**Year 5, Autumn Term 1**

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| Weeks | Strand and progression focus  | KPI’s | Key Vocabulary  | Core skill  |
|  | **NPV**Number and place value; **WAS**Written addition and subtraction; **PRA**Problem solving, reasoning and algebra**Addition and subtraction**Weeks 1 and 2 focus on establishing a robust understanding of place value and using this in the development of addition and subtraction calculation strategies. | Read, write, compare and order 5-digit numbers, understanding the place value and using < and >signs; add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers; use written addition to add two 4-digit numbers; work systematically to spot patterns. | Ten thousandMultiples of 10, 100 and 1000Systematically 1 000 000Order & compare Formal written method Columnar addition  | Understand the value of each digit.Be able to use understanding of the value to compare numbers. Scaling numbers. Use place value grid to tens of thousands. Column addition and subtraction. |
|  | **MAS**Mental addition and subtraction; **NPV**Number and place value**Addition and subtraction**Weeks 1 and 2 focus on establishing a robust understanding of place value and using this in the development of addition and subtraction calculation strategies. | Add and subtract 2- 3- and 4-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems | Efficient methodaddition; subtraction; place value; partitioning; counting on; counting up; counting back; mental method; number bonds; multiple; strategy; word problem | Partitioning using place value.Counting up/back to the nearest 10, 100, 1000.Round and adjust |
|  | **DPE**Decimals, percentages and their equivalence to fractions; **PRA**Problem solving, reasoning and algebra; **MMD**Mental multiplication and division**Decimals; multiplication and division**Week 3 focuses on multiplying and dividing to get decimal numbers, and then on mental strategies in multiplication and division. | Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0·1 and 0·01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9 | Composite numberEfficient written methodPlace value in decimal MultiplyDivide;Two decimal placesPlace holdersubtract 0·1 and 0·01Double Halve | Use place value to 2 decimal places.Be able to move decimals across a PV grid - 1 place, 2 places or 3 to multiply/divide by 10 and 100.Make fractions as part of 100.Make equivalent fractions Using a fraction wall/strip. |

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|  4 | **MEA** Measurement**Time; length**Week 4 focuses on calculating time intervals and on measuring lengths in cm and mm including perimeters. | Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m | Converting12-hour clock times24-hour clock timesMinutes and hoursCalculateTime intervalsMeasureLengthsMm and cmPerimeter | Use a number line to calculate time intervals.Use understanding of 60 mins in hour, 60s in min, 24 in a day, 365 days in a year to calculate intervals of time.Use a PV grid if necessary to:Multiply and divide by 10 to convert between cm and mm.Multiply and divide by 100 to convert between cm and m.  |
|  **5** | **WAS**Written addition and subtraction; **MAS**Mental addition and subtraction | Solve subtraction using a written method for 3-digit numbers and 4-digit numbers; use counting up as a strategy to perform mental subtraction, find change from a multiple of ten pounds using counting up | Solve; subtraction; written method; 3-digits; 4-digits; counting up; strategy; mental subtraction; change; multiple of ten pound. | Use column addition and subtraction up to 4 digits.Count on to the next pound.Use column subtraction with pounds, 10p and 1p. |

