

Weeks	Sequence and Theme	National Curriculum Links	Learning Questions (Small Steps)	Key Vocabulary
1-2	Number Place Value	<ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit Solve number and practical problems that involve the above Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across zero 	<ol style="list-style-type: none"> Can I recognise numbers to 1,000,000? Can I recognise numbers to 10,000,000? Can I read and write numbers to 10,000,000? Can I use my place value knowledge to identify integers that are 10, 100, 1,000 times the size, or one-tenth, one-hundredth, one-thousandth the size of other integers (powers of 10)? Can I use a number line to 10,000,000? Can I compare and order any integers? Can I round any integer? Can I use negative numbers in real-life contexts? 	<p>Numbers to ten million Powers of 10 Tenths, hundredths Decimal (places) Round (to nearest) Thousand more/less than Negative integers Count through zero Roman numerals (I to C) Numbers to one thousand, Numbers to one hundred Hundreds, Partition, recombine Hundred more/less, None Count (on/up/to/from/down) Before, after More, less, many, Few, fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even, Pair Units, ones, tens Ten more/less Digit, Numeral, Figure(s) Compare Size, Value Between, Halfway between, Above, below</p>
3-7	Number Addition, Subtraction, Multiplication & Division	<ul style="list-style-type: none"> 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 Identify common factors, common multiples and prime numbers Identify common factors, common multiples and prime numbers Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication Perform mental calculations, including with mixed operations and large numbers Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Divide numbers up to four digits by a 2-digit whole number using the formal 	<ol style="list-style-type: none"> Can I add and subtract integers with any number of digits? Can I recognise factors and common factors? Can I find common multiples of two or more numbers? Can I explain the rules of divisibility? Can I recall Prime numbers to 100? Can I recognise and recall Square and Cube numbers? Can I multiply up to a 4-digit number by a 2-digit number? Can I solve problems with multiplication? Can I use Short division? Can I use factors in multiplication and divide by a 2-digit number using repeated division? Can I use Long division? Can I use Long division with remainders? Can I solve division problems by looking at the most appropriate strategy for finding a solution? Can I use the skills that I have developed so far in this block to solve problems in real-life contexts? Can I use the order of priority for operations in a calculation (BIDMAS)? Can I use mental calculations and estimation? Can I use reason from known facts? 	<p>Order of operations (BIDMAS/BODMAS) Efficient written method Column addition and subtraction Number bonds, number line Add, more, plus, make, sum, total, altogether Inverse Double Half, halve Equals, is the same as (including equals sign) Difference between How many more to make...? How many more is...than...? How much more is... Subtract, take away, minus How many fewer is...than...? How much less is...? How many left? Common factors, common multiples Factor pairs Composite numbers, prime number, prime factors, square number, cubed number Formal written method Multiplication facts (up to 12x12) Division facts Inverse Derive Product Multiples of four, eight, fifty and one hundred Scale up</p>

