ACORN REC AUTUMN TERM	WEEKS 1 – 3 BLOCK 1 DATE: 6.9.22 – 23.9.22	WEEKS 4 – 5 BLOCK 2 DATE: 26.9.22 – 7.10.22	WEEK 6 - 7 BLOCK 3 DATE: 10.10.22 – 21.10.22	WEEKS 8 - 9 BLOCK 3 DATE: 31.10.22 – 11.11.22	WEEKS 10 - 11 BLOCK 4 DATE: 14.11.22 – 25.11.22	WEEKS 12 – 14 BLOCK 5 5.12.22 – 16.12.22
	GETTING TO KNOW YOU BASELINE ASSESSMENTS	JUST LIKE ME	NUMBERS: 1 AND 2	NUMBERS: 3 AND 4	NUMBERS: 5 AND 6	NUMBER: LIGHT AND DARK
White Rose Maths Small Steps	Time for establishing routines and getting to know the children's mathematical understanding through play and use of the environment. Positional language and time of day routines etc.	Match and Sort Make Comparisons Explore Pattern	Representing 1 and 2 Comparing 1 and 2 Composition of 1 and 2 Links to shapes and spatial thinking Links to the world around them	Representing 3 and 4 Comparing 3 and 4 Composition of 3 and 4 Links to shapes and spatial thinking Links to the world around them	Representing 5 and 6 Comparing 5 and 6 Composition of 5 and 6 Links to shapes and spatial thinking Links to the world around them	Numbers to 5 Digging Deeper One more and One less Links with shapes and spatial learning
EYFS Statutory Framework Link	Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10.	- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;	Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids). - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids). - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids). - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids). - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Y1/2 AUTUMN TERM	**WEEKS 1 – 4 BLOCK 1 DATE: 6.9.22 – 30.9.22**	**WEEKS 5 – 9 BLOCK 2 DATE: 3.10.22 – 11.11.22**	**WEEKS 10 - 11 BLOCK 3 DATE: 14.11.22 – 25.11.22**	**WEEK 12 ASSESSMENT WEEK 28.11.22**	**WEEKS 13 – 14 BLOCK 4 5.12.22 – 16.12.22**
	NUMBER: PLACE VALUE	**NUMBER: ADDITION AND SUBTRACTION**	**NUMBER: COUNTING AND MONEY**	**CONSOLIDATION / REVISION / RETRIEVAL**	**GEOMETRY: SHAPE - ANGLES**
White Rose Maths Small Steps	Y1: Count objects to 20 Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 20 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to (NB - The symbols should not be introduced until Y2) Compare numbers Order objects and numbers The number line Y2: Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form Small steps 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s	Y1 Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (How many left?) Take away (How many left?) Subtraction on a number line Add or subtract 1 or 2 Y2: Bonds to 10 Fact families - addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract across 10 Subtract from a 10 Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems	Y1: Count forwards and backwards to 20 in 1s Count forwards and backwards to 50 in 1s Count forwards and backwards to 100 in 1s Count forwards and backwards to 20 in 2s Count forwards and backwards to 50 in 2s Count forwards and backwards to 100 in 2s Count forwards and backwards to 20 in 10s Count forwards and backwards to 50 in 10s Count forwards and backwards to 100 in 10s Count forwards and backwards to 20 in 5s Count forwards and backwards to 50 in 5s Count forwards and backwards to 100 in 5s Recognise coins Recognise notes Count coins Y2: Count forwards and backwards in 2s Count forwards and backwards in 5s Count forwards and backwards in 10s Recognise coins and notes Count money – pence Count money – Pounds (Coins and notes) Count money – notes and coins Select money Make the same amount Compare money Find the total Find the difference Find change Money problems		Y1: Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes Y2: Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes

National Curriculum Link	**Y1/Y2** **- read and write numbers from 1 to 20 in numerals and words.** **- read and write numerals to 100 in numerals.** **- read and write numbers to at least 100 in numerals and in words** **- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least** **- identify, represent and estimate numbers using different representations, including the number line** **- count in multiples including 2s, 5s and 10s** **- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward recognise the place value of each digit in a two-digit number (10s, 1s)** **DISCRETE** **- given a number, identify 1 more and 1 less** **compare and order numbers from 0 up to 100; use <, > and = signs** **use place value and number facts to solve problems.**	**Y1/Y2** **- represent and use number bonds and related subtraction facts within 20** **- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100** **- add and subtract one-digit to 20, including 0** **- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:** **✓ a two-digit number and 1s** **✓ a two-digit number and 10s** **✓ 2 two-digit numbers** **✓ adding 3 one-digit numbers** **- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 2** **- solve problems with addition and subtraction:** **• using concrete objects and pictorial representations, including those involving numbers, quantities and measures** **• applying their increasing knowledge of mental and written methods** **DISCRETE** **- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs** **- show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot** **- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.**	**Y1/Y2:** **- read and write numerals to 100 in numerals.** **- read and write numbers to at least 100 in numerals and in words** **- Count to and across 100 forward and backwards beginning with 0 or 1, or from any given number.** **- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward** **- Recognise and know the value of different denominations of coins and notes.** **- Recognise and use symbols for punds (£) and pence (p); combine amounts to make a particular value.** **- Find different combinations of coins that equal the same amounts of money.** **- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, incl giving change.** **- represent and use number bonds and related subtraction facts within 20** **- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100**		**Y1/Y2:** **- recognise and name common 2-D and 3-D shapes, including:** **2-D shapes** **3-D shapes** **- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line** **- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces** **- identify 2-D shapes on the surface of 3-D shapes** **- compare and sort common 2-D and 3-D shapes and everyday objects.**
Y2 TAF WT	• read and write numbers in numerals up to 100 • partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them	• add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) • recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4)	• count in twos, fives and tens from 0 and use this to solve problems • recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) • know the value of different coins		• name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).
