



Unit	Lesson name	Step No.	Learning objective	Expected Standard (EXS)	Greater Depth Standard (GDS)
Place Value - Block 1	Represent Numbers to 1000	1	To represent numbers to 1000 using place value equipment and	Pupils represent 3-digit numbers using place value counters, words, and numerals.	Pupils explain representations and compare them using reasoning.
	Partitiion Numbers to 1000	2	To partition numbers to 1000 in different ways.	Pupils partition numbers up to 1000 into hundreds, tens and ones.	Pupils show multiple ways to partition and apply this to calculations.
	Number Line to 1000	3	To position and estimate numbers on a number line up to 1000.	Pupils place and identify numbers on a number line to 1000.	Pupils estimate and justify positions using reasoning.
	Thousands	4	To understand the value of digits in numbers up to 10,000.	Pupils recognise the value of 1,000 and its place in 4-digit numbers.	Pupils explain the relationship between hundreds and thousands and apply this to comparisons.
	Final Represent to 10000	5	To represent numbers up to 10,000 using different models and	Pupils represent 4-digit numbers in different forms (e.g. expanded, word, pictorial).	Pupils compare and reason about representations of numbers up to 10,000.
	Partition Numbers to 10000	6	To partition numbers up to 10,000 into thousands, hundreds, tens	Pupils partition 4-digit numbers into thousands, hundreds, tens and ones.	Pupils use flexible partitioning to support calculations and explain their reasoning.
	Flexible Partioning of Numbers to 10000	7	To partition numbers in multiple ways to support calculation and	Pupils partition numbers to 10,000 in multiple ways (e.g. $3,600 = 3000 + 600$ or $2000 + 1600$).	Pupils apply and explain flexible partitioning to support both mental and written strategies.
	Find 1, 10, 100, 1000 More or Less	8	To find 1, 10, 100 or 1,000 more or less than a given number.	Pupils find 1, 10, 100, or 1000 more or less than a number up to 10,000.	Pupils describe and reason about how each digit changes in the number system.
	Number Line to 10000	9	To estimate and place numbers on a number line up to 10,000.	Pupils identify and estimate numbers on a number line to 10,000.	Pupils justify their placements and use known benchmarks to support estimation.
	Estimate On A Number Line to 10000	10	To estimate numbers and intervals on a number line to	Pupils estimate positions on an unmarked or partially marked number line.	Pupils use reasoning and place value to accurately predict values.
	Compare Numbers to 10000	11	To compare numbers up to 10,000 using place value.	Pupils compare 4-digit numbers using $<$, $>$ and $=$.	Pupils justify comparisons using place value and digit value reasoning.
	Order Numbers to 10000	12	To order numbers up to 10,000 using understanding of digit value.	Pupils order numbers up to 10,000 from smallest to largest.	Pupils explain and justify the order of numbers using knowledge of structure and place value.
	Roman Numerals	13	To read and write Roman numerals to 100 and understand	Pupils read and write Roman numerals to 100 and understand their place in history.	Pupils convert between Roman and Arabic numerals and explain patterns or rules.
	Round to Nearest 10	14	To round numbers to the nearest 10.	Pupils round numbers to the nearest 10.	Pupils explain when rounding up/down and apply it in context.
	Round to Nearest 100	15	To round numbers to the nearest 100.	Pupils round numbers to the nearest 100.	Pupils reason about rounding and apply it to estimation and problem solving.
	Round to Nearest 1000	16	To round numbers to the nearest 1,000.	Pupils round numbers to the nearest 1000.	Pupils apply rounding to check calculations and justify accuracy.
	Round to Nearest 10, 100 or 1000	17	To round numbers to the nearest 10, 100 and 1,000 depending on	Pupils round numbers appropriately based on context.	Pupils decide which level of rounding is most useful and explain their choice in real-life scenarios.
	Assessment				
Addition And Subtract - Block 2	Add and Subtract 1s, 10s, 100s and 1000s	1	To add and subtract 1s, 10s, 100s and 1000s mentally and using	Pupils add and subtract 1s, 10s, 100s and 1000s to/from 4-digit numbers.	Pupils explain the effect of each place value change and apply it in mental calculations.
	Add Up to Two 4 Digit Numberd (No Exchange)	2	To add two 4-digit numbers without exchange using column	Pupils add two 4-digit numbers where no regrouping is required using column methods.	Pupils choose efficient strategies and explain why no exchanges are needed.
	Add Two 4 Digit Numbers (No Exchange)	3	To add two 4-digit numbers using formal written methods with	Pupils confidently add 4-digit numbers using formal written methods with no regrouping.	Pupils explain how each digit's value contributes to the total and reason about efficiency.
	Add Two 4 Digit Numbers - (More Than One Exchange)	4	To subtract two 4-digit numbers without exchange using column	Pupils add two 4-digit numbers with multiple regroupings using column addition.	Pupils track and explain regrouping at each stage, and apply it to problem solving.
	Subtract Two 4 Digit Numbers - (No Exchange)	5	To subtract two 4-digit numbers involving one exchange.	Pupils subtract two 4-digit numbers with no regrouping required.	Pupils explain the structure of subtraction and justify their choice of method.
	Subtract Two 4 Digit Numbers - (One Exchange)	6	To subtract two 4-digit numbers involving multiple exchanges.	Pupils subtract two 4-digit numbers with one exchange using formal methods.	Pupils describe and explain when and why regrouping is necessary.

