154    6 × 257<br>Week 20<br>Spring 1 & 2 Arithmetic<br>Spring 1 & 2 PSR                 | Compare two 1-place decimals, place on a line and round decimals with 1 decimal place to the nearest whole number.<br>Example:<br>3.05 < 3.45 < 3.54 < 3.7<br>5.9 rounds to 6<br>Week 16<br>Spring 2 PSR                                                                 | Read, write and convert time between analogue and digital 12- and 24-hour clocks.<br>Example:<br>1 o'clock = 13:00<br>3:45pm = 15:45 = quarter to 4 in the afternoon<br>Week 18<br>Spring 2 PSR                                                                                         | Complete a simple symmetric figure with respect to a specific line of symmetry.<br>Week 14<br>Spring 1 PSR                                   |                  |

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| Outcome                                                                                                                                                                                                                                                     |  |  |  |  |  |  | (NPV) | (AS)                                                                                                                                                          | (MD) | (FDRP) | (MEA) | (GEO) | (STA) |
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| <p><b>Add 2 numbers with up to 4 digits using the formal written method of columnar addition, including answers that are greater than 10 000.</b><br/>Example:<br/>3416 + 756<br/>2370 + 7630<br/><i>Week 16; 17; 27</i><br/><i>Spring 2 Arithmetic</i></p> |  |  |  |  |  |  |       | <p>Notice patterns; make and test predictions.<br/>Example:<br/>234 × 9<br/>456 × 9<br/>Predict and explain the patterns.<br/><i>Week 20</i></p>              |      |        |       |       |       |
| <p>Use column addition to add several 2-digit numbers.<br/>Example:<br/>24 + 76 + 58<br/><i>Week 17</i></p>                                                                                                                                                 |  |  |  |  |  |  |       | <p><b>Use place value and known and derived facts to divide numbers above table facts.</b><br/><i>Spring 1 &amp; 2 Arithmetic</i><br/><i>Spring 2 PSR</i></p> |      |        |       |       |       |
| <p>Investigate and reason methodically and systematically.<br/><i>Week 17</i></p>                                                                                                                                                                           |  |  |  |  |  |  |       |                                                                                                                                                               |      |        |       |       |       |
| <p><b>Add and subtract numbers with up to 4 digits using formal columnar addition and subtraction methods.</b><br/>Example:<br/>603 + 526<br/>4001 – 3675<br/><i>Week 17; 19</i><br/><i>Spring 1 &amp; 2 PSR</i><br/><i>Spring 2 Arithmetic</i></p>         |  |  |  |  |  |  |       |                                                                                                                                                               |      |        |       |       |       |
| <p>Identify the calculation(s) needed to solve a word problem.<br/>Example:<br/>Amy wins 4214 points in a game. She finds 6 trophies worth 250 points each. What is her new score?<br/><i>Week 20</i><br/><i>Spring 1 PSR</i></p>                           |  |  |  |  |  |  |       |                                                                                                                                                               |      |        |       |       |       |
| <p><b>Solve addition and subtraction 2-step problems in context.</b><br/>Example:<br/>345 people were on a ride. If 128 get off and 143 get on, how many are on the ride now?<br/><i>Week 18, 20</i></p>                                                    |  |  |  |  |  |  |       |                                                                                                                                                               |      |        |       |       |       |

| Outcome                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                 |                                                                                                                                                |                                                                                                                                                                  |
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| Skill area                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                 |                                                                                                                                                |                                                                                                                                                                  |