## Year 5, Autumn Term 2

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| Week | Strand and progression focus  | KPI’s | Key Vocabulary | Core skills  |
| 6  | **MMD**Mental multiplication and division; **FRP**Fractions, ratio and proportion**Multiplication and division; fractions**Weeks 6 and 7 focus on multiplication and division, and extend children’s understanding of fractions. | Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples; find factors; recording results systematically and finding all factors of a given number; compare and place fractions on a line; find equivalent fractions and reduce them to their simplest form | Improper fractionsProper fractionsMultiplesFactorsRecordingResultsSystematicallyCompare fractions Equivalent fractionsSimplest form | Work systematically.Understand numbers as positions on a line. Understand that fractions make a whole. Know that equivalent fractions have the same value even though they look differently. Make fractions as part of 100.Make equivalent fractions using a fraction wall/strip.Divide by common factors to simplify. |
| 7 | **MMD**Mental multiplication and division; **WMD**Written multiplication and division; **PRA**Problem solving, reasoning and algebra**Multiplication and division; fractions**Weeks 6 and 7 focus on multiplication and division, and extend children’s understanding of fractions. | Use mental strategies to multiply and divide multiples of 10 and 100; use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers, divide 3-digit numbers by 1-digit numbers using a written method and express remainders as a fraction and solve division word problems | Efficient written methodRemaindersProper fractionMental strategies;Multiply DivideMultiplesEstimateRemainders | Be able to move decimals across a pv grid - 1 place, 2 places or 3 to multiply/divide by 10, 100 and 1000.Use times table knowledge to divide.Be able to carry remainders.Recognise key words that indicate a division word problem: share, group etc. |
| 8 | **GPS**Geometry: properties of shapes; **PRA**Problem solving, reasoning and algebra**Angles**Week 8 focuses on the concept of angles as degrees of ‘turn’, and on comparison, identification and measurement of angles. | Use a protractor to measure and draw angles in degrees; recognise, use terms and classify angles as obtuse, acute and reflex; recognise that angles on a line total 180° and angles round a point total 360°; identify and name parts of a circle including diameter, radius and circumference; draw circles to a given radius using a pair of compasses; relate angles to turns, and recognise that a 360° angle is a complete turn; use angle facts to solve problems related to turn | ProtractorMeasure Angles Degree ClassifyObtuseAcuteReflexAngles on a lineTotalDiameterRadiusCircumferenceCompasses  | Use the correct scale on the protractor and measure accurately.Be able to identify acute, obtuse and reflex angles.Use knowledge that a right angle is 90 degrees.Use knowledge that a straight line is 180 degrees. Use knowledge of quadrilaterals are 360 degrees. Use knowledge that angles around a point total 360 degrees.Know that an acute angle is >90 degrees, a right angle = 90 degrees, an obtuse angle is >180 degrees and a reflex angle is greater than 180, but less than 36o degrees. |
| 9 | **NPV**Number and place value; **DPE**Decimals, percentages and their equivalence to fractions; **FRP**Fractions, ratio and proportion**Whole numbers, decimals and fractions**Week 9 focuses on comparing and ordering whole numbers and decimals, and on equivalence in relation to proper fractions and decimals. | Place numbers to 100 000 and decimals up to two places on a line, round numbers to the nearest 10, 100 and 1000 and decimals up to two places to the nearest whole number; compare and order numbers with up to two decimal places; reduce fractions to their simplest form; know and recognise equivalent fractions and decimals to half, tenths and fifths | Ten thousand, Hundred thousand;RoundingNearest 10, 100 and 1000 CompareOrder numbersReduce fractionsSimplest formEquivalent fractions Decimals to half, tenths and fifths | Use place value to identify which part of the number will be affected by rounding.Understand that if the digit is 5 or greater then round up, >5, round down.Use a place grid and know that tenths are bigger than 100ths.Find common factors.Use a place value grid to represent fractions: tenths and hundredths. |
| 10 | **MAS**Mental addition and subtraction; **WAS**Written addition and subtraction; **MMD**Mental multiplication and division; **WMD**Written multiplication and division; **PRA**Problem solving, reasoning and algebra**Revision**Week 10 provides in-depth revision of the four operations, including calculation strategies and the inverse relation between addition and subtraction, multiplication and division. | Revise mental and written addition and subtraction strategies, choose to use a mental strategy or written method to solve addition and subtraction, choose to solve word problems involving multiplication and division questions including 2- and 3-digit by 1-digit and 2-digit by 2-digit using a mental or a written method, use mathematical reasoning to work out a function, identify the operation being used on numbers, understand that addition and subtraction are inverse operations multiplication and division, use function machines | Efficient written methodMental & written Addition & subtraction strategiesWord problems Multiplication & division Mathematical reasoningFunction, OperationInverse Function machinesRounding MultipleDivisor | Be able to represent a word problem as a number statement.Represent a problem as a drawing.Use the column multiplication method.Use a short written division method. Reverse the signs in a number statement to apply the inverse operation. |

