	Autumn	Spring	Summer
White Rose Small Steps	**Number: Place Value** • Represent numbers to 100 • Partition numbers to 100 • Number lines to 100 • Hundreds • Represent numbers to 1000 • Partition numbers to 1000 • Flexible partitioning of numbers to 1000 • Hundreds, tens and ones • Find 1, 10 or 100 more or less • Number line to 1000 • Estimate on a number line to 1000 • Compare numbers to 1000 • Order numbers to 1000 • Count in 50s	**Number: Multiplication and Division B** • Comparing statements. • Related calculations. • Multiply 2 digits by 1 digit (1). • Multiply 2 digits by 1 digit (2). • Divide 2 digits by 1 digit (1). • Divide 2 digits by 1 digit (2). • Divide 2 digits by 1 digit (3). • Scaling. • How many ways?	**Number: Fractions B** • Equivalent fractions (1), • Equivalent fractions (2). • Equivalent fractions (3). • Compare fractions. • Order fractions. • Add fractions. • Subtract fractions.
National Curriculum Links	**Number: Place Value** • Identify, represent and estimate numbers using different representations • Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) • Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Count from zero in multiples of 4, 8, 50 and 100 • Read and write numbers up to 1,000 in numerals and words • Compare and order numbers up to 1,000	**Number: Multiplication and Division B** • 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 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 objectives.	**Number: Fractions B** • Recognise and show, using diagrams, equivalent fractions with small denominators. • Compare and order unit fractions, and fractions with the same denominators. • Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]. • Solve problems that involve all of the above.
White Rose Small Steps	**Number: Addition and Subtraction** • Apply number bonds within 10 • Add and subtract 1s • Add and subtract 100s	**Measurement: Length and Perimeter** • Measure length. • Equivalent lengths m & • cm.	**Measurement: Money** • Pounds and pence. • Converting pounds and pence. • Adding money.

	• Spot the pattern • Add 1s across a 10 • Add 10s across a 100 • Subtract 1s across a 10 • Subtract 1-s across a 100 • Make connections • Add two numbers (no exchange) • Subtract two numbers (no exchange) • Add two numbers (across a 10) • Add two numbers (across a 100) • Subtract two numbers (across a 10) • Subtract two numbers (across a 100) • Add 2-digit and 3-digit numbers • Subtract a 1-digit number from a 3-digit number • Complements to 100 • Estimate answers • Inverse operations • Make decisions	• Equivalent lengths mm & Compare lengths. • Add lengths. • Subtraction lengths. • Measure perimeter. • Calculate perimeter.	• Subtracting money. • Giving change.
National Curriculum Links	**Number: Addition and Subtraction** • Add and subtract numbers mentally, including: • a 3-digit number and ones • a 3-digit number and tens • a 3-digit number and hundreds • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers.	**Measurement: Length and Perimeter** • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2D shapes.	**Measurement: Money** • Add and subtract amounts of money to give change, using both £ and p in practical contexts.

White Rose Small Steps	**Number: Multiplication and Division A** • Multiplication- equal groups • Use arrays • Multiples of 2 • Multiples of 5 and 10 • Sharing and grouping • Multiply by 3 • Divide by 3 • The 3 times-table • Multiply by 4 • Divide by 4 • The 4 times-table • Divide by 4 • The 4 times-table • Multiply by 8 • Divide by 8 • The 8 times-table • The 2, 5 and 8 times-tables	**Number: Fractions A** • Unit and non unit fractions. • Making the whole. • Tenths. • Count in tenths. • Tenths as decimals. • Fractions of a number line. • Fractions of a set of objects (1). • Fractions of a set of objects (2). • Fractions of a set of objects (3).	**Measurement: Time** • Months and years. • Hours in a day. • Telling the time to 5 minutes. • Telling the time to the minute. • AM and PM. • 24 hour clock. • Finding the duration. • Comparing the duration. • Start and end times. • Measuring time in seconds.
National Curriculum Links	**Number: Multiplication and Division A** • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods • Show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot (Y2) • Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2) • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)	**Number: Fractions A** • 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.• • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Solve problems that involve all.	**Measurement: Time** • 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 [for example to calculate the time taken by particular events or tasks].

		Measurement: Mass and Capacity	Geometry: Shape
White Rose Small Steps		**Measurement: Mass and Capacity** • Measure mass (1). • Measure mass (2). • Compare mass. • Add and subtract mass. • Measure capacity (1). • Measure capacity (2). • Compare capacity. • Add and subtract capacity.	**Geometry: Shape** • Turns and angles. • Right angles in shapes. • Compare angles. • Draw accurately. • Horizontal and vertical. • Parallel and perpendicular. • Recognise and describe 2D shapes. • Recognise and describe 3D shapes. • Make 3D shapes.
National Curriculum Links		**Measurement: Mass and Capacity** • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	**Geometry: Shape** • 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. • Draw 2-D shapes and make 3-D shapes using modelling materials. • Recognise 3-D shapes in different
White Rose Small Steps			**Statistics** • Pictograms. • Bar charts. • Tables.

National Curriculum Links			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.