Year 5 Mathematics Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	**Unit 1** Place Value	**Unit 6** Multiplication and Division	**Unit 10** Place Value and Negative Numbers	**Unit 15** Fractions		
Week 2			**Unit 11** Addition and Subtraction			
				Unit 16 Geometry (Shape)		
Week 3	**Unit 2** Addition and Subtraction	**Unit 7** Fractions	**Unit 12** Multiplication	**Unit 17** Measurement (Volume)		
Week 4		**Unit 8** Multiplication and Area	**Unit 13** Measures (Length, Mass and Capacity)	**Unit 18** Statistics		
Week 5	**Unit 3** Statistics		**Unit 14** Geometry	**Unit 19** Problem Solving including Bar Modelling		
	Unit 4 Geometry (Angles)	**Unit 9** Time				Assess and review week
Week 6	**Unit 5** Geometry and Measures	Assess and review week		Assess and review week		

Year 5 Expectations – Sequence of Learning

Autumn 1 – 6 weeks

Starters
• Count forwards in fractional thousandths ($\frac{1}{1000}$) including where hundredths boundaries are crossed, e.g. $\frac{167}{1000}, \frac{168}{1000}, \frac{169}{1000}, \frac{170}{1000}, \frac{171}{1000} \ldots$
• Count backwards in fractional thousandths ($\frac{1}{1000}$) including where hundredths boundaries are crossed, e.g. $\frac{171}{1000}, \frac{170}{1000}, \frac{169}{1000}, \frac{168}{1000}, \frac{167}{1000} \ldots$
• Multiply/divide whole numbers and decimals by 10 where 0 is not used as a place holder, e.g. 3.24 x 10 or 729 ÷ 10
• Multiply/divide whole numbers and decimals by 10 where 0 is used as a place holder, e.g. 2. 04 x 10 or 806 ÷ 10
• Recognise that the numbers in addition calculations can be reordered to make calculating more efficient e.g. 1.7 + 2.8 + 0.3 becomes 1.7 + 0.3 + 2.8 or 58 + 47 – 38 becomes 58 – 38 + 47 and use this strategy where appropriate
• Recognise and solve calculations that involve known or related facts e.g. 1.2 + 0.8
• Recall and use addition and subtraction facts for 1 (with decimal numbers to one decimal place)
• Recall and use addition and subtraction facts for 10 (with decimal numbers to one decimal place)
• Use practical apparatus (e.g. place value counters, a 10 by 10 grid, a 100 bead string) and known facts (e.g. 42 + 58 = 100) to create addition and subtraction facts for 1 with decimal numbers to two decimal places (e.g. 0.42 + 0.58 = 1) Create generalisations based on addition and subtraction facts for 1 (e.g. the hundredths digits sum to 0.1 and the tenths digits sum to 0.9 and these add to give a total of 1)
• Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places)
• Add and subtract a whole number to/from a number with two decimal places, e.g. 4.32 + 4
• Add a four-digit number to another four-digit number where no boundaries are crossed e.g. 5124 + 1352
• Add a number with two decimal places to another where the tenths boundary is not crossed, e.g. 6.34 + 2.53
• Subtract a four-digit number from another four-digit number where no boundaries are crossed e.g. 7859 – 3427
• Subtract a number with two decimal places from another where the tenths boundary is not crossed, e.g. 5.45 – 2.33
• Interpret information in a variety of sorting diagrams
• Complete a variety of sorting diagrams with given information
• Identify the properties used to sort a set of numbers or shapes in a completed diagram
• Read and interpret information in a range of tables with different contexts
• Complete tables by identifying missing information (context for +–)
• Read and interpret information in a range of timetables with different contexts (context for +–)

Number and Place Value
Weeks 1 and 2

Lesson	Lesson Focus
1	Exchange 10 thousands for 1 ten thousand and vice versa using place value counters Exchange 10 ten thousands for 1 hundred thousand and vice versa using place value counters Identify and represent numbers up to 100,000 using place value counters and a place value chart Partition a five-digit number into ten thousands, thousands, hundreds, tens and ones
2	Exchange 10 ten thousands for 1 hundred thousand and vice versa using place value counters Exchange 10 hundred thousands for 1 million and vice versa using place value counters Identify and represent numbers up to 1,000,000 using place value counters and a place value chart Partition a six-digit number into hundred thousands, ten thousands, thousands, hundreds, tens and ones
3	Exchange 1 tenth for 10 hundredths and vice versa using place value counters Exchange 1 hundredth for 10 thousandths and vice versa using place value counters Identify and represent numbers up to three decimal places using place value counters

