Year FS/Y1/2/3 Summer Medium Term Plan

Topic	FS	Year 1	Year 2	Year 3
Number Sense		• Compare two numbers less than 100; say which is more or less. • Say a number between any given neighbouring pair of multiples of 10. • Count on in 10s from single-digit numbers and back, and relate this to adding and subtracting 10.	• Can count in 2s, 5s and 10s confidently and can recognise multiples of 2, 5 and 10. • Count and can recognise multiples of 3. • Mark 2-digit numbers on an 'empty' number line (only 0 and 100 labelled). • Say which multiples of 10 a 2-digit number is between. • Round a 2-digit number to the nearest 10. • Recite numbers 100 to 200. • Mark 3-digit numbers between 100 and 200 on a bead string. • Use knowledge of the order of numbers to 100 to order numbers 100 to 200. • Partition 3-digit numbers into multiples of 100, 10 and 1 and then write addition sentences eg 345 = 300 + 40 + 5 • Know what each digit represents in a 3-digit number.	• Say what each digit represents in a 3-digit number. • Use equipment to represent 3-digit numbers. • Place 3-digit numbers on an empty number line. • Compare pairs of 3-digit numbers and find a number in between. • Round 3-digit numbers to the nearest 10 or 100. • Count in steps of 50 or 100 from any number up to 1000. • Count in steps of 4 or 8 from 4 and 8. • Identify patterns. • Find and test rules for sequences (counting up or down in a consistent step). • Count in 1s beyond 1000. • Begin to understand place value in numbers between 1000 and 2000.

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Addition and Subtraction		• Add 10s to 2-digit numbers. • Add 11 to multiples of 10. • Subtract 10s from a 2-digit number. • Subtract 11 from multiples of 10. • Add and subtract 11 from multiples of 10. Describe the pattern this makes on a number grid. • Know number bonds to 10. • Use pairs to 10 to add to the next 10s number. • Use number bonds to add, bridging 10. • Recognise whether two numbers added together will bridge 10. • Use pairs to 10 to find the complement to the next multiple of 10, using a bead string for support. • Add single-digit numbers to 2-digit numbers using patterns, e.g. 2 + 4 and 12 + 4. • Adding single digit numbers to 2-digit numbers using number facts and patterns. • Adding single-digit numbers to 2-digit numbers using number facts such as pairs to 10 and doubles. • Find numbers that are easier to add together and explain why. • Use bonds to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 – 4, …) with visual support. • Use pairs to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 – 4, …) and record the steps on a beaded line. • Sort calculations according to whether they will bridge 10 or not. • Subtracting single-digit numbers from 2-digit numbers using facts and patterns. • Use the correct operation to work out number sentences. • Work out addition and subtraction number sentences using facts and patterns to help.	• Double 2-digit numbers using partitioning (answers less than 100). • Halve 2-digit numbers using partitioning (friendly numbers). • Add any pair of 2-digit numbers using partitioning or counting on in tens and ones. • Subtract a 2-digit number by counting back in tens (not crossing 10s). • Subtract a 2-digit number by counting back in tens. • Find a difference between two 2-digit numbers by counting up. • Begin to find differences totalling more than 20. • Decide whether it would be more efficient to subtract by counting back or counting up. • Use addition and subtraction to solve a 2-step problem.	• Add three or four 2-digit numbers using expanded or compact addition. • Add three or four 2-digit numbers using compact addition. • Use rounding to estimate totals. • Use compact addition to add any pair of 3-digit numbers. • Round to the nearest 10 or 100 to estimate totals. • • Find the difference to subtract 2-digit numbers from 3-digit numbers, e.g. 137 – 72. • Find the difference to subtract pairs of numbers within the same century, e.g. 472 – 427. •