Y2 TAF WORKING AT	• read scales* in divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17) • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)	• read scales* in divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14) • use different coins to make the same amount		• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Y2 TAF GREATER DEPTH	• read scales* where not all numbers on the scale are given and estimate points in between	• use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + •; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)	• recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts • solve unfamiliar word problems that involve more than one step		• describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

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Y3/4 AUTUMN TERM	**WEEKS 1 – 3 BLOCK 1 DATE: 6.9.22 – 23.9.22**	**WEEKS 4 – 6 BLOCK 2 DATE: 26.9.22 – 14.10.22**	**WEEK 7 - 9 BLOCK 3 DATE: 17.10.22 – 4.11.22**	**WEEKS 10 - 11 BLOCK 4 DATE: 14.11.22 – 25.11.22**	**WEEK 12 ASSESSMENT WEEK 28.11.22**	**WEEKS 13 – 14 BLOCK 5 5.12.22 – 16.12.22**
	NUMBER: PLACE VALUE	**NUMBER: ADDITION AND SUBTRACTION (Refer to Calculation Policy)**	**NUMBER: TIMES TABLES MULTIPLICATION AND DIVISION**	**NUMBER: MULTIPLICATION AND DIVISION**	**CONSOLIDATION / REVISION / RETRIEVAL**	**MEASURE: LENGTH AND PERIMETER**
White Rose Maths Small Steps	Y3: Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning of numbers to 1,000 Hundreds, tens and ones Find 1, 10 or 100 more or less Number line to 1,000 Estimate on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000 Count in 50s Y4: Represent numbers to 1,000 Partition numbers to 1,000 Number line to 1,000 Thousands Represent numbers to 10,000 Partition numbers to 10,000 Flexible partitioning of numbers to 10,000 Find 1, 10, 100, 1,000 more or less Number line to 10,000 Estimate on a number line to 10,000 Compare numbers to 10,000 Order numbers to 10,000 Roman numerals Round to the nearest 10 Round to the nearest 100 Round to the nearest 1,000 Round to the nearest 10, 100 or 1,000	Y3: Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a10 Subtract 10s across a 100 Make connections Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers (across a 10) Add two numbers (across a 100) Subtract two numbers (across a 10) Subtract two numbers (across a 100) Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations Make decisions Y4: Add and subtract 1s, 10s, 100s and 1,000s Add up to two 4-digit numbers – no exchange Add two 4-digit numbers – one exchange Add two 4-digit numbers – more than one exchange Subtract two 4-digit numbers – no exchange Subtract two 4-digit numbers – one exchange Subtract two 4-digit numbers – more than one exchange Efficient subtraction Estimate answers Checking strategies	Y3: Multiply by 3 Divide by 3 The 3 times-table Multiply by 4 Divide by 4 The 4 times-table Multiply by 8 Divide by 8 The 8 times-table The 2, 4 and 8 times-tables Y4: Multiples of 3 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts The 3, 6 and 9 times-tables Multiply and divide by 7 7 times-table and division facts	Y3: Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Y4: 11 times-table and division facts 12 times-table and division facts Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers		Y3 and Y4: Exploring m, cm and mm Measuring lengths Equivalent lengths and converting between m, cm and mm Comparing lengths Adding and Subtracting lengths Finding the perimeter of simple shapes Perimeter of rectilinear shapes

National Curriculum Link						
	Y3/Y4 - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number - count in multiples of 6, 7, 9, 25 and 1,000 - find 1,000 more or less than a given number - recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) - recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) - compare and order numbers up to 1,000 - order and compare numbers beyond 1,000 - identify, represent and estimate numbers using different representations - identify, represent and estimate numbers using different representations - read and write numbers up to 1,000 in numerals and in words - solve number problems and practical problems involving these ideas. - solve number and practical problems that involve all of the above and with increasingly large positive numbers Y4 - count backwards through 0 to include negative numbers - round any number to the nearest 10, 100 or 1,000 - read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.	Y3/Y4 - add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s - add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - estimate the answer to a calculation and use inverse operations to check answers - estimate and use inverse operations to check answers to a calculation - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Y3/Y4 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - count from 0 in multiples of 4, 8, - recall multiplication and division facts for multiplication tables up to 12 × 12 -count in multiples of 6, 7, 9	Y3/Y4 - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods - recall multiplication and division facts for multiplication tables up to 12 × 12 - use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers		Y3/Y4 - measure, compare, add and subtract: lengths (m/cm/mm) - measure the perimeter of simple 2-D shapes - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Y5 AUTUMN TERM	**WEEKS 1 – 3 BLOCK 1 DATE: 6.9.22 – 23.9.22**	**WEEKS 4 – 5 BLOCK 2 DATE: 26.9.22 – 7.10.22**	**WEEK 6 - 7 BLOCK 3 DATE: 10.10.22 – 21.10.22**	**WEEKS 8 - 9 BLOCK 3 DATE: 31.10.22 – 11.11.22**	**WEEKS 10 - 11 BLOCK 4 DATE: 14.11.22 – 25.11.22**	**WEEK 12 ASSESSMENT WEEK 28.11.22**	**WEEKS 13 – 14 BLOCK 5 5.12.22 – 16.12.22**