## Year 5, Spring Term 1

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| Week | Strand and progression focus | KPI’s | Key Vocabulary | Core skills  |
| 11 | **NPV**Number and place value; **DPE**Decimals, percentages and their equivalence to fractions; **PRA**Problem solving, reasoning and algebra**Place value**Week 11 focuses on developing a robust understanding of place value in larger whole numbers and in decimals; this is used to enable children to round any number to the nearest required power of ten. | Read, write and order numbers with up to 6 digits and understand the place value of each digit; place 6-digit numbers on a number line and find numbers between; solve place-value additions and subtractions with 6-digit numbers; understand place value in decimal numbers as tenths and hundredths; multiply and divide by 10/100/1000 using a place-value grid; understand place value in decimal numbers to 2-decimal places; place decimal numbers on a line; round two-place decimal numbers to nearest tenth and whole number; say the number a tenth or a hundredth more | Hundred thousandMillionEfficient written methodThousandthPlace value number line decimal numberstenths & hundredths10/100/1000 2-decimal placesRound and adjust nearest tenth and whole numberhalf-way and quarter of the way | Use a place value grid up to tens of thousands and hundredths to represent numbers.Know to move digits accordingly to multiply or divide by 10, 100 and 1000.Use the column addition/subtraction method to include decimals.Use a number line to represent tenths and/or hundredths. |
| 12 | **MAS**Mental addition and subtraction; **PRA**Problem solving, reasoning and algebra; **WAS**Written addition and subtraction**Addition and subtraction**Week 12 focuses on the rehearsal and development of mental calculation strategies for addition and subtraction. | Rehearse mental addition strategies for decimals and whole numbers; use counting on as a strategy to perform mental addition of 2-place decimals to the next whole number; solve missing number sentences; use mental strategies to solve multi-step word problems; use counting up as a strategy to perform written subtraction | Efficient written methodSolutionWhole number Total | Same as week 10Understand numbers as positions on a line.  |
| 13 | **MMD**Mental multiplication and division; **NPV**Number and place value; **PRA**Problem solving, reasoning and algebra**Multiplication and division**Week 13 focuses on the rehearsal and development of mental calculation strategies for multiplication and division, and on identifying patterns and rules. | Use rules of divisibility to find if numbers are divisible by 2, 3, 4, 5, 9 and 10; identity prime numbers; revise finding factors of numbers; find squares and square roots of square numbers; finding patterns and making and testing rules; use mental multiplication and division strategies; relate mental division strategies to multiples of ten of the divisor | Composite numbersPrime numbersSquare numbersCube numbersPowersFactorrules of divisibility revise square roots patterns rulesdivisor | Use times tables facts.Use times table facts to derive division facts. |
| 14 | **PRA**Problem solving, reasoning and algebra; **GPS**Geometry: properties of shapes; **MEA**Measurement; **STA**Statistics**2D shapes; measures**Week 14 focuses on exploring the properties of triangles, naming and identifying the different types; and then on SI units of measure, reading scales and conversion problems. | Know properties of equilateral, isosceles, scalene and right-angled triangles; find that angles in a triangle have a total of 180°; sort triangles according to their properties; use scales to weigh amounts to the nearest half interval; convert from grams to kilograms and vice versa, from millilitres to litres and vice versa, and from metres to kilometres and vice versa; read scales to the nearest half division; understand that we measure distance in kilometres and miles; use ready reckoning to give approximate values of miles in kilometres and vice versa; draw line conversion graphs | Propertiesequilateral, isosceles, scalene and right-angled triangles; angles; triangle; 180°; sortscales; weigh; nearest half interval; convert; grams; kilograms; millilitres; litres;metres;kilometres; nearest half division; measure; distance; miles;ready reckoning; approximate values;line conversion graphs | Use knowledge that the angles of a triangle sum to 180 degrees.Use opposite angles are equal rule in an isosceles triangle.Use regular rule for an equilateral triangle - sides and angles all equal.Use knowledge that a right angle is 90 degrees.Be able to calculate the value of each interval on a scale.Use place value to multiply/divide by 1000. |
| 15 | **WAS**Written addition and subtraction; **PRA**Problem solving, reasoning and algebra; **MEA**Measurement**Addition and subtraction**Week 15 focuses on column addition of decimal numbers, and on mental subtraction of decimal numbers. | Use a written column method to add amounts of money in pounds and pence; add 2-place decimals using written column addition; subtract decimal numbers using counting up | Efficient written methodColumn methodMoney-pounds and pence | Same as week 5 |

