Llangyfelach Primary School

Numeracy Scheme

Year 5

NUMBER

Number and place value

Number

number
numeral
zero
one, two, three … twenty
teens numbers, eleven, twelve … twenty
twenty-one, twenty-two … one hundred, two hundred … one thousand … ten thousand, hundred thousand, million
none
how many …?
count, count (up) to, count on (from, to), count back (from, to)
forwards
backwards
count in ones, twos, fives, tens, threes, fours, eights, fifties, sixes, sevens, nines, twenty-fives and so on to hundreds, thousands
equal to
equivalent to
is the same as
more, less
most, least
tally
many
odd, even
multiple of, factor of
factor pair
sequence
continue
predict
few
pattern
pair, rule
relationship
next, consecutive
> greater than
< less than
≥ greater than or equal to
≤ less than or equal to
Roman numerals
integer, positive, negative
above/below zero, minus
negative numbers
formula
divisibility
square number
prime number
ascending/descending order

Place value

ones
tens, hundreds
digit
one-, two- or three-digit number
place, place value
stands for, represents
exchange
the same number as, as many as
more, larger, bigger, greater
fewer, smaller, less
fewest, smallest, least
most, biggest, largest, greatest
one more, ten more, one hundred more, one thousand more
one less, ten less, one hundred less, one thousand less
equal to
compare
order
size
first, second, third … twentieth
twenty-first, twenty-second …
last, last but one
before, after
next
between
halfway between
above, below

Estimating

guess
how many ...?
estimate
nearly
roughly
close to
approximate, approximately
about the same as
just over, just under
exact, exactly
too many, too few
enough, not enough
round, nearest, round to the nearest ten, hundred, thousand, ten thousand
round up, round down

Addition and subtraction

addition
add, more, and
make, sum, total
altogether
double
near double
half, halve
one more, two more … ten more … one hundred more
how many more to make …?
how many more is … than …?
how much more is …?
subtract
take away
how many are left/left over?
how many have gone?
one less, two less, ten less … one hundred less
how many fewer is … than …?
how much less is …?
difference between
equals
is the same as
number bonds/pairs/facts
missing number
tens boundary, hundreds boundary, ones boundary, tenths boundary
inverse

Multiplication and division

multiplication
multiply
multiplied by
multiple, factor
groups of
times
product
once, twice, three times … ten times
repeated addition
division
dividing, divide, divided by, divided into
left, left over, remainder
grouping
sharing, share, share equally
one each, two each, three each … ten each
group in pairs, threes … tens
equal groups of
doubling
halving
array
row, column
number patterns
multiplication table
multiplication fact, division fact

inverse
square, squared
cube, cubed

Fractions (including decimals and percentages)

fraction, proper/improper fraction
equivalent fraction
mixed number
numerator, denominator
equivalent, reduced to, cancel
equal part
equal grouping
equal sharing
parts of a whole
half, two halves
one of two equal parts
quarter, two quarters, three quarters
one of four equal parts
one third, two thirds
one of three equal parts
sixths, sevenths, eighths, tenths … hundredths, thousandths
decimal, decimal fraction, decimal point, decimal place, decimal equivalent
proportion, in every, for every
percentage, per cent, %

MEASUREMENT

measure
measurement
size
compare
unit, standard unit
metric unit, imperial unit
measuring scale, division
guess, estimate
enough, not enough
too much, too little
too many, too few
nearly, close to, about the same as, approximately
roughly
just over, just under

Length

millimetre, centimetre, metre, kilometre, mile
length, height, width, depth, breadth
long, short, tall
high, low
wide, narrow
thick, thin
longer, shorter, taller, higher … and so on
longest, shortest, tallest, highest … and so on
far, further, furthest, near, close
distance apart … between … to … from
edge, perimeter
area, covers
square centimetre (cm^2), square metre (m^2), square millimetre (mm^2)
ruler
metre stick, tape measure

Weight

mass: big, bigger, small, smaller
weight: heavy/light, heavier/lighter, heaviest/lightest
kilogram, half kilogram, gram
weigh, weighs, balances
heavy, light
heavier than, lighter than
heaviest, lightest
scales

Capacity and volume

litre, half litre, millilitre
capacity
volume
full
empty
more than
less than
half full
quarter full
holds, contains
container, measuring cylinder
pint, gallon

Temperature

temperature
degree
centigrade

Time

time
days of the week, Monday, Tuesday …
months of the year (January, February ...)
seasons: spring, summer, autumn, winter
day, week, weekend, fortnight, month, year, leap year, century, millennium
birthday, holiday
morning, afternoon, evening, night
bedtime, dinner time, playtime
today, yesterday, tomorrow
before, after
earlier, later
next, first, last
noon, midnight
calendar, date, date of birth
now, soon, early, late, earliest, latest
quick, quicker, quickest, quickly
slow, slower, slowest, slowly
old, older, oldest
new, newer, newest
takes longer, takes less time
how long ago?
how long will it be to …?
how long will it take to …?
how often?
always, never, often, sometimes
usually
once, twice
hour, o'clock, half past, quarter past, quarter to
5, 10, 15 … minutes past
a.m., p.m.
clock, clock face, watch, hands
digital/analogue clock/watch, timer
hour hand, minute hand
hours, minutes, seconds
timetable, arrive, depart
Roman numerals
12-hour clock time, 24-hour clock time

Money

money
coin
penny, pence, pound
price, cost
buy, bought, sell, sold
spend, spent
pay
change
dear, costs more
cheap, costs less, cheaper
costs the same as
how much …?
how many …?
total
discount
currency

GEOMETRY

Properties of shape

shape, pattern

flat, line
curved, straight
round
hollow, solid
sort
make, build, construct, draw, sketch
perimeter
centre, radius, diameter
surface
angle, right-angled
congruent
base, square-based
size
bigger, larger, smaller
symmetry, symmetrical, symmetrical pattern
line symmetry
reflect, reflection
axis of symmetry, reflective symmetry
pattern, repeating pattern
match
regular, irregular

2-D shape

2-D, two-dimensional
corner, side
point, pointed
rectangle (including square), rectangular, oblong
rectilinear
circle, circular
triangle, triangular
equilateral triangle, isosceles triangle, scalene triangle
pentagon, pentagonal
hexagon, hexagonal
heptagon
octagon, octagonal
quadrilateral
parallelogram, rhombus, trapezium
polygon
right -angled
parallel, perpendicular
x-axis, y-axis, quadrant

3-D shape

3-D, three-dimensional
face, edge, vertex, vertices
cube, cuboid
pyramid
sphere, hemisphere, spherical
cone
cylinder, cylindrical
prism, triangular prism
tetrahedron, polyhedron
octahedron

Position and direction

position
over, under, underneath
above, below
top, bottom, side
on, in
outside, inside
around
in front, behind
front, back
beside, next to
opposite
apart
between
middle, edge
centre
corner
direction
journey, route
left, right
up, down

higher, lower
forwards, backwards, sideways
across
next to, close, near, far
along
through
to, from, towards, away from
clockwise, anticlockwise
compass point
north, south, east, west, N, S, E, W
north-east, north-west, south-east, south-west, NE, NW, SE, SW
horizontal, vertical, diagonal
translate, translation
coordinate
movement
slide
roll
turn
stretch, bend
whole turn, half turn, quarter turn, three-quarter turn
rotate, rotation
angle, is a greater/smaller angle than
degree
right angle
acute angle
obtuse angle
reflection
straight line
ruler, set square
angle measurer, compass, protractor

STATISTICS

count, tally, sort, vote
survey, questionnaire, data, database
graph, block graph, pictogram
represent
group, set
list, table, chart, bar chart, frequency table, bar line chart
Carroll diagram, Venn diagram
line graph
label, title, axis, axes
diagram
most popular, most common
least popular, least common
maximum/minimum value
outcome

GENERAL

pattern
puzzle
problem, problem solving
mental, mentally
what could we try next?
how did you work it out?
show how you …
explain your thinking
explain your method
describe the pattern
describe the rule
investigate
recognise
describe
draw
compare
sort
greatest value, least value
mental calculation
written calculation
statement
justify
make a statement
explain your reasoning

Daily Counting and Remembered Facts: Rapid Recall									
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Number bonds	All pairs of numbers with total of 5	Introduction of pair of numbers to total 10	All pairs of numbers with total of 10	All pairs of numbers with total of 20	All pairs of numbers with total of 50	Pairs of numbers with a total of 100	Pairs of numbers with a total of 1000	Pairs of numbers with a total of 1000 and 1 (1dp)	Pairs of numbers with a total of 1000 and 1 (up to 3dp)
Adding and subtracting			Addition and subtraction facts to 5	Addition and subtraction facts to 10	Addition and subtraction facts to 20	Addition and subtraction facts to at least 20	Pairs of decimals that total 1	Pairs of decimals that total 10	
Halves and doubles			Doubles of all numbers to 5	Doubles of numbers to 15 Halves of even numbers to 20	Doubles of numbers to 20 **Doubles of multiples of 5 to 100** Halves of any multiple	Doubles and halves of numbers up to 100	Doubles and halves of numbers up to 100 **Doubles of multiples of 10 to 1,000** Doubles of multiples of 100 to 10,000	Doubles and halves of numbers up to 100. **Double and halve decimal fractions to 2 decimal places**	
Multiply and divide				Multiplication facts 2 and 10 times table and corresponding division facts **Multiplication facts up to 5x5**	Multiplication and division facts for the 2, 5 and 10 times-table	Multiplication and division facts for the 2, 3, 4, 5 and 10 times table	Multiplication and division facts to 10x10 **Squares of all numbers to 10 x10**	Multiplication and division facts to 10x10 **Squares of all numbers to 12 x12** Prime numbers	

