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| TERM | WEEK | STRAND |  |  |
| **Autumn A** | 1 | Skills week |  | |
| 2 | Number: Place Value | To read, write order and compare numbers to at least 1 000 000 and give the value of each digit.  To count forward or backwards in steps of powers of 10 (10, 20, 30… 100, 110, 120 … 1000 etc) for any number given, up to 1 000 000.  To interpret negative numbers, using them in daily context, and count forward and backwards with both positive and negative numbers through zero.  To round any number, up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.  To solve number problems and practical problems that involve all of the above.  To read Roman numerals up to 1000 (M) and recognise years written in Roman numerals. | |
| 3 | Number: Place Value |
| 4 | Number: Place Value |
| 5 | - Number: Addition and Subtraction | To add and subtract whole numbers, with more than 4 digits, using the formal column method.  To add and subtract numbers mentally, with increasingly large numbers.  To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.  To choose the appropriate operation when solving addition and subtraction everyday multi-step problems. | |
| 6 | Number: Addition and Subtraction |
| 7 | Statistics | To complete, read and interpret information in tables, including timetables. | |
| **Autumn B** | 1 | **Assessment week** |  | |
| 2 | Statistics | To solve comparison, sum and difference problems using information presented in a line graph | |
| 3 | Number: Multiplication and Division | To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.  To use the words ‘prime number’, ‘prime factor’ and ‘composite number’ correctly.  To establish whether a number (up to 100) is prime and recall the prime numbers up to 19.  To multiply and divide whole numbers and decimals by 10, 100 and 1000.  To recognise and use square and cube numbers, including the correct index notation (²) and (³).  To solve problems involving multiplication and division using their knowledge of factors and multiples, squares and cubes. | |
| 4 | Number: Multiplication and Division |
| 5 | Number: Multiplication and Division |
| 6 | Measurement: Perimeter and Area | To measure and calculate the perimeter of compound rectilinear shapes in cm and m.  To calculate and compare the area of rectangles (including using squares), and including using standard units, square centimetres (cm2), square metres (m2) and estimate the area of irregular shapes. | |
| 7 | Measurement: Perimeter and Area |
| **Spring A** | 1 | **STEAM week** |  | |
| 2 | Number: Multiplication and Division | To use formal written multiplication to multiply up to 4 digit numbers by 1 or 2 digit numbers, including long multiplication for two-digit numbers.  To multiply and divide numbers mentally, using times table facts.  To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context i.e. remainders, fractions or to decimal places.  To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.  To solve problems involving multiplication and division, including using simple fractions and problems involving simple rates i.e. comparing unrelated units of measurement e.g time and miles, g and £. | |
| 3 | Number: Multiplication and Division |
| 4 | Number: Multiplication and Division |
| 5 | Number: Fractions | To compare and order fractions whose denominators are all multiples of the same number.  To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.  To recognise mixed numbers and improper fractions and convert from one to the other and write mathematical statements e.g. more than 1 as a mixed number (i.e. 2/5 + 4/5= 6/5 = 1 1/5). | |
| 6 | Number: Fractions |
| 7 | Number: Fractions |
| **Spring B** | 1 | **Assessment Week** |  | |
| 2 | **Reading week** |  | |
| 3 | Number: Fractions | To add and subtract fractions with the same denominator and denominators that are multiples of the same number.  To multiply proper fractions by whole numbers, with the help of materials and diagrams.  Pupils can multiply mixed numbers by a whole number, with the help of materials and diagrams.  To find fractions of amounts, using fractions as operators. | |
| 4 | Number: Fractions |
| 5 | Number: Decimals/ Percentages | To read and write decimal numbers as fractions [for example, 0.71 = 71/100].  To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.  To round decimals with two decimal places to the nearest whole number and to one decimal place.  To read, write, order and compare numbers with up to three decimal places.  To solve problems involving number up to three decimal places.  To recognise the per cent symbol (%) and understand that it means ‘the number of parts per hundred’, and write percentages as a fraction with a denominator of 100, and as a decimal.  To solve problems which involve percentage and decimal equivalents of ½: ¼, 1/5, 2/5 and 4/5 and those fractions with a denominator of a multiple of 10 or 25. | |
| 6 | Number: Decimals/Percentages |
| **Summer A** | 1 | Number: Decimals/percentages |
| 2 | Number: Decimals/ percentages/fractions . |
| 3 | Geometry: Properties of Shape | To use the properties of rectangles to deduce related facts and find missing lengths and angles.  To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  To identify 3-D shapes, including cubes and other cuboids, from 2-D representations. | |
| 4 | **Poetry slam week** |  | |
| 5 | MADD Week |
| **Summer B** | 1 | **Assessment week** |  | |
| 2 | Properties of shapes | Pupils know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.  To draw and measure angles, measuring them in degrees (ᵒ).  Identify angles at a point and one whole turn (total 360ᵒ)  Identify angles at a point on a straight line and ½ a whole turn (180ᵒ)  Identify other multiples of 90ᵒ  To use the properties of rectangles to deduce related facts and find missing lengths and angles. | |
| 3 | Properties of shapes |
| 4 | Geometry: Position and direction | To identify describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed. | |
| 5 | Measurement: Converting Units | To convert between different metric units of measure (eg km <-> m, cm <-> m, g <-> kg, l <-> ml).  To solve problems involving converting between units of time.  To understand and use appropriate equivalences between metric units and common imperial units such as inches, pounds and pints. | |
| 6 | Measurement: Volume | To estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] | |
| 7 | Number : Addition, Subtraction, Multiplication and Division | To solve problems involving multiplication and division, including using simple fractions and problems involving simple rates i.e. comparing unrelated units of measurement e.g time and miles, g and £. | |