

KIRFs (Key Instant Recall Facts)		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Recall multiplication and division facts for the 1s,2s, 5s and 10s times table</li> <li>I know number bonds to 100</li> <li>I know multiplication and division facts for the 3 times table</li> </ul>	<ul style="list-style-type: none"> <li>Recall multiplication and division facts for the 1s,2s, 3s 5s and 10s times table</li> <li>I can find 10 or 100 more or less than a given number</li> <li>I know multiplication and division facts for the 4 times table</li> </ul>	<ul style="list-style-type: none"> <li>Recall multiplication and division facts for the 1s,2s, 3s, 4s, 5s and 10s times table</li> <li>I can count in multiples of 50 and 100</li> <li>I know multiplication and division facts for the 8 times table</li> </ul>

Quick overall focus curriculum map:

Strand	Number of weeks	Autumn	Spring	Summer
Place value	1	<b>To know numbers up to 3-digits</b>	<b>To counting forwards and backwards by 4, 50 and 100</b>	<b>Problem solving</b>
Adding and subtracting	2	<b>Adding mentally place values up to 3-digit</b>	<b>Adding and subtracting 3-digit to a 3-digit number</b>	<b>Relationship between addition and subtraction</b>
Multiplying and dividing	2	<b>Recall and reinforce 1s,2s,5s, and 10s times tables and begin to learn 3's, 4's and 8's.</b>	<b>To multiply a 2-digit number by a 1-digit number</b>	<b>Relationship between multiplication and division</b>
Fractions	3	<b>Unit fractions</b>	<b>Equivalent fractions with different denominators</b>	<b>Adding and subtracting fractions with the same denominator</b>
Measurements	2	<b>Length, mass and capacity</b>	<b>Time</b>	<b>Money and perimeter</b>
Geometry	1	<b>Basic 2D and 3D shape.</b>	<b>Identify different angles</b>	<b>Parallel and perpendicular lines</b>
Statistics	1	<b>Bar charts</b>	<b>Pictograms</b>	<b>Interpreting data</b>
Daily Maths	daily	Time, shapes, reading tables and graphs, times tables, multiplying and dividing by powers of 10, roman numerals		

	Autumn	Spring	Summer
<b>Number and place value (1 week)</b>	<p><b>(PM unit 1)</b> <b>Focus 3-digit numbers</b></p> <ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• Identify, represent and estimate numbers of 3-digit number using different representations</li> <li>• Read and write numbers to at least 1000 in numerals</li> </ul>	<p><b>(PM unit 1)</b> <b>Focus on counting in set multiples forwards and backwards</b></p> <ul style="list-style-type: none"> <li>• 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></li> <li>• Compare and order numbers up to 1000</li> <li>• Solve number problems and practical problems involving place value and rounding.</li> </ul>	<p><b>(PM unit 1)</b> <b>Focus problem solving</b></p> <ul style="list-style-type: none"> <li>• Solve number problems and practical problems involving place value and rounding.</li> <li>• Identify, represent and estimate numbers up to 4-digits using different representations</li> <li>• Compare and order numbers up to 1000</li> <li>• Count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number</li> </ul>
<b>CC</b>	<p><b>History – dates or periods of time</b>  <b>Geography- distances on maps</b>  <b>Science- distances and diameters of planets, temperature – negative numbers</b>  <b>History – roman numbers</b></p>		

<p><b>Addition and subtraction (2 weeks)</b></p>	<p><b>(PM unit 2 + 3)</b>  <b>Focus on adding mentally a set place value</b></p> <ul style="list-style-type: none"> <li>• <b>Add and subtract numbers mentally, including:</b> <ul style="list-style-type: none"> <li>-a three-digit number and ones</li> <li>-a three-digit number and tens</li> <li>-a three-digit number and hundreds</li> </ul> </li> <li>• Add and subtract numbers with up to three digits using formal written methods of columnar addition and subtract</li> <li>• Estimate the answer to a calculation and use inverse operations to check answers</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>	<p><b>(PM unit 2 + 3)</b>  <b>Focus on adding and subtracting 3-digit by 3-digit</b></p> <ul style="list-style-type: none"> <li>• <b>Add and subtract numbers with up to three digits, using formal written methods of columnar addition</b></li> <li>• Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>-a three-digit number and ones</li> <li>-a three-digit number and tens</li> <li>-a three-digit number and hundreds.</li> </ul> </li> <li>• Estimate the answer to a calculation and use inverse operations to check answers</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>	<p><b>(PM unit 2 + 3)</b>  <b>Focus on the relationship between addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• <b>Estimate the answer to a calculation and use inverse operations to check answers</b></li> <li>• Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>• Add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>
<p><b>CC</b></p>	<p><b>DT- Food and calories in a meal</b>  <b>Science – Height of plants growth</b>  <b>Geography – distance between countries, height of mountains</b></p>		

