

	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>Mental Maths Objectives</p> <p>All times tables</p> <p>Number bonds to 1 million</p> <p>+ revise previous unit objectives</p>	<p>Number: Place Value</p> <p>National Curriculum objectives</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. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>4. Round up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>5. Solve number problems and practical problems that involve all of the above</p> <p>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"> 1000s, 100s, 10s and 1s Numbers to 10,000 Numbers to 100,000 Numbers to 1 million <p>Week 2</p> <ul style="list-style-type: none"> Counting in 10s, 100s, 1,000s, 10,000s and 100,000s Compare and order numbers to 100,000 Compare and order numbers to 1 million <p>Week 3</p> <ul style="list-style-type: none"> Round numbers to 100,000 Round numbers to 1 million Negative numbers Roman numerals to 1,000 			<p>Number: Addition and Subtraction</p> <p>National Curriculum objectives</p> <p>1. Add and subtract whole numbers with more than 4 digits, including using formal written methods</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 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 and then more than one <p>Week 2</p> <ul style="list-style-type: none"> Subtract whole numbers numbers with more than 4 digits (column method) – 1 exchange and then more than one <p>Throughout unit</p> <ul style="list-style-type: none"> Round to estimate and approximate Inverse operations (+ and -) Multi-step addition and subtraction problems <p>Link to money</p>		<p>Statistics</p> <p>National Curriculum objectives</p> <p>1. Solve comparison, sum and difference problems using information presented in a line graph</p> <p>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 Read and interpret tables <p>Week 2</p> <ul style="list-style-type: none"> Two-way tables Timetables 		<p>Number: Multiplication and Division</p> <p>National Curriculum objectives</p> <p>1. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>2. 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>5. Multiply and divide numbers mentally drawing upon known facts</p> <p>7. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>8. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>9. 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 Common factors Prime numbers Square numbers Cube numbers <p>Week 2</p> <ul style="list-style-type: none"> Multiply by 10, 100, 1,000 Divide by 10, 100, 1,000 Multiples of 10, 100, 1,000 (last objective) 			<p>Measurement: Perimeter and Area</p> <p>National Curriculum objectives</p> <p>3. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>4. 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"> Measure perimeter (perimeter on a grid, of rectangles and of rectilinear shapes) Calculate perimeter <p>Week 2</p> <ul style="list-style-type: none"> Counting squares Area of rectangles Area of compound shapes Area of irregular shapes 	
Cross curricular links												
<p>Spring</p> <p>Mental Maths Objectives</p> <p>All times tables</p> <p>Money – finding change</p> <p>Time – nearest minute/ 24 hour clock</p> <p>+ revise previous unit objectives</p>	<p>Number: Multiplication and Division</p> <p>National Curriculum objectives</p> <p>4. 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>6. 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>10. Solve problems involving addition, subtraction, multiplication and division and a combination of these, understanding the meaning of the equals sign</p> <p>11. 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 Multiply 2/3/4 digits by 2 digits <p>Week 2</p> <ul style="list-style-type: none"> Divide 2/3/4 digits by 1 digit Dived with remainders <p>Week 3</p> <ul style="list-style-type: none"> Multiplication and division misconceptions Problem solving (including scaling) 			<p>Number: Fractions</p> <p>National Curriculum objectives</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 > 1 as a mixed number</p> <p>4. Add and subtract fractions with the same 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>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> Equivalent fractions Improper fractions to mixed numbers Mixed numbers to improper fractions <p>Week 2</p> <ul style="list-style-type: none"> Number sequences Compare and order fractions less than one Compare and order fractions greater than one <p>Week 3</p> <ul style="list-style-type: none"> Add and subtract fractions Add fractions within one Add 3 or more fractions Add fractions Add mixed numbers <p>Week 4</p> <ul style="list-style-type: none"> Subtract fractions Subtract – breaking the whole Subtract 2 mixed numbers <p>Week 5</p> <ul style="list-style-type: none"> Multiply unit fractions by integer Multiply non-unit fractions by an integer Multiply mixed numbers by integer <p>Week 6</p> <ul style="list-style-type: none"> Calculate fractions of a quantity Fraction of an amount Using fractions as operators 						<p>Number: Decimals and Percentages</p> <p>National Curriculum objectives</p> <p>6. Read and write decimal numbers as fractions [for example, 0.71 = 71/100]</p> <p>7. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>8. Round decimals with two d.p to the nearest whole number and to one d.p</p> <p>9. Read, write, order and compare numbers with up to three decimal places</p> <p>10. Solve problems involving number up to three decimal places</p> <p>11. 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</p> <p>12. 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 & 2</p> <ul style="list-style-type: none"> Decimals up to 2 d.p Decimals as fractions Thousands as decimals Rounding decimals (2 d.p) Order and compare decimals (3 d.p) <p>Week 3</p> <ul style="list-style-type: none"> Understand percentages Percentages of fractions and decimals Equivalent F.D.P 		
Cross curricular links												
<p>Summer</p> <p>Mental Maths Objectives</p> <p>All times tables</p> <p>Money – finding change</p> <p>Time – nearest minute/ 24 hour clock</p> <p>+ revise previous unit objectives</p>	<p>Number: Decimals</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> Adding decimals with the same number of decimal places 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"> Adding decimals with the same number of decimal places Adding decimals with different number of decimal places Adding wholes and decimals Complements to one <p>Week 3</p> <ul style="list-style-type: none"> Decimal sequences Multiplying decimals by 10, 100, 1,000 Dividing decimals by 10, 100, 1,000 <p>Link complements to one to money – making £1</p>			<p>Geometry: Properties of Shape</p> <p>National Curriculum objectives</p> <p>1. Identify 3-D shapes from 2-D representations</p> <p>2. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>3. Draw given angles, and measure them in degrees (o)</p> <p>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</p> <p>5. Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>6. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Small Steps -</p> <p>Weeks 1 & 2</p> <ul style="list-style-type: none"> Identify angles Compare and order angles Measuring with a protractor Drawing lines and angles accurately Calculating angles - straight line Calculating angles around a point <p>Week 3</p> <ul style="list-style-type: none"> Triangles Quadrilaterals Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3D shapes 			<p>Geometry: Position and Direction</p> <p>National Curriculum objectives</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>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>Link to topic</p>		<p>Measurement: Covering Units</p> <p>National Curriculum objectives</p> <p>1. Convert between different units of metric measure</p> <p>2. Understand and use approximate equivalences between metric units and common imperial units</p> <p>6. Solve problems involving converting between units of time</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> Kilograms and kilometres Millimetres and millilitres Metric units Imperial units <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>National Curriculum objectives</p> <p>5. 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>Measurement: Problem Solving</p> <p>Problem Solving Week</p> <p>Include money and scaling</p>
Cross curricular links												