

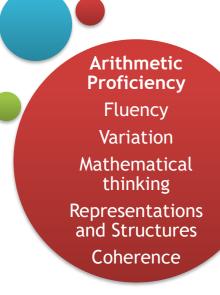
LSP Maths Plans 2020-2021



Maths Intent



Mathematical Growth Mindset All adults and pupils Confidence Purpose Enjoyment



We believe that all children, pupils and young people can be successful mathematicians. We will support them to achieve this by providing an ambitious and carefully constructed mastery curriculum in mathmatics for all pupils. Through the explicit teaching pupils gain a deep understanding of key concepts and build upon these in order to make sustained progress. We provide opportunities to understand as well as experience the creativity and connectivity of maths to other areas of life. We want our pupils to become high quality mathematicians who are fluent in the fundamentals of maths, who can reason mathematically and solve problems both in maths and across the curriculum. Pupil's will leave our schools ready for the next stage in their life and for the challenges ahead.

Subject Expertise of all Staff Representations and Structures Small steps in learning High quality CPD Misconceptions Thinking/reasoning Age related expectations Collaborative Working

Systems

Teach up, keep up Mathematics daily timetable Flexible lesson structure Medium term plans Role of support staff





LSP Maths Plans 2020-2021

Mixed Age Medium Term Plans



Maths Medium Term Plan Year 1 and Year 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 1
2 to 100	d across 20 for beginning with 0 r l and write numb d words nber, identify 1 d represent num representations and use the lan ess than (fewer) eps of 2, 3, and nber, forward al the place value nber (tens, ones present and est nt representation and order numbers to and order numbers write numbers to d in words value and numb	or 1, or from any bers to 20 in more and 1 less bers using objects including the guage of: equal to, , most, least 5 from 0, and in tens and backward of each digit in a	 read, write and signs represent and add and subtrates add and subtrates solve one-step representations, recognise and solve problems those involving research and use a solve problems those involving research and subtrates add and subtrates a two-dig two two-dig two two-dig two two-dig two two-dig the show that add from another cares and the recognise and stretcognise and stre	I interpret mathem use number bond act one-digit and to problems that inv and missing num know the value o s with addition and numbers, quantition increasing knowle addition and sub act numbers usin fit number and sub act numbers usin fit number and sub act numbers usin fit number and ter digit number and ter digit numbers nee one-digit numb fition of two numb not use the inverse solve missing nu use symbols for p combinations of co problems in a prace	natical statements ls and related sub wo-digit numbers volve addition and aber problems suc f different denomi d subtraction: usin es and measures edge of mental ar traction facts to 2 g concrete object es ns hbers ers can be done if relationship betwee mber problems. pounds (£) and pe poins that equal the	nations of coins and ng concrete objects ad written methods 0 fluently, and deriv s, pictorial represer en addition and su ence (p); combine a e same amounts of	(+), subtraction (-) 20 concrete objects a d notes and pictorial repre- ve and use related htations, and menta btraction and use btraction and use mounts to make a money	and pictorial esentations, including facts up to 100 ally, including: action of one number this to check	Number multipli *count beginnin *count, and word *count i * recogn denomin *identify pictorial and use than (few *solve of division, objects, support *count from an * calcu multiplio tables a division * show done in number * solve division * solve tables a division
			1						1

Autumn



k 10Week 11Week 12ber: and- Year 1 Place Value to 50 andplication Year 2: Multiplicationnt to and across 50, forwards and backwards,

ning with 0 or 1, or from any given number nt, read and write numbers to 50 in numerals ords;

nt in multiples of 2s, 5s and 10s

ognise and know the value of different ninations of coins and notes

tify and represent numbers using objects and al representations including the number line, se the language of: equal to, more than, less fewer), most, least

e one step problems involving multiplication and on, by calculation the answer using concrete s, pictorial representations and arrays with the rt of the teacher

In the steps of 2, 3, 5 and 3 from 0, and in tensionary number, forward and backward culate mathematical statements for polication and division within the multiplication is and write them using the multiplication (x), on (\div) and equals (=) signs bow that multiplication of two numbers can be in any order (commutative) and division of one over by another cannot

ve problems involving multiplication and on, using materials, arrays, repeated addition, al methods, and multiplication and division facts, ding problems in contexts.