	Partition a number with up to three decimal places into tens, ones, tenths, hundredths and thousandths Use a place value chart or place value counters to support with identifying the value of each digit to three decimal places
4	Compare numbers to 1,000,000 Compare numbers up to three decimal places where 0 is not used as a place holder
5	Order numbers to 1,000,000 Order numbers up to three decimal places where 0 is not used as a place holder
6	Identify, represent and estimate numbers on a number line from 0 to 100,000 where the number line has ten demarcations Identify, represent and estimate numbers on a number line from 0 to 1,000,000 where the number line has ten demarcations
7	Round any number up to 100,000 (Year 5 number) to the nearest 10, 100 or 1000 (Year 4 rounding) Round any number up to 1,000,000 (Year 5 number) to the nearest 10, 100 or 1000 (Year 4 rounding) Round any number up to 100,000 to the nearest 10,000
8	Find 0.01, 0.1, 1, 10, 100, 1000 more or less than a given number up to 1,000,000 including crossing boundaries Find 10,000 more or less than a given number up to 1,000,000 including crossing 100,000 boundaries Find 100,000 more or less than a given number up to 1,000,000
9	Count forwards and backwards in steps of 10, 100 or 1,000 (Year 4 steps) for any given number up to 100,000 (Year 5 number) Count forwards and backwards in steps of 10, 100 or 1,000 (Year 4 steps) for any given number up to 1,000,000 (Year 5 number) Count forwards and backwards in steps of 10,000 for any given number up to 1,000,000
10	Describe and extend number sequences where the step size is in multiples of tenths, e.g. 1.4, 1.7, 2.0, 2.3 (step size 0.3) Describe and extend number sequences where the step size is in multiples of hundredths less than a tenth, e.g. 2.31, 2.37, 2.43, 2.49 (step size 0.06) Describe and extend number sequences where the step size is in multiples of hundredths greater than a tenth, e.g. 2.42, 2.57, 2.72, 2.87 (step size 0.15)

Addition and Subtraction
Weeks 3 and 4

Lesson	Lesson Focus
1	Recognise calculations that require mental partitioning e.g. 4300 + 1400 or 424 – 250 or 6.32 – 3.5 and use this strategy where appropriate (This could be supported by jottings)
2	Recognise calculations that require counting on or back mentally, bridging through a multiple of 10 efficiently e.g. 1995 + 278 becomes 1995 + 5 + 273 or 703 – 128 becomes 703 – 3 – 125 and use this strategy where appropriate (This could be supported by pictures or jottings)
3	Recognise calculations that require counting on mentally to find the difference e.g. 5003 – 1960 (counting efficiently between the two numbers) and use this strategy where appropriate (This could be supported by a number line)
4	Recognise calculations that require a mental compensation method e.g. 325 + 298 becomes 325 + 300 – 2 and use this strategy where appropriate (This could be supported by pictures or jottings)
5	Choose an appropriate mental strategy to solve a calculation based upon the numbers involved
6	Add whole numbers with more than 4 digits including combinations of numbers with different amounts of digits using a column method e.g. 4689 + 67,302 + 785 = Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
7	Add decimals with two decimal places using a column method, e.g. 53.67 + 26.54 = Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

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8	Subtract whole numbers with more than 4 digits including pairs of numbers with different amounts of digits, e.g. 54 368 – 9279 Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
9	Subtract decimals with two decimal places, e.g. 206.04 – 72.36 Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
10	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)

Statistics
Week 5

Lesson	Lesson Focus
1	Discrete data Answer questions which ask 'How many/much more...?' or 'How many fewer/much less...?' when comparing two categories in a data set Answer questions which ask 'How many in total...?' for different data readings Solve question where the answer has to be inferred from a given data set e.g. few ice creams were sold on Tuesday because it was raining Understand the purpose of different types of graph and identify which is best suited for a particular data set
2	Continuous data Answer questions which ask 'How many/much more...?' or 'How many fewer/much less...?' when comparing two categories in a data set Answer questions which ask 'How many in total...?' for different data readings Solve question where the answer has to be inferred from a given data set e.g. few ice creams were sold on Tuesday because it was raining Understand the purpose of different types of graph and identify which is best suited for a particular data set

