

Medium term Plans for Spring Years 5/6 Mixed age Range

IMPORTANT note for Y6 SATS revision: Teachers in areas where the Summer term starts AFTER 13th April (e.g. on 20th April) will have only three weeks for Sats revision in the summer term. Since we allow four weeks Sats revision (weeks beginning 13th, 20th, 27th April and 4th May) these teachers will need to teach the first week of the Summer term at the end of the Spring term.

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
1	<p>Addition and place value</p> <p>Day 1: Place value in 6-digit numbers (PV + and -, compare numbers).</p> <p>Day 2: Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers.</p> <p>Day 3: Place 6-digit numbers on number lines and round to the nearest 100 or 1000.</p> <p>Day 4: Use negative numbers in context of temperature; Calculate rises and falls in temperature.</p> <p>Day 5: Use negative numbers in the context of temperature; Find differences between temperatures.</p>	<p>Day 1: 1. Say what each digit represents in a 6-digit number. 2. Write place value related additions and subtractions. 3. Compare pairs of 6-digit numbers.</p> <p>Day 2: 1. Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers.</p> <p>Day 3: 1. Place 6-digit numbers on empty number lines. 2. Round 6-digit numbers to the nearest 100 to 1000.</p> <p>Day 4: 1. Use negative numbers in context of temperature. 2. Calculate rises and falls in temperature.</p> <p>Day 5: 1. Find a difference between a negative temperature and positive temperature.</p>	<p>Addition and place value</p> <p>Day 1: Place value in 7-digit numbers (PV + and -, compare numbers).</p> <p>Day 2: Add and subtract 1, 10, 100, 1000, 10,000, 100,000 and 1,000,000 to/from 7-digit numbers.</p> <p>Day 3: Place 7-digit numbers on number lines and round to the nearest 10,000, 100,000 or 1,000,000.</p> <p>Day 4: Use negative numbers in context of temperature; Calculate rises and falls in temperature.</p> <p>Day 5: Calculate intervals across zero.</p>	<p>Day 1: 1. Say what each digit represents in a 7-digit number. 2. Write place value related additions and subtractions. 3. Compare pairs of 7-digit numbers.</p> <p>Day 2: 1. Add and subtract 1, 10, 100, 1000, 10,000, 100,000 and 1,000,000 to/from 7-digit numbers.</p> <p>Day 3: 1. Place 7-digit numbers on empty number lines. 2. Round 7-digit numbers to the nearest 10, 100, 1000, 10,000, 100,000 or 1,000,000.</p> <p>Day 4: 1. Use negative numbers in context of temperature. 2. Calculate rises and falls in temperature.</p> <p>Day 5: 1. Calculate intervals across zero.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
2	<p>Addition and subtraction</p> <p>Day 1: Use place value to add and subtract; add and subtract near multiples of 100 and 1000.</p> <p>Day 2: Use counting up (Frog) to subtract four digit-numbers from multiples of 1000.</p> <p>Day 3: Subtract pairs of 2-digit numbers with one decimal place.</p> <p>Day 4: Use Frog to find change from £100; use column addition to add amounts.</p> <p>Day 5: Use Frog to find the difference between amounts of money.</p>	<p>Day 1: 1. Use place value to add and subtract. 2. Add and subtract near multiples of 100 and 1000.</p> <p>Day 2: 1. Use counting up (Frog) to subtract four digit-numbers from multiples of 1000. 2. Find all possibilities by working systematically.</p> <p>Day 3: 1. Subtract pairs of 2-digit numbers with one decimal place, choosing to count back or count up (Frog).</p> <p>Day 4: 1. Use Frog to find change from £100. 2. Use column addition to add 2 or 3 amounts of money.</p> <p>Day 5: 1. Use Frog to find the difference between amounts of money. 2. Estimate differences.</p>	<p>Addition and subtraction</p> <p>Day 1: Add and subtract near multiples of powers of ten including decimals (e.g. +/- 2.99, 3.02).</p> <p>Day 2: Use knowledge of the order of operations and brackets to carry out calculations.</p> <p>Day 3: Explore the order of operations using brackets; for example, $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$.</p> <p>Day 4: Use Frog to find change from £100; use column addition to add several amounts.</p> <p>Day 5: Solve multi-step word problems; Use brackets to record the necessary calculations.