## Year 5, Spring Term 2

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| Week  | Strand and progression focus | KPIs | Key Vocabulary | Core skills  |
| 16 | **WMD**Written multiplication and division**Multiplication and division**Weeks 16 and 17 focus on the development of written methods for multiplication and division; division is linked to finding fractions of large amounts. | Use the written method to multiply pairs of 2-digit numbers; use short division to divide 3-digit numbers by 1-digit numbers, including those which leave a remainderuse short division to divide 3-digit numbers by 2-digit numbers | Efficient written methodRemaindersProper fractionmultiply; 2-digits; short division; 3-digits; remainder | Use column method of multiplication.Use a short division method. |
| 17 | **WMD**Written multiplication and division; **FRP**Fractions, ratio and proportion**Multiplication and division**Weeks 16 and 17 focus on the development of written methods for multiplication and division; division is linked to finding fractions of large amounts. | Find unit fractions and non-unit fractions of 3-digit numbers; use short multiplication to multiply 3-digit numbers by 1-digit numbers; begin to use short multiplication to multiply 4-digit numbers by 1-digit numbers | Proper fractionsImproper fractionsUnit fractionsNon-unit fractionsShort multiplicationNumerator Denominator  | Use times table knowledge to calculate unit fractions via division.Use times table knowledge to calculate the non-unit fraction.Use column multiplication method. |
| 18 | **GPS**Geometry: properties of shapes; **PRA**Problem solving, reasoning and algebra; **MEA**Measurement **2D shapes; angles; measures**Week 18 focuses on developing understanding of polygons and angles, particularly in relation to quadrilaterals; metric units are then revised and regularly used imperial units are taught. | Understand what a polygon is; draw polygons using dotted square and isometric paper; revise terms obtuse, acute and reflex angles, perpendicular and parallel sides; recognise quadrilaterals as polygons and identify their properties; classify quadrilaterals; draw regular polygons and explore their properties; revise metric units of weight, capacity and length; understand that we can measure in imperial units and relate these to their instances in daily life | Polygonisometric paperAcute, obtuse and reflex anglesPerpendicular ParallelQuadrilateralsClassifyMetric units of weightCapacity MeasureImperial units  | Check for parallel sides.Check for opposite sides/angles equal.Recognise perpendicular lines at different orientations.Use a mirror to check for lines of symmetry that pass through the middle of a shape.Be able to multiply/divide by 1000 to convert metric measures.See week 8 |
| 19 | **FRP**Fractions, ratio and proportion; **PRA**Problem solving, reasoning and algebra**ractions**Week 19 focuses on revising proper fractions and equivalent fractions, and then moves on to mixed numbers and improper fractions; proper fractions are multiplied by whole numbers. | Place mixed numbers on lines; count up in fractions using equivalence; convert improper fractions to mixed numbers and vice versa; write improper fractions as mixed numbers and vice versa; multiply proper fractions by whole numbers | Mixed numbersImproper fractionsProper fractionsEquivalence Convert whole numbers | Know that when the denominator and numerator are the same = 1 whole.Use 1 whole knowledge to convert between mixed numbers and improper fractions.Know that when multiplying a fraction by an integer (whole number) then multiply the numerator by the whole number, whilst the denominator stays the same.  |
| 20 | **WAS**Written addition and subtraction; **PRA**Problem solving, reasoning and algebra**Addition and subtraction**Week 20 focuses on rehearsing column subtraction and extending to larger / more difficult numbers; column addition and subtraction are used to solve problems. | Solve subtraction of 4-digit numbers using written column subtraction (decomposition); add several numbers using written column addition; use column to solve problems | Efficient written methodwritten column subtraction (decomposition)Expanded CompactPredictEstimate | Use column addition/subtraction method.Addition: When 2 numbers sum to ten or over, put down the unit figure and carry the ten into the next column. Subtraction be able to exchange from the next column when the top digit is less than the bottom and make appropriate adjustments to both columns. |