	NUMBER: PLACE VALUE	**NUMBER: ADDITION AND SUBTRACTION**	**NUMBER: MULTIPLICATION AND DIVISION**	**NUMBER: MULTIPLICATION AND DIVISION**	**NUMBER: FRACTIONS**	**CONSOLIDATION / REVISION / RETRIEVAL**	**GEOMETRY: SHAPE - ANGLES**
White Rose Maths Small Steps	Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Partition Numbers to 1,000,000 Position numbers to 1,000,000 on a number line Compare and order numbers to 1,000,000 Round to 10,100 and 1000 Round within 100,000 Powers of 10 10/100/1000/10,000/100,000 more or less Roman Numerals to 1,000	Mental Strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations Multi-Step addition and subtraction problems Compare calculations Find missing numbers	(Common) Multiples (Common) Factors Multiply by 10, 100 and 1000 Prime Numbers Square Numbers Cube Numbers	-Multiples of 10, 100 and 1000 -Multiply 4 digits by 1 digit using a short method. -Divide 4 digits by 1 digit -Divide with remainders	-Find fractions equivalent to a unit fraction -Find fractions equivalent to a non-unit fraction -Recognise equivalent fractions -Convert improper fractions to mixed numbers -Compare fractions less than 1 -Order fractions less than 1 -Compare and order fractions greater than 1		-Measuring angles in degrees. -Measuring with a protractor (1). -Measuring with a protractor (2). -Drawing lines and angles accurately. -Calculating angles on a straight line. -Calculating angles around a point. -Calculating lengths and angles in shapes.
National Curriculum Link	-read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit -count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 -round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 -read Roman numerals to 1,000 (M) and recognise years written in Roman numerals	-add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) -add and subtract numbers mentally with increasingly large numbers -use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy -solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	-identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers -multiply and divide whole numbers by 10, 100 and 1,000 - know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers -establish whether a number up to 100 is prime and recall prime numbers up to 19 -recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	multiply numbers up to 4 digits by a one- number using a formal written method. -multiply and divide numbers mentally, drawing upon known facts -divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	-compare and order fractions whose denominators are all multiples of the same number -identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths -recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]		-know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles -draw given angles, and measure them in degrees (°) -identify: -angles at a point and 1 whole turn (total 360°) -angles at a point on a straight line and half a turn (total 180°) -other multiples of 90°

Y6 AUTUMN TERM	**WEEKS 1 – 2 BLOCK 1 DATE: 6.9.22 – 16.9.22**	**WEEKS 3 – 5 BLOCK 2 DATE: 19.9.22 – 21.10.22**	**WEEK 6 - 7 BLOCK 3 DATE: 31.10.22 – 11.11.22**	**WEEKS 10 - 11 BLOCK 4 DATE: 14.11.22 – 25.11.22**	**WEEK 12 ASSESSMENT WEEK 28.11.22**	**WEEKS 13 – 14 BLOCK 5 5.12.22 – 16.12.22**
	NUMBER: PLACE VALUE	**NUMBER: THE 4 OPERATIONS AND NUMBER PROPERTIES**	**NUMBER: FRACTIONS A**	**NUMBER: FRACTIONS B**	**CONSOLIDATION / REVISION / RETRIEVAL**	**GEOMETRY: SHAPE ANGLES**
White Rose Maths Small Steps	Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integer Negative numbers	Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts	Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers Multi-step problems	Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount – find the whole		Measure with a protractor Draw lines and angles accurately Introduce angles Angles on a straight line Angles around a point Calculate angles
National Curriculum Link	- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit - round any whole number to a required degree of accuracy - use negative numbers in context, and calculate intervals across 0 - solve number and practical problems that involve all of the above.	- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context - perform mental calculations, including with mixed operations and large numbers. - identify common factors, common multiples and prime numbers - use their knowledge of the order of operations to carry out calculations involving the 4 operations - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - solve problems involving addition, subtraction, multiplication and division - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	- use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fractions, including fractions >1 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	- multiply simple pairs of proper fractions, writing the answer in its simplest form - divide proper fractions by whole numbers		- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.