</p>	<p>Day 1: 1. Add and subtract near multiples of integers including decimals (e.g. +/- 2.99, 3.02).</p> <p>Day 2: 1. Understand that calculations are carried out in a specific order: brackets first, then multiplication and division before addition and subtraction.</p> <p>Day 3: 1. Use knowledge of the order of operations and brackets to carry out calculations.</p> <p>Day 4: 1. Use Frog to find change from £100 or £200. 2. Use column addition to add 3 or 4 amounts of money.</p> <p>Day 5: 1. Solve multi-step word problems. 2. Use brackets to record the necessary calculations.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
3	<p>Place Value, Addition and subtraction</p> <p>Day 1: Place value addition and subtraction of numbers with 1 or 2 decimal places.</p> <p>Day 2: Multiply and divide by 10, 100 and 1000 (answers from 2dp to 6-digit whole numbers).</p> <p>Day 3: Round decimals to the nearest whole and tenth.</p> <p>Day 4: Use written addition to add numbers with 1 or 2 decimal places; use rounding to estimate totals.</p> <p>Day 5: Add two or three numbers with 2 decimal places.</p>	<p>Day 1: 1. Say what each digit represents in a number with 2 decimal places. 2. Use place value to add and subtract.</p> <p>Day 2: 1. Multiply and divide by 10, 100 and 1000 to give answers with two decimal places.</p> <p>Day 3: 1. Round numbers with 2 decimal places to the nearest whole and tenth.</p> <p>Day 4: 1. Add pairs of 3-digit numbers with 1 decimal place, 2 decimal places or both. 2. Use rounding to make an estimate.</p> <p>Day 5: 1. Add three 4-digit numbers with 2 decimal places. 2. Use rounding to make an estimate.</p>	<p>Place Value, Addition and subtraction</p> <p>Day 1: Place value addition and subtraction of numbers with 3 decimal places.</p> <p>Day 2: Multiply and divide by 10, 100 and 1000 (answers from 3 decimal places to 7-digit whole numbers).</p> <p>Day 3: Round decimals to the nearest whole, tenth and hundredth.</p> <p>Day 4: Use written addition to add numbers with 3 decimals in context of measures (litres, km, kg); Use rounding to estimate totals.</p> <p>Day 5: Use written addition to add numbers with 3 decimals in context of measures (litres, km, kg); Use rounding to estimate totals.</p>	<p>Day 1: 1. Say what each digit represents in a number with 3 decimal places. 2. Use place value to add and subtract.</p> <p>Day 2: 1. Multiply and divide by 10, 100 and 1000 to give answers with three decimal places.</p> <p>Day 3: 1. Round numbers with 3 decimal places to the nearest whole, tenth and hundredth.</p> <p>Day 4: 1. Add pairs of numbers with 3 decimal place, or 2 and 3 decimal places. 2. Use rounding to make an estimate.</p> <p>Day 5: 1. Add pairs of numbers with 3 decimal places. 2. Use rounding to make an estimate.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
4	<p>Shape and measure</p> <p>Day 1: Plot points and draw polygons in two quadrants.</p> <p>Day 2: Work out new co-ordinates after a translation.</p> <p>Day 3: Reflect a shape and write the new co-ordinates.</p> <p>Day 4: Draw line graphs of times tables.</p> <p>Day 5: Draw a conversion graph of imperial to metric units and use it to read off equivalent measures.</p>	<p>Day 1: 1. Plot points in two quadrants. 2. Draw polygons and identify the co-ordinates of their vertices.</p> <p>Day 2: 1. Translate polygons on a grid in one direction. 2. Begin to predict the new co-ordinates after a translation in one direction.</p> <p>Day 3: 1. Reflect polygons in the y-axis. 2. Begin to predict the new co-ordinates after a reflection in the y-axis.</p> <p>Day 4: 1. Draw line graphs of times tables. 2. Revise the times tables.</p> <p>Day 5: 1. Draw conversion graphs and read off intermediate values. 2. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>	<p>Shape and measure</p> <p>Day 1: Plot points and draw polygons in all four quadrants.</p> <p>Day 2: Work out new co-ordinates after a translation or reflection.</p> <p>Day 3: Interpret pie charts.</p> <p>Day 4: Construct pie charts.</p> <p>Day 5: Draw a conversion graph of imperial to metric units and use it to read off equivalent measures.</p>	<p>Day 1: 1. Plot points in four quadrants. 2. Draw polygons and identify the co-ordinates of their vertices.</p> <p>Day 2: 1. Reflect polygons in the y-axis and x-axis. 2. Begin to predict the new co-ordinates after a reflection in the y-axis or x-axis. 3. Describe a translation.</p> <p>Day 3: 1. Interpret and compare pie charts.</p> <p>Day 4: 1. Construct pie charts, working out how big each segment needs to be in degrees.</p> <p>Day 5: 1. Draw conversion graphs and read off intermediate values. 2. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