## Year 5, Summer Term 1

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| Week  | Strand and progression focus | KPIs | Key Vocabulary | Core Skills |
| 21 | **MAS**Mental addition and subtraction; **DPE**Decimals, percentages and their equivalence to fractions; **PRA**Problem solving, reasoning and algebra**Addition and subtraction**Week 21 focuses on adding and subtracting numbers in the context of money and contextual problems. | Add mentally 2-place decimal numbers in the context of money using rounding; add several small amounts of money using mental methods; mentally subtract amounts of money including giving change; calculate the difference between two amounts using counting up; solve word problems, including 2-step problems, choosing an appropriate method | Mental addition2-place decimal numbersContext of moneyRoundingMental subtractionChange Difference 2-step problemsAppropriate method | Use a place value grid to represent monetary values.Round monetary values to the nearest 10pUse counting on from money spent to money paid to calculate change.Be able to represent money problems pictorially. See weeks 2 and 10. |
| 22 | **FRP**Fractions, ratio and proportion; **PRA**Problem solving, reasoning and algebra; **WMD**Written multiplication and division**Fractions; multiplication**Week 22 focuses on multiplying and converting fractions; and on short and long multiplication of whole numbers. | Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers; use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers; use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers | Mixed numbersImproper fractionsProper fractionsMultiply ConvertWhole numbers Short multiplicationMultiply | Times table + related division facts.Know how to represent 1 whole as a fraction.See week 17. |
| 23 | **DPE**Decimals, percentages and their equivalence to fractions; **PRA**Problem solving, reasoning and algebra; **NPV**Number and place value**Place value and decimals**Week 23 focuses on place value in decimals, including multiplying and dividing by 10 and 100. | Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths; multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations; place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers; understand and use negative numbers in the context of temperature | ThousandthsThree decimal placesCalculationsNumber lineRoundNearest tenth and whole numberNegative numbersContext of temperature | Use a place value grid to represent decimals to 3 places.Use a place value grid to help multiply by factors of 10.Know that negative numbers get smaller the further you move away from zero.Use a vertical number line to help calculate temperature differences by counting on. |
| 24 | **GPD**Geometry: position and direction; **PRA**Problem solving, reasoning and algebra; **GPS**Geometry: properties of shapes**Coordinate geometry; 2D and 3D shapes**Week 24 focuses on plotting, reflecting and translating shapes on coordinate grids; and on extending understanding of properties of 2D and 3D shapes. | Read and mark co-ordinates in the first two quadrants; draw simple polygons using co-ordinates; translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; translate simple shapes and note what happens to the co-ordinates; draw regular and irregular 2D shapes using given dimensions and angles; use the properties of 2D shapes, including rectangles, to derive related facts; identify 3D shapes from 2D representations; create 3D shapes using 2D nets and draw 3D shapes | Co-ordinatesQuadrantsPolygonsTranslateReflect y axisregular & irregular 2D shapesdimensions & anglesPropertiesDerive RepresentationNets  | Know that the x coordinate is always given first, followed by the y.Know that a negative x coordinate will give a point that lies to the left of the y axis.Be able to count squares into the y axis in order to count out to reflect.Be able to perform a translation by performing the same operation to each vertex.Know the properties of 2D shapes. |
| 25 | **WAS**Written addition and subtraction; **PRA**Problem solving, reasoning and algebra**Addition and subtraction**Week 25 focuses on written methods of addition and subtraction, and choosing efficient strategies to solve problems. | Add 5-digit numbers using written column addition; subtract 5-digit numbers using written method (decomposition); check answers to subtractions using written column addition; solve subtractions of 4- and 5-digit numbers using written column subtraction or number line counting up | Ten thousandHundred thousandDecompositionEstimate Compact Expanded | Use a column addition grid.Be able to carry the tens digit to the next column when a column sums to 10 or more.Use the inverse operation to derive subtraction calculations from an addition.See weeks 5 and 20. |

