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| Place Value (4) | Addition / Subtraction (4) | Assessment point 1 | Moderation week | Autumn half term | Data input week | Multiplication/Division (6) | Fractions (1) | End of Autumn term | Fractions (3) | | |
| Assessment point 2 | Moderation week | Data input week |
| Weeks 1-4 | Weeks 5-8 | Week 7 | Week 8 | Week 9 | Weeks 9-14 | Week 15 | Week 16 | Week 17 | Week 18 |
| - Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.  - Compare and order numbers up to 1,000,000.  - Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.  - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0.  - Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.  - Recognise and use square numbers and cube numbers and the respective notations (2,3).  - Understand the meaning of the equals (=) sign.  - Continue sequences including with fractions.  e.g. 3, 3 ½, 4, 4 ½, 5...  - Describe in words the term-to-term rule for a sequence. e.g. add ½ | - Add and subtract numbers mentally with increasingly large numbers.  e.g. 12,462-2,300  - Add and subtract whole numbers with more than 4 digits including using formal written methods.  - Use rounding to check answers and determine (in the context of a problem) levels of accuracy.  - Solve addition and subtraction multi-step problems in contexts.  - Decide which operations and methods to use and why. | | | - Identify multiples & factors.  - Find all factor pairs of a number & common factors of 2 numbers.  - Know & use the vocabulary of prime numbers, prime factors & composite (non-prime) numbers.  - Recall prime numbers to 19.  - Establish if any number up to 100 is prime.  - x/÷ mentally using known facts.  - x/÷ numbers by 10, 100 & 1000 including decimals.  - Multiply numbers up to 4-digits by 1- or 2-digit numbers using formal written methods including long multiplication.  - Divide numbers up to 4-digits by a 1-digit number using formal short division written method.  - Interpret remainders appropriately for the context i.e. as a remainder, fraction, decimal or rounding.  - Solve problems using knowledge of factors, multiples, squares and cubes.  - Solve problems combining all 4 operations.  - Solve problems including scaling by simple fractions and problems involving simple rates. | | - Recognise mixed numbers and improper fractions and convert from one to the other. | - Write mathematical statements >1 as a mixed number.  - Compare and order fractions whose denominators are all multiples of the same number.  - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.  - +/- fractions with the same denominator. | | |
| Gaps to cover incl counting | Gaps to cover incl counting | | | Gaps to cover incl counting | | Gaps to cover incl counting | Gaps to cover incl counting | | |
| Maths meeting   * Song * Counting – * Times tables – * Calendar – * Time – * Shape – * Money – * PV – * Add/sub – * Pre learning – | Maths meeting | | | Maths meeting | | Maths meeting | Maths meeting | | |

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| Fractions (1) | Decimals (1) | Spring half term | Decimals & Percentages (4) | Money (1) | End of Spring term | Time (1) | Data input week | Measures (2) | Handling Data | Angles (2) | Summer half term | Shape (2)  Position and Direction (2) | Assessment point 4 | | Moderation week | | Data input week |
| Assessment point 3 | Moderation week |
| Week 19 | Week 20 | Weeks 21-24 | Week 25 | Week 26 | Week 27 | Weeks 27 - 28 | Weeks 29 - 30 | Weeks 31-32 | Weeks 33-36 | Week 34 | | Week 35 | | Week 36 |
| - +/- fractions whose denominators are multiples of the same number.  - Multiply proper fractions and mixed numbers. | - Read/write decimals as fractions.  - Recognise and use thousandths and relate to tenths, hundredths and decimal equivalents. | - Round decimals with 2dp to the nearest whole number and to 1dp.  - Read, write and compare numbers with up to 3dp.  - Recognise per cent (%) symbol and understand that per cent relates to 'number of parts per 100'.  - Write percentages as a fraction with denominator of 100 and as a decimal.  - Solve problems involving number up to 3dp.  - Solve problems involving % and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with denominator of a multiple of 10 and 25. | - Use all 4 operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling. | - Solve problems involving converting between units of time. | - Convert between different units of metric measure.  - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.  - Estimate volume and capacity.  - Draw lines using a rules to the nearest mm.  - Calculate and compare the area of rectangles (including squares) using standard units; cm2 and m2.  - Estimate the area of irregular shapes.  - Use perimeter to find missing lengths. | | Decide which representation of data is most appropriate.  - Complete, read and interpret information in tables including timetables.  - Solve comparison sum and difference problems using information presented in a line graph. | Know angles are measured in degrees (0).  - Estimate and compare acute, obtuse and reflex angles.  - Draw given angles and measure them in degrees using a protractor.  - Identify angles at a point (3600) and at a point on a straight line (1800).  - Know that one whole turn = 3600 and that 1/2 turn = 1800.  - Identify other multiples of 900. | - Use the properties of rectangles to deduce related facts and find missing lengths and angles.  - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  - Identify 3d shapes including cubes and other cuboids from 2d representations. | | | - 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.  - Reflect shapes in lines parallel to the axes | | |
| Gaps to cover incl counting | | Gaps to cover incl counting | Gaps to cover incl counting | Gaps to cover incl counting | | | Gaps to cover incl counting |  |  | |  | |  | |
| Maths meeting | | Maths meeting | Maths meeting | Maths meeting | | | Maths meeting |  |  | |  | |  | |