

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Autumn</p> <p>Daily 10 carried out each day – to contain:</p> <p>1 x addition 1 x subtraction 1 x division 1 x multiplication 1 x inverse operation 5 x new learning (your year group objectives)</p> <p>2 challenge questions – can be reasoning focus</p> <p>Ensure differentiation takes place if needed</p>	<p>Number: Place Value</p> <p><i>National Curriculum objectives</i> 1. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit 2. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 3. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero 4. Round up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 5. Solve number problems and practical problems that involve all of the above 6. Read Roman numerals to 1000 and recognise years written in Roman numerals</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Counting in 10s, 100s, 1,000s, 10,000s and 100,000s (forwards and backwards) Numbers to 1 million Compare and order numbers to 1 million x 2 <p>Week 2</p> <ul style="list-style-type: none"> Round numbers to 1 million x 2 Negative numbers Roman numerals to 1,000 (a focus on reading years) 		<p>Number: Addition and Subtraction</p> <p><i>National Curriculum objectives</i> 1. Add and subtract whole numbers with more than 4 digits, including using formal written methods 2. Add and subtract numbers mentally with increasingly large numbers 3. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 4. Solve multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Add whole numbers numbers with more than 4 digits (column method) – 1 exchange Add whole numbers numbers with more than 4 digits (column method) – more than 1 exchange Subtract whole numbers numbers with more than 4 digits (column method) – 1 exchange Subtract whole numbers numbers with more than 4 digits (column method) – more than 1 exchange <p>Week 2</p> <ul style="list-style-type: none"> Mental addition and subtraction (with increasingly large numbers) Inverse operations (+ and -) Multi-step addition and subtraction problems x2 <p>Link to money</p>		<p>Number: Multiplication and Division</p> <p><i>National Curriculum objectives</i> 1. identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers 2. Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers 3. Establish whether a number up to 100 is prime and recall prime numbers up to 19 4.. Multiply and divide numbers mentally drawing upon known facts 5. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 6. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) 7. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Multiples Factors and common factors Prime numbers Square numbers <p>Week 2</p> <ul style="list-style-type: none"> Cube numbers Multiply by 10, 100, 1,000 Divide by 10, 100, 1,000 Multiples of 10, 100, 1,000 		<p>Statistics</p> <p><i>National Curriculum objectives</i> 1. Solve comparison, sum and difference problems using information presented in a line graph 2. Complete, read and interpret information in tables, including timetables.</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Read and interpret line graphs Draw lone graphs Use line graphs to solve problems Timetables 	<p>Number: Fractions</p> <p><i>National Curriculum objectives</i> 1. compare and order fractions whose denominators are all multiples of the same number 2. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Equivalent fractions x 2 Compare and order fractions less than one Compare and order fractions greater than one 	<p>Number: Decimals</p> <p><i>National Curriculum objectives</i> 1. Round decimals with two d.p to the nearest whole number and to one d.p 2. Read, write, order and compare numbers with up to three decimal places 3. use thousandths & relate them to tenths, hundredths & decimal equivalents</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Rounding to 1 d.p Rounding to whole number Order and compare decimals 3 d.p use thousandths & relate them to tenths, hundredths & decimal equivalents 	<p>Geometry: Shape</p> <p><i>National Curriculum objectives</i> 1. Identify 3-D shapes from 2-D representations 2. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles 3. Draw given angles, and measure them in degrees (o)</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Properties of 2D and 3D shapes Identify angles Measure angles with protractor Draw angles with a protractor 	<p>Measurement: Perimeter and Area</p> <p><i>National Curriculum objectives</i> 1. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres 2.. Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Calculate and measure perimeter Area of rectangles (cm and m) Area of compound shapes (cm and m) Area of irregular shapes (cm and m) 	<p>Assessment Week</p>
	<p>Spring</p> <p>Daily 10 carried out each day – to contain:</p> <p>1 x addition 1 x subtraction 1 x division 1 x multiplication 1 x inverse operation 5 x new learning (your year group objectives)</p> <p>2 challenge questions – can be reasoning focus</p> <p>Ensure differentiation takes place if needed</p>	<p>Number: Place value</p> <p><i>National Curriculum objectives</i> 1.. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero 2. Round up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 3. Solve number problems and practical problems that involve all of the above</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Rounding to 1 million Negative numbers Roman numerals to 1,000 <p>Reasoning and problem solving</p>	<p>Number: Multiplication and Division</p> <p><i>National Curriculum objectives</i> 1.. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers 2.. 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 3.. Solve problems involving addition, subtraction, multiplication and division and a combination of these, understanding the meaning of the equals sign 4.. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Multiply 2/3/4 digits by 1 digit x 2 Multiply 2/3/4 digits by 2 digits x2 <p>Week 2</p> <ul style="list-style-type: none"> Divide 2/3/4 digits by 1 digit x 2 Dived with remainders x 2 	<p>Number: Fractions</p> <p><i>National Curriculum objectives</i> 1. compare and order fractions whose denominators are all multiples of the same number 2. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 3. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number 4. Add and subtract fractions with the same denominator and denominators that are multiples of the same number 5. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Improper fractions to mixed numbers Mixed numbers to improper fractions Add fractions (inc within 1) Subtract fractions (inc within 1) <p>Week 2</p> <ul style="list-style-type: none"> Add 3 or more fractions Add mixed numbers x 2 Subtract mixed number Subtract – breaking the whole <p>Week 3</p> <ul style="list-style-type: none"> Multiply unit and non-unit fractions by integer Multiply mixed numbers by integer x 2 Calculate fractions of a quantity Fraction of an amount 		<p>Number: Decimals and Percentages</p> <p><i>National Curriculum objectives</i> 1.. Read and write decimal numbers as fractions [for example, 0.71 = 71/100] 2. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 3. Round decimals with two d.p to the nearest whole number and to one d.p 4. Read, write, order and compare numbers with up to three decimal places 5. Solve problems involving number up to three decimal places 6. Recognise the % symbol and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal 7. Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25</p> <p>Small Steps</p> <p>Weeks 1</p> <ul style="list-style-type: none"> Equivalent FDP Decimals as fractions Rounding decimals to 2 D,P Ordering decimals <p>Week 2</p> <ul style="list-style-type: none"> Decimals as fractions Understand percentages Percentages as fractions and decimals 	<p>Number: Addition and Subtraction</p> <p><i>National Curriculum objectives</i> 1. Add and subtract whole numbers with more than 4 digits, including using formal written methods. 2. Add and subtract numbers mentally with increasingly large numbers 3. Solve multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Adding four digits by more than 1 digit Subtract four digits by more than 1 digit <p>Reasoning and problem solving</p>	<p>Measurement: Time</p> <p>(Previous years NC objective re-cap)</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Telling the time (begin at o'clock and move to minute) Converting between analogue and digital <p>Drawing and reading time</p>	<p>Measurement: Perimeter and Area</p> <p><i>National Curriculum objectives</i> 1. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres 2.. Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Calculate perimeter Calculate area of compound shape Area of irregular shapes Reasoning and problem solving 	<p>Assessment Week</p>		
<p>Summer</p> <p>Daily 10 carried out each day – to contain:</p> <p>1 x addition 1 x subtraction 1 x division 1 x multiplication 1 x inverse operation 5 x new learning (your year group objectives)</p> <p>2 challenge questions – can be reasoning focus</p> <p>Ensure differentiation takes place if needed</p>		<p>Number: Place value</p> <p><i>National Curriculum objectives</i> 1. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero 2. Round up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 3. Solve number problems and practical problems that involve all of the above</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Rounding to 1 million Negative numbers Roman numerals to 1,000 <p>Reasoning and problem solving</p>	<p>Number: Decimals</p> <p><i>National curriculum objectives</i> 1. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 2. Round decimals with two d.p to the nearest whole number and to one d.p 3. Read, write, order and compare numbers with up to three decimal places 4.. Solve problems involving number up to three decimal places</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Adding decimals with the same number of decimal places and adding decimals with different number of decimal places Adding wholes and decimals Complements to one <p>Week 2</p> <ul style="list-style-type: none"> Subtracting decimals with the same number of decimal places and subtracting decimals with different number of decimal places subtracting wholes and decimals Complements to one Decimal sequences <p>Link complements to one to money – making £1</p>	<p>Number: Multiplication and division</p> <p><i>National Curriculum objectives</i> 1. Solve problems involving number up to three decimal places 2. multiply and divide mentally drawing upon known facts</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Multiplying decimals by 10, 100, 1,000 Dividing decimals by 10, 100, 1,000 Multiply 4 digit by 2 digit Mental multiplication and division with known facts 	<p>Geometry: Properties of Shape</p> <p><i>National Curriculum objectives</i> 1. Identify 3-D shapes from 2-D representations 2. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles 3. Draw given angles, and measure them in degrees (o) 4. Identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o 5. Use the properties of rectangles to deduce related facts and find missing lengths and angles 6. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Small Steps</p> <p>Weeks 1</p> <ul style="list-style-type: none"> Identify angles and measure with a protractor Compare and order angles Drawing lines and angles accurately Calculating angles - straight line <p>Week 2</p> <ul style="list-style-type: none"> Calculating angles around a 360 point Triangles and Quadrilaterals Calculating lengths and angles in shapes Parallel and perpendicular lines (re-cap) – can embed as a statter Regular and irregular polygons 	<p>Geometry: Position and Direction</p> <p><i>National Curriculum objectives</i> 1. 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</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Position in the first quadrant Translation Translation with coordinates <p>Week 2</p> <ul style="list-style-type: none"> Lines of symmetry Complete a symmetric figure Reflection Reflection with coordinates 	<p>Measurement: Covering Units</p> <p><i>National Curriculum objectives</i> 1. Convert between different units of metric measure 2. Understand and use approximate equivalences between metric units and common imperial units 6. Solve problems involving converting between units of time</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Mass conversion (ml, l, g, kg) Distance conversion (mm, cm, m, km) Kg to lb and inches to cm Lb to grams <p>Week 2</p> <ul style="list-style-type: none"> Recap time to nearest minute and 24 hour clock Converting units of time Timetables <p>Check money – £/ps</p>	<p>Measurement: Volume</p> <p><i>National Curriculum objectives</i> 1. Estimate volume [for example, using 1 cm³ blocks] to build cuboids (including cubes) and capacity [for example, using water]</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> What is volume? Compare volume Estimate volume Estimate capacity 	<p>Assessment Week</p>			