## Year 5, Summer Term 2

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| Week | Strand and progression focus | KPIs | Key Vocabulary | Core Skills  |
| 26 | **MMD**Mental multiplication and division; **PRA**Problem solving, reasoning and algebra; **FRP**Fractions, ratio and proportion**Multiplication and division and fractions**Weeks 26 and 27 focus on factors and multiples; on securing the concept of equivalent fractions to enable calculations with fractions; and on further developing written methods of multiplication and division. | Identify factors and multiples, find factor pairs; revise equivalent fractions; compare and order fractions with related denominators; add fractions with same or related denominators, then convert answer into a mixed number; subtract fractions with same and related denominators, revise multiplying fractions by whole numbers | Common factorsProper fractionsMultiplesFactor pairsEquivalent fractionsCompare and orderRelated denominators | Know key vocabulary of factor and multiple.Be able to recognise and make equivalent fractions.Times tables + related division facts.See weeks 6 and 19 |
| 27 | **WMD**Written multiplication and division**Multiplication and division and fractions**Weeks 26 and 27 focus on factors and multiples; on securing the concept of equivalent fractions to enable calculations with fractions; and on further developing written methods of multiplication and division. | Use short division to divide 3-digit numbers by 1-digit and 2-digit numbers and 4-digit numbers by 1-digit and 2 –digit numbers, including those which leave a remainder; express a remainder as a fraction; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers | RemainderProper fractionsShort divisionRemainder  | Times tables + related division facts.Know that you find equivalent fractions when adding or subtracting fractions with different denominators. Find the lowest common multiple. Know how to represent fractions as remainders |
| 28 | **PRA**Problem solving, reasoning and algebra; **MEA**Measurement**Area and perimeter; volume**Week 28 focuses on calculating areas, perimeters and volumes, and understanding the difference between measurement in one, two and three dimensions. | Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry; estimate and find the area of irregular shapes; calculate the perimeter and area of composite shapes; use the relations of area and perimeter to find unknown lengths; begin to understand the concept of volume; find the volume of a cube or cuboid; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes | AreaPerimeterLine of enquiryEstimate;Irregular shapesCompound shapes Unknown lengthsVolumeThree dimensionsCapacityRecognise and estimate  | Times tables.Be able to double lengths mentally.Be able to break compound shapes into rectangles and use rectangle facts to derive lengths.Use multiplication to find a product, then multiply by a third number.Know what 1 Litre, ½ L looks like.Recognise relations between area and perimeter. |
| 29  | **DPE**Decimals, percentages and their equivalence to fractions; **FRP**Fractions, ratio and proportion; **NPV**Number and place value**Fractions, decimals and percentages**Week 29 focuses on understanding percentages and how they relate to fractions and decimals, and solving problems by finding percentages of amounts. | Understand what percentages are, relating them to hundredths; know key equivalences between percentages and fractions, finding percentages of amounts of money; find equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents; write dates using Roman numerals | PercentageHundredthsKey equivalencesEquivalent fractions, decimals and PercentagesRoman numerals | Use times tables and equivalent fraction knowledge to make percentages.Know that fractions, decimals and percentages are part of a whole. Know that fractions and percentages are out of 100.  |
| 30 | **NPV**Number and place value; **STA**Statistics; **MEA**Measurement; **WMD**Written multiplication and division; **PRA**Problem solving, reasoning and algebra; **MMD**Mental multiplication and division**Revision**Week 30 focuses on revision of: line graphs; calculating time intervals; finding cubes of numbers; using factors to multiply; and solving scaling problems involving fractions and measures. | Find cubes of numbers to 10; draw and interpret line graphs showing change in temperature over time; begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure | Cube numbersInterpretLine graphsChange in temperature over time RateTime intervalsSeveral hours and minutes ScalingSimple Measure | Multiply a number by its square to create a cubed number.Use a vertical number line to help calculate temperature differences.Use a number line to calculate time differences. Times tables and place value knowledge.Know that a line graph shows continuous data. Draw a line graph.  |