



Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<p><b>Place Value- Week 1-3</b></p> <p>1. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>2. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>3. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>4. Solve number problems and practical problems that involve all of the above</p> <p>5. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</p>	<p><b>Multiplication and Division- Week 1-6</b></p> <p>1. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>2. To know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</p> <p>3. Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>4. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>5. Multiply and divide whole numbers and</p>	<p><b>Fractions- Week 1-6</b></p> <p>1. Compare and order fractions whose denominators are all multiples of the same Number</p> <p>2. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>3. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>2/5 + 4/5 = 6/5 = 1\ 1/5</math>]</p> <p>4. Add and subtract fractions with the same</p>	<p><b>Decimals and percentages- Week 1-4</b></p> <p>1. Read and write decimal numbers as fractions [for example, <math>0.71 = 71/100</math>]</p> <p>2. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>3. Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>4. Read, write, order and compare numbers with up to three decimal places</p> <p>5. Solve problems involving number up to three decimal places</p>	<p><b>Negative Numbers- Week 1</b></p> <p>1. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p><b>Shape- Week 2-4</b></p> <p>1. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>2. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>3. Know angles are measured in degrees: estimate and compare acute, obtuse and</p>	<p><b>Converting Units- 1-2</b></p> <p>1. Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>2. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pint</p> <p>3. Solve problems involving converting between units of time</p> <p><b>Volume- Week 3</b></p>



<p><b>Addition and Subtraction- Week 5-7</b></p> <p>1.Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>2.Add and subtract numbers mentally with increasingly large numbers</p> <p>3.Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>4.Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>	<p>those involving decimals by 10, 100 and 1000</p> <p>6.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</p> <p>7.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</p> <p>8.Multiply and divide numbers mentally drawing upon known facts</p> <p>9.Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p>	<p>denominator and denominators that are multiples of the same number</p> <p>5.Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>6. To find fractions of amounts and quantities.</p>	<p>6.Recognise the per cent 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.</p> <p>7.Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>reflex angles</p> <p>4.Draw given angles, and measure them in degrees (o)</p> <p>5.Identify:angles at a point and one whole turn (total <math>360^\circ</math>)</p> <p>6.Angles at a point on a straight line and 2 1 a turn (total <math>180^\circ</math>)other multiples of <math>90^\circ</math></p> <p>7.Use the properties of rectangles to deduce related facts and find missing lengths and Angles</p> <p><b>Perimeter and Area- Week 5-6</b></p> <p>1.Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p>	<p>1.Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p><b>Position and Direction- Week 4-5</b></p> <p>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><b>Statistics- Week 7</b></p> <p>1.Solve comparison, sum and difference problems using information presented in a line graph</p> <p>2. Complete, read and interpret information</p>
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See White Rose Maths to identify the smaller steps that need to be taught within each objective.  
 Not all small steps are necessary, use professional judgement.