Terms 1 & 2

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
1 – Place Value				2 – Addition and Subtraction			3 – Mult/ Div A		3 – Multiplication and Division A		4 - Area	5 – Mult/Div B	Assessment Week?	5 – Multiplication and Division B	

**adapted from WRM progression*

Unit 1 – Place Value

Lesson	Fluency Skill / Skip Counting	Learning Objective(s)
1	*x2, x5, x10*	Represent numbers to 1,000
2	*Count in 1s across boundaries in 3-digit numbers*	Partition numbers to 1,000
3	*~Flashback space~*	Number line to 1,000
4	*Count in 10s across boundaries in 3-digit numbers*	Thousands
5	*Count in 1s across boundaries in 4-digit numbers*	Represent numbers to 10,000
6	*RECAP: number bonds to 10, number bonds to 20*	Partition numbers to 10,000
7	*RECAP: Addition facts when bridging (7 + 4)*	Flexible partitioning of numbers to 10,000
8	*~Flashback space~*	Find 1, 10, 100, 1,000 more or less
9	*Count in 1s and 10s across boundaries in 4-digit numbers*	Number line to 10,000
10	*x3*	Estimate on a number line to 10,000
11	*x4*	Compare numbers to 10,000
12	*Count backwards and forwards in 1s through zero, including negative numbers*	Order numbers to 10,000
13	*~Flashback space~*	Roman numerals
14	*x2, x4 (look at relationship)*	Round to the nearest 10
15	*x3, x6 (identify similar relationship)*	Round to the nearest 100
16	*x6*	Round to the nearest 1,000
17	*x8*	Round to the nearest 10, 100 or 1,000

Unit 2 – Addition and Subtraction

Lesson	Fluency Skill / Skip Counting	Learning Objective(s)
1	*x6*	Add and subtract 1s, 10s, 100s and 1,000s
2	*Count in 1s and 10s across boundaries in 4-digit numbers*	Add up to two 4-digit numbers – no exchange
3	*x11*	Add up two 4-digit numbers – one exchange
4	*x8*	Add two 4-digit numbers – more than one exchange
5	*~Flashback space~*	Subtract two 4-digit numbers – no exchange
6	*Count in 100s across boundaries in 4-digit numbers*	Subtract two 4-digit numbers – one exchange

7	*x6*	Subtract two 4-digit numbers – more than one exchange *(another step may be needed here for double exchanges)*
8	*RECAP: add near-multiples of 10 by adjusting (65 + 29)*	Efficient subtraction
9	*x4*	Estimate answers
10	*~Flashback space~*	Checking strategies

Unit 3 – Multiplication and Division A

Some of the times-table steps may be unnecessary, depending on the cohort's progress with times tables on Times-Table Rockstars – OL and JT to discuss by looking at TTRS Heatmap closer to the time.

Lesson	***Fluency Skill / Skip Counting***	**Learning Objective(s)**
1	*x3*	Multiples of 3
2	*Count in 1s, 10s, 100s across boundaries in 4-digit numbers*	Multiply and divide by 6
3	*x6*	6 times-table and division facts
4	*x9*	Multiply and divide by 9
5	*~Flashback space~*	9 times-table and division facts
6	*x9*	The 3, 6 and 9 times-tables
7	*Sums of pairs of multiples of 10 (40 + 30; relate to known facts of eg. 4 + 3)*	Multiply and divide by 7
8	*x7*	7 times-table and division facts
9	*x11*	11 times-table and division facts
10	*~Flashback space~*	12 times-table and division facts
11	*x12*	Multiply by 1 and 0
12	*Sums of pairs of multiples of 100 (600 + 300; relate to known facts of eg. 6 + 3)*	Divide a number by 1 and itself
13	*x7*	Multiply three numbers

Unit 4 – Area

Look to NCETM for expanding on area of arrays into multiplicative concept of area.

Lesson	***Fluency Skill / Skip Counting***	**Learning Objective(s)**
1	*Difference of pairs of multiples of 10 (70 - 50; relate to known facts of eg. 7 - 5)*	What is area?
2	*x12*	Count squares & *area of arrays using known multiplication facts (expand on this half step)*
3	*x12*	Make shapes
4	*x6*	Compare areas

Unit 5 – Multiplication and Division B

Steps 13-15 in particular, look at NCETM teaching spine – good progression and questions her.

Lesson	***Fluency Skill / Skip Counting***	**Learning Objective(s)**

1	*Sums of pairs of multiples of 1000 (5000 + 7000; relate to known facts of eg. 5 + 7)*	Factor pairs
2	*x9*	Use factor pairs
3	*x5, x50s*	Multiply by 10
4	*x7*	Multiply by 100
5	*~Flashback space~*	Divide by 10
6	*x3*	Divide by 100
7	*Sums of pairs of multiples of 10s, 100s, 1000s (50 + 80; 8000 + 3000)*	Related facts – multiplication and division
8	*RECAP: Doubles up to 10 and corresponding halves (8+8; half of 14)*	Informal written methods for multiplication
9	*x8*	Multiply a 2-digit number by a 1-digit number
10	*~Flashback space~*	Multiply a 3-digit number by a 1-digit number
11	*Difference of pairs of multiples of 10s, 100s, 1000s (70 – 50; 800 - 200)*	Divide a 2-digit number by a 1-digit number (1) *(sharing counter method and part whole model) (25.01.24)*
12	*x11*	Divide a 2-digit number by a 1-digit number (2) *(sharing counters with remainders) (26.01.24)*
13	*RECAP: Doubles up to 20 (18 + 18; 17 + 17)*	Divide 2 by 1 short division (bus stop) method *(29.01.24)*
14	*x12*	Divide 2 by 1 short division (bus stop) method, including exchanges and remainders *(slight change from last year's)*
15	*~Flashback space~*	Divide any 3 by 1 short division (bus stop) method *(31.01.24)*
16	*RECAP: Doubles for multiples of 10 up to 100 (90 + 90; 60 + 60)*	Correspondence problems
17	*RECAP: Doubles for multiples of 5 up to 100 (65 + 65; double 35)*	Efficient multiplication