call and use multiplication and division facts for nd 10 times tables, including recognising odd even numbers

										AVA	
	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Year 1 Division and	Year 1 Place \		Measurement -	Shape				Fractions and Cor		
	Consolidation Year 2: Division	♣count to and	across 100.	Length and	recognise and	d name common 2	P-D and 3-D shapes,	Year 2: Fraction	S		
	Count in multiples of 2,5 and	forwards and b	-	Height	including:					a 1 of 2 oqual	
	10		0 or 1, or from any	♣Compare,		r example, rectang	les (including	e	l and name a half a ct, shape or quanti	•	
		given number		describe and	squares), circle	es and triangles]				•	
	solve one-step problems	Acount read a	and write numbers	solve practical	recognise and	d name common 3	B-D shapes [for			ter as 1 of 4 equal	
	involving multiplication and	to 100 in nume		problems for	example, cubo	ids (including cube	es), pyramids and		ct, shape or quanti		
	division, by calculating the answer using concrete objects,	multiples of 2s	-	lengths and	spheres]					actical problems for	
	pictorial representations and	▲given a numl	ber, identify 1 more	heights [for					hts [for example,		
	arrays with the support of the	and 1 less		example,	<pre>#identify and o</pre>	lescribe the prope	rties of 2-D shapes,	C	all/short, double/ha	-	
	teacher = $? - 9$		represent numbers	long/short, longer/shorter,			d line symmetry in a			actical problems for	
		using objects a		tall/short,	vertical line				r example, heavy/l	ght, heavier than,	
	•rocall and upo multiplication	• •	including the	double/half]			erties of 3-D shapes,	lighter than]			
	♣recall and use multiplication and division facts for the 2, 5	number line, a	0	♣measure and	•	umber of edges, v					
	and 10 multiplication tables,	language of: e	equal to, more than,	begin to record			ace of 3-D shapes		d, name and write		
	including recognising odd and	less than (fewe	er), most, least	the following:		circle on a cylinde	er and a triangle on		length, shape, set	of objects or	
	even numbers			Length and	a pyramid]	d aart aamman 2 F) and 2 D abanaa	quantity			
	calculate mathematical	Year 2 Statisti	CS	height	and everyday of	d sort common 2-E	and 3-D shapes			le, $\frac{1}{2}$ of 6 = 3 and	
	statements for multiplication		l construct simple		and everyday c	Dojecis		recognise the ed	quivalence of 2/4 a	na /2 .	
	and division within the		ally charts, block	Choose and							
)	multiplication tables and write	diagrams and		use appropriate							
	them using the multiplication	ask and ans		standard units							
	(x), division (÷) and equals (=) signs	questions by c	counting the number	to estimate and							
	show that multiplication of		ach category and	measure length/height in							
	two numbers can be done in	-	tegories by quantity	any direction							
	any order (commutative) and		swer questions	(m/cm); using							
	division of one number by	•	and comparing	rulers, scales,							
	another cannot	categorical da	lld.	Compare and							
	solve problems involving			order lengths							
	multiplication and division,			and record the							
	using materials, arrays, repeated addition, mental			results using >,							
	methods, and multiplication			< and =							
	and division facts, including										
	problems in contexts.										
	-										
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											Consolidation
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Position and	Time		Year 1: Place	Value recap	Measurement	·	•	Year 1: Four	Operations recap
direction		nd begin to record			Compare, des	scribe and solve p	ractical problems for		
<pre>&describe</pre>		nple, quicker,	Year 2: Proble	m Solving		or example, heavy	light, heavier than,	Year 2: Cons	olidation and Inve
position, direction and	slower, earlie	minutes, seconds)		in Solving	lighter than]				
movement,		,			Capacity and	volume [for exam	ple, full/empty, more		
including	sequence e chronological		Year one: cons		than, less than	i, half, half full, qua	arter]		
whole, half,		example, before	learning on pla		measure and	d begin to record th	ne following:		
quarter and		xt, first, today,			mass/weight	-	-		
three-quarter		morrow, morning,		her assessment	capacity and v	olume			
turns	afternoon and	d evening]	gaps in unders	standing					
order and	recognise a	and use language			Veer 2. Mees	wamanti Masa C			
arrange		tes, including			temperature	urement: Mass. C	apacity and		
combinations	days of the w				•	use appropriate st	andard units to		
of	months and y					neasure (kg/g); ter			
mathematical		to the hour and				/ml) to the nearest			
objects in		hour and draw the lock face to show			-	neters and measur	•		
patterns and sequences	these times	lock face to show				d order, mass, vol			
& USE					record the rest	ults using >, < and	=		
mathematical	compare a intervals of til	nd sequence							
vocabulary to		ite the time to five							
describe	minutes, inclu								
position,		our and draw the							
direction and movement,		lock face to show							
including	these times								
movement in a		number of minutes							
straight line	hours in a da	nd the number of							
and	nours in a da	y							
distinguishing									
between rotation as a									
turn and in									
terms of right									
angles for									
quarter, half									
and three-									
quarter turns									
(clockwise and anticlockwise).									
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Maths Year 1 and 2: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL

