

Number and place value	Objective	Autumn	Spring	Summer
	Identify the value of a digit when its position changes: (e.g., the 3 in 3,452 vs 4,332).	X		X
	Partition 4-digit numbers in order: 5726 = 5000 + 700 + 20 + 6.	X		X
	Partition 4-digit numbers in different ways: 2,000 + 1,000 + 400 + 50 + 2.	X		X
	Read four-digit numbers: Write in figures – six thousand, four hundred and eleven = 6411.	X		X
	Write four-digit numbers in words: Write in words 5,739.	X		X
	Identify numbers using different representations: 12 hundreds + 3 tens + 4 ones = 1,234		X	X
	Represent numbers using different representations: Draw base ten blocks for 3,452 → 3,000 + 400 + 50 + 2	X		X
	Estimate numbers using different representation: On a number line 0–5,000, 3,400 is roughly in the middle of 3,000 and 4,000		X	X
	Count in multiples of 6 and from any starting number: Start 14 → 14, 20, 26, 32...	X	X	
	Count in multiples of 7 and from any starting number: Start 15 → 15, 22, 29, 36...	X	X	
	Count in multiples of 9 and from any starting number: Start 8 → 8, 17, 26, 35...	X	X	
	Count in multiples of 25 and from any starting number: Start 50 → 50, 75, 100, 125...	X		X
	Count in multiples of 50 and 100 and from any starting number: Start 150 → 200, 250, 300...	X		X
	Count in multiples of 1,000 and from any starting number: Start 2,500 → 3,500, 4,500, 5,500...	X		X
	Place 4-digit numbers accurately on a number line: Place 3,426 on a line between 3,000 and 4,000	X		X
	Estimate positions of missing numbers on a number line with different intervals: On a 0–1,000 line, ? is roughly halfway → 500	X		X
	Find 1, 10, 100 more than a given number: 3,426 → 1 more = 3,427; 10 more = 3,436; 100 more = 3,526	X		X
	Find 1, 10, 100 less than a given number: 3,426 → 1 less = 3,425; 10 less = 3,416; 100 less = 3,326	X		X
	Find 1,000 more than a given number: 3,426 → 4,426	X		X

• Find 1,000 less than a given number: 3,426 → 2,426	X	X	
• Find 1,000 less than a given number: 345, 672, 489 → 345, 489, 672	X	X	
• Order numbers within 1,000: 2,134, 1,876, 2,009 → 1,876, 2,009, 2,134	X	X	
• Order numbers beyond 1,000: 456 432 → 456 > 432	X	X	
• Compare numbers within 1,000: 1,234 1,432 → 1,234 < 1,432	X	X	
• Compare numbers beyond 1,000:	X		X
• Round numbers to the nearest 10: 347 → 350	X		X
• Round numbers to the nearest 100: 347 → 300	X		X
• Round numbers to the nearest 1000: 3,426 → 3,000	X		X
• Count forwards and backwards through zero: -2, -1, 0, 1, 2		X	
• Fill in missing values on a number line: 0, 2, __, 6 → 4		X	
• Explore the value of a negative numbers and which are bigger or smaller: True or false: -2 is smaller than 1?		X	
• Order negative numbers: -5, -2, 0, 3 → -5 < -2 < 0 < 3		X	
• Know that over time, the numeral system changed to include the concept of 0 and place value: Explain that 0 allows us to write 305 instead of III, and the position of digits tells their value	X		
• Read Roman numerals up to 100: XLII → 42	X		
• Write Roman numerals up to 100: 76 → LXXVI	X		

Addition and subtraction	Objective	Autumn	Spring	Summer
	• Add two three-digit numbers together with no exchanging: 123 + 234 = 357	X	X	
	• Add two three-digit numbers together with exchanging: 278 + 365 = 643	X	X	
	• Add three one-digit numbers efficiently using known number facts and bonds: 3 + 4 + 6 → 3 + 7 = 10 → 10 + 3 = 13 (using number bonds)		X	X
	• Add multiples of 10 or 100 to three- or four-digit numbers mentally: 3,426 + 200 = 3,626; 2,345 + 30 = 2,375		X	X
	• Use column addition to add numbers with up to four digits with no exchanging.	X		X
	• Use column addition to add numbers with up to four digits with exchanging.	X		X

	Use column addition to add four-digit numbers with three-digit numbers with and without exchange.	X		X
	Subtract two three-digit numbers with no exchanging.	X		X
	Subtract two three-digit numbers with exchanging	X		X
	Subtract multiples of 10 and 100 from three- or four-digit numbers mentally.	X		X
	Use column subtraction to subtract numbers up to four digits with no exchange.	X		X
	Use column subtraction to subtract numbers up to four digits with exchange.	X		X
	Use column subtraction to add four-digit numbers with three-digit numbers with and without exchange.	X		X

Multiplication and division	Objective	Autumn	Spring	Summer
	Recall multiplication table facts 2x, 5x, 10x.	X	X	X
	Recall multiplication table facts 2x, 5x, 10x.	X	X	X
	Recall multiplication table facts 4x.	X	X	X
	Recall multiplication table facts 8x.	X	X	X
	Recall multiplication table facts 3x.	X	X	X
	Recall multiplication table facts 6x.	X	X	X
	Recall multiplication table facts 9x.	X	X	X
	Recall multiplication table facts 12x.	X	X	X
	Recall multiplication table facts 11x.	X	X	X
	Multiplying by 1: Understand that any number $\times 1$ = the same number. Practice quick recall with varied examples (e.g. 23×1, 106×1). Spot patterns and reasoning: <i>Why does multiplying by 1 not change the number?</i>	X		X
	Multiplying by 0: Understand that any number $\times 0 = 0$.	X		X