5	<p>Multiplication and division, Place value</p> <p>Day 1: Find lowest common multiples and highest common factors.</p> <p>Day 2: Use mental strategies (factors and multiples) to multiply by 5, 20, 6, 4 and 8.</p> <p>Day 3: Use mental strategies to divide by 5, 20, 6, 4 and 8.</p> <p>Day 4: Use short multiplication to multiply 4-digit numbers by 1-digit numbers; Use rounding to approximate.</p> <p>Day 5: Use short multiplication to multiply 4-digit numbers by 1-digit numbers; Use commutativity of multiplication.</p>	<p>Day 1: 1. Find the highest common factor of three 2-digit numbers. 2. Find the lowest common multiple of at least 3 single-digit numbers.</p> <p>Day 2: 1. Use mental strategies to multiply two and 3-digit numbers by 5, 20, 6, 4 and 8. 2. Use knowledge of factors and multiples in mental multiplication.</p> <p>Day 3: 1. Use mental strategies to divide 'friendly' numbers by 5, 20, 6, 4 and 8. 2. Use knowledge of factors and multiples in mental multiplication.</p> <p>Day 4: 1. Use short multiplication to multiply 4-digit numbers by 1-digit numbers. 2. Use rounding to approximate. 3. Understand that multiplication is commutative.</p> <p>Day 5: 1. Use short multiplication to multiply 4-digit numbers by 1-digit numbers. 2. Use rounding to approximate. 3. Understand that multiplication is commutative.</p>	<p>Multiplication and division, Place value</p> <p>Day 1: Solve problems involving rate.</p> <p>Day 2: Use mental strategies (factors and multiples) to multiply by 5, 20, 6, 4 and 8; Solve scaling problems.</p> <p>Day 3: Use mental strategies to divide by 5, 20, 6, 4 and 8; Solve scaling problems.</p> <p>Day 4: Multiply and divide numbers with up to 2 decimal places, e.g. 0.4×6, $3.5 \div 7$, 5×0.03, $0.15 \div 3$.</p> <p>Day 5: Use long multiplication to multiply 3-digit then 4-digit numbers by numbers between 10 and 35; Use rounding to approximate.</p>	<p>Day 1: 1. Solve problems involving rate.</p> <p>Day 2: 1. Use mental strategies to scale up.</p> <p>Day 3: 1. Use mental strategies to scale down.</p> <p>Day 4: 1. Use tables facts and place value to multiply and divide numbers with up to 2 decimal places.</p> <p>Day 5: 1. Use long multiplication to multiply 3-digit and 4-digit numbers by numbers between 10 and 35. 2. Use rounding to approximate.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
6	<p>Fractions and number</p> <p>Day 1: Revise comparing fractions with related denominators using equivalence.</p> <p>Day 2: Know decimal equivalents for halves, quarters, fifths, tenths and hundredths.</p> <p>Day 3: Use mental division strategies to find unit fractions of amounts.</p> <p>Day 4: Find non-unit fractions of amounts.</p> <p>Day 5: Find fractions, multiply and divide to solve word problems.</p>	<p>Day 1: 1. Compare and order fractions with related denominators.</p> <p>Day 2: 1. Know decimal equivalents for halves, quarters, fifths, tenths and hundredths.</p> <p>Day 3: 1. Use mental division strategies to find unit fractions of amounts.</p> <p>Day 4: 1. Find non-unit fractions of amounts.</p> <p>Day 5: 1. Find fractions, multiply and divide to solve word problems.</p>	<p>Fractions and number</p> <p>Day 1: Revise comparing fractions with unrelated denominators using equivalence.</p> <p>Day 2: Recognise equivalent fractions and decimals.</p> <p>Day 3: Use mental division strategies to find non-unit fractions of amounts.</p> <p>Day 4: Recognise equivalent fractions, decimals and percentages.</p> <p>Day 5: Find percentages of amounts.</p>	<p>Day 1: 1. Compare and order fractions with unrelated denominators.</p> <p>Day 2: 1. Know decimal equivalents for halves, quarters, fifths, eighths, tenths and hundredths.</p> <p>Day 3: 1. Use mental division strategies to find non-unit fractions of amounts.</p> <p>Day 4: 1. Recognise equivalent fractions, decimals and percentages.</p> <p>Day 5: 1. Find percentages of amounts.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