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Money		• Work out totals to 20p by using number bonds to 10 and 20. • Find totals of amounts by using different number facts to help. • Find totals by adding 10 or 20 to a number. • Find change from 20p by counting on and finding the difference. • Find the difference between two amounts by counting on. • Find totals of money amounts using number facts. • Find the best order for adding money amounts. • Find change from 30p by finding the difference.	• Recognise coins. • Use coins to make 2-digit amounts. • Add 2-digit money amounts (totalling less than £1) using counting up or partitioning. • Find change by counting up to find a difference. • Find change by counting back to subtract. • Choose a strategy for taking away. • Solve money (<£1) word problems; know whether to use addition or subtraction.	• Know what each digit in an amount between £1 and £10 stands. for. • Make ordered lists to help with an investigation. • Use place value to add and subtract pounds, 10ps and 1ps, e.g. £4.63 – 60p and £3.49 + 30p. • Use number line to find the difference (counting up) to help calculate change from £5, £10 and £20. • Use number line (counting up) to find the difference between amounts of money.
Multiplication and Division	•	• Count in 2s, 5s and 10s. Record counting on a beaded line with hops. • Count in 2s, 5s and 10s. Use repeated addition to work out multiplication problems. • Double a number up to 20 by doubling the 10s and then doubling the ones. • Understand what halving a number means. • Halving even numbers up to 20. • Work out simple multiplications by counting 'sets of'. • Begin to use a penny number line to ring sets. • Understand multiplication as 'sets of'. • Begin to record 'sets of' as a multiplication number sentence. • Work out multiplication sets of 5 and 10 as towers of cubes. • Work out multiplication problems involving money. • Work out simple division problems by working out how many sets in a given number. • Work out division problems by grouping objects. Begin to use a beaded line to group. • Begin to work out division problems as grouping.	• Halve or double a 2-digit number. • Understand that halving is the inverse of doubling. • Understand arrays and the facts that can be found from them. • Solve multiplications and divisions using landmarked or beaded lines. • Understand that multiplication is the inverse of division. Say the multiplication which is the inverse of a given division. • Interpret a word problem – know whether it involves multiplication or division. • Use multiplication and division (number facts & sharing) to solve 1-step word problems.	• Double numbers to 50 using partitioning. • Halve numbers to 100 using partitioning. • Know times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x). • Begin to use the grid (vertical or horizontal) or expanded method to multiply 2-digit numbers (teens). by 1-digit numbers. • Begin to use the grid (vertical or horizontal) or expanded method to multiply 2-digit numbers (numbers < 30) by 1-digit numbers. •

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Fractions		• Find 1/2 and a 1/4 of shapes. • Find 1/2 and a 1/4 of shapes and amounts.	• Count in halves and quarters. • Know that 2/4 is the same as ½. • Find ½ and ¼ of amounts by sharing and using number facts. • Find ¾ of amounts by adding ½ and ¼.	•
Shape	•	• Name common 3D shapes and their faces. • Name, describe and sort common 3D shapes. • Recognise 2D drawings of common 3D shapes. • Describe properties of common 3D shapes. • Make models of 3D shapes. • Recognise 3D shapes and describe some of their properties. • Describe how a 3D object has been turned. • Understand ¼, ½ and ¾ turns. • Recognise 3D shapes and describe some of their properties. • Describe the position of a 3D shape using directional language.	• Recognise common 3D solids including in pictures in different positions and orientations. • Sort and describe 3D shapes, referring to their properties. • Count number of faces and corners of common 3D shapes. • Describe 3D shapes.	• Measure in multiples of 100 millilitres. • Convert between whole/half litres and millilitres. • Measure in millimetres. • Measure perimeters of 2D shapes to the nearest centimetre.
Time		• Read the time to the 1/2 hour on analogue clocks. • Read o'clock and 1/2-past times on analo digital clocks. • Convert digital times to analogue times. • Order times from earliest to latest. • Tell the time to the nearest 1/2 hour with confidence. • Work out times 1/2 an hour later. • Work out time problems involving 1/2 hour time intervals. • Know the days of the week and months of the year in order.. • Say the next month/day that comes after any given month/day. • Use the language of time to describe events. • Order events into chronological order.	• Know the days of the week in order. • Know the months of the year in order. • Know what usually happens during each month of the year. • Read the time to the quarter of an hour on analogue clocks. • Match times on an analogue clock to digital times (to the quarter of an hour). • Tell the time on an analogue and digital clock to quarter of an hour intervals. • Order times shown on analogue clocks. • Tell the time on an analogue and digital clock to 5 minute intervals.	• Understand am and pm. • Tell the time to nearest minute. • Compare time durations.
Statistics		• Show data in block graphs. • Answer questions about their block graphs. • Present data in pictograms. • Compare data from two pictograms.	• Answer a question by showing data in a block graph.	• Draw a bar chart where one square represents 2 units. •