	Discuss and reason: <i>Why is the product always zero?</i> Quick-fire recall to build fluency (e.g. 7×0, 0×83).			
	Divide by 1: Understand that any number $\div 1$ = the same number. Explore using arrays or bar models to show “1 group of...”. Practice quick mental division facts (e.g. $36 \div 1$, $400 \div 1$).	X		X
	Use known facts to derive new ones (scaling up): Use known facts like $3 \times 4 = 12$ to find 30×4 or 300×4. Mental strategy focus: use place value (multiply tens and hundreds). E.g. $3 \times 5 \rightarrow 30 \times 5 \rightarrow 300 \times 5$.	X		X
	Using known facts to derive division facts: Link multiplication and division (fact families). E.g. if $6 \times 4 = 24$, then $24 \div 4 = 6$ and $24 \div 6 = 4$. Practice generating related facts.	X		X
	Multiplying together three numbers: Explore how changing the order makes calculation easier. E.g. $2 \times 3 \times 5 = (2 \times 5) \times 3 = 10 \times 3 = 30$. Practice examples with reasoning: choose which pair to multiply first.	X		X
	Find factors of number: Factors of 12: 1,2,3,4,6,12.		X	X
	Find factor pairs: Factor pairs of 12: 1x12, 2x6, 3x4.		X	X
	Using Factor Pairs in Mental Calculations: Explore how knowing factors helps to break down larger multiplications.		X	X

	$12 \times 15 \rightarrow$ think of 12 as $3 \times 4 \rightarrow (3 \times 15) \times 4$. Practice mentally reorganising calculations to make them easier.			
	Understanding Commutativity: Recall and model: “In multiplication, the order doesn’t matter.” e.g. $3 \times 4 = 4 \times 3$. Compare with subtraction/division (where order does matter). Use practical examples (arrays, groups of objects).		X	X
	Applying Commutativity for Efficiency: Explore using commutativity to make mental calculations easier. e.g. $5 \times 9 \rightarrow$ think of 9×5. Practice rearranging facts for speed in mental recall. Timed challenges: “Swap and solve” activities.		X	X
	Connecting Factor Pairs and Commutativity: Show how factor pairs demonstrate commutativity. e.g. $3 \times 4 = 4 \times 3 \rightarrow$ both represent the same factor pair (3, 4). Use factor grids to show all combinations. Quick-fire questions to reinforce both concepts together.		X	X
	Multiply a 2-digit number by a 1-digit number using grid method.		X	X
	Multiply a 3-digit number by a 1-digit number using grid method.		X	X
	Multiply a 2-digit number by a 1-digit number using the formal written method for multiplication.		X	X
	Multiply a 3-digit number by a 1-digit number using the formal written method for multiplication.		X	X
	Distributive Law for Two-Digit $\times$ One-Digit Multiplication: Break the two-digit number into tens and ones. Multiply each part by the single-digit number, then add the results.		X	X

	23×4 1. Split 23 into 20 + 3 2. Multiply each part: $20 \times 4 = 80$, $3 \times 4 = 12$ 3. Add them together: $80 + 12 = 92$			
	Integer Scaling Problems: Multiplying a quantity to make it bigger — like “scaling up.” Usually involves real-life scenarios. A ribbon is 3 cm long. How long are 7 ribbons? $3 \times 7 = 21$ cm			X

Fractions and decimals	Objective	Autumn	Spring	Summer
	Identify the value of each digit (ones, tenths, hundredths)		X	X
	Introduce equivalent fractions using diagrams (bars, circles): e.g., $1/2 = 2/4 = 4/8$.		X	X
	Build “families” of equivalent fractions and show visually: Draw fraction walls or number lines to illustrate connections.			X
	Count up and down in hundredths: Start with a number line; relate to dividing a whole into 100 parts.		X	X
	Recognise that hundredths arise when dividing an object by 100 or a tenth by 10: Connect to visual fraction/decimal understanding.		X	X
	Add fractions with the same denominator: e.g., $2/5 + 1/5 = 3/5$		X	X
	Subtract fractions with the same denominator: e.g., $4/7 - 2/7 = 2/7$		X	X
	Recognise and write decimal equivalents of tenths: e.g., $3/10 = 0.3$		X	X
	Recognise and write decimal equivalents of hundredths: e.g., $47/100 = 0.47$		X	X
	Recognise and write decimal equivalents of $1/4$, $1/2$, $3/4$: e.g., $1/4 = 0.25$, $1/2 = 0.5$, $3/4 = 0.75$		X	X
	Find the effect of dividing a one-digit number by 10: e.g: $6 \div 10 = 0.6$		X	X
	Find the effect of dividing a one-digit number by 100: e.g: $6 \div 100 = 0.06$		X	X
	Find the effect of dividing a two-digit number by 10: e.g., $48 \div 10 = 4.8$		X	X
	Find the effect of dividing a two-digit number by 100: e.g. $48 \div 100 = 0.48$		X	X

	Round decimals with 1 decimal place to the nearest whole number: e.g., 3.4 → 3, 5.6 → 6		X	X
	Compare numbers with up to 2 decimal places: e.g., 3.46 < 3.64		X	X
	Solve simple measure and money problems involving fractions and decimals: Apply all previous skills in context. e.g., I buy 2 drinks costing £1.25 each. How much do I pay?			X
	Solve problems involving fractions of quantities (unit fractions first): e.g., 1/4 of 20 = 5			X
	Solve problems involving fractions of quantities (non-unit fractions): e.g., 3/4 of 20 = 15			X
	Solve problems involving fractions to divide quantities: e.g., 20 ÷ 1/4 = 80			X