

WEEK 1	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number Multiplication &amp; Division  (Mental &amp; Informal Methods)</p>	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> </ul>	<p>Pupils continue to practice their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 &amp; 8 multiplication tables.</p> <p>Pupils develop efficient <b>mental</b> methods, for example, using commutativity and associativity (for example <math>4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240</math>) and multiplication and division facts (for example using <math>3 \times 2 = 6</math>, <math>6 \div 3 = 2</math> and <math>2 = 6 \div 3</math>) to derive related facts (for example, <math>30 \times 2 = 60</math>, <math>60 \div 3 = 20</math> and <math>20 = 60 \div 3</math>)</p> <p>Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100</p> <p>Pupils solve simple problems in context, deciding which of the four operations to use and why . These include ,measuring and scaling contexts, (for example, four times as high, eight times as long etc. and corresponding problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits? 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children (see fraction unit)</p> <p>Use of Cuisenaire Rods and number tracks leading to number lines to aid mental methods. <b>SEE SCHOOL CALCULATION POLICY</b></p> <p>NRICH: <a href="#">Ordering Cards</a> * NRICH: <a href="#">Music to My Ears</a> *</p>

WEEK 2 & 3	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number</p> <p>Multiplication &amp; Division:</p>	<ul style="list-style-type: none"> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers x one-digit numbers, using mental and progressing to <b>formal written methods</b></li> <li>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</li> </ul>	<p><i>Pupils develop reliable <b>written</b> methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division</i></p> <p>NRICH: <a href="#">A Square of Numbers</a> *            NRICH: <a href="#">What do you Need?</a> *            NRICH: <a href="#">This Pied Piper of Hamelin</a> **            NRICH: <a href="#">Follow the Numbers</a> *            NRICH: <a href="#">What's in the Box?</a> *            NRICH: <a href="#">How Do You Do It?</a> *</p>

WEEK 4	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number</p> <p>Addition &amp; Subtraction: Money</p>	<ul style="list-style-type: none"> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>Count up and down in tenths; recognize that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10</li> </ul>	<p><i>Pupils continue to become fluent in recognizing the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formerly in year 4</i></p> <p><b>Challenges for more able pupils:</b>  <i>Rows of Coins - 26</i></p>

WEEK 5	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Measurement Time</p>	<ul style="list-style-type: none"> <li>• tell and write the time from an analogue clock including using roman numerals from 1 to X11 and 12 hour and 24 hour clocks</li> <li>• 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 and midnight</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> </ul>	<p><i>Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4</i></p> <p>NRICH: <a href="#">Two Clocks</a> **            NRICH: <a href="#">Clocks</a> *            NRICH: <a href="#">The Time Is ...</a> **            NRICH: <a href="#">How Many Times?</a> *            NRICH: <a href="#">5 on the Clock</a> ***</p> <p>NRICH: <a href="#">Wonky Watches</a> **            NRICH: <a href="#">Watch the Clock</a> ***</p>

WEEK 6	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Geometry 3-D shape</p>	<ul style="list-style-type: none"> <li>• Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> </ul>	<p><i>Pupils knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra.</i></p> <p><i>Pupils extend their use of the properties of shapes. They should be able to describe the properties of 3-D shapes using accurate language.</i></p> <p>NRICH: <a href="#">National Flags</a> *            NRICH: <a href="#">Building Blocks</a> *            NRICH: <a href="#">The Third Dimension</a> ***            NRICH: <a href="#">Rolling That Cube</a> *            NRICH: <a href="#">Inky Cube</a> ***            NRICH: <a href="#">Triple Cubes</a> *            NRICH: <a href="#">Sponge Sections</a> **            NRICH: <a href="#">A Puzzling Cube</a>            NRICH: <a href="#">Square It</a> *</p>