7	<p>Multiplication and division, fractions</p> <p>Day 1: Multiply unit fractions by whole numbers.</p> <p>Day 2: Multiply non-unit fractions by whole numbers.</p> <p>Day 3: Use short division to divide 3-digit numbers by single-digit numbers.</p> <p>Day 4: Use short division to divide 3-digit numbers by single-digit numbers including where the first digit is less than the divisor.</p> <p>Day 5: Use short division to divide 3-digit numbers by single-digit numbers; divide any remainders to give fractions.</p>	<p>Day 1: 1. Multiply unit fractions by whole numbers, writing any improper fractions as mixed numbers.</p> <p>Day 2: 1. Multiply non-unit fractions by whole numbers, writing any improper fractions as mixed numbers.</p> <p>Day 3: 1. Use short division to divide 3-digit numbers by single-digit numbers.</p> <p>Day 4: 1. Use short division to divide 3-digit numbers by single-digit numbers including where the first digit is less than the divisor.</p> <p>Day 5: 1. Use short division to divide 3-digit numbers by single-digit numbers including where the first digit is less than the divisor. 2. Divide any remainders to give fractions.</p>	<p>Multiplication and division, fractions</p> <p>Day 1: Multiply pairs of fractions together.</p> <p>Day 2: Divide fractions by whole numbers.</p> <p>Day 3: Multiply and divide fractions.</p> <p>Day 4: Use long division to divide 3-digit numbers by 2-digit numbers.</p> <p>Day 5: Use long division to divide 3-digit numbers by 2-digit numbers; divide any remainders to give fractions.</p>	<p>Day 1: 1. Multiply pairs of fractions.</p> <p>Day 2: 1. Divide fractions by whole numbers.</p> <p>Day 3: 1. Multiply pairs of fractions and divide fractions by whole numbers.</p> <p>Day 4: 1. Use long division to divide 3-digit numbers by 2-digit numbers.</p> <p>Day 5: 1. Use long division to divide 3-digit numbers by 2-digit numbers. 2. Divide any remainders to give fractions.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
8	<p>Shape and measure</p> <p>Day 1: Find the perimeters of rectangles and composite shapes.</p> <p>Day 2: Work out missing lengths of sides in order to find perimeters.</p> <p>Day 3: Find areas of squares and rectangles in cm^2 or m^2.</p> <p>Day 4: Estimate area of irregular shapes; calculate the area from scale drawings.</p> <p>Day 5: Find and estimate volumes.</p>	<p>Day 1: 1. Find the perimeters of rectangles and composite shapes.</p> <p>Day 2: 1. Work out the missing lengths of sides in order to find perimeters.</p> <p>Day 3: 1. Find the area of rectangles including squares by multiplying the lengths of two adjacent sides together.</p> <p>Day 4: 1. Estimate then count to find the area of irregular shapes. 2. Calculate the area from scale drawings.</p> <p>Day 5: 1. Estimate and find the volume of shapes by making it with cm cubes. 2. Use factors to find different cuboids with the same volume.</p>	<p>Shape and measure</p> <p>Day 1: Find the area of triangles.</p> <p>Day 2: Find the area of parallelograms.</p> <p>Day 3: Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Day 4: Find volumes of cubes and cuboids.</p> <p>Day 5: Find volumes of cubes and cuboids.</p>	<p>Day 1: 1. Find a formula to find the area of a triangle.</p> <p>Day 2: 1. Find a formula to find the area of a parallelogram.</p> <p>Day 3: 1. Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Day 4: 1. Understand and use a formula to find the volume of cuboids. 2. Know that volume is measured in cm^3, m^3 or km^3.</p> <p>Day 5: 1. Find volumes of cuboids using prime factors.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
