Half Term 1 (8 weeks)	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
Mental/Oral – on-going skills needed	On-going skills	Half-termly focus	
recall multiplication and division facts for multiplication tables up to 12 × 12 Multiply and divide numbers mentally drawing upon known facts count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero add and subtract numbers mentally with increasingly large numbers Identify multiples and factors, including finding all factor pairs of a number and common factors of 2 numbers round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100, 000 round decimals with two decimal places to the nearest whole number and to one decimal place Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers and their notation	Consolidate addition and subtraction with 4 digits or more Read, write, order and compare numbers with up to 3 decimal places Convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)and time Estimate and use inverse operations to check answers to a calculation Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers i.e.	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two digit numbers (as appropriate – must achieve by end of year) 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	Identify 3-D shapes, including cubes and other cuboids, from 2D representations Measure and calculate the perimeter of composite rectilinear shapes in cm and m Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes

	number half-termly focus/mental and oral Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		

Half Term 2 (7 weeks)	Number		Geometry/Measurement/Statistics
			N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	On-going skills	Half-termly focus	
Mental/Oral – on-going skills needed			
recall multiplication and division facts for multiplication tables up to 12 × 12

Multiply and divide numbers mentally drawing upon known facts

count forwards or backwards in steps of powers of 10 for any given number up to 1000 000

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

add and subtract numbers mentally with increasingly large numbers

Identify multiples and factors, including finding all factor pairs of a number and common factors of 2 numbers

round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100, 000

round decimals with two decimal places to the nearest whole number and to one decimal place | Consolidate addition and subtraction with 4 digits or more

Read, write, order and compare numbers with up to 3 decimal places

Convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)and time

Estimate and use inverse operations to check answers to a calculation

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Apply above to word problems/ investigations: solve number and practical | Add and subtract whole numbers with more than 4 digits, including formal written methods (columnar addition and subtraction)

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Read and write decimal numbers as fractions (e.g. 0.71 = 71/100)

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | Convert between different units of measure Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

Solve comparison, sum and difference problems using information represented in a line graph |

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers and their notation	problems that involve all above numbers i.e. number half-termly focus/mental and oral Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		

Half Term 3 (6 weeks)	Number		Geometry/Measurement/Statistics
			N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	On-going skills	Half-termly focus	
Mental/Oral – on-going skills needed			
recall multiplication and division facts for multiplication tables up to 12 × 12

Multiply and divide numbers mentally drawing upon known facts

count forwards or backwards in steps of powers of 10 for any given number up to 1000 000

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

add and subtract numbers mentally with increasingly large numbers

Identify multiples and factors, including finding all factor pairs of a number and common factors of 2 numbers

round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100, 000

round decimals with two decimal places to the nearest whole number and to one decimal place

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 | Consolidate addition and subtraction with 4 digits or more

Read, write, order and compare numbers with up to 3 decimal places

Convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)and time

Estimate and use inverse operations to check answers to a calculation

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Apply above to word problems/ investigations: solve number and practical problems that involve | 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

Solve problems using multiplication and division including their knowledge of factors and multiples, squares and cubes

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5

Add and subtract fractions with the same denominator and denominators that are multiples of the same number | Complete, read and interpret information in tables, including timetables

Solve problems converting between units of time

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

Draw given angles, and measure them in degrees |

Recognise and use square numbers and cube numbers and their notation	all above numbers i.e. number half-termly focus/mental and oral Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		

Half Term 4 (5 weeks)	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
Mental/Oral – on-going skills needed	On-going skills	Half-termly focus	
recall multiplication and division facts for multiplication tables up to 12 × 12 Multiply and divide numbers mentally drawing upon known facts count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero add and subtract numbers mentally with increasingly large numbers Identify multiples and factors, including finding all factor pairs of a number and common factors of 2 numbers round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100, 000 round decimals with two decimal places to the nearest whole number and to one decimal place Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Consolidate addition and subtraction with 4 digits or more Read, write, order and compare numbers with up to 3 decimal places Convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)and time Estimate and use inverse operations to check answers to a calculation Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers i.e.	Consolidate multiplying numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two digit numbers compare numbers with the same number of decimal places up to two decimal places round decimals with two decimal places to the nearest whole number and to one decimal place Solve problems involving number up to 3 decimal places	Solve comparison, sum and difference problems using information represented in a line graph Distinguish between regular and irregular polygons based on reasoning about equal sides and angles Estimate volume (for example using 1cm cubed blocks to build cuboids, including cubes, and capacity for example using water)

Recognise and use square numbers and cube numbers and their notation	number half-termly focus/mental and oral Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		

Half Term 5 (6 weeks) Mental/Oral – on-going skills needed	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	On-going skills	Half-termly focus	
recall multiplication and division facts for multiplication tables up to 12 × 12 Multiply and divide numbers mentally drawing upon known facts count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero add and subtract numbers mentally with increasingly large numbers Identify multiples and factors, including finding all factor pairs of a number and common factors of 2 numbers round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100, 000 round decimals with two decimal places to the nearest whole number and to one decimal place Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Consolidate addition and subtraction with 4 digits or more Read, write, order and compare numbers with up to 3 decimal places Convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)and time Estimate and use inverse operations to check answers to a calculation Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers i.e.	Identify multiples and factors, including finding all factor pairs of a number and common factors of 2 numbers 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 the % symbol and understand that percent relates to 'number of parts per hundred', and write %s as a fraction with denominator of 100, and as decimal Solve problems which require knowing % and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25	Complete, read and interpret information in tables, including timetables Solve problems converting between units of time Identify: Angles at a point and one whole turn (360 degrees) Angles at a point on a straight line and ½ a turn (180 degrees) Other multiples of 90 degrees Use the properties of rectangles to deduce related facts and find missing lengths and angles

Recognise and use square numbers and cube numbers and their notation	number half-termly focus/mental and oral Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		

Half Term 6 (8 weeks) Mental/Oral – on-going skills needed	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	On-going skills	Half-termly focus	
recall multiplication and division facts for multiplication tables up to 12 × 12 Multiply and divide numbers mentally drawing upon known facts count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero add and subtract numbers mentally with increasingly large numbers Identify multiples and factors, including finding all factor pairs of a number and common factors of 2 numbers round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100, 000 round decimals with two decimal places to the nearest whole number and to one decimal place Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Consolidate addition and subtraction with 4 digits or more Read, write, order and compare numbers with up to 3 decimal places Convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)and time Estimate and use inverse operations to check answers to a calculation Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Apply above to word problems/ investigations: solve number and practical problems that involve all above numbers i.e.	Consolidate dividing 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 Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Solve comparison, sum and difference problems using information represented in a line graph Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed Consolidate conversions from on-going skills – using teacher assessments

Recognise and use square numbers and cube numbers and their notation	number half-termly focus/mental and oral Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	