Geometry (Angles)
Week 5

Lesson	Lesson Focus
1	Know that angles are measured in degrees ° Identify reflex angles as those greater than 180° where two lines meet Compare all types of angles including reflex angles
2	Measure acute angles to the nearest degree Measure obtuse angles to the nearest degree
3	Draw acute angles to the nearest degree Draw obtuse angles to the nearest degree

Geometry **Week 6**	**Measures**
1	Measure and draw lines to the nearest mm Draw shapes with some given side dimensions, for example draw a triangle with side lengths of 67mm and 4.3cm. What is the length of the other side? Is there more than one possibility?
2	Identify the perimeter of composite rectilinear shapes through accurate measuring to the nearest mm
3	Calculate/identify the length of missing sides of composite rectilinear shapes (lengths in mm and decimal cm)
4	Calculate the perimeter of a composite rectilinear shape where the lengths of some sides are not given (lengths in mm and decimal cm)
Learning Check Up To This Point	

Autumn 2 – 5 weeks

Starters
• Use partitioning to double any decimal number to two decimal places
• Use partitioning to halve any decimal number to two decimal places where all the digits are even, e.g. halve 4.68
• Use partitioning to halve any decimal number to two decimal places where not all the digits are even, e.g. halve 6.74
• Use knowledge of place value and multiplication facts to multiply multiples of 100 and 1000 by a one-digit number e.g. 3000 × 8 = 24 000
• Use knowledge of place value and multiplication facts to divide related larger numbers e.g. 6300 ÷ 9 = 700
• Use knowledge of place value and multiplication facts to decimals by a one-digit number e.g. 0.7 × 6 = 4.2
• Multiply a two-digit number by a one-digit number using a partitioning strategy
• Read and write decimal numbers as fractions in tenths or hundredths, e.g. $0.9 = \frac{9}{10}$, $0.71 = \frac{71}{100}$
• Multiply T0 x T0 using knowledge of factorising and tables facts e.g. 60 x 40 = 6 x 4 x 10 x 10 = 2400
• Use knowledge of place value and multiplication facts to multiply multiples of 100 and 1000 by a one-digit number e.g. 3000 x 8 = 24 000
• Multiply T0 x T0 using knowledge of factorising and tables facts e.g. 60 x 40 = 6 x 4 x 10 x 10 = 2400
• Use compensation strategy to multiply H99 x U

Multiplication and Division
Weeks 1 and 2

Lesson	Lesson Focus
1	Understand the term 'multiple' and identify multiples within known tables or counting patterns in hundreds and thousands Identify multiples of 2, 5, 10, 25, 50 and 100 using rules of divisibility
2	Use and derive multiplication and division facts to identify factors within known tables Recognise that a square number is the product of two equal integers and can be written using ² notation, e.g. $7 \times 7 = 7^2$ Recognise and use square numbers up to 12^2
3	Use known facts to derive factors of multiples of 10 and 100, e.g. 240 could be factorised to 6 × 40
4	Use a list strategy to identify common factors of two numbers within known tables
5	Multiply a two-digit number by a one-digit number using a partitioning strategy Multiply a U.t number by a one-digit number using a partitioning strategy
6	Divide a 4-digit number by a 1-digit number Estimate division by rounding to the nearest multiple of 10, 100 or 1,000 of the divisor and using related facts e.g. 3452 ÷ 6 ≈ 3600 ÷ 6
7	Divide a 4-digit number by a 1-digit number and interpret remainders appropriately for the context Estimate division by rounding to the nearest multiple of 10, 100 or 1,000 of the divisor and using related facts e.g. 3452 ÷ 6 ≈ 3600 ÷ 6
8	Divide a 4-digit number by a 1-digit number and interpret remainders appropriately for the context Estimate division by rounding to the nearest multiple of 10, 100 or 1,000 of the divisor and using related facts e.g. 3452 ÷ 6 ≈ 3600 ÷ 6
9	Divide a three-digit number by a one-digit number using a partitioning strategy e.g. 942 ÷ 6 becomes (600 ÷ 6) + (300 ÷ 6) + (42 ÷ 6)
10	Choose an appropriate strategy to solve a division calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)