Summer



Week 11

Week 12

nd Investigations

Maths Medium Term Plan Year 2 and Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
		e Value –Year	2 to 100 Year 3 to			ear 2 within 100 (in	••	•		Multiplication		
utumn	1,000 <pre></pre>	f 2, 3, and 5 from forward and ba lace value of ea s, ones) ent and estimate tations, includin rder numbers fro numbers to at le and number fa write numbers to	m 0, and in tens ackward ach digit in a two- e numbers using g the number line om 0 up to 100; use east 100 in numerals cts to solve	 solve problem including those applying their recall and use add and subt two-digit numbers show that ade from another ca recognise and calculations and find different 	is with addition a involving numb r increasing kno e addition and s ract numbers us er and ones, a tu dition of two nur diso the invers d solve missing d use symbols for combinations of problems in a p	and subtraction: usiners, quantities and r wledge of mental ar ubtraction facts to 2 sing concrete object wo-digit number and	ng concrete objects neasures nd written methods 0 fluently, and deri s, pictorial represer I tens, two two-digit in any order (comm een addition and su ence (p); combine a e same amounts of	and pictorial repre- ve and use related in tations, and menta numbers, adding th utative) and subtraction and use th traction and use th mounts to make a money	sentations, facts up to 100 lly, including: a hree one-digit ction of one number his to check particular value	 count in step from any numb calculate ma multiplication a tables and write division (÷) and show that ma done in any ord number by and solve problet division, using mental method including problet Recall and us 2,5,and 10 time 	s of 2, 3, 5 and 3 fi per, forward and ba- thematical statem nd division within a e them using the n d equals (=) signs ultiplication of two der (commutative) other cannot ms involving multip materials, arrays, ls, and multiplicatio ems in contexts. se multiplication ar es tables, including	ents for the multiplication nultiplication (×), numbers can be and division of one plication and repeated addition, on and division facts, nd division facts for
A	 count from 0 in r find 10 or 100 n recognise the p digit number (hund compare and or identify, represended different represended read and write r and in words solve number p involving these identify 	nore or less that lace value of ea dreds, tens, one der numbers up ent and estimate tations numbers up to 1 roblems and pra	n a given number ach digit in a three- es) o to 1000 e numbers using 000 in numerals	 add and subtrates, a three-dig add and subtraction estimate the additional subtraction 	act numbers me git number and l ract numbers wi answer to a calo ns, including mis	money to give chan entally, including: a t hundreds ith up to three digits culation and use inve ssing number proble	hree-digit number a , using formal writte erse operations to o	and ones, a three-d en methods of colun check answers	igit number and nnar addition and	 recall and use the 3, 4 and 8 if write and cal multiplication a tables that they times one-digit progressing to solve problem problems, invo including positi 	in multiples of 4, 8 e multiplication and multiplication table culate mathematic nd division using to know, including for numbers, using m formal written met ms, including miss lving multiplication ve integer scaling e problems in whice	d division facts for s cal statements for he multiplication or two-digit numbers nental and hods ing number and division, problems and



