Primary Arithmetic

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N1	Understanding instructions and routines.	Understand what a celebration is and why we have celebrations.	Respond to stories	Understand that we grow and change from babies.	Listen to other ideas during boxing clever.	Discussing how and why we travel to different places.
N2						
R	A number a week 1-5 including recognition, formation, counting, and embedding of knowledge.	A number a week 6-10 including recognition, formation and counting.	A number a week 11-16 including recognition, formation, counting, time, length and shape. Addition and subtraction of single digit numbers.	A number a week 17-20 including recognition, formation, counting, time, length and shape. Addition and subtraction of single digit numbers. Ordering numbers to 20.	Addition and subtraction of single digit numbers. Doubling, halving and sharing. Ordering and applying knowledge of number.	Ordering and applying knowledge of number. Need - 1 more or 1 less up to 20 - Count on and back to find an answer -
1	Addition to 10.	Subtraction to 10.	Addition to 20.	Subtraction to 20. Need -add and subtract 1 digit and 2 digit numbers to 20	Double and halving. Need - Recognise and find half/ quarter	2's, 5's and 10's Need - Identify and represent numbers in many different ways –equal to- more than- less than, most, least - Read and write numbers to 100 in numerals - 1-20 in words and numerals - 1 more/ 1 less than a given number - count to and across 100 forwards and backwards
2	Addition and Subtractions	Multiplication and division Need -Recall multiplications and division facts for 2, 5, 10 times tables - recognise odd and even numbers - calculate the mathematical statements for multiplication and division within the multiplications tables - show that multiplication can be done in any order and division cannot	Addition and Subtractions	Multiplication and division	Addition and Subtractions	Multiplication and division Need: -Count in 2,3,5 and 10 forward and back from any number -Read and write numbers to at least 100 in numerals and words -compare and order numbers to 100 -place value of 2 digit numbers Recall and use addition facts to 20 fluently and derive and sue related facts to 100 -show that addition can be done in any order and subtraction cannot

						-Use the inverse relationship between addition and subtraction and use it to find missing numbers. -find 1/3, ¼, 2/4, ¾ of objects and quantities
3	Addition/Times Tables Need: -read, write and spell numbers to at least 1000 in numerals and words. -compare and order numbers up to 1000. -recognise the place value of each digit in a 3-digit number. - find 10 or 100 more or less than a given 3-digit number. -count from 0 in multiples of 50 and 100. - count from 0 in multiples of 4 and 8.	Subtraction/Times Tables Need: -Count up and down in tenths -Compare and order fractions with same denominator - add and subtract fractions with the same denominator	Addition and Subtraction/Times Tables Need: - solve missing number problems involving addition and subtraction. -estimate the answer to a calculation and use the inverse operation to check answers. - subtract numbers with up to 3 digits using columnar subtraction. - add numbers with up to 3 digits using columnar addition. -add and subtract mentally 3-digit numbers and hundreds -add and subtract mentally 3-digit numbers and tens - add and subtract mentally 3-digit numbers and ones	Multiplication/Times Tables Need: -Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know - Solve missing number problems	Multiplication/Times Tables	Division/Times Tables
4	Need: Look at your focus book and pick out the arithmetic skills year 4 are going to need then plan where you are going to do them.					
5	Addition and subtraction – mental, formal and informal using number bonds. Square and cube numbers Rounding any number up to 1,000,000 to the nearest 10,100,1000, 10000 Times Tables Need: -Read write and order numbers to 1,000,000 and know the value of each digit	Negative numbers Read write and order decimals with 3 decimal places Addition Subtraction Rounding- including decimals Compare numbers Times Tables	Multiples Factors Prime- recall up to 19 Multiplication Division Times Tables	Multiply and divide by 10, 100, 1000 Recognise mixed number and improper fractions and compare and order fractions Add and subtract fractions with the same denominator. Percentages of a number Multiplication Division Times Tables	Add and subtract fractions (including mixed numbers and improper) Multiplication and divide numbers mentally drawing on known facts Times Tables	Add and subtract fractions (including mixed numbers and improper) Revise mixture of arithmetic skills learnt. Need: -negative numbers -count to 1000000 -Roman Numerals
6	Addition and subtraction Practise 3, 4 and 6 times table BIDMAS	Multiplication and Division Practise 7, 8 and 9 times table Need:	Fractions Adding and subtracting fractions, fractions of amounts	Multiplying, dividing fractions, fractions of amounts Percentages and decimals	Applying arithmetic knowledge to cross-curricular enterprise projects.	Applying arithmetic knowledge to cross-curricular enterprise projects.

	Need: - identify common factors, common multiples and prime numbers. -calculate mentally, including with mixed operations and large numbers.	- find pairs of numbers that satisfy number sentences involving two unknowns. - express missing number problems algebraically. -round any whole number to a given degree of accuracy. - read, write, order and compare numbers to at least 10,000,000. - determine the value of each digit in a number up to 10,000,000.	Percentages and decimals Need: - simplify fractions and use common multiples to express fractions in the same denomination. - compare and order fractions, including fractions >1. - x and ÷.numbers by 10, 100 and 1000 where the answers are up to 3 decimal places. -identify the value of each digit in numbers given to three decimal places. - divide proper fractions by whole numbers. - multiply simple pairs of proper fractions, writing the answer in the simplest form -add and subtract fractions with different denominators and mixed numbers, using the idea of equivalent fractions.			