9	<p>Place Value , Addition and subtraction, Shape and measure</p> <p>Day 1: Use place value to add and subtract to/from 6-digit numbers.</p> <p>Day 2: Compare 6-digit numbers and round to the nearest 10, 100, 1000, 10,000 and 100,000.</p> <p>Day 3: Use decomposition to subtract pairs of 5-digit numbers.</p> <p>Day 4: Use decomposition to subtract pairs of 5-digit numbers.</p> <p>Day 5: Use decomposition to subtract pairs of 5-digit numbers and 4-digit numbers from 5-digit numbers; solve word problems.</p>	<p>Day 1: 1. Use place value to add and subtract to/from 6-digit numbers.</p> <p>Day 2: 1. Compare 6-digit numbers. 2. Round 6-digit numbers to the nearest 10, 100, 1000, 10,000 and 100,000.</p> <p>Day 3: 1. Use decomposition to subtract pairs of 5-digit numbers.</p> <p>Day 4: 1. Use decomposition to subtract pairs of 5-digit numbers including where there is a zero in the first number.</p> <p>Day 5: 1. Use decomposition to subtract pairs of 5-digit numbers and 4-digit numbers from 5-digit numbers. 2. Solve word problems.</p>	<p>Place Value, Addition and subtraction, Shape and measure</p> <p>Day 1: Solve problems involving similar shapes where the scale factor is known; Find areas of triangles, rectangles and parallelograms.</p> <p>Day 2: Solve problems involving similar shapes where the scale factor can be found.</p> <p>Day 3: Describe ratios between unequal quantities, e.g. paint, solve ratio problems, e.g. in context of recipes.</p> <p>Day 4: Solve problems involving unequal quantities.</p> <p>Day 5: Find percentages, link to proportion.</p>	<p>Day 1: 1. Solve problems involving similar shapes where the scale factor is known. 2. Find areas of triangles, rectangles and parallelograms.</p> <p>Day 2: 1. Solve problems involving similar shapes where the scale factor can be found.</p> <p>Day 3: 1. Use ratio to solve problems, e.g. to adapt a recipe for a different number of people.</p> <p>Day 4: 1. Solve problems involving fractions and ratios.</p> <p>Day 5: 1. Use fractions and percentages to describe proportions.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
10	<p>Number, Addition and subtraction, Algebra</p> <p>Day 1: Multiply and divide by 10, 100 and 1000.</p> <p>Day 2: Place numbers with two decimal places on a line, round to nearest tenth or whole.</p> <p>Day 3: Use Frog (counting up) to subtract pairs of numbers with same number of decimal places.</p> <p>Day 4: Use Frog (counting up) to subtract pairs of numbers with different numbers of decimal places, e.g. $3.2 - 1.78$ and $5.34 - 3.7$.</p> <p>Day 5: Use counting up to find change and differences between prices; Solve subtraction word problems.</p>	<p>Day 1: 1. Multiply and divide by 10, 100 and 1000 (answers with 2 or fewer decimal places).</p> <p>Day 2: 1. Place numbers with two decimal places on an empty line, round to the nearest tenth or whole.</p> <p>Day 3: 1. Use Frog (counting up) to subtract pairs of numbers with the same number of decimal places.</p> <p>Day 4: 1. Use Frog (counting up) to subtract pairs of numbers with different numbers of decimal places, e.g. $3.2 - 1.78$ and $5.34 - 3.7$.</p> <p>Day 5: 1. Solve single and two-step word problems involving subtraction. 2. Choose an appropriate strategy to solve subtraction.</p>	<p>Number, Addition and subtraction, Algebra</p> <p>Day 1: Multiply and divide by 10, 100 and 1000.</p> <p>Day 2: Understand and use simple formulae.</p> <p>Day 3: Express missing number problems algebraically; Find pairs of numbers that satisfy an equation with two unknowns, enumerate possibilities of combinations of two variables.</p> <p>Day 4: Generate and describe linear number sequences.</p> <p>Day 5: Generate and describe linear number sequences.</p>	<p>Day 1: 1. Multiply and divide by 10, 100 and 1000 (answers with 3 or fewer decimal places). 2. Identify missing functions.</p> <p>Day 2: 1. Understand and use simple formulae.</p> <p>Day 3: 1. Solve simple equations. 2. Find pairs of numbers which satisfy pairs of equations.</p> <p>Day 4: 1. Continue and describe linear sequences. 2. Work out the 10th term without working out the all the terms up to that point. 3. Generalise the nth term.</p> <p>Day 5: 1. Continue and describe linear sequences. 2. Work out the 10th term without working out the all the terms up to that point. 3. Generalise the nth term.</p>