Daily Counting and Remembered Facts: Counting									
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Rote counting	Rote count to beyond 10	Rote count to 20	Rote count to 100	Count on or back to at least 100	Count on or back to at least 1,000	Count on or back to at least 10,000	Count on or back to at least 100,000	Count on or back to 1,000,000	Count on or back to and beyond 1,000,000
Count Objects Reliably	Count reliably up to 5 objects	Count reliably up to 10 objects	Count on or back in ones to at least20	Count sets of objects by grouping in sets of 2, 5 & 10					
Counting on from given starting point	Count in ones from any single digit number	Count on or back in ones from **any number** up to 20	Count on or back in ones from **any number** up to 100	Count on or back in ones from **any number** beyond 100	Count on or back in ones from **any number** beyond 1,000	Count on or back in ones from **any number** beyond 10,000 and negative single numbers	Count on or back in whole numbers and 1dp numbers and negative numbers	Count on or back in whole numbers, 2dp numbers and negative numbers	Count on or back in whole numbers, 3dp numbers and negative numbers in halves
Recognising more/less and before/after	Say a number that is 1 before/after than a given number from 1 to 10	Say a number that is 1 more/less than a given number from 1 to 10	Say a number that is 1 more/less than a given number to 50	Say a number that is 1, 10 or 20 more/less than any 2-digit number	Say a number that is 1, 10 or 100 more/less than any 2 or 3-digit number	Say a number that is one, ten, hundred or thousand more/less than any 2, 3 or 4-digit number	Say a number that is 1, 10, 100 or 1,000 more/less than any number	Say a number that is 1, 10, 100, 1,000, 10^{th} or 100^{th} more/less than any number or decimal	Say a number that is any place value more/less than any number or decimal

Bridging across the 10	Identify the number 10	Bridging through 10 and 20	Bridging through multiples of 10	Bridging through multiples of 10 and 100	Bridging through multiples of 100 up to 1,000	Bridging through multiples of 100 up to 10,000	Bridging through multiples of 100 up to 100,000	Bridging through multiples of 100 up to 1,000,000, including 2dp numbers	Bridging through multiples of 100 up to 1,000,000, including 3dp numbers
Counting in powers of 10	Identify the number 10	Count in 10s	Count on and back in 10s to 100	Count on and back in 10s from any 2-digit number	Count on and back in 10s and 100s from any 2 or 3-digit number	Count on and back in 10s, 100s, 1000s from any whole number up to 10,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 100,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers
Counting in multiples		Begin to count in 2s to 10	Count in 2s and 5s to 100	Count in 2s and 5s to 100 from any given number (100 square)	Count in 2s and 5s to 100 from any given number	Count in 2s, 3s, 4s and 5s from any given number to 100 and beyond	Count in 6s, 7s, ’s and 9s from any number to 100	Count in 6s, 7s, 8s and 9s from any number to 100 and beyond	Count in any multiple from any given number
Recognising multiples		Recognise odd and even numbers	Recognise odd/ even numbers and multiples of 2, 5 and 10 (100 square)	Recognise multiples of 2, 5, 10 and 100 (understand and explain)	Recognise multiples of 2, 5, 10, 50 and 100	Recognise multiples in the 2, 3, 4 and 5 times tables	Recognise multiples in the 6, 7, 8 and 9 times tables	Recognise multiples to at least 10 x 10 and beyond (x25, x75)	Recognise multiples to at least 12 x 12 and beyond (x25, x75)
Divisibility				Recognise whole numbers divisible by 2	Recognise whole numbers that are divisible by 2 and 10	Recognise whole numbers that are divisible by 2, 4, 5, 10 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 10 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100