| Number and Place Value (NPV)                                                                                                                                                                                                                                          | Addition and Subtraction (AS)                                                                                                                                                                                            | Multiplication and Division (MD)                                                                                                                                                                                                         | Fractions, Decimals, Ratio and Percentages (FDRP)                                                                                                                                                                                                                                                                     | Measures (MEA)                                                                                                                                                                                                  | Geometry (GEO)                                                                                                                                 | Statistics (STA)                                                                                                                                                 |
| Find 1, 10, 100 and 1000 more or less than a given number.<br>Example:<br>5720 – 1000<br>8065 + 10<br>Week 21<br>Summer 1 Arithmetic                                                                                                                                  | Confidently add numbers with up to 4 digits using place value and number facts, including fluency in adding any pairs of 2-digit numbers.<br>Example:<br>38 + 45<br>2649 + 741<br>Week 11; 17; 26<br>Summer 2 Arithmetic | Use place value and known and derived facts to multiply 2-digit and 3-digit numbers by a 1-digit number (including multiplying by 0 and 1) and to multiply three 1-digit numbers.<br>Example:<br>199 × 3<br>2 × 3 × 5<br>Week 10; 23; 30 | Use equivalent fractions to simplify and compare fractions with non-like denominators.<br>Example:<br>$\frac{4}{6} = \frac{2}{3}$<br>$\frac{6}{8} = \frac{3}{4}$<br>$\frac{8}{10} = \frac{4}{5}$<br>Week 13; 25<br>Summer 1 PSR                                                                                       | Convert between different metric units of measure, e.g. km to m; solve problems involving different measures.<br>Example:<br>True or false? Five 200 g weights are the same as 1 kg.<br>Week 18<br>Summer 1 PSR | Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.<br>Week 24<br>Summer 1 PSR | Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.<br>Week 24 (S); 28<br>Summer 2 PSR |
| Count backwards through zero to include negative numbers; use knowledge of factors and reasoning to solve problems.<br>Example:<br>You have £30 in your bank and then spend £50 on your bank card.<br>How much money is left in your bank?<br>Week 21<br>Summer 1 PSR | When appropriate, use counting up to subtract numbers with up to 4 digits.<br>Example:<br>2001 – 1865<br>4010 – 2968<br>Week 15; 17; 26<br>Summer 2 Arithmetic<br>Summer 2 PSR                                           | Use a written method to multiply amounts of money by 1-digit numbers.<br>Example:<br>4 × £4.67<br>7 × £3.27<br>Week 12; 23<br>Summer 1 PSR                                                                                               | Find non-unit fractions of amounts and solve problems involving harder fractions to calculate quantities.<br>Example:<br>$\frac{4}{5}$ of 85<br>$\frac{7}{9}$ of 18<br>Week 13; 29; 30<br>Summer 2 Arithmetic<br>Summer 2 PSR                                                                                         | Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.<br>Example:<br>6 + 6 + 6 + 6 = 24 cm /<br>4 × 6 = 24 cm<br>Week 18; 24<br>Summer 1 & 2 PSR           | Describe positions on a 2D grid as coordinates in the first quadrant.<br>Week 28<br>Summer 2 PSR                                               | Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.<br>Week 28<br>Summer 2 PSR         |
| Order and compare numbers beyond 1000.<br>Example:<br>3421 > 2167<br>4892 < 9173<br>Week 21<br>Summer 1 PSR                                                                                                                                                           | Use counting up and subtraction to find change or solve money problems.<br>Example:<br>£10 – £4.25<br>£38.54 – £15.75<br>Week 17; 27                                                                                     | Estimate and use inverse operations to check answer to a multiplication or division calculation.<br>Example:<br>$76 \div 4 = \square$ , $\square \times 4 = 76$<br>$78 \div 3 = \square$ , $\square \times 3 = 78$<br>Week 20; 23        | Recognise that tenths and hundredths arise when dividing by 10 and 100; multiply decimal numbers by 10 and 100, understanding that this involves a shift of the digits on a place-value grid.<br>Example:<br>$213 \div 100 = 2.13$<br>$12.3 \div 10 = 2.13$<br>Week 16; 22; 29<br>Summer 1 Arithmetic<br>Summer 2 PSR | Solve problems involving money.<br>Example:<br>$\frac{4}{5}$ of £30<br>6 × £6.05<br>Week 23; 27                                                                                                                 | Describe movements between positions as translations of a unit left/right and up/down.<br>Week 28<br>Summer 2 PSR                              |                                                                                                                                                                  |

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| Outcome                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                        |                                                            |                                                                                     |       |  |  |