Week	Y5: Main focus of teaching/activities	Outcomes	Y6: Main focus of teaching/activities	Outcomes
11	<p>Addition and subtraction, Multiplication and division</p> <p>Day 1: Use short multiplication to multiply 4-digit numbers (including amounts of money) by single-digit numbers.</p> <p>Day 2: Use short division to divide 4-digit numbers by single-digit numbers.</p> <p>Day 3: Revise column addition of 4-digit and 5-digit numbers.</p> <p>Day 4: Revise column addition and subtraction of 4-digit and 5-digit numbers.</p> <p>Day 5: Use place value to add and subtract; add and subtract near multiples of 100, 1000 and 10,000.</p>	<p>Day 1: 1. Use short multiplication to multiply 4-digit numbers (including amounts of money) by single-digit numbers. 2. Make approximations.</p> <p>Day 2: 1. Use short division to divide 4-digit numbers by single-digit numbers.</p> <p>Day 3: 1. Use column addition to add pairs of 5-digit numbers, three 4-digit numbers, and 4-digit numbers to 5-digit numbers.</p> <p>Day 4: 1. Add and subtract pairs of 5-digit numbers. 2. Make and test predictions, generate rules.</p> <p>Day 5: 1. Use place value to add and subtract to and from 5-digit numbers. 2. Add and subtract near multiples of 100, 1000 and 10,000.</p>	<p>Addition and subtraction, Multiplication and division</p> <p>Day 1: Use short multiplication to multiply 4-digit numbers by single-digit numbers.</p> <p>Day 2: Use short division to divide 4-digit numbers by single-digit numbers; divide remainders to give fractions/decimals, round up or down.</p> <p>Day 3: Use long multiplication to multiply 3-digit numbers, then 4-digit numbers by numbers between 10 and 35; Use rounding to approximate.</p> <p>Day 4: Use long division to divide 3-digit numbers by 2-digit numbers.</p> <p>Day 5: Use long division to divide 3-digit numbers, then 4-digit numbers by 2-digit numbers.</p>	<p>Day 1: 1. Use short multiplication to multiply 4-digit numbers (including amounts of money) by single-digit numbers. 2. Make approximations.</p> <p>Day 2: 1. Use short division to divide 4-digit numbers by single-digit numbers. 2. Divide remainders to give fractions/decimals, decide whether to round up or down.</p> <p>Day 3: 1. Use long multiplication to multiply 3-digit numbers, then 4-digit numbers by numbers between 10 and 35. 2. Use rounding to approximate.</p> <p>Day 4: 1. Use long division to divide 3-digit numbers by 2-digit numbers. 2. Make approximations.</p> <p>Day 5: 1. Use long division to divide 3-digit numbers by 2-digit numbers. 2. Divide any remainders to give fractions.</p>

Title of topic – colour code (see below)

GREEN – Place Value or number

ORANGE – Addition or subtraction

PURPLE – Multiplication or division (inc. scaling or square/cube numbers or multiples and factors...)

GREY – Fractions or decimals or percentages or ratio

BLUE – shape or measures or data

BROWN – Algebra

The Hamilton plans do provide resources for practice of the relevant algorithms, skills and the reinforcement of crucial understandings. However, some teachers may prefer to use textbooks as an additional source of practice. We have agreed with Pearson, the publisher of Abacus, that we can reference the Abacus textbooks and that they will do a special deal if any Hamilton users wish to purchase a set of these textbooks. These are new books, written specifically to match the new National Curriculum. Any schools wishing to follow this up should go to this webpage:

<http://www.pearsonschoolsandcolleges.co.uk/Primary/GlobalPages/AbacusFriendsofHamiltonTrust/SpecialOfferforFriendsofHamiltonTrust.aspx>