	Week 1 Week 2	Week 3 Week 4	Week 5	Week 6 Week 7 Week 8	Week 9 Week 10
Spring	Division *recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs * show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. *recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables * 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 and progressing to formal written methods * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	Statistics <i>*interpret and construct simple</i> <i>pictograms, tally charts, block</i> <i>diagrams and simple tables</i> <i>* ask and answer simple</i> <i>questions by counting the numb</i> of objects in each category and <i>sorting the categories by quanti</i> <i>* ask and answer questions ab</i> <i>totalling and comparing</i> <i>categorical data.</i> <i>* interpret and present data usi</i> <i>bar charts, pictograms and table</i> <i>* solve one-step and two-step</i> <i>questions [for example, 'How</i> <i>many more?' and 'How many</i> <i>fewer?'] using information</i> <i>presented in scaled bar charts a</i> <i>pictograms and tables.</i>	er by but ssandard units to estimate and measure length/height in any direction (m/cm); using rulers, scales, *compare and order lengths and record the results using >, < and	Geometry: Year 2: Shape, Position and Direction Year 3: Shape and Perimeter <i>*identify and describe the properties of 2-D shapes,</i> <i>including the number of sides and line symmetry in a</i> <i>vertical line</i> <i>* identify and describe the properties of 3-D shapes,</i> <i>including the number of edges, vertices and faces</i> <i>* identify 2-D shapes on the surface of 3-D shapes</i> <i>identify 2-D shapes on the surface of 3-D shapes</i> <i>including the number of edges, vertices and faces</i> <i>* identify 2-D shapes on the surface of 3-D shapes</i> <i>and everyday objects</i> <i>* compare and sort common 2-D and 3-D shapes</i> <i>and everyday objects</i> <i>* order and arrange combinations of mathematical</i> <i>objects in patterns and sequences</i> <i>* use mathematical vocabulary to describe position,</i> <i>direction and movement, including movement in a</i> <i>straight line and distinguishing between rotation as a</i> <i>turn and in terms of right angles for quarter, half and</i> <i>three-quarter turns (clockwise and anticlockwise).</i> <i>*draw 2-D shapes and make 3-D shapes using</i> modelling materials; <i>*recognise 3-D shapes in different orientations and</i> <i>describe them</i> <i>* recognise angles as a property of shape or a</i> <i>description of a turn</i> <i>* identify right angles, recognise that two right</i> <i>angles make a half-turn, three make three quarters of</i> <i>a turn and four a complete turn; identify whether</i> <i>angles are greater than or less than a right angle</i> <i>* identify horizontal and vertical lines and pairs of</i> <i>perpendicular and parallel lines</i> <i>*measure, compare, add and subtract: lengths</i> <i>(m/cm/mm); mass (kg/g), volume and capacity (l/ml)</i> <i>* measure the perimeter of simple 2-D shapes</i>	Number: Year 2 Fractions Year 3: Fractions <i>* recognise, find, name ar</i> <i>length, shape, set of object</i> <i>* write simple fractions for</i> <i>equivalence of 2/4 and ½</i> <i>*</i> count up and down in ten an object into 10 equal par quantities by 10 <i>*</i> recognise, find and write fractions and non-unit fract <i>*</i> recognise and use fraction fractions with small denom <i>*</i> recognise and show, usi denominators <i>*</i> add and subtract fraction whole [for example, 5/7 + 1 <i>*</i> compare and order unit f denominators <i>*</i> solve problems that invo

LIGHTHOUSE SCHOOLS PARTNERSHIP

Week 12

10Week 11as and Consolidation

and write fractions $\frac{1}{2}$, 1/3, 2/4, and $\frac{3}{4}$ of a ects or quantity for example, $\frac{1}{2}$ of 6 = 3 and recognise the

enths; recognise that tenths arise from dividing parts and in dividing one-digit numbers or