Year 5 – Autumn Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
1 A U T U M N	**Day 1:** Place value in 3 and 4-digit numbers **Day 2**: +/- 100 or 1000 to/from 3 and 4-digit numbers **Day 3:** Count on/back in 10s from 2 and 3-digit numbers **Day 4:** Add 3 single digit numbers spotting bonds to 10 and doubles **Day 5:** Pairs to 100	***Addition and place value*** **Day 1:** 1. Say what each digit represents in a 4-digit number. 2. Compare 4-digit numbers. **Day 2:** 1. Say what each digit represents in a 4-digit number. 2. Write place value subtractions. **Day 3:** 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to compare 4-digit numbers using < and >. **Day 4:** 1. Locate 3-digit numbers on landmarked and unmarked 0-1000 lines. **Day 5:** 1. Locate 4-digit numbers on landmarked and unmarked lines.	***Addition and place value*** **Day 1:** 1. Partition 5- digit numbers in thousands, hundreds, tens, units. 2. Say what each digit represents in 5-digit numbers. 3. Complete place value additions and subtractions. **Day 2:** 1. Add/subtract 1s, 10s, 1000s and 10,000s to/from 5-digit numbers. **Day 3:** 1. Compare 5-digit numbers using > and < signs. 2. Place 5-digit numbers on 0 to 100,000 landmarked lines. **Day 4:** 1. Use column addition to add any pair of 4-digit numbers. 2. Approximate answers. **Day 5:** 1. Begin to use column addition to add pairs of 5-digit numbers.	***Addition and place value*** **Day 1:** 1. Partition 6-digit numbers in thousands, hundreds, tens and ones. 2. Say what each digit represents in 6-digit numbers. 3. Complete place value additions and subtractions. **Day 2:** 1. Add/subtract 1s, 10s, 1000s, 10,000s and 100,000s to/from 6-digit numbers. **Day 3:** 1. Compare 6-digit numbers using > and < signs. 2. Place 6-digit numbers on 0 to 1,000,000 landmarked lines and begin to place on empty 0 to 1,000,000 lines. **Day 4:** 1. Use column addition to add pairs of 5-digit numbers, with 5-digit answers**.** **Day 5:** 1. Use column addition to add pairs of 5-digit numbers, with 6-digit answers.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
2 A U T U M N	**Day 1:** Place value in 1-place decimal numbers and 3 digit numbers **Day 2**: Adding to the next whole number from 1-place decimal numbers **Day 3:** Placing 1-place decimal numbers on a human number line **Day 4:** Mixed addition facts bingo **Day 5:** Count back in 10s from any 3-digit number, including crossing 100s	***Addition & Subtraction*** **Day 1:** 1. Add pairs of 2-digit numbers using place value. 2. Add pairs of 2-digit numbers using counting up in 10s and 1s. 3. Choose a strategy for adding. **Day 2:** 1. Add a 2-digit number to a 3-digit number using place value. 2. Add a 2-digit number to a 3-digit number using counting up. 3. Choose a strategy for adding. **Day 3:** 1. Count up to subtract pairs of 2-digit numbers. 2. Use number facts to count up quickly and efficiently. **Day 4:** 1. Subtract a 2-digit number from 100 using number bonds or place value. **Day 5:** 1. Subtract a 2-digit number from a 3-digit number using counting up or counting back. 2. Choose a strategy to subtract.	***Addition & Subtraction*** **Day 1:** 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79. **Day 2:** 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79. 2. Use rounding to estimate totals of pairs of amounts of money. **Day 3:** 1. Understand the effect of × and ÷ by 10 and 100. 2. Understand place value in decimal numbers with up to two places. **Day 4:** 1. Understand the effect of × and ÷ by 10 and 100. 2. Understand place value in decimal numbers with up to two places. **Day 5:** 1. Place numbers with two decimal places on a number line empty between neighbouring wholes. 2. Compare and order numbers with one or two decimal places.	***Addition and number*** **Day 1:** 1. Understand the effect of multiplying and dividing by 10, 100 and 1000. 2. Understand place value in numbers with 3 decimal places. 3. Solve place value addition and subtractions. **Day 2:** 1. Understand the effect of multiplying and dividing by 10 and 100. 2. Understand place value in numbers with 3 decimal places. **Day 3:** 1. Place numbers with 3 decimal places on landmarked and empty number lines. 2. Use knowledge of decimals to solve puzzles. **Day 4:** 1. Use column addition to add three amounts of money, e.g. £45.78 + £25.79 + £24.85. **Day 5:** 1. Use column addition to add three distances, e.g. 9.34m + 6.45m + 4.78m. 2. Use rounding to estimate totals.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
3 A U T U M N	**Day 1:** Bonds to £1 and 100 **Day 2**: Change from £1 **Day 3:** Subtraction facts **Day 4:** Add three 1-digit numbers **Day 5:** Place numbers with 2 decimal places on a line	***Addition and subtraction*** **Day 1:** 1. Count up to subtract 3-digit numbers e.g. 402 – 356. **Day 2:** 1. Count up to subtract 3-digit numbers (answers less than 100, e.g. 421 – 356). 2. Check subtraction using addition. **Day 3:** 1. Count up to subtract 3-digit numbers (answers less than 100, e.g. 421 – 356). 2. Check subtraction using addition. **Day 4:** 1. Add two 3-digit numbers using compact written addition. **Day 5:** 1. Add three 3-digit numbers using compact written addition.	***Addition and subtraction*** **Day 1:** 1. Find the change from £20, £50 and £100 using counting up (Frog). **Day 2:** 1. Find the difference between 4-digit prices using counting up (Frog) **Day 3:** 1. Use column subtraction (decomposition) to subtract pairs of 4-digit numbers where one or two moves are necessary. **Day 4:** 1. Use column subtraction (decomposition) to subtract 3-digit numbers from 4-digit numbers. **Day 5:** 1. Use frog (counting up) to subtract pairs of 4-digit numbers. 2. Choose either Frog or column subtraction to subtract pairs of 4-digit numbers	***Addition and subtraction*** **Day 1:** 1. Add several prices, and then find the change from £20, £50 and £100 using counting up (Frog). **Day 2:** 1. 1. Find the difference between 5-digit prices using counting up (Frog). **Day 3:** 1. Use column subtraction (decomposition) to subtract pairs of 5-digit numbers. **Day 4:** 1. Use column subtraction (decomposition) to subtract 3-digit and 4-digit numbers from 5-digit numbers. **Day 5:** 1. Use frog (counting up) to subtract pairs of 5-digit numbers. 2. Choose Frog or column subtraction to subtract pairs of 5-digit numbers.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
4 A U T U M N	**Day 1:** Find lines of symmetry **Day 2**: Bonds to 100 **Day 3:** Times tables **Day 4:** Reading scales **Day 5:** Place value in 4 and 5-digit numbers	***Shape*** **Day 1:** 1. Describe and name 3D shapes by using correct mathematical vocabulary. 2. Construct 3D shapes. **Day 2:** 1. Describe and name 3D shapes by using correct mathematical vocabulary. 2. Sort 3D shapes using a Venn diagram. 3. Construct 3D shapes. **Day 3:** 1. Understand circumference and radius of a circle. 2. Draw circles with different radii. **Day 4:** 1. Describe 2D shapes by using correct mathematical vocabulary. 2. Sort 2D shapes into a Carroll diagram. **Day 5:** 1. Describe, name different triangles. 2. Sort triangles into Carroll diagrams.	***Shape*** **Day 1:** 1. Use a range of mathematical vocabulary to describe 3D shapes. 2. Sort 3D shapes according to their properties using Carroll diagrams. **Day 2:** 1. Visualise 3D shapes from 2D representational drawings. 2. Describe properties of prisms. **Day 3:** 1. Use a range of mathematical vocabulary to describe 2D shapes. **Day 4:** 1. Find properties of polygons including parallel and perpendicular sides. **Day 5:** 1. Find properties of diagonals of different quadrilaterals.	***Shape*** **Day 1:** 1. Sort quadrilaterals. **Day 2:** 1. Name parts of circles (radius, diameter, circumference) and know that the diameter is twice radius. **Day 3:** 1. Know that angles around a point add up to 360° and use this to work out missing angles. **Day 4:** 1. Know the totals of angles inside triangles and quadrilaterals and use this and rules about angles on straight line and about a point to find missing angles **Day 5:** 1. Know that opposite angles are equal. 2. Find angles in polygons.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
5 A U T U M N	**Day 1:** Double numbers to 100 **Day 2**: Double and halve numbers to 100 **Day 3:** Bar charts (interpret data) **Day 4:** Divisibility by 2, 3, and 5 **Day 5:** Times tables	***Multiplication and division*** **Day 1:**.1. Double and halve 2-digit numbers by partitioning and recombining. **Day 2:** 1. Double and halve 3-digit numbers by partitioning and recombining. **Day 3:** 1. Know multiplication and associated division facts for the x4 tables, up to x12. 2. Know multiplication and associated division facts for the x8 tables, up to x12. **Day 4:** 1. Know multiplication and associated division facts for the x3 tables, up to x12. 2. Know multiplication and associated division facts for the x6 tables, up to x12. **Day 5:** 1. Recognise multiples of 3, 4, 5, 6 and 8 to guess mystery function machines.	***Multiplication and division*** **Day 1:** 1. Find common multiples. **Day 2:** 1. Find factors of numbers to 50. 2. Recognise that square numbers have an odd number of factors. **Day 3:** 1. Decide whether to round up or down after division depending on the context. **Day 4:** 1. Recognise equivalent fractions. 2. Simplify fractions. **Day 5:** 1. Compare fractions with related denominators.	***Multiplication and Fractions*** **Day 1:** 1.Recgonsie common multiples and find highest common factors. **Day 2:** 1. Begin to find how a number can be made by multiplying prime factors together. **Day 3:** 1. Recognise equivalent fractions 2. Simplify fractions. **Day 4:** 1. Compare fractions with unrelated denominators. **Day 5:** 1. Find $^{1}/_{5}$s and $^{1}/_{8}$s of amounts of money using short division, giving exact answers.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
6 A U T U M N	**Day 1:** Place value - 'Zap' digits in a 4-digit number **Day 2**: Count on/back in 10s, 100s, 1000s from 4-digit numbers. **Day 3:** Times tables **Day 4:** Multiply by multiples of 10 (e.g. 24 x 30) **Day 5:** Find the time later using 24-hour clock	***Number and place value*** **Day 1:** 1. Say what each digit represents in a 4-digit number. 2. Write place value related additions and subtractions. **Day 2:** 1. Say what each digit represents in a 4-digit number. 2. Use place value to find which numbers have been added or subtracted. **Day 3:** 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to add and subtract 1 or 1000. **Day 4:** 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to add and subtract 10. **Day 5:** 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to add and subtract 100.	***Number and place value*** **Day 1:** 1. Place 4-digit numbers on a line and round to the nearest 10, 100 or 1000. **Day 2:** 1. Place 5-digit numbers on a line and round to the nearest 10, 100, 1000 or 10,000. **Day 3:** 1. Use the grid method to multiply 3-digit numbers by single-digit numbers. 2. Make approximations **Day 4:** 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers**.** **Day 5:** 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers. 2. Make approximations	***Place value and Multiplication*** **Day 1:** 1. Place 5-digit numbers on a line and round to the nearest 10, 100 or 1000. **Day 2:** 1. Place 6-digit numbers on a line and round to the nearest 10, 100, 1000, 10,000 or 100,000. **Day 3:** 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers. 2. Round 4-digit numbers to the nearest 100 to make approximations. **Day 4:** 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers. 2. Round 4-digit numbers to the nearest 100 to make approximations. **Day 5:** 1. Use short multiplication to multiply 4-digit prices by single-digit numbers. 2. Round 4-digit prices to the nearest pound to make approximations.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
7 A U T U M N	**Day 1:** Times tables **Day 2**: Reading scales **Day 3:** How much to £1, £10, £100? **Day 4:** Subtraction facts **Day 5:** Addition facts to 20	***Place value, addition and subtraction*** **Day 1:** 1. Say what each digit represents in a 3-digit number. 2. Use number facts to add and subtract 3-digit numbers without crossing multiples of 10 or 100. **Day 2:** 1. Say what each digit represents in a 3-digit number. 2. Use number facts to add and subtract 3-digit numbers beginning to cross multiples of 10 or 100. **Day 3:** 1. Say what each digit represents in a 4-digit number. 2. Add or subtract two 4-digit numbers, in the context of money, without crossing multiples of 10p, £1 or £10. **Day 4:** 1. Add a multiple of 10 or 100 to a 3-digit number. 2. Add a near-multiple of 10 or 100 to a 3-digit number without crossing multiples of 10 or 100. **Day 5:** 1. Subtract a multiple of 10 or 100 from a 3-digit number. 2. Subtract a near-multiple of 10 or 100 from a 3-digit number without crossing multiples of 10 or 100.	***Place value, addition and subtraction*** **Day 1:** 1. Add/subtract 0.1 and 0.01 to/from numbers with 2 decimal places. **Day 2:** 1. Add and subtract multiples of 0.1 or 0.01 without crossing multiples of 0.1 or 1. **Day 3:** 1. Subtract pairs of numbers with one decimal place by counting up or counting back. **Day 4:** 1. Count up to subtract pairs of numbers with two decimal places. **Day 5:** 1. Subtract pairs of numbers with one or two decimals places and some pairs with a mixture.	***Place value and subtraction*** **Day 1:** 1. Count on and back in steps of 0.001 and 0.01. **Day 2:** 1. Add and subtract multiples of 0.1, 0.01 or 0.001 beginning to cross multiples of 1, 0.1 and 0.01. **Day 3:** 1. Add/subtract multiples of 0.01 to/from numbers with two decimal places, crossing multiples of 0.1 and 1. **Day 4:** 1. Count up to subtract pairs of numbers with one or two decimal places. **Day 5:** 1. Subtract pairs of numbers with one or two decimals places and some pairs with a mixture.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
8 A U T U M N	**Day 1:** Multiply and divide by 10 and 100 **Day 2**: How much to next pound? **Day 3:** Factors **Day 4:** Double 2-digit numbers **Day 5:** Mental maths (four operations)	***Addition and subtraction, multiplication*** **Day 1:** 1. Say what each digit represents in a 3-digit number. 2. Use expanded decomposition to subtract, needing 10s to be moved to 1s columns. **Day 2:** 1. Say what each digit represents in a 3-digit number. 2. Use expanded decomposition to subtract, 100s moved to 10s columns. **Day 3:** 1. Say what each digit represents in a 3-digit number. 2. Use expanded decomposition to subtract, with one or two moves necessary. **Day 4:** 1. Use expanded decomposition to subtract, with one or two moves necessary. 2. Estimate what the answer to a subtraction question will be. 3. Check subtraction using addition. **Day 5:** 1. Use expanded decomposition to subtract, with one or two moves necessary. 2. Use counting up to subtract. 3. Select an efficient strategy for a particular subtraction.	***Addition and subtraction, multiplication*** **Day 1:** 1. Use place value to add and subtract. 2. Add and subtract near multiples. **Day 2:** 1. Use column addition to add pairs of 5-digit numbers (5-digit answers). 2. Use rounding to approximate answers. **Day 3:** 1. Use decomposition to subtract pairs of 5-digit numbers. **Day 4:** 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers. **Day 5:** 1. Use short multiplication to multiply 3-digit amounts of money by single-digit numbers.	***Fractions, Multiplication and division*** **Day 1:** 1.Know decimal equivalents for ½, ¼s, 1/5, 1/8s, 1/10s and 1/100s. **Day 2:** 1. Use short division to divide 4-digit numbers by 1-digt numbers and by 11 and 12, with fraction parts of answers, e.g. 23¾. **Day 3:** 1. Use short division to divide 4-digit numbers by 1-digt numbers and by 11 and 12, writing fraction parts of answers as decimals, e.g. 23¾, as 23.75. **Day 4:** 1. Use short division to divide 3-digit by 1-digt numbers and by 11 and 12; round up or down. **Day 5:** 1. Decide whether to round up, round down or give an exact answer after division depending on the context.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
9 A U T U M N	**Day 1:** Multiply and divide by 10 and 100 **Day 2**: Place numbers with 1 and 2 decimal places on a line **Day 3:** Times tables **Day 4:** Read the 24-hour clock **Day 5:** Pairs to 60	***Measures and data*** **Day 1:** 1. Tell the time to the nearest minute on analogue clocks some with Roman numerals. 2. Convert between digital and analogue times using am and pm. **Day 2:** 1. Find times that are 30, 40 and 45 minutes later crossing the hour. **Day 3:** 1. Calculate time intervals using a number line crossing over the hour. 2. Write word problems involving time intervals. **Day 4:** 1. Record results in bar charts where one steps represents 5 or 10 seconds. **Day 5:** 1. Present data in pictograms where one symbol represents 4 people. 2. Interpret pictograms.	***Measures and data*** **Day 1:** 1. Know regularly used imperials units and approximate metric equivalents. 2. Convert between imperial and metric units using approximations **Day 2:** 1. Read timetables using the 24-hour clock. 2. Calculate time intervals. **Day 3:** 1. Calculate time intervals using the 24-hour clock. **Day 4:** 1. Convert between grams and kilograms, millilitres and litres. **Day 5:** 1. Convert between metres and kilometres. 2. Know approximate conversion. between miles and km. 3. Draw a line graph and read intermediate points.	***Measures and data*** **Day 1:** 1. Convert between grams and kilograms, millilitres and litres (to three decimal places). **Day 2:** 1. Convert between metres and kilometres. 2. Know approximate conversion between miles and km. 3. Draw line graph and read intermediate points. **Day 3:** 1. Know regularly used imperial units and approximate metric equivalents. 2. Draw line graph and read intermediate points. **Day 4:** 1. Calculate time intervals using the 24-hour clock. 2. Add lengths of times, giving an answer in hours and minutes. **Day 5:** 1. Read timetables using the 24-hour clock. 2. Calculate time intervals (including over 3 hours).

