

Weeks	Sequence and Theme	National Curriculum Links	Learning Questions (Small Steps)	Key Vocabulary
1-4	<p><u>Number</u> Place Value</p>	<ul style="list-style-type: none"> <li>• Read and write numbers up to 1,000 in numerals and words (Y3)</li> <li>• Identify, represent and estimate numbers using different representations</li> <li>• Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) (Y3)</li> <li>• Count in multiples of 6, 7, 9, 25 and 1,000</li> <li>• Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones)</li> <li>• Find 1,000 more or less than a given number</li> <li>• Order and compare numbers beyond 1,000</li> <li>• 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</li> <li>• Round any number to the nearest 10, 100 or 1,000</li> </ul>	<ol style="list-style-type: none"> <li>1. Can I represent numbers to 1,000?</li> <li>2. Can I partition numbers to 1,000?</li> <li>3. Can I use a number line to 1,000?</li> <li>4. Can I recognise number in the thousands?</li> <li>5. Can I represent numbers to 10,000?</li> <li>6. Can I partition numbers to 10,000?</li> <li>7. Can I use flexible partitioning of numbers to 10,000?</li> <li>8. Can I find 1, 10, 100, 1,000 more or less of a number?</li> <li>9. Can I use a number line to 10,000?</li> <li>10. Can I estimate on a number line to 10,000??</li> <li>11. Can I compare numbers to 10,000?</li> <li>12. Can I order numbers to 10,000?</li> <li>13. Can I use Roman Numerals?</li> <li>14. Can I round to the nearest 10?</li> <li>15. Can I round to the nearest 100?</li> <li>16. Can I round to the nearest 1,000?</li> <li>17. Can I round to the nearest 10, 100 or 1,000?</li> </ol>	<p><i>Tenths, hundredths</i> <i>Decimal (places)</i> <i>Round (to nearest)</i> <i>Thousand more/less than</i> <i>Negative integers</i> <i>Count through zero</i> <i>Roman numerals (I to C)</i> <i>Numbers to one thousand</i> <i>Numbers to one hundred</i> <i>Hundreds</i> <i>Partition, recombine</i> <i>Hundred more/less</i> <i>None</i> <i>Count (on/up/to/from/down)</i> <i>Before, after</i> <i>More, less, many,</i> <i>Few, fewer, least, fewest, smallest, greater, lesser</i> <i>Equal to, the same as</i> <i>Odd, even</i> <i>Pair</i> <i>Units, ones, tens</i> <i>Ten more/less</i> <i>Digit, Numeral</i> <i>Figure(s)</i> <i>Compare</i> <i>Size</i> <i>Value</i> <i>Between, Halfway between</i> <i>Above, below</i></p>
5-7	<p><u>Number</u> Addition and Subtraction</p>	<ul style="list-style-type: none"> <li>• Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>• Estimate and use inverse operations to check answers to a calculation</li> </ul>	<ol style="list-style-type: none"> <li>1. Can I add and subtract 1s, 10s, 100s and 1,000s?</li> <li>2. Can I add up to two 4-digit numbers – no exchange?</li> <li>3. Can I add two 4-digit numbers – one exchange?</li> <li>4. Can I add two 4-digit numbers – more than one exchange?</li> <li>5. Can I subtract two 4-digit numbers – no exchange?</li> <li>6. Can I subtract two 4-digit numbers – one exchange?</li> <li>7. Can I subtract two 4-digit numbers – more than one exchange?</li> <li>8. Can I make choices about which method is most appropriate for a given calculation (efficient subtraction)?</li> <li>9. Can I estimate answers?</li> <li>10. Can I use the inverse relationship between addition and subtraction (checking strategies)?</li> </ol>	<p><i>Column addition and subtraction</i> <i>Number bonds, number line</i> <i>Add, more, plus, make, sum, total, altogether</i> <i>Inverse</i> <i>Double</i> <i>Half, halve</i> <i>Equals, is the same as (including equals sign)</i> <i>Difference between</i> <i>How many more to make...?</i> <i>How many more is...than...?</i> <i>How much more is...?</i> <i>Subtract, take away, minus</i> <i>How many fewer is...than...?</i> <i>How much less is...?</i> <i>How many left?</i></p>