Fractions Week 3	
Lesson	**Lesson Focus**
1	Identify, name and write equivalent fractions of a given fraction by using multiplication and division facts, e.g. $\frac{5}{7} = \frac{40}{56}$
2	Compare two fractions where the denominator of one fraction is a multiple of the denominator of the other fraction, e.g. compare 2/3 and 7/9 Compare two fractions whose denominators are both multiples of the same number, e.g. compare $\frac{24}{32}$ and $\frac{32}{56}$ (only where the numerator allows a conversion to the common denominator)
3	Order more than two fractions whose denominators are all multiples of the same number (only where the numerator allows a conversion to the common denominator)
4	Recognise and use thousandths, e.g. $\frac{3}{1000}$ = 0.003 and vice-versa Relate thousandths to tenths and hundredths, e.g. $\frac{70}{1000} = \frac{7}{100}$ = 0.07, $\frac{900}{1000} = \frac{9}{10}$ = 0.9
5	Read and write decimal numbers as fractions, e.g. 0.8 = $\frac{8}{10} = \frac{4}{5}$, 0.85 = $\frac{85}{1000} = \frac{17}{20}$ Identify, name and write equivalent fractions for tenths and hundredths, e.g. $\frac{85}{100} = \frac{17}{20}$

Multiplication Week 4	Area
Lesson	**Lesson Focus**
1	Use compensation strategy to multiply H99 × U
2	Multiply a 4 digit by a 1-digit number using grid method Estimate multiplication by rounding to the nearest multiple of 10, 100 or 1,000 and using related facts e.g. 3842 × 6 ≈ 4000 × 6
3	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)
4	Solve problems involving multiplication and division, including understanding the meaning of the equals sign (bar modelling)
5	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates (bar modelling)
6	Use knowledge of arrays to understand why the area of rectangles can be calculated using length multiplied by width Calculate the area of rectangles (see progression in mental and written multiplication)
7	Compare rectangles by area

Measures (Time) Week 5	
Lesson	**Lesson Focus**
1	Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks
2	Complete timetables by identifying missing information
3	Read and interpret information in a range of timetables with different contexts
Learning Check Up To This Point	

Spring 1 – 6 weeks

Starters
• Count forwards and backwards in fractional thousandths (1/1000) including where tenths boundaries are crossed
• Count forwards and backwards in fractional thousandths (1/1000) including where ones boundaries are crossed,
• Count forwards and backwards in fractional thousandths
• Count forwards and backwards in decimal thousandths
• Count forwards and backwards in decimal thousandths (0.001) including where hundredths or tenths boundaries are crossed,
• e.g. 1.428, 1.429, 1.430, 1.431
• Use knowledge of equivalence to refine the sequence, e.g. 1.428, 1.429, 1.43, 1.431
• Identify angles that are other multiples of 90°, e.g. when jumping a snowboarder rotates through one and a half turns. Through how many degrees has the snowboarder turned? Answer: 540°
• Use knowledge of place value and multiplication facts to divide related larger numbers e.g. 6,300 ÷ 9 = 700
• Use knowledge of place value and multiplication facts to divide related decimal numbers where the dividend is scaled down e.g. 3.2 ÷ 8 = 0.4
• Use knowledge of place value and multiplication facts to divide related decimal numbers where the dividend and divisor are scaled down e.g. 3.2 ÷ 0.8 = 4

Place Value and Negative Numbers
Week 1

Lesson	Lesson Focus
1	Read and write numbers up to three decimal places where 0 is used as a place holder in any position Identify and represent numbers with up to three decimal places
2	Identify the value of each digit to three decimal places in a variety of ways, e.g. the value of the digit 7 in 3.867 is seven thousandths, $\frac{7}{1000}$ or 0.007
3	Compare numbers with three decimal places where 0 is used as a place holder in any position Order numbers with three decimal places where 0 is used as a place holder in any position
4	Round decimals with two decimal places to the nearest whole number (e.g. 267.62 rounds to 268)
5	Explain the meaning of a negative number in a variety of real-life contexts (e.g. below freezing, below sea level, under par (golf), negative goal difference) Count on and back with positive and negative whole numbers through zero Order temperatures including those below 0°C *(consolidation of Year 4)*

Addition and Subtraction
Week 2

Lesson	Lesson Focus
1	Recognise calculations that require counting on or back mentally, bridging through a multiple of 10 efficiently e.g. 230 – 72 becomes 230 – 30 – 40 – 2 and use this strategy where appropriate Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
2	Recognise calculations that require counting on mentally to find the difference e.g. 5,003 – 1,960 (counting efficiently between the two numbers) and use this strategy where appropriate Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
3	Recognise calculations that require a mental compensation method e.g. 325 + 298 becomes 325 + 300 – 2 and use this strategy where appropriate Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
4	Add and subtract whole numbers with more than 4 digits using formal written methods Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