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
10 A U T U M N	**Day 1:** Factors **Day 2**: Count in ¼s and 1/8s along a number line **Day 3:** Reading scales **Day 4:** Mental multiplication **Day 5:** Mental division	***Multiplication and division*** **Day 1:** 1. Use grid method to multiply TU x U. **Day 2:** 1. Use grid method to multiply TU x U. **Day 3:** 1. Use grid method to multiply TU x U. 2. Use known multiplication and division facts. **Day 4:** 1. Use chunking to divide by 3, 4, 6 with no remainders. **Day 5:** 1. Use chunking to divide by 3, 4, 6, 8 with no remainders.	***Multiplication and division*** **Day 1:** 1. Use rules of divisibility for 2, 3, 4, 5 and 9. **Day 2:** 1. Find prime numbers to at least 50. **Day 3:** 1. Use the vertical layout of chunking to divide numbers, answers up to 30. **Day 4:** 1. Round up or down after division according to the context. **Day 5:** 1. Use the vertical layout of chunking to divide numbers, answers up to 60. 2. Choose to divide using a written or mental method.	***Addition and subtraction/ Multiplication and division*** **Day 1:** 1. Use the grid method to multiply 3-digit numbers by 2-digit numbers. **Day 2:** 1. Use long multiplication to multiply 3-digit numbers by numbers between 10 and 20. **Day 3:** 1. Use long multiplication to multiply 3-digit numbers by numbers between 20 and 30. **Day 4:** 1. Choose how to solve a mix of +, −, × and ÷ mental and written calculations. **Day 5:** 1. Choose which operations are necessary to solve single-step and multi-step word problems.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
11 A U T U M N	**Day 1:** Count in ¼s and 1/8s along a number line **Day 2**: Revise addition facts to 20 **Day 3:** Pairs to 100 **Day 4:** Times tables **Day 5:** Factors and multiples	***Division and fractions*** **Day 1:** 1. Count ins 1/4s, 1/3s, 1/8s and 1/10s saying the equivalent fractions, e.g. 1 ½ **not** $1^2/_4$. **Day 2:** 1. Divide 2-digit numbers by 1-digit numbers, above the 10th multiple with remainders, using written layout for chunking. 2. Check division with multiplication. **Day 3:** 1. Divide 2-digit numbers by 1-digit numbers, above the 10th multiple with remainders, using written layout for chunking. 2. Begin to round up or down after division depending on the context. **Day 4:** 1. Understand the link between finding fractions of amounts and division. 2. Find unit fractions then non-unit fraction of amounts. **Day 5:** 1. Find unit fractions and non-unit fractions of amounts	***Division and fractions*** **Day 1:** 1. Convert improper fractions to mixed numbers. **Day 2:** 1. Add fractions with related denominators, including totals > 1. **Day 3:** 1. Subtract fractions with related denominators. **Day 4:** 1. Find unit and non-unit fractions of amounts. **Day 5:** 1. Compare and order fractions with related denominators.	***Fractions*** **Day 1:** 1. Recognise nets for a cube. **Day 2:** 1. Make nets and use to make polyhedral. **Day 3:** 1. Compare and order fractions with unrelated denominators. **Day 4:** 1. Add fractions with unrelated denominators. **Day 5:** 1. Subtract fractions with unrelated denominators.