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| (NPV)                                                                                                                                                                                                                                                                                           | (AS)                                                                                                                                                                                                                                   | (MD)                                                                                                                                                                                                                        | (FDRP)                                                                                                                                                                                                                                                                 | (MEA)                                                      | (GEO)                                                                               | (STA) |  |  |
| Identify, represent and estimate numbers using different representations<br><i>Week 21</i>                                                                                                                                                                                                      | Add numbers with up to 4 digits using the formal written method of columnar addition.<br>Example:<br>3861 + 4513<br><i>Week 17; 27</i><br><i>Summer 2 Arithmetic</i><br><i>Summer 2 PSR</i>                                            | Multiply 2- and 3-digit numbers by a 1-digit number using formal written layout where appropriate.<br>Example:<br>294 × 6<br>648 × 7<br><i>Week 20; 23; 29</i><br><i>Summer 1 &amp; 2 Arithmetic</i><br><i>Summer 1 PSR</i> | Count up and down in tenths and hundredths.<br><i>Week 22</i><br><i>Summer 1 Arithmetic</i><br><i>Summer 1 PSR</i>                                                                                                                                                     | Find the area of rectilinear shapes.<br><i>Week 24; 26</i> | Plot specified points and draw sides to complete a given polygon.<br><i>Week 28</i> |       |  |  |
| Solve number and practical problems with increasingly large positive numbers.<br>Example:<br>It is approximately 4591 km from Istanbul to Delhi, and 1770 km from Delhi to Chennai. Abdul travels from Istanbul to Chennai, via Delhi. How far does he travel altogether?<br><i>Week 23; 29</i> | Subtract numbers with up to 4 digits using the formal written method of expanded or compact columnar subtraction.<br>Example:<br>7842 – 3498<br>6347 – 5192<br><i>Week 19; 27</i><br><i>Summer 2 Arithmetic</i><br><i>Summer 2 PSR</i> | Multiply 2-digit numbers by 2-digit numbers using the distributive law (grid method).<br><i>Week 30</i><br><i>Summer 2 Arithmetic</i><br><i>Summer 2 PSR</i>                                                                | Compare numbers with up to 2 decimal places, identify the value of the digits as ones, tenths and hundredths, and round decimal numbers to the nearest whole.<br>Example:<br>6 ÷ 10 = 0.6<br>0.04 × 100 = 4<br><i>Week 22; 25; 29</i><br><i>Summer 1 PSR</i>           |                                                            |                                                                                     |       |  |  |
| Read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.<br><i>Week 24</i><br><i>Summer 1 PSR</i>                                                                                                               | Use inverse operations to check answers to a calculation.<br><i>Week 26; 27</i>                                                                                                                                                        | Use place value and known and derived facts to divide larger numbers (answers up to 50) including dividing by 1.<br>Example:<br>83 ÷ 3<br>432 ÷ 8<br><i>Week 20; 23; 30</i><br><i>Summer 2 Arithmetic</i>                   | Solve simple measure and money problems using fractions and decimals to 2 decimal places.<br>Example:<br>One shampoo bottle contains 400 ml and another contains 0.3 L. Which holds more?<br>By how much?<br><i>Week 23; 25; 27; 30</i><br><i>Summer 1 &amp; 2 PSR</i> |                                                            |                                                                                     |       |  |  |
|                                                                                                                                                                                                                                                                                                 | Use logical reasoning to create additions of 4-digit numbers to a given total.<br>Example:<br>Write 4-digit + 4-digit column additions that equal 10 000.<br><i>Week 27</i>                                                            | Use doubling and halving to multiply and divide mentally.<br>Example:<br>45 × 6<br>432 ÷ 8<br><i>Week 23; 26; 30</i>                                                                                                        | Add and subtract 0.1 and 0.01.<br>Example:<br>6.9 + 0.1<br>9.17 – 0.01<br><i>Week 25</i>                                                                                                                                                                               |                                                            |                                                                                     |       |  |  |