8	<p><u>Measurement</u> Area</p>	<ul style="list-style-type: none"> <li>Find the area of rectilinear shapes by counting squares</li> </ul>	<ol style="list-style-type: none"> <li>Can I explain what area is?</li> <li>Can I use the strategy of counting? the number of squares inside a shape to find its area?</li> <li>Can I make rectilinear shapes using a given number of squares?</li> <li>Can I compare the areas of rectilinear shapes where the same size square has been used?</li> </ol>	<p><i>Convert</i>  <i>Leap year</i>  <i>Twelve hour/twenty-four-hour clock</i>  <i>Roman numerals I to XIII</i>  <i>Quarter past/to m/km, g/kg, ml/l</i>  <i>Temperature (degrees)</i>  <i>Full, half full, empty</i>  <i>Holds, Container</i>  <i>Weigh, weighs, balances</i>  <i>Heavy, heavier, heaviest, light, lighter, lightest</i>  <i>Scales</i>  <i>Time, Days of the week: Monday, Tuesday, etc.</i>  <i>Seasons: spring, summer, autumn, winter</i>  <i>Day, week, month, year, weekend</i>  <i>Birthday, holiday</i>  <i>Morning, afternoon, evening, night, midnight</i>  <i>Bedtime, dinnertime, playtime</i>  <i>Today, yesterday, tomorrow</i>  <i>Before, after</i>  <i>Next, last</i>  <i>Now, soon, early, late</i>  <i>Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly</i>  <i>Old, older, oldest, new, newer, newest</i>  <i>Takes longer, takes less time</i>  <i>Hour, o'clock, half past</i>  <i>Clock, watch, hands</i>  <i>How long ago? how long will it be to...? how long will it take to...? how often?</i>  <i>Always, never, often, sometimes, usually</i>  <i>Once, twice</i>  <i>First, second, third, etc.</i>  <i>Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough</i>  <i>Length, width, height, depth</i>  <i>Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest</i>  <i>Low, wide, narrow, deep, shallow, thick, thin, Far, near, close</i>  <i>Metre, ruler, metre stick</i>  <i>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as</i>  <i>How much? how many?</i>  <i>Total</i></p>
9-11	<p><u>Number</u> Multiplication and Division</p>	<ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>Recognise and use factor pairs and commutativity in mental calculations</li> <li>Count in multiples of 6, 7, 9, 25 and 1,000</li> <li>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1;</li> </ul>	<ol style="list-style-type: none"> <li>Can I recognise multiples of 3?</li> <li>Can I multiply and divide by 6?</li> <li>Can I recognise the 6 times-table and its division facts?</li> <li>Can I multiply and divide by 9?</li> <li>Can I recognise the 9 times-table and its division facts?</li> <li>Can I recognise the 3, 6 and 9 times-tables?</li> <li>Can I multiply and divide by 7?</li> </ol>	<p><i>Multiplication facts (up to 12x12)</i>  <i>Division facts</i>  <i>Inverse</i>  <i>Derive</i>  <i>Product</i>  <i>Multiples of four, eight, fifty and one hundred</i>  <i>Scale up</i>  <i>Odd, even</i>  <i>Count in twos, threes, fives</i>  <i>Count in tens (forwards from/backwards)</i></p>

		dividing by 1; multiplying together three numbers	<ul style="list-style-type: none"> <li>8. Can I recognise the 7 times-table and its division facts?</li> <li>9. Can I recognise the 11 times-table and its division facts?</li> <li>10. Can I recognise the 12 times-table and division facts?</li> <li>11. Can I multiply by 1 and 0?</li> <li>12. Can I divide a number by 1 and itself?</li> <li>13. Can I multiply three numbers?</li> </ul>	<p>from)</p> <p>How many times?</p> <p>Lots of, groups of</p> <p>Once, twice, three times, five times</p> <p>Multiple of, times, multiply, multiply by</p> <p>Repeated addition</p> <p>Array, row, column</p> <p>Double, halve</p> <p>Share, share equally</p> <p>Group in pairs, threes, etc.</p> <p>Equal groups of, Divide, divided by, left, left over</p>
<b>12-14</b>	<p><i>Consolidate Autumn 1 learning through recap, revision and real life experiences.</i></p> <p><i>* Teacher's discretion to start Spring Topic 1 in Week 13/14</i></p>			