Year 5 – Spring Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
1 S P R I N G	**Day 1:** Place value in four and five-digit numbers. **Day 2:** Count on/back in 10s, 100s, 1000s from 3 and 4-digit numbers. **Day 3:** Add and subtract near multiples of 10 and 100 to 3 and 4-digit numbers. **Day 4:** Double 2-digit numbers. **Day 5:** Pairs to 100	***Number and Place Value*** **Day 1:** 1. Use negative numbers in context of temperature. **Day 2:** 1. Place negative numbers on a line. 2. Order positive and negative numbers. **Day 3:** 1. Understand that when we divide by 10, digits shift one place to the right. 2. Understand what each digit represents in a number with one decimal place. **Day 4:** 1. Understand that when we multiply by 10, digits shift one place to the left. 2. Understand what each digit represents in a number with one decimal place. **Day 5:** 1. Recognise decimal and fraction forms of tenths.	***Number and Place Value*** **Day 1:** 1. Use negative numbers in context of temperature. 2. Calculate rises and falls in temperature. **Day 2:** 1. Find a difference between a negative temperature and positive temperature. **Day 3:** 1. Say what each digit represents in a 6-digit number. 2. Write place value related additions and subtractions. 3. Compare pairs of 6-digit numbers. **Day 4:** 1. Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers. **Day 5:** 1. Place 6-digit numbers on empty number lines. 2. Round 6-digit numbers to the nearest 100 to 1000.	***Addition and place value*** **Day 1:** 1. Say what each digit represents in a 7-digit number. 2. Write place value related additions and subtractions. 3. Compare pairs of 7-digit numbers. **Day 2:** 1. Add and subtract 1, 10, 100, 1000, 10,000, 100,000 and 1,000,000 to/from 7-digit numbers. **Day 3:** 1. Place 7-digit numbers on empty number lines. 2. Round 7-digit numbers to the nearest 10, 100, 1000, 10,000, 100,000 or 1,000,000. **Day 4:** 1. Use negative numbers in context of temperature. 2. Calculate rises and falls in temperature. **Day 5:** 1. Calculate intervals across zero.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
2 S P R I N G	**Day 1:** Place value in 4-digit and 5-digit numbers. **Day 2**: Rounding whole numbers to nearest 10, 100, 1000. **Day 3:** Add to the next whole number from a 1 and 2-place decimal number. **Day 4:** Mental ÷, answer as fractions. **Day 5:** Find intervals using 24 hour clock.	***Addition/subtraction and decimals*** **Day 1:** 1. Add and subtract 0.1 and 1 to/from numbers with one decimal place. **Day 2:** 1. Place one-place decimals on a number line. 2. Round tenths to nearest whole in context of measurement. **Day 3:** 1. Multiply and divide by 10 and 100 (whole answers or with 1dp). **Day 4:** 1. Compare 1-place decimals and write one in between, e.g. 2.1 and 1.2 and say what whole number comes between these two. **Day 5:** 1. Multiply multiples of 10 and 100 by single-digit numbers.	***Addition/subtraction and decimals*** **Day 1:** 1. Say what each digit represents in a number with 2 decimal places. 2. Use place value to add and subtract. **Day 2:** 1. Round numbers with 2 decimal places to the nearest whole and tenth. **Day 3:** 1. Multiply and divide by 10, 100 and 1000 to give answers with two decimal places. **Day 4:** 1. Use place value to add and subtract. 2. Add and subtract near multiples of 100 and 1000. **Day 5:** 1. Use counting up (Frog) to subtract four digit-numbers from multiples of 1000. 2. Find all possibilities by working systemically.	***Addition and subtraction*** **Day 1:** 1. Add and subtract near multiples of integers including decimals (e.g. +/- 2.99, 3.02). **Day 2:** 1. Understand that calculations are carried out in a specific order: brackets first, then multiplication and division before addition and subtraction. **Day 3:** 1. Use knowledge of the order of operations and brackets to carry out calculations. **Day 4:** 1. Use Frog to find change from £100 or £200. 2. Use column addition to add 3 or 4 amounts of money. **Day 5:** 1. Solve multi-step word problems. 2. Use brackets to record the necessary calculations.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
3 S P R I N G	**Day 1:** 1 and 2-place decimals. **Day 2**: Adding to the next whole number from a 1 and 2-place decimal number. **Day 3:** Difference between negative numbers. **Day 4:** 24-hour clock. **Day 5:** Place numbers with 1 and 2 decimal places on a line.	***Addition and subtraction*** **Day 1:** 1. Use compact addition to add amounts of money with one 'carry', e.g. £3.25 + £2.68. 2. Use rounding to estimate the total before carrying out the addition. **Day 2:** 1. Use compact addition to add amounts of money with two 'carries', e.g. £3.45 + £2.68. 2. Use rounding to estimate the total before carrying out the addition **Day 3:** 1. Use counting up to subtract three digit numbers, e.g. 414 – 278. **Day 4:** 1. Find the change from £5 and from £10. **Day 5:** 1. Find a difference between prices, e.g. £4.24 and £3.78.	***Addition and subtraction*** **Day 1:** 1. Add pairs of 3-digit numbers with 1 decimal place, 2 decimals places or both. 2. Use rounding to make an estimate. **Day 2:** 1. Add pairs of 4-digit numbers with 2 decimal places. 2. Use rounding to make an estimate. **Day 3:** 1. Subtract pairs of 2-digit numbers with one decimal place, choosing to count back or count up (Frog) **Day 4:** 1. Use Frog to find change from £100. 2. Use column addition to add amounts of money. **Day 5:** 1. Use Frog to find the difference between amounts of money. 2. Estimate differences.	***Place Value, Addition and subtraction*** **Day 1:** 1. Say what each digit represents in a number with 3 decimal places. 2. Use place value to add and subtract. **Day 2:** 1. Multiply and divide by 10, 100 and 1000 to give answers with three decimal places. **Day 3:** 1. Round numbers with 3 decimal places to the nearest whole, tenth and hundredth. **Day 4:** 1. Add pairs of numbers with 3 decimal place, or 2 and 3 decimal places. 2. Use rounding to make an estimate. **Day 5:** 1. Add pairs of numbers with 3 decimal places. 2. Use rounding to make an estimate.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
4 S P R I N G	**Day 1:** Revise finding lines of symmetry. **Day 2**: Pairs to 100. **Day 3:** Reading scales. **Day 4:** 24-hour clock. **Day 5:** Round decimal numbers to nearest tenth and whole.	***Shape, Measures and data*** **Day 1:** 1. Plot and write co-ordinates in the first quadrant. 2. Complete polygons by giving missing points. **Day 2:** 1. Describe translations of shapes on a grid and write new co-ordinates. **Day 3:** 1. Tell the time on an analogue clock using am and pm. 2. Begin to use 24-hour clock and recognise matching times. **Day 4:** 1. Convert analogue times into digital. 2. Convert 24-hour times into 12-hour am/pm times. **Day 5:** 1. Calculate time intervals using 24-hour clock, crossing the hour. 2. Read and work out time intervals on a 24-hour timetable.	***Shape, Measures and data*** **Day 1:** 1. Plot points in two quadrants. 2. Draw polygons and identify the co-ordinates of their vertices. **Day 2:** 1. Translate polygons on a grid in one direction. 2. Begin to predict the new co-ordinates after a translation in one direction. **Day 3:** 1. Reflect polygons in the y-axis. 2. Begin to predict the new co-ordinates after a reflection in the y-axis. **Day 4:** 1. Draw line graphs of times tables and read off intermediate values. 2. Revise the times tables. **Day 5:** 1. Draw conversion graphs and read off intermediate values. 2. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	***Shape, Measures and data*** **Day 1:** 1. Plot points in four quadrants. 2. Draw polygons and identify the co-ordinates of their vertices. **Day 2:** 1. Reflect polygons in the y-axis and x-axis. 2. Begin to predict the new co-ordinates after a reflection in the y-axis or x-axis. 3. Describe a translation. **Day 3:** 1. Interpret and compare pie charts. **Day 4:** 1. Construct pie charts, working out how big each segment needs to be in degrees. **Day 5:** 1. Draw conversion graphs and read off intermediate values. 2. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
5 S P R I N G	**Day 1:** Round 3 and 4-digit numbers to nearest 10, 100 or 1000 **Day 2**: Pairs to 100 **Day 3:** Revise addition/subtraction facts to 20 **Day 4:** Finding change from £1 **Day 5:** Count up to the next 100, 1000	***Place Value/Addition and subtraction*** **Day 1:** 1. Use compact addition to add three 2-digit numbers 2. Use rounding to estimate totals. **Day 2:** 1. Use compact addition to add four 2-digit numbers. 2. Use rounding to estimate totals. **Day 3:** 1. Use expanded decomposition to subtract pairs of 3-digit numbers (two carries'). 2. Check subtraction with addition. **Day 4:** 1. Use expanded decomposition to subtract pairs of 3-digit numbers (two carries'). 2. Choose counting up or decomposition to solve subtractions. **Day 5:** 1. Subtract any pair of 3-digit numbers using written or mental method. 2. Identify and describe patterns; test out ideas.	***Place Value/Addition and subtraction*** **Day 1:** 1. Multiply and divide by 10, 100 and 1000 (answers with 2 or fewer decimal places). **Day 2:** 1. Place numbers with two decimal places on an empty line, round to the nearest tenth or whole. **Day 3:** 1. Use Frog (counting up) to subtract pairs of numbers with the same number of decimal places. **Day 4:** 1. Use Frog (counting up) to subtract pairs of numbers with different numbers of decimal places, e.g. 3.2 – 1.78 and 5.34 – 3.7. **Day 5:** 1. Solve single and two-step word problems involving subtraction. 2. Choose an appropriate strategy to solve subtraction.	***Number, Addition and subtraction, Algebra*** **Day 1:** 1. Multiply and divide by 10, 100 and 1000 (answers with 3 or fewer decimal places). 2. Identify missing functions. **Day 2:** 1. Understand and use simple formulae. **Day 3:** 1. Solve simple equations. 2. Find pairs of numbers which satisfy pairs of equations. **Day 4:** 1. Continue and describe linear sequences. 2. Work out the 10^{th} term without working out the all the terms up to that point. 3. Generalise the nth term. **Day 5:** 1. Continue and describe linear sequences. 2. Work out the 10^{th} term without working out the all the terms up to that point. 3. Generalise the nth term.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
6 S P R I N G	**Day 1:** Multiplication and division facts. **Day:** Double 2 and 3-digit numbers. **Day 3:** Halve 2 and 3-digit numbers. **Day 4:** Bar charts (interpret data). **Day 5:** Times table bingo.	***Multiplication and division*** **Day 1:** 1. Know multiplication and division facts for the 9 times table. **Day 2:** 1. Begin to know multiplication and division facts for the 7 times table. 2. Use commutativity and known facts to derive new multiplication facts. **Day 3:** 1. Know most multiplication facts up to 12 and use commutativity and known facts to derive others. **Day 4:** 1. Multiply single-digit numbers by multiples of 10 and 100. **Day 5:** 1. Find factors of numbers up to 40.	***Multiplication and division*** **Day 1:** 1. Find the highest common factor of three 2-digit numbers. 2. Find the lowest common multiple of at least 3 single-digit numbers. **Day 2:** 1. Use mental strategies to multiply two and 3-digit numbers by 5, 20, 6, 4 and 8. 2. Use knowledge of factors and multiples in mental multiplication. **Day 3:** 1. Use mental strategies to divide numbers by 5, 20, 6, 4 and 8. 2. Use knowledge of factors and multiples in mental multiplication. **Day 4:** 1. Use short multiplication to multiply 4-digit numbers by 1-digit numbers including amounts of money. 2. Use rounding to approximate. 3. Understand that multiplication is commutative. **Day 5:** 1. Use short multiplication to multiply 4-digit numbers by 1-digit numbers. 2. Use rounding to approximate. 3. Understand that multiplication is commutative.	***Multiplication and division, Place value*** **Day 1:** 1. Solve problems involving rate. **Day 2:** 1. Use mental strategies to scale up. **Day 3:** 1. Use mental strategies to scale down. **Day 4:** 1. Use tables facts and place value to multiply and divide numbers with up to 2 decimal places. **Day 5:** 1. Use long multiplication to multiply 3-digit and 4-digit numbers by numbers between 10 and 35. 2. Use rounding to approximate.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
7 S P R I N G	**Day 1:** Find simple fractions of amounts within tables. **Day 2**: Find equivalent fractions of amounts within tables **Day 3:** Division facts. **Day 4:** Mental division. **Day 5:** Add/subtract 0.1/0.01s.	***Fractions and decimals*** **Day 1:** 1. Identify fractions equivalent to one half including quarters and eighths. 2. Identify fractions equivalent to one quarter. **Day 2:** 1. Identify equivalent fractions up to twelfths with a supporting image. 2. Reduce fractions to their simplest form. **Day 3:** 1. Identify equivalent fifths, tenths and halves and mark them on a line. 2. Reduce fractions to their simplest form. **Day 4:** 1. Add and subtract fractions with the same denominators with 2 wholes using a fraction line. **Day 5:** 1. Identify equivalent fractions and decimals (0.1s, 1/10s and 1/2s).	***Fractions and decimals*** **Day 1:** 1. Compare and order fractions with related denominators. **Day 2:** 1. Use mental division strategies to find unit fractions of amounts. **Day 3:** 1. Find non-unit fractions of amounts. **Day 4:** 1. Find fractions, multiply and divide to solve word problems. **Day 5:** 1. Know decimal equivalents for halves, quarters, fifths, tenths and hundredths. 2. Use equivalence to order a mixed set of decimals and fractions.	**Day 1:** 1. Compare and order fractions with unrelated denominators. **Day 2:** 1. Know decimal equivalents for halves, quarters, fifths, eighths, tenths and hundredths. **Day 3:** 1. Use mental division strategies to find non-unit fractions of amounts. **Day 4:** 1. Recognise equivalent fractions, decimals and percentages. **Day 5:** 1. Find percentages of amounts.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
8 S P R I N G	**Day 1:** Times tables **Day 2**: Find highest common factors **Day 3:** Doubles and halves **Day 4:** Find the lowest common multiple **Day 5:** Units of time	***Addition/subtraction, Multiplication and division*** **Day 1:** 1. Add single-digit numbers to 4-digit numbers, bridging multiples of 10, 100 and 1000. **Day 2:** 1. Subtract single-digit numbers from 4-digit numbers, bridging multiples of 10, 100 and 1000. **Day 3:** 1. Add multiples of 10, 100 and 1000 to 4-digit numbers, crossing 10s, 100s but not crossing 10,000. **Day 4:** 1. Subtract multiples of 10, 100 and 1000 from 4-digit numbers, crossing 10s and 100s. **Day 5:** 1. Understand inverse operations, how subtraction 'undoes' addition for example.	***Multiplication and division*** **Day 1:** 1. Use short division to divide 3-digit numbers by single-digit numbers. **Day 2:** 1. Use short division to divide 3-digit numbers by single-digit numbers including where the first digit is less than the divisor. **Day 3:** 1. Use short division to divide 3-digit numbers by single-digit numbers including where the first digit is less than the divisor. 2. Divide any remainders to give fractions. **Day 4:** 1. Multiply unit fractions by whole numbers, writing any improper fractions as mixed numbers. **Day 5:** 1. Multiply non-unit fractions by whole numbers, writing any improper fractions as mixed numbers.	***Multiplication and division, fractions*** **Day 1:** 1. Multiply pairs of fractions. **Day 2:** 1. Divide fractions by whole numbers. **Day 3:** 1. Multiply pairs of fractions and divide fractions by whole numbers. **Day 4:** 1. Use long division to divide 3-digit numbers by 2-digit numbers. **Day 5:** 1. Use long division to divide 3-digit numbers by 2-digit numbers. 2. Divide any remainders to give fractions.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
9 S P R I N G	**Day 1:** Round decimals to the nearest whole or tenth **Day 2**: Compare numbers with 1 decimal place and position on a line **Day 3:** Multiply and divide by 10/100 **Day 4:** Multiply by 100 and 1000 **Day 5:** Multiply 3 numbers together	***Measures and data*** **Day 1:** 1. Measure lengths in m and cm and record using a decimal point. 2. Convert cm into m. **Day 2:** 1. Measure lengths in cm and mm to one decimal place. 2. Convert lengths from km to m and mm to cm**.** **Day 3:** 1. Use weight benchmarks to assist with estimating. 2. Weigh items in g and kg to the nearest 100g. 3. Convert from kg to g and from g to kg. **Day 4:** 1. Estimate the order of weights. 2. Read scales to one decimal place. 3. Record results in a bar graph. **Day 5:** 1. Choose appropriate units of measurement to measure objects. 2. Collect, record and interpret data in a bar graph, choosing a suitable scale.	***Measures and data*** **Day 1:** 1. Find the perimeters of rectangles and composite shapes. **Day 2:** 1. Work out the missing lengths of sides in order to find perimeters. **Day 3:** 1. Find the area of rectangles including squares by multiplying the lengths of two adjacent sides together. **Day 4:** 1. Estimate then count to find the area of irregular shapes. 2. Calculate the area from scale drawings. **Day 5:** 1. Estimate and find the volume of shapes by making it with cm cubes.	***Shape and measure*** **Day 1:** 1. Find a formula to find the area of a triangle. **Day 2:** 1. Find a formula to find the area of a parallelogram. **Day 3:** 1. Recognise that shapes with the same areas can have different perimeters and vice versa. **Day 4:** 1. Understand and use a formula to find the volume of cuboids. 2. Know that volume is measures in cm^3, m^3 or km^3. **Day 5:** 1. Find volumes of cuboids using prime factors.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
10 S P R I N G	**Day 1:** Place 4,5 and 6-digit no.'s on a number line **Day 2**: Place value additions and subtractions **Day 3:** Pairs to 100 , 1000 **Day 4:** Subtraction facts **Day 5:** Reading scales	***Place Value/ Addition or subtraction*** **Day 1:** 1. Use compact addition to add three 3-digit numbers. 2. Approximate the answer first. **Day 2:** 1. Use compact addition to add amounts of money. 2. Approximate the answer first. **Day 3:** 1. Subtract pairs of 3-digit numbers using expanded decomposition (one 'carry'). **Day 4:** 1. Subtract pairs of 3-digit numbers using expanded or compact decomposition (one 'carry'). **Day 5:** 1. Subtract any pair of 3-digit numbers using expanded or compact decomposition (two 'carries').	***Place Value/ Addition or subtraction*** **Day 1:** 1. Use place value to add and subtract to/from 6-digit numbers. **Day 2:** 1. Compare 6-digit numbers. 2. Round 6-digit numbers to the nearest 10, 100, 1000, 10,000 and 100,000. **Day 3:** 1. Use decomposition to subtract pairs of 5-digit numbers. **Day 4:** 1. Use decomposition to subtract pairs of 5-digit numbers including where there is a zero in the first number. **Day 5:** 1. Use decomposition to subtract pairs of 5-digit numbers and 4-digit numbers from 5-digit numbers. 2. Solve word problems.	***Place Value , Addition and subtraction, Shape and measure*** **Day 1:** 1. Solve problems involving similar shapes where the scale factor is known. 2. Find areas of triangles, rectangles and parallelograms. **Day 2:** 1. Solve problems involving similar shapes where the scale factor can be found. **Day 3:** 1. Use ratio to solve problems, e.g. to adapt a recipe for a different number of people. **Day 4:** 1. Solve problems involving fractions and ratios. **Day 5:** 1. Use fractions and percentages to describe proportions.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
11 S P R I N G	**Day 1:** Count in 1/4s and 1/8s **Day 2**: Addition facts to 20 **Day 3:** Pairs to 100 **Day 4:** Factors and multiples **Day 5:** Times table bingo	***Addition and subtraction/ Multiplication and division*** **Day 1:** 1. Know the 11 and 12 times tables. **Day 2:** 1. Use the grid method to multiply 3-digit numbers by single-digit numbers. **Day 3:** 1. Use partitioning to multiply 3-digit numbers by single-digit numbers (grid or ladder layout). **Day 4:** 1. Use partitioning to multiply 3-digit numbers by single-digit numbers (grid or ladder layout). 2. Use rounding to approximate an answer. **Day 5:** 1. Divide 2-digit numbers by single-digit numbers, including those divisions which give a remainder (answers between 10 and 30).	***Addition and subtraction/ Multiplication and division*** **Day 1:** 1. Use place value to add and subtract to and from 5-digit numbers. 2. Add and subtract near multiples of 100, 1000 and 10,000. **Day 2:** 1. Use column addition to add pairs of 5-digit numbers, three 4-digit numbers, and 4-digit numbers to 5-digit numbers. **Day 3:** 1. Add and subtract pairs of 5-digit numbers. 2. Make and test predictions, generate rules. **Day 4:** 1. Use short multiplication to multiply 4-digit numbers (including amounts of money) by single-digit numbers. **Day 5:** 1. Use short division to divide 4-digit numbers by single-digit numbers.	***Addition and subtraction, Multiplication and division*** **Day 1:** 1. Use short multiplication to multiply 4-digit numbers (including amounts of money) by single-digit numbers. 2. Make approximations. **Day 2:** 1. Use short division to divide 4-digit numbers by single-digit numbers. 2. Divide remainders to give fractions/decimals, decide whether to round up or down. **Day 3:** 1. Use long multiplication to multiply 3-digit numbers, then 4-digit numbers by numbers between 10 and 35. 2. Use rounding to approximate. **Day 4:** 1. Use long division to divide 3-digit numbers by 2-digit numbers. 2. Make approximations. **Day 5:** 1. Use long division to divide 3-digit numbers by 2-digit numbers. 2. Divide any remainders to give fractions.

