Medium-term planning Summer 1

W	Topic	Curriculum objective
1	Place value ideas	• To count in multiples of 6, 7, 9, 25 and 1000. • To find 1000 more or less than a given number. • To count backwards through zero to include negative numbers. • To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • To order and compare numbers beyond 1000. • To identify, represent and estimate numbers using different representations. • To round any number to the nearest 10, 100 or 1000. • To solve number and practical problems that involve all of the above and with increasingly large positive numbers.
2	Mental addition and subtraction and measures (use measures as a context for problems)	• To estimate and use inverse operations to check answers to a calculation. • To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. • To estimate, compare and calculate different measures, including money in pounds and pence.
3	Written addition and subtraction and measures	• To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate. • To estimate and use inverse operations to check answers to a calculation. • To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
4	Mental and written multiplication and division	• To recall multiplication and division facts for multiplication tables up to 12 × 12. • To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • To recognise and use factor pairs and commutativity in mental calculations. • To multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which *n* objects are connected to *m* objects.
5	Fractions	• To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. • To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. • To recognise and show, using diagrams, families of common equivalent fractions. • To add and subtract fractions with the same denominator.
6	Area and perimeter of rectilinear shapes and capacity	• To convert between different units of measure (kilometre to metre; hour to minute). • To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • To find the area of rectilinear shapes by counting. • To estimate, compare and calculate different measures, including money in pounds and pence.
Assess and review		• To assess the half-term's work.

Stukeley Federation