5	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)

Multiplication **Week 3**	
Lesson	**Lesson Focus**
1	Identify multiples of 3, 4, 6, 9, 20, using rules of divisibility
2	Identify factors of numbers beyond known tables (e.g. 91) Use a list strategy to identify common factors of two numbers beyond known tables
3	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime Recall prime numbers up to 19
4	Multiply a 2 digit by a 2 digit number using grid method
5	Multiply a 3 digit by a 2 digit number using grid method

Measures (Length, Mass and Capacity) **Week 4**	
Lesson	**Lesson Focus**
1	Multiply/divide whole numbers and decimals by 100 where 0 is not used as a place holder, e.g. 5.68 × 100 or 8532 ÷ 100 Multiply/divide whole numbers and decimals by 100 where 0 is used as a place holder, e.g. 15.106 × 100 or 4070 ÷ 100 Revisit converting cm to metre and vice versa
2	Multiply/divide whole numbers and decimals by 1,000 where 0 is not used as a place holder, e.g. 19.73 × 1,000 or 2378 ÷ 1,000 Multiply/divide whole numbers and decimals by 1,000 where 0 is used as a place holder, e.g. 33.003 × 1,000 or 123 006 ÷ 1000
3	Convert km (up to 3 decimal places) to m, and vice versa where 0 is not used as a place holder, e.g. 3,756m = 3.756km Convert km (up to 3 decimal places) to m and vice versa where 0 is used as a place holder, e.g. 72m = 0.072km Convert kg (up to 3 decimal places) to g and vice versa where 0 is not used as a place holder, e.g. 7,582g = 7.582kg Convert kg (up to 3 decimal places) to g and vice versa where 0 is used as a place holder, e.g. 604g = 0.604kg Convert l (up to 3 decimal places) to ml and vice versa where 0 is not used as a place holder, e.g. 2.759l = 2,759ml Convert l (up to 3 decimal places) to ml and vice versa where 0 is used as a place holder, e.g. 0.093l = 93ml
4	Use knowledge of place value and multiplication facts to divide related decimal numbers where the dividend is scaled down e.g. 3.2 ÷ 8 = 0.4 Use knowledge of place value and multiplication facts to divide related decimal numbers where the dividend and divisor are scaled down e.g. 3.2 ÷ 0.8 = 4
5	Use all four operations to solve problems involving measure using decimal notation, including scaling

Geometry **Weeks 5 and 6**	
Lesson	**Lesson Focus**
1	Identify, describe and represent the position of a rectilinear shape following a reflection in a horizontal or vertical mirror line when all/some/no sides are parallel or perpendicular to the mirror line and when the shape is not touching the mirror line.
2	Identify, describe and represent the position of a rectilinear shape following a reflection in a horizontal or vertical mirror line when all/some/no sides are parallel or perpendicular to the mirror line and when the shape is touching the mirror line.
3	Describe positions on a 2-D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygon *Use reflection as a context*
4	Represent the position of a shape following a translation in one or two directions (left/right and/or up/down)

	Describe the translation for a shape that moves in one or two directions (left/right and/or up/down) *Using a square grid*
5	Identify the position of a shape following a translation in one or two directions (left/right and/or up/down) *Using a coordinate grid*
6	Measure acute and obtuse angles to the nearest degree using a 180° protractor Measure reflex angles to the nearest degree using a 360° protractor
7	Draw acute and obtuse angles to the nearest degree using a 180° protractor Draw reflex angles to the nearest degree using a 360° protractor
8	Estimate acute, obtuse and reflex angles using knowledge of a right angle and fractions of a right angle e.g. half a right angle is 45°; one third of a right angle is 30° and two thirds of a right angle is 60° and adding these to 90° (obtuse), and 180° or 270° (reflex)
9	Use information given to calculate missing angles at a point on a straight line and half a turn (total 180°) Use information given to calculate missing angles at a point and one whole turn (total 360°)
Learning Check Up To This Point	

Spring 2 – 6 weeks

Starters
• Identify cubes and cuboids from 2-D pictures of them
• Identify other 3-D shapes from 2-D pictures of them
• Estimate the capacity of different containers
• Estimate the volume of liquid in a container
• Estimate the volume of cubes and cuboids by estimating their dimensions
• Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes)