Year 5 – Summer Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
1 S U M M E R	**Day 1:** Count back through zero in ones **Day 2:** Count on and back in steps of 25 **Day 3:** Place value in 4, 5 and 6-digit numbers **Day 4:** Compare pairs of 3-digit numbers **Day 5:** Round 3-digit numbers to the nearest 100	***Number/place value and Roman numerals*** **Day 1:** 1. Use place value to add/subtract to/from 4-digit numbers **Day 2:** 1. Place 4-digit numbers on landmarked lines and round to the nearest 10 and 100. **Day 3:** 1. Place 4-digit numbers on landmarked lines (marked in 1000s). 2. Round 4-digit numbers to the nearest 1000. **Day 4:** 1. Write numbers to 100 using Roman numerals. 2. Appreciate how we use 0 as a place holder. **Day 5:** 1. Count in steps of 25 and 1000 from numbers other than 0.	***Number/place value and Roman numerals*** **Day 1:** 1. Add and subtract multiples of 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers. **Day 2:** 1. Place 6-digit numbers on landmarked lines and empty lines. **Day 3:** 1. Round 6-digit numbers to the nearest 1000, 10,000, and 100,000. **Day 4:** 1. Read and write Roman numerals to 1000 (M). **Day 5:** 1. Recognise years written in Roman numerals.	***Number, place value and time*** **Day 1:** 1. Order fractions with different denominators. 2. Label positive and negative numbers on a number line. **Day 2:** 1. Order decimals and place on a line. **Day 3:** 1. Recognise multiples of 2 to 10 up to the 10th multiple. 2. Find common multiples. 3. Find factors of 2-digit numbers. **Day 4:** 1. Read and interpret scales on a range of measuring instruments. 2. Know equivalent units of measure. **Day 5:** 1. Tell the time on digital and analogue clocks. 2. Read and use timetables using the 24-hr clock.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
2 S U M M E R	**Day 1:** Count in steps of 0.1 and 0.01 **Day 2**: Write numbers less than 100 using Roman numerals **Day 3:** Place 1 and 2 place decimal numbers on a number line **Day 4:** Read the time on a clock with Roman numerals **Day 5:** Convert between m and cm	***Number/place value and decimals*** **Day 1:** 1. Place numbers with one decimal place on empty number lines and round to the nearest whole. **Day 2:** 1. Divide by 10 and 100 to give tenths and hundredths, and multiply to give tenths and wholes. 2. Understand the effect of multiplying and dividing by 10 and by 100. **Day 3:** 1. Say what each digit represents in a number with 2 decimal places. 2. Divide by 10 and 100 to give tenths and hundredths, and multiply to give tenths and wholes. 3. Understand the effect of multiplying and dividing by 10 and by 100. **Day 4:** 1. Find equivalent 1/100s and 0.01s, 1/10s and 0.1s. **Day 5:** 1. Write place value subtractions for numbers with 2 decimal places.	***Number/place value and decimals*** **Day 1:** 1. Order a group of mixed positive and negative numbers. **Day 2:** 1. Count back in steps through zero. **Day 3:** 1. Say what each digit represents in a number with 2 decimal places. 2. Round numbers with 2 decimal places to the nearest whole or tenth. 3. Say a number in between a pair of numbers with 2 decimal places. **Day 4:** 1. Say what each digit represents in a number with 3 decimal places. 2. Write place value additions and subtractions. **Day 5:** 1. Multiply and divide by 10, 100 and 100 to give answers with 1, 2 or 3 decimal places.	***Number, Addition and subtraction and Measures*** **Day 1:** 1. Add two-, three- or 4-digit numbers including decimals using mental or written methods. **Day 2:** 1. Subtract two-, three- or 4-digit numbers including decimals using mental or written methods. **Day 3:** 1. Solve word problems. 2. Use inverse operations to solve missing number problems. **Day 4:** 1. Calculate the area and perimeter of rectangles. 2. Count whole and half squares to find the area of irregular shapes. **Day 5:** 1. Find the perimeter of compound shapes. 2. Find the area of right-angled triangles and compound shapes.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
3 S U M M E R	**Day 1:** 6 and 7 times table **Day 2**: 8 and 9 times table **Day 3:** Multiply 3 numbers together **Day 4:** Divide by 10, 100 and 1000 **Day 5:** Percentages.	***Multiplication/division and percentages*** **Day 1:** 1. Use knowledge of times tables and place value to divide multiples of 10, e.g. 350 ÷ 7. **Day 2:** 1. Find factors of numbers less than 50. 2. Use factors to carry out mental multiplication. **Day 3:** 1. Multiply 3 numbers together, use commutativity to make easier, e.g. 2 × 6 × 5 = 10 × 6. **Day 4:** 1. Use listing systematically to solve correspondence problems. **Day 5:** 1. Solve scaling problems. 2. Convert from centimetres to metres.	***Multiplication/division and percentages*** **Day 1:** 1. Multiply and divide numbers mentally drawing upon known facts. 2. Express remainders as fractions **Day 2:** 1. Solve word problems using mental multiplication or division. **Day 3:** 1. Begin to understand percentages as part out of 100. **Day 4:** 1. Know common equivalences between fractions and percentages. **Day 5:** 1. Use equivalence with fractions to find percentages.	***Multiplication, division and Percentages*** **Day 1:** 1. Multiply 3 and 2-digit numbers by 2 and 1-digit numbers including decimals choosing an appropriate method and showing workings. **Day 2:** 1. Divide 3 and 2-digit numbers by 2 and 1-digit numbers including decimals choosing an appropriate method and showing workings. **Day 3:** 1. Solve mystery number-type problems. **Day 4:** 1. Solve and write equalities. 2. Solve number puzzles. **Day 5:** 1. Solve problems involving percentages.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
4 S U M M E R	**Day 1:** 24-hour clock **Day 2**: Quickly find complements to 100 **Day 3:** Find the complement to 180 **Day 4:** Properties of 2D shapes **Day 5:** All times tables	***Shape/measures and data*** **Day 1:** 1. Recognise acute and obtuse angles; compare angles. **Day 2:** 1. Recognise different types of triangle. 2. Recognise acute, obtuse and right angles. **Day 3:** 1. Recognise acute, obtuse and right angles. 2. Find what numbers of each sort of angles are possible in quadrilaterals. **Day 4:** 1. Complete symmetrical shapes and patterns with respect to a vertical, horizontal or diagonal line of symmetry. **Day 5:** 1. Use a Venn diagram to sort quadrilaterals according to different properties, e.g. symmetry, right angles, parallel sides.	***Shape/measures and data*** **Day 1:** 1. Measure and draw angles using a protractor to the nearest degree. **Day 2:** 1. Recognise acute, right, obtuse and reflex angles. **Day 3:** 1. Use a pair of compasses to draw a circle. 2. Know that angles in straight line add up to 180° and use this to work out missing angles. 3. Use a protractor to measure angles. **Day 4:** 1. Know that angles in straight line add up to 360° and use this to work out missing angles. **Day 5:** 1. Draw polygons to given dimensions and angles.	***Shape and data*** **Day 1:** 1. Visualise and draw on grids where a shape will be after rotation through 90 or 180 degrees about its centre or about one of its vertices. 2. Use a 360° protractor to measure angles to the nearest degree. **Day 2:** 1. Classify and describe 2D shapes, using a range of vocabulary. **Day 3:** 1. Draw and interpret frequency tables and bar graphs of grouped data. 2. Find the range and mode of a group of data. **Day 4:** 1. Understand the concept of average, find range, mode, median and mean. **Day 5:** 1. Interpret a range of graphs including pie charts.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
5 S U M M E R	**Day 1:** 1 and 2-place decimals. **Day 2:** Adding to the next whole number from a 1 and 2-place decimal number. **Day 3:** Place numbers with 2 decimal places on a line. **Day 4:** Quick subtraction facts to 20 **Day 5:** Add/subtract 0.1/0.01s.	***Addition/subtraction and decimals*** **Day 1:**.1. Place numbers with 2 decimal places on landmarked lines (marked in 0.1s). **Day 2:** 1. Compare and order numbers with 2 decimal places. **Day 3:** 1. Add/subtract 0.1/0.01 to/from numbers with 2 decimal places; Count on and back in tenths and hundredths. **Day 4:** 1. Add/subtract multiples of 0.1/0.01. **Day 5:** 1. Solve simple measure problems using place value in lengths in metres with 2 decimal places.	***Addition/subtraction and decimals*** **Day 1:** 1. Understand place value in numbers with 3 decimal places. 2. Convert between kilograms and grams, litres and millilitres, metres and kilometres. **Day 2:** 1. Compare and order numbers with 3 decimal places and place on a line. **Day 3:** 1. Use counting up (Frog) to subtract pairs of numbers with 2 decimal places. **Day 4:** 1. Use counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2). 2. Solve subtraction word problems. **Day 5:** 1. Use counting up (Frog) to find change from £100. 2. Use counting up (Frog) to find the difference between 4-digit prices. 3. Check subtraction by using addition.	***Decimals and subtraction*** **Day 1:** 1. Understand place value in numbers with 3 decimal places. 2. Convert between kilograms and grams, litres and millilitres, metres and kilometres. 3. Compare and order numbers with 1, 2 or 3 decimal places and place on a line. **Day 2:** 1. Convert fractions to decimals using a calculator, including recurring decimals. **Day 3:** 1. Use counting up (Frog) to subtract pairs of numbers with two decimal places. **Day 4:** 1. Use counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2). 2. Solve subtraction word problems. **Day 5:** 1. Use counting up (Frog) to find change from £100. 2. Solve problems involving addition and subtraction of money.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
6 S U M M E R	**Day 1:** Equivalent fractions **Day:** Count in steps of 1/8 **Day 3:** Fractions with a total of 1 **Day 4:** Division facts for the 6 times table **Day 5:** Times table bingo	***Fractions and division*** **Day 1:** 1. Identify equivalent fractions with numerators up to 12. 2. Recognise decimal equivalents for tenths, halves, quarters and fifths. **Day 2:** 1. Find non-unit fractions of amounts. **Day 3:** 1. Solve fraction word problems. **Day 4:** 1. Divide 2-digit numbers by single-digit numbers, answers less than 30 (without remainders). **Day 5:** 1. Divide 2-digit numbers by single-digit numbers, answers less than 30 (with remainders).	***Fractions and division*** **Day 1:** 1. Use equivalence to compare and order fractions. 2. Convert improper fractions to mixed numbers. **Day 2:** 1. Add and subtract fractions with related denominators. **Day 3:** 1. Add and subtract mixed numbers with related denominators. **Day 4:** 1. Use short division to divide 4-digit numbers by single-digit numbers, including those which leave a remainder. **Day 5:** 1. Use short division to divide 4-digit numbers by single-digit numbers, expressing remainders as fractions.	***Fractions, division and ratio*** **Day 1:** 1. Use equivalence to compare and order fractions. 2. Convert improper fractions to mixed numbers. **Day 2:** 1. Add and subtract fractions with related denominators. **Day 3:** 1. Add and subtract mixed numbers with related denominators. 2. Begin to subtract mixed numbers where the first needs to be broken down, e.g. 4½ – 2¾. **Day 4:** 1. Recognise and extend number sequences. 2. Use a calculator and interpret the display. **Day 5:** 1. Find and use ratios. 2. Interpret and round answers with decimals places on the calculator.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
7 S U M M E R	**Day 1:** Subtract any pair of 2-digit numbers mentally. **Day 2**: Subtraction facts **Day 3:** Find complement to the next whole. **Day 4:** Place-value subtractions **Day 5:** Find the change from £10.	***Multiplication and subtraction*** **Day 1:** 1. Use compact decomposition to subtract pairs of 3-digit numbers. **Day 2:** 1. Use expanded decomposition to subtract pairs of 4-digit numbers needing one move. **Day 3:** 1. Use expanded or compact decomposition to subtract pairs of 4-digit numbers needing two moves. **Day 4:** 1. Use compact decomposition to subtract 3 and 4-digit numbers from 4-digit numbers. **Day 5:** 1. Use counting up (Frog) to find the difference between near 4-digit numbers or where the first number has 2 or more zeroes. 2. Choose to use decomposition or counting up (Frog).	***Multiplication and subtraction*** **Day 1:** 1. Find common multiples of single-digit numbers and common factors of 2-digit numbers. **Day 2:** 1. Solve problems requiring scaling by simple fractions. **Day 3:** 1. Find square numbers to at least 10^2 and cube numbers to at least 10^3. **Day 4:** 1. Use column subtraction to subtract pairs of 5-digit numbers. **Day 5:** 1. Choose counting up (Frog), counting back or column subtraction**.**	***Multiplication/division and subtraction*** **Day 1:** 1. Find lowest common multiples of single-digit numbers and highest common factors of 2-digit numbers. **Day 2:** 1. Solve problems requiring scaling by simple fractions. **Day 3:** 1. Recognise prime numbers up to 50. 2. Investigate a general statement. **Day 4:** 1. Use column subtraction to subtract pairs of 6-digit numbers. **Day 5:** 1. Choose counting up (Frog), counting back or column subtraction