		<p>written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <ul style="list-style-type: none"> Use their knowledge of the order of operations to carry out calculations involving the four operations 		<p><i>Odd, even</i> <i>Count in twos, threes, fives</i> <i>Count in tens (forwards from/backwards from)</i> <i>How many times?</i> <i>Lots of, groups of</i> <i>Once, twice, three times, five times</i> <i>Multiple of, times, multiply, multiply by</i> <i>Repeated addition</i> <i>Array, row, column</i> <i>Double, halve</i> <i>Share, share equally</i> <i>Group in pairs, threes, etc.</i> <i>Equal groups of</i> <i>Divide, divided by, left, left over</i></p>
8-9	<u>Number</u> Fractions A	<ul style="list-style-type: none"> 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 Identify common factors, common multiples and prime numbers 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 	<ol style="list-style-type: none"> Can I recognise an equivalent fraction and can I put equivalent fraction in their simplest form? Can I use number lines to count forwards and backwards in fractions and to find equivalent fractions? Can I compare and order fractions with the same denominator? Can I compare and order fractions with the same numerator? Can I add and subtract simple fractions? Can I add and subtract any two fractions? Can I add mixed numbers? Can I subtract mixed numbers? Can I apply the skills they have learnt in previous steps to solving problems in real-life contexts (multi-step problems)? 	<p><i>Degree of accuracy</i> <i>Simplify</i> <i>Proper fractions, improper fractions, mixed numbers</i> <i>Percentage</i> <i>Half, quarter, fifth, two fifths, four fifths</i> <i>Ratio, proportion</i> <i>Equivalent decimals and fractions</i> <i>Numerator, denominator</i> <i>Unit fraction, non-unit fraction</i> <i>Compare and order</i> <i>Tenths</i> <i>Three quarters, one third, a third</i> <i>Equivalence, equivalent</i> <i>Whole</i> <i>Equal parts, four equal parts</i> <i>One half, two halves</i> <i>A quarter, two quarters</i></p>
10-11	<u>Number</u> Fractions B	<ul style="list-style-type: none"> Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5) Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Solve problems involving addition, subtraction, multiplication and division Associate a fraction with division and calculate decimal fraction equivalents 	<ol style="list-style-type: none"> Can I multiply fractions by integers? Can I multiply fractions by fractions? Can I divide a fraction by an integer? Can I divide any fraction by an integer? Can I identify the appropriate operation(s) to use in a given situation involving questions with fractions? Can I find a fraction of an amount? Can I find the whole amount when given a fraction of it? 	<p><i>Degree of accuracy</i> <i>Simplify</i> <i>Proper fractions, improper fractions, mixed numbers</i> <i>Percentage</i> <i>Half, quarter, fifth, two fifths, four fifths</i> <i>Ratio, proportion</i> <i>Equivalent decimals and fractions</i> <i>Numerator, denominator</i> <i>Unit fraction, non-unit fraction</i> <i>Compare and order</i> <i>Tenths</i> <i>Three quarters, one third, a third</i> <i>Equivalence, equivalent</i> <i>Whole</i> <i>Equal parts, four equal parts</i> <i>One half, two halves</i> <i>A quarter, two quarters</i></p>
12	<u>Measurement</u> Converting Units	<ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate 	<ol style="list-style-type: none"> Can I read and write all metric measures for length, mass and capacity? Can I convert metric measures? 	<p><i>Volume</i> <i>Imperial units, metric units</i> <i>Convert</i> <i>Leap year</i></p>

		<ul style="list-style-type: none"> Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places 	<ol style="list-style-type: none"> Can I use and apply my conversion skills to solve measurement problems in context (calculate with metric measures)? Can I explain the relationship between miles and kilometres? Can I explain the relationships between imperial and metric measures? 	<p><i>Twelve hour/twenty-four-hour clock</i> <i>Roman numerals I to XIII</i> <i>Quarter past/to m/km, g/kg, ml/l</i> <i>Temperature (degrees)</i> <i>Full, half full, empty, Holds, Container</i> <i>Weigh, weighs, balances</i> <i>Heavy, heavier, heaviest, light, lighter, lightest</i> <i>Scales</i> <i>Time, Days of the week: Monday, Tuesday, etc.</i> <i>Seasons: spring, summer, autumn, winter</i> <i>Day, week, month, year, weekend</i> <i>Birthday, holiday</i> <i>Morning, afternoon, evening, night, midnight</i> <i>Bedtime, dinnertime, playtime</i> <i>Today, yesterday, tomorrow</i> <i>Before, after</i> <i>Next, last, Now, soon, early, late</i> <i>Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly</i> <i>Old, older, oldest, new, newer, newest</i> <i>Takes longer, takes less time</i> <i>Hour, o'clock, half past, Clock, watch, hands</i> <i>How long ago? how long will it be to...? how long will it take to...? how often?</i> <i>Always, never, often, sometimes, usually</i> <i>Once, twice, First, second, third, etc.</i> <i>Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough</i> <i>Length, width, height, depth</i> <i>Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest</i> <i>Low, wide, narrow, deep, shallow, thick, thin</i> <i>Far, near, close</i> <i>Metre, ruler, metre stick</i> <i>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as</i> <i>How much? how many?</i> <i>Total</i></p>
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13-14 Consolidate Autumn 1 learning through recap, revision and real life experiences.
 * Teacher's discretion to start Spring Topic 1 in Week 13/14