Fractions
Weeks 1 and 2

Lesson	Lesson Focus
1	Use concrete materials or pictorial representations to demonstrate conversion from an improper fraction to a mixed number, e.g. seeing that $\frac{7}{5}$ is the same as 1 whole one and $\frac{2}{5}$ of another whole one Recognise a mixed number with a fractional part in halves, thirds or quarters and convert it to an improper fraction and vice-versa Recognise a mixed number and convert it to an improper fraction and vice-versa
2	Use multiples of the denominator to identify how many whole ones can be made from the improper fraction and how many fractional parts remain, e.g. $\frac{21}{5}$ can be converted usin $\frac{5}{5}$ is 1, $\frac{10}{5}$ is 2, $\frac{15}{5}$ is 3, $\frac{20}{5}$ is 4 and $\frac{1}{5}$ remains so $\frac{21}{5} = 4\frac{1}{5}$
3	Identify, name and write equivalent fractions of a given fraction by using multiplication and division facts, e.g. $\frac{5}{7} = \frac{40}{56}$
4	Add fractions with denominators that are multiples of the same number where the answer is less than 1, e.g. $\frac{2}{3} + \frac{1}{6} = \frac{4}{6} + \frac{1}{6} = \frac{5}{6}$ Add fractions with denominators that are multiples of the same number where the answer is greater than 1, e.g. $\frac{2}{5} + \frac{9}{10} = \frac{4}{10} + \frac{9}{10} = \frac{13}{10} = 1\frac{3}{10}$; $1\frac{1}{4} + 3\frac{7}{8} = 1\frac{2}{8} + 3\frac{7}{8} = 4\frac{9}{8} = 5\frac{1}{8}$
5	Subtract fractions with denominators that are multiples of the same number within 1, e.g. $\frac{5}{6} - \frac{1}{3} = \frac{5}{6} - \frac{2}{6} = \frac{3}{6}$ Subtract fractions with denominators that are multiples of the same number that involve mixed numbers, e.g. $1\frac{1}{3} - \frac{5}{6} = 1\frac{2}{6} - \frac{5}{6} = \frac{3}{6} = \frac{1}{2}$; $5\frac{5}{6} - 3\frac{1}{3} = 5\frac{5}{6} - 3\frac{2}{6} = 2\frac{3}{6} = 2\frac{1}{2}$
6	Add and subtract fractions with denominators that are multiples of the same number where the answer is >1 and that involve mixed numbers
7	Solve problems involving fractions

Geometry (2-D and 3-D Shape)
Week 2

Lesson	Lesson Focus
1	Identify whether a shape is regular or irregular by measuring its side lengths and angles Measure lengths to the nearest millimetre *(from Year 3)* Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
2	Use the properties of rectangles to deduce related facts and find missing angles at a vertex when diagonals have been drawn and one angle is given Use the properties of rectangles to deduce related facts and find missing angles where the diagonals bisect when one angle is given
3	Know that a 'net' is a flat shape that can be folded into a 3-D shape Identify a net of a cube from a range of nets Identify a net of other cuboids from a range of nets Identify a net of other prisms and pyramids from a range of nets

Measurement (Volume)
Week 3

Lesson	Lesson Focus
1	Measure and record liquid volume in ml and l (to 3 decimal places)
2	Calculate the area of rectangles *(to build to volume of cuboids in next lesson)*

3	Understand that the units of liquid volume ml and units of solid volume cm^3 have the same value Build cuboids using cm cubes Find the volume of different cuboids by counting cubes efficiently
4	Use cm^3 blocks to build cuboids of a given volume Recognise that a cube number is the product of three equal integers and can be written using ^{3} notation, e.g. $4 \times 4 \times 4 = 4^3$ Recognise and use cube numbers for 1^3, 2^3, 3^3, 4^3, 5^3 and 10^3
5	Use all four operations to solve problems involving volume using decimal notation, including scaling

Statistics
Week 4

Lesson	Lesson Focus
1	Solve comparison, sum and difference problems using information presented in all types of graph including a line graph Complete, read and interpret information in tables
2	Calculate the mode of a set of values
3	Calculate the range of a set of values
4	Calculate the median for an odd number of values Calculate the median for an even number of values
5	Identify when it is appropriate to use mode, median and range

Problem Solving Including Bar Modelling
Week 5

Lesson	Lesson Focus
1	Solve missing number problems involving all four operations (arithmetic) G1 – single step G2 – multi-step
2	Solve missing number problems involving all four operations (word problems) G1 – single step G2 – multi-step
3	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
4	Solve problems involving fractions
5	Solve problems involving fractions
Learning Check Up To This Point	