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
8 S U M M E R	**Day 1:** Times table bingo **Day 2**: Place value additions and subtractions **Day 3:** Times table **Day 4:** Pairs to 100, 1000 **Day 5:** Times table bingo	***Addition and subtraction, multiplication*** **Day 1:** 1. Use compact decomposition to subtract any pair of 4-digit numbers, including those requiring 3 moves. 2. Spot where a mental method would be quicker. **Day 2:** 1. Use compact addition to add any pair of 4-digit numbers. **Day 3:** 1. Add and subtract near multiples of 10, 100 and 1000 to/from 3- and 4-digit numbers. **Day 4:** 1. Choose written or mental methods for addition and subtraction. **Day 5:** 1. Solve word problems needing addition or subtraction.	***Addition and subtraction, multiplication*** **Day 1:** 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers. **Day 2:** 1. Use grid method to multiply 2-digit numbers by 2-digit numbers. **Day 3:** 1. Use grid method to multiply 3-digit numbers by 2-digit numbers. **Day 4:** 1. Use long multiplication to multiply pairs of 2-digit numbers (one number less than 20). **Day 5:** 1. Use long multiplication to multiply 3-digit numbers by 2-digit numbers (where the 2-digit number is less than 20).	***Multiplication and division*** **Day 1:** 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers. **Day 2:** 1. Use grid method to multiply 2-digit numbers by 2-digit numbers. **Day 3:** 1. Use long division to divide 3-digit numbers by 2-digit numbers. **Day 4:** 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers. 2. Make and test general statements. **Day 5:** 1. Use long or short division to divide 3-digit numbers by 12. 2. Make and test general statements.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
9 S U M M E R	**Day 1:** Units of time. **Day 2**: Pairs to 60. **Day 3:** Bar charts. **Day 4:** Reading scales. **Day 5:** Equivalent fractions, decimals and percentages.	***Shape/Measures and data*** **Day 1:** 1. Convert analogue times to digital times, both 12-hour and 24-hour formats. **Day 2:** 1. Find time intervals using 24-hour clock crossing the hour. **Day 3:** 1. Read, interpret and describe a time graph. **Day 4:** 1. Draw, read, interpret and describe a time graph. **Day 5:** 1. Convert between units of time.	***Shape/Measures and data*** **Day 1:** 1. Read timetables using the 24-hour clock. 2. Calculate time intervals. **Day 2:** 1. Calculate time intervals and find a time a given number of minutes or hours and minutes later. **Day 3:** 1. Draw and interpret line graphs and read intermediate points. **Day 4:** 1. Draw and interpret line graphs and read intermediate points. 2. Begin to understand the concept of a constant rate. **Day 5:** 1. Solve problems involving rate.	***Time, Line Graphs and rate*** **Day 1:** 1. Read timetables using the 24-hour clock. 2. Calculate time intervals. **Day 2:** 1. Calculate time intervals and find a time a given number of minutes or hours and minutes later including across midnight. **Day 3:** 1. Begin to draw and interpret scatter graphs. **Day 4:** 1. Draw and interpret line graphs and read intermediate points. 2. Understand the concept of a constant rate. **Day 5:** 1. Solve problems involving rate.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
10 S U M M E R	**Day 1:** Round decimals to the nearest whole or tenth **Day 2**: Compare numbers with 1 decimal place and position on a line **Day 3:** Multiply and divide by 10/100 **Day 4:** Multiply by 100 and 1000 **Day 5:** Multiply 3 numbers together	***Multiplication, Shape/Measures/ Data and Fractions*** **Day 1:** 1. Find area of rectilinear shapes by counting squares. **Day 2:** 1. Find perimeter of rectilinear shapes in cm by counting. **Day 3:** 1. Calculate perimeter in cm and m of rectangles. 2. Generalise how this is done. **Day 4:** 1. Realise that shapes with the same area do not necessarily have the same perimeter. 2. Find that 'squarer' rectangles have smaller perimeters than longer, thinner rectangles with the same area. **Day 5:** 1. Use co-ordinates in the first quadrant and join to draw posited polygons.	***Multiplication, Shape/Measures/ Data and Fractions*** **Day 1:** 1. Use long multiplication to multiply pairs of 2-digit numbers together where one < 30. **Day 2:** 1. Use long multiplication to multiply pairs of 2-digit numbers together where one < 30. **Day 3:** 1. Use long multiplication to multiply a 3-digit number by a 2-digit number less than 30. 2. Use rounding to estimate answers. **Day 4:** 1. Multiply fractions by whole numbers. 2. Simplify fraction answers. **Day 5:** 1. Multiply mixed numbers by whole numbers. 2. Use brackets.	***Multiplication and Fractions*** **Day 1:** 1. Describe and predict patterns. **Day 2:** 1. Describe and predict patterns. **Day 3:** 1. Make and test predictions. **Day 4:** 1. Read recurring displays on a calculator. 2. Convert fractions to decimals using a calculator. 3. Know common fraction and decimal equivalents **Day 5:** 1. Convert fractions to decimals using a calculator.