Subtract Two 4 Digit Numbers (More Than 1 Exchange)	7	To choose the most efficient subtraction strategy depending on	Pupils subtract two 4-digit numbers with multiple regroupings.	Pupils manage and explain each exchange confidently and use subtraction in multistep problems.
Efficient Subtraction	8	To estimate answers to calculations using rounding.	Pupils choose efficient subtraction strategies (mental, formal) based on the numbers involved.	Pupils justify their method choice and compare efficiency between methods.
Estimate Answers	9	To use inverse operations to check the accuracy of	Pupils estimate answers by rounding and adjusting.	Pupils explain when estimation is helpful and apply it to check reasonableness.
Checking Strategies	10		Pupils use inverse operations and estimation to check the accuracy of answers.	Pupils apply multiple strategies and explain which is most efficient for checking.
Assessment				

Multiplication And Division - Block 3

Multiples of 3	1	To recall and use multiplication and division facts for the 3 times	Pupils recognise and list multiples of 3.	Pupils identify patterns in multiples and use them to solve problems.
Multiply And Divide By 6	2	To multiply and divide using knowledge of the 6 times table.	Pupils recall and use multiplication and division facts for the 6 times table.	Pupils apply known facts and explain how they help with larger calculations.
6 Times Tables And Division Facts	3	To recall and use facts for the 6 times table and related division	Pupils recall the 6 times table and related division facts.	Pupils explain inverse operations and use facts in multi-step problems.
Multiply & Divide by 9	4	To multiply and divide using knowledge of the 9 times table.	Pupils recall and use multiplication and division facts for the 9 times table.	Pupils identify patterns in the 9s and apply this understanding to reasoning.
9 Times Tables And Division Facts	5	To recall and use facts for the 9 times table and related division	Pupils confidently use the 9x table and inverse operations.	Pupils solve missing number and real-life problems using the 9x table.
The 3,6 and 9 Times Tables	6	To consolidate and apply knowledge of the 3, 6 and 9 times	Pupils identify and use relationships between the 3, 6 and 9 times tables.	Pupils explain how knowledge of one table supports another, applying this flexibly.
Multiply and Divide By 7	7	To multiply and divide using knowledge of the 7 times table.	Pupils recall and use facts for the 7 times table.	Pupils apply 7x facts in varied contexts and link them to related tables.
7 Times Tables And Division Facts	8	To recall and use facts for the 7 times table and related division	Pupils fluently recall 7x table and use division facts for problem-solving.	Pupils solve reasoning problems and explain fact families related to 7.
11 Times Tables and Division Facts	9	To recall and use multiplication and division facts for the 11 times	Pupils recall and use multiplication/division facts for the 11 times table.	Pupils recognise patterns in the 11s and apply them to multi-step problems.
12 Times Tables and Division Facts	10	To recall and use multiplication and division facts for the 12 times	Pupils recall and use 12x table and division facts.	Pupils solve complex word problems using facts from the 12x table.
Multiply By 1 and 0	11	To understand and apply the effect of multiplying by 1 and 0.	Pupils multiply any number by 1 or 0 and understand the result.	Pupils explain why multiplying by 0 or 1 gives consistent outcomes and use it in reasoning.
Divide A Number By 1 and Itself	12	To understand the effect of dividing a number by 1 and by	Pupils understand and apply rules for dividing by 1 and by itself.	Pupils reason about the outcomes and identify links to multiplication facts.
Multiply 3 Numbers	13	To multiply three numbers together using known facts and	Pupils multiply three numbers using associative strategies.	Pupils choose efficient grouping and explain their reasoning when multiplying three factors.
Assessment	14			

Decimals A - Block 4

L1 – Tenths As A Fraction	1	To recognise tenths and represent them as fractions.	Pupils recognise and write tenths as fractions (e.g. 1/10, 3/10).	Pupils explain how tenths relate to division by 10 and represent them in different contexts.
L2 – Tenths As A Decimal	2	To recognise tenths and represent them as decimals.	Pupils recognise and write tenths as decimals (e.g. 0.1, 0.3).	Pupils fluently convert between tenths as fractions and decimals, and explain their equivalence.
L3 – Tenths On A Place Value Chart	3	To identify and represent tenths on a place value chart.	Pupils identify tenths on a place value chart and link them to digits after the decimal point.	Pupils use place value knowledge to compare and reason about decimal values involving tenths.
L4 – Tenths On A Number Line	4	To place and read tenths accurately on a number line.	Pupils place and read tenths accurately on a number line between 0 and 1.	Pupils explain the position of tenths on a number line and estimate values between marked intervals.
L5 – Divide A 1 Digit Number By 10	5	To divide 1-digit numbers by 10 and understand the result as a	Pupils divide 1-digit numbers by 10 and understand the result as a decimal.	Pupils use knowledge of place value and reasoning to solve and explain division by 10.
L6 – Divide A 2 Digit Number by 10	6	To divide 2-digit numbers by 10 using place value understanding.	Pupils divide 2-digit numbers by 10, identifying place value changes.	Pupils explain digit shifts and apply understanding to problems involving measures and money.
L7 – Hundredths As Fractions	7	To recognise hundredths and represent them as fractions.	Pupils recognise and write hundredths as fractions (e.g. 7/100).	Pupils compare and reason about hundredths in relation to tenths and whole numbers.
L8 – Hundredths As Decimals	8	To represent hundredths as decimals.	Pupils write hundredths as decimals (e.g. 0.07, 0.24).	Pupils convert between hundredths as fractions and decimals fluently and use them in context.

	L9 – Hundredths On A Place Value Chart	9	To identify and represent hundredths on a place value	Pupils identify hundredths on a place value chart and relate them to decimal digits.	Pupils explain the value of digits in the hundredths place and apply this in reasoning tasks.
	L10 – Divide A 1 or 2 Digit Number By 100	10	To divide 1- or 2-digit numbers by 100 and understand the result as	Pupils divide numbers by 100 and understand the change in place value.	Pupils solve contextual problems involving division by 100 and justify their answers using place value reasoning.
	Assessment	11			