<p><b>Multiplication and Division ( 2/3 weeks)</b></p>	<p><b>(PM unit 4+5) Focus times tables recalling previous and learning 3s, 4s and 8s</b></p> <ul style="list-style-type: none"> <li>• Recall 1s 2s 5s and 10s times tables and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• Write and calculate mathematical two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• Solve problems, including missing number problems, involving multiplication and division</li> </ul>	<p><b>(PM unit 4+5) Focus on formal written multiplication method for 2-digit by 1-digit number</b></p> <ul style="list-style-type: none"> <li>• Write and calculate mathematical two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• Solve problems, including missing number problems, involving multiplication and division</li> </ul>	<p><b>(PM unit 4+5) Focus on relationship between multiplication and division</b></p> <ul style="list-style-type: none"> <li>• solve problems, including missing number problems, involving multiplication and division</li> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• Write and calculate mathematical two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> </ul>
<p><b>CC</b></p>			

<p><b>Fractions, percentages and decimals (3 weeks)</b></p>	<p><b>(PM unit 9-10)- Focus on unit fractions</b></p> <ul style="list-style-type: none"> <li>• <b>Recognise and show, using diagrams, equivalent fractions with small denominators</b></li> <li>• <b>Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators</b></li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• Understand the relation between unit fractions as operators (fractions of), and division by integers</li> <li>• 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</li> </ul>	<p><b>(PM unit 9-10) Focus equivalent fractions with different denominators</b></p> <ul style="list-style-type: none"> <li>• <b>Compare and order unit fractions, and fractions with the same denominators</b></li> <li>• <b>Recognise and show, using diagrams, equivalent fractions with small denominators</b></li> <li>• 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</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators</li> <li>• Solve problems that involve fractions</li> </ul>	<p><b>(PM unit 9-10) Focus on add and subtract fractions with the same denominator</b></p> <ul style="list-style-type: none"> <li>• <b>Add and subtract fractions with the same denominator within one whole</b></li> <li>• 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</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>• Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• Compare and order unit fractions, and fractions with the same denominators</li> <li>• Solve problems that involve fractions</li> </ul>
<p><b>CC</b></p>	<p><b>DT- Fractions of foods and balanced diet</b></p>		

<p>Measurements ( 2 week)</p>	<ul style="list-style-type: none"> <li>• <b>(PM unit 8, 13 + 14)</b> <b>Focus on length, mass and capacity</b></li> <li>• <b>Measure, compare, add and subtract: length (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</b></li> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(PM unit 11)</b> <b>Focus on time</b></li> <li>• <b>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour <i>digital</i> clocks</b></li> <li>• <b>Estimate and read time with increasing accuracy to the nearest minute; 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</b></li> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• Compare durations of events, for example to calculate the time taken by particular events or tasks.</li> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• Measure, compare, add and subtract: length (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(PM unit 6 + 8)</b> <b>Focus on money and perimeter</b></li> <li>• <b>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</b></li> <li>• <b>Measure the perimeter of simple 2-D shapes</b></li> <li>• Measure, compare, add and subtract: length (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour <i>digital</i> clocks</li> <li>• Estimate and read time with increasing accuracy to the nearest minute; 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</li> </ul>
<p>CC</p>	<p><b>Art – painting specific areas – cubism</b>  <b>Geography – size of land</b>  <b>Business – creating a theme park, consider where to place what.</b>  <b>History – size of armies, land gained through war</b></p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Geometry (1 week)</b></p>	<p><b>(PM unit 12)</b> <b>Focus on naming 2D and 3D shapes</b></p> <ul style="list-style-type: none"> <li>• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them</li> <li>• Describe the properties of shapes using accurate language, including symmetrical/not symmetrical,</li> </ul>	<p><b>(PM unit 12)</b> <b>Focus on angles</b></p> <ul style="list-style-type: none"> <li>• Recognise that angles are a property of shape or a description of turn</li> <li>• 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</li> <li>• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them</li> <li>• Describe the properties of shapes using accurate language, including symmetrical/not symmetrical, lengths of lines, and acute and obtuse angles</li> </ul>	<p><b>(PM unit 12)</b> <b>Focus on parallel and perpendicular lines</b></p> <ul style="list-style-type: none"> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> <li>• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them</li> <li>• Recognise that angles are a property of shape or a description of turn</li> <li>• 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</li> </ul>
<p><b>CC</b></p>	<p><b>DT – designing buildings, sketching and creating</b> <b>Art – Cubism</b> <b>Computing – rotation and angles</b></p>		

<p><b>Statistics (1 week)</b></p>	<p><b>(PM unit 7)</b> <b>Focus on bar charts</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts</li> <li>• Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</li> </ul>	<p><b>(PM unit 7)</b> <b>Focus on pictograms</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables</li> <li>• Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</li> <li>• Interpret data presented in many contexts</li> </ul>	<p><b>(PM unit 7)</b> <b>Focus on interpreting data</b></p> <ul style="list-style-type: none"> <li>• Interpret data presented in many contexts</li> <li>• Interpret and present data using bar charts, pictograms and tables, understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.</li> <li>• Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</li> </ul>
<p><b>CC</b></p>	<p><b>Science – Drawing line graphs, reading tables and various other graphs</b> <b>PSHE – creating findings of a decision, creating a bar chart to show outcome</b> <b>Day to daytime table</b></p>		