4 Autumn	Fluency Focus	NC Objectives	Remember (Prior knowledge)	Know (New knowledge)	Mathematics Guidance June 2020 Ready-to-progress criteria
1		recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) round any number to the nearest 10, 100 or 1000	recognise the place value of each digit in a three digit number (hundreds, tens, ones)	LO: Know how to represent numbers up to 1000 LO: Know how to round to the nearest 10 and 100 LO: Know how to round to the nearest 1000 LO: Know how to count in 1000s LO: Know how to represent numbers up to 10000	NPV1, NPV2, NPV3
2		identify, represent and estimate numbers using different representations order and compare numbers beyond 1000 recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) find 1000 more or less than a given number	find 10 or 100 more or less than a given number compare and order numbers up to 1000	LO: Know that a number can be partitioned in multiple ways LO: Know how to estimate, draw and label numbers up to 10000 on a number line LO: Know how to make a number 1000, 100, 10 and 1 more or less LO: Know how to compare numbers up to 10000 LO: Know how to order numbers up to 10000	NPV1, NPV2, NPV3

3		round any number to the nearest 10, 100 or 1000 count in multiples of 6, 7, 9, 25 and 1000 count backwards through zero to include negative numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	count from 0 in multiples of 4, 8, 50 and 100 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks	LO: Know how to round to the nearest 1000 LO: Know how to count in 25s LO: Know how to count into negative numbers LO: Know how to write roman numerals up to 100	NPV1, NPV2, NPV3
4		add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	LO: Know how to add two 4-digit numbers (no exchange) LO: Know how to add two 4-digit numbers (1 exchange) (x 2 lessons) LO: Know how to add two 4-digit numbers (more than 1 exchange) (x 2 lessons)	
5		add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	LO: Know how to subtract two 4-digit numbers (no exchange) LO: Know how to subtract two 4-digit numbers (1 exchange) (x 2 lessons) LO: Know how to subtract two 4-digit numbers (more than 1 exchange) (x 2 lessons)	

6		add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Convert between different units of measure [for example, kilometre to metre; hour to minute]	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	LO: Explore various methods of subtraction LO: Know how to estimate answers accurately LO: Know how to use the inverse as check if answers are correct LO: Know how to convert mm, cm and m LO: Know how to convert km and m	
7		measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	measure the perimeter of simple 2-D shapes	LO: Know how to find the perimeter by counting LO: Know how to calculate the perimeter of a rectangle LO: Know how to calculate the perimeter of rectilinear shapes (x 2 lessons)	
8		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	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times onedigit numbers, using mental and progressing to formal written methods	LO: Know how to multiply by 10 and 100 LO: Know how to divide by 10 and 100 LO: Know how to multiply by 1 and 0 LO: Know how to divide by 1 and 'itself'	**NF3, MD1,**

9		recall multiplication and division facts for multiplication tables up to 12 × 12	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	LO: Know the times table for 6 (x 2 lessons – first multiply and divide by 6 (through both sharing and grouping), then count in 6s, then multiply 0 x 6 = 0, 1 x 6 = 6, then 6 x 0 = 0, 6 x 1 = 6 etc) LO: Know the times table for 9 (x 2 lessons – first multiply and divide by 9 (through both sharing and grouping), then count in 9s, then multiply 0 x 9 = 0, 1 x 9 = 9, then 9 x 0 = 0, 9 x 1 = 9 etc)	**NF1**
10		recall multiplication and division facts for multiplication tables up to 12 × 12	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	LO: Know the times table for 7 (x 2 lessons – first multiply and divide by 7 (through both sharing and grouping), then count in 7s, then multiply 0 x 7= 0, 1 x 7= 7, then 7 x 0 = 0, 7 x 1 = 7 etc) LO: Know the times table for 11 (x 2 lessons – first multiply and divide by 11 (through both sharing and grouping), then count in 3s, then multiply 0 x 11 = 0, 1 x 11 = 11, then 11 x 0 = 0, 11 x 1 = 11 etc) LO: Know the times table for 12 (x 2 lessons – first multiply and divide by 12 (through both sharing and grouping), then count in 12s, then multiply 0 x 12 = 0, 1 x 12 = 12, then 12 x 0 = 0, 12 x 1 = 12 etc) (push into week 11 if necessary)	**NF1**

11	Time for assessments & consolidation
12	