| Summer - Mrs Houghton |  |  |
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| Wk | Strands | Weekly Summary |
| 21 | Number and place value (NPV); <br> Mental addition and subtraction <br> (MAS) | Locate, order and compare 2-digit numbers on 0-100 landmarked lines <br> and on the 1-100 square; use < and > signs; locate numbers on an <br> empty 0-100 line; ; ntroduce numbers 101 to 200 and count in 100s to <br> $1000 ;$; add 2-digit numbers by counting on in 10s and 1s; subtract 2- <br> digit numbers by counting back in 10s and 1s |
| 22 | Mental addition and subtraction <br> (MAS); Problem solving, reasoning <br> and algebra (PRA) | Use doubles and number bonds to add three 1-digit numbers; use <br> number facts to 10 and 20 in number stories; find complements to <br> multiples of 10; understand subtraction as difference and find this by <br> counting up; find small differences either side of a multiple of 10 |
| 23 | Mental addition and subtraction <br> (MAS) | Add and subtract 1-digit numbers to and from 2-digit numbers; subtract <br> 2-digit numbers by counting back in tens and ones; add two 2-digit <br> numbers by counting in 10s, then adding 1s; add 2-digit numbers using <br> 10p and 1p coins (partitioning, answers less than 100); ;add 2-digit <br> numbers using place-value cards (partitioning, answers more than 100) |
| 26 | Mental addition and subtraction <br> (MAS); Number and place value <br> (NPV); Measurement (MEA); <br> Problem solving, reasoning and <br> algebra (PRA) | Count back in 10s and 1s to solve subtraction (not crossing 10s) and <br> check subtraction using addition, beginning to understand that addition <br> undoes subtraction and vice versa; add three or more small numbers <br> using number facts; record amounts of money using £.p notation <br> including amounts with no 10s or 1s; find more than one way to solve a <br> money problem |
| 29 | Mental addition and subtraction <br> (MAS); Mental multiplication and <br> division (MMD); ;roblem solving, <br> reasoning and algebra (PRA) | Partition to add two 2-digit numbers; find the difference between two 2- <br> digit numbers; multiply two numbers using counting in steps of 2, 3, 5 <br> and 10; solve division problems by counting in steps of 2, 3, 5 and 10 |
| 30 | Number and place value (NPV); <br> Mental addition and subtraction <br> (MAS) | Compare two 2-digit numbers and find bonds to 100 using <br> thermometers; revise place value in 2-digit numbers, numbers between <br> 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s <br> places) |


| Summer - Mrs Reed |  |  |
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| Wk | Strands | Weekly Summary |
| 24 | Measurement (MEA); <br> Statistics (STA) | Measure weight using standard or uniform non-standard units; draw a block <br> graph where one square represents two units; weigh items using 100g weights <br> using scales marked in multiples of 1kg or 100g; measure capacity using <br> uniform non-standard units; measure capacity in litres and in multiples of <br> 100ml |
| 25 | Mental multiplication and <br> division (MMD); Fractions, <br> ratio and proportion (FRP) | Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers <br> ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to <br> 40 by halving twice; begin to find 3/4 of numbers; find 1/2 1/4 and 1/3 of <br> amounts (sharing); spot patterns and make predictions when finding a third of <br> numbers |
| 27 | Mental multiplication and <br> division (MMD); ; Problem <br> solving, reasoning and <br> algebra (PRA) | Count in 3s, recognising numbers in the 3 times-table; write multiplications to <br> go with arrays and use arrays to solve multiplication problems; understand that <br> multiplication is commutative and that division and multiplication are inverse <br> operations; solve divisions as multiplications with a missing number; count in <br> 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts |
| 28 | Measurement (MEA) | Measure and estimate lengths in centimetres; tell the time involving multiples <br> of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; <br> begin to say the time 10 minutes later |

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