Wk	Starter	Y4: Weekly Objectives	Y5: Weekly Objectives	Y6: Weekly Objectives
11 S U M M E R	**Day 1:** Count in 1/4s and 1/8s **Day 2**: Addition and subtraction facts **Day 3:** Multiplication and division facts **Day 4:** Factors and multiples **Day 5:** Times table bingo	**Addition/subtraction and Multiplication/division** **Day 1:** 1. Use the ladder method to multiply 3-digit numbers by single-digit numbers. **Day 2:** 1. Use the ladder method to multiply 3-digit numbers by single-digit numbers, estimating answers first. **Day 3:** 1. Solve word problems requiring multiplication or division. **Day 4:** 1. Choose mental or written method to solve a range of calculations, all 4 operations. **Day 5:** 1. Choose which operations(s) are necessary to solve word problems.	**Addition/subtraction and Multiplication/division** **Day 1:** 1. Use column addition to add 4- and 5-digit whole numbers, decimals and money. **Day 2:** 1. Use column subtraction of whole numbers and counting up (Frog) to subtract decimals including money. 2. Choose which method to use. **Day 3:** 1. Use short division to divide 4-digit numbers, expressing remainders as fractions. **Day 4:** 1. Work out missing numbers in equations and write their own equations. **Day 5:** 1. Solve single and multi-step problems, working out which calculation(s) are necessary.	***Addition and subtraction, Multiplication and Division*** **Day 1:** 1. Use column addition to add 4- and 5-digit whole numbers, decimals and money. **Day 2:** 1. Use column subtraction of whole numbers and counting up (Frog) to subtract decimals including money. 2. Choose which method to use. **Day 3:** 1. Interpret a rounding error, e.g. 6.9999999 as 7 on calculators. 2. Read recurring displays e.g. 0.3333333 and know that it represents a third. **Day 4:** 1. Solve single and multi-step problems, working out which calculation(s) are necessary. **Day 5:** 1. Use the Ac/CE buttons on a calculator. 2. Begin to use the memory (M+, M- and MR) keys.