ite fractions of a discrete set of objects: unit actions with small denominators

ctions as numbers: unit fractions and non-unit

using diagrams, equivalent fractions with small

ions with the same denominator within one + 1/7 = 6/7

it fractions, and fractions with the same

volve all of the above.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Summer	Measurement: compare and intervals of time tell and write minutes, include the hour and dr clock face to sh know the num an hour and the in a day tell and write to analogue clock, Roman numera 12-hour and 24 estimate and increasing accuminute; record a in terms of second hours; use voca o'clock, a.m./p.r afternoon, noor know the num a minute and the in each month,	Time I sequence the time to five ing quarter past/to aw the hands on a now these times onber of minutes in a number of hours the time from an including using ls from I to XII, and -hour clocks read time with tracy to the nearest and compare time onds, minutes and abulary such as m., morning, a and midnight onber of seconds in the number of days year and leap year ations of events [for culate the time	Problem solving Year 2 Use assessment possibly statuto Year 3 Recap on the fo	g and efficient me nt to address gap ory assessments	thods s in learning and	Measurement temperature Year 3: Mass Choose and estimate and capacity (litre using thermo compare and record the res	t Year 2: Mass, C and Capacity d use appropriate measure (kg/g); i ss/ml) to the neare meters and meas nd order, mass, v sults using >, < ar	apacity and standard units to temperature (°C); est appropriate unit, euring vessels rolume/capacity and	Consolidation Use assessm Year 3 Recap Fr	
		2 and 2. Madium tar						201		

Maths Year 2 and 3: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL



10

tigations solidate any areas which require development.

SM. as which require further development Maths Medium Term Plan Year 3 and Year 4

 3 to 1,000 4 add and subtract amounts of money to give change, using both £ and p in practical contexts 4 add and subtract numbers mentally, including: a three-digit number and ens, a three-digit number and tens, a three-digit number and numbers 4 count from 0 in multiples of 6, 7, 9, 25 and 1000 4 if ind 1000 more or less than a given number s count in multiples of 6, 7, 9, 25 and 1000 4 if ind 1000 more or less than a given number s count in multiples of 6, 7, 9, 25 and 1000 4 if ind 1000 more or less than a given number s (thousands, hundreds, tens, and ones) 4 order and compare numbers beyond 1000 	Week 1 Week 2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 Week 1
 count from 0 in multiples of 4, 8, 50 and 100; if ind 10 or 100 more or less than a given numbers involving these ideas compare and order numbers up to 1000 identify, represent and estimate numbers is involving these ideas acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given numbers acount backwards through zero to include negative numbers a order and compare numbers beyond 1000 i dentify, represent and estimate numbers acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given numbers a order and compare numbers beyond 1000 a dentify, represent and estimate numbers acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given numbers a order and compare numbers a order and compare numbers a order and compare numbers a order and practical problems that involve all of the babove and with increasingly large positive numbers a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over time, the numeral system a read Roman numerals to 100 (I to C) and know that over				-			Number: Multiplication
 ind 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number and tens, a three-digit number and hundreds a corogarize and order numbers up to 1000 in numerals and in words solve problems involving these ideas a count in multiples of 6, 7, 9, 25 and 1000 more or less than a given number a count backwards through zero to include negative numbers (housands, hundreds, tens, and ones). a corder and compare numbers beyond 1000 a dentify, represent and estimate numbers using in a four-digit number (housands, hundreds, tens, and ones). a cove and nores or less than a given numbers a cove and compare numbers beyond 1000 a dentify, represent and estimate numbers using informative (housands, hundreds, tens, and ones). a cove and nores complex had in the numbers with up to the nearest 10, 100 or 1000 a cove and nore compare numbers to to 00 (Ito C) and know that over time, the numeral system changed to include the concept of zero and a read Roman numerals to 100 (Ito C) and know that over time, the numeral system changed to include the concept of zero and 				s of money to give a	change, using bo	oth £ and p in	♣count from 0 in multiple
 number recognise the place value of each digit in a three-digit number and tens, a three-digit number and numbers with up to three digits, using formal written methods of columnar addition and subtraction e compare and order numbers up to 1000 in numerals and invorts read and write numbers up to 1000 in numerals and invorts read and write numbers up to 1000 in numerals and invorts read and write numbers and practical problems and practical roblems, including missing number problems, using number facts, place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 a identify, represent and estimate numbers with up to three digits, using the formal written methods of columnar addition and subtraction. e solve number or less than a given number diftion and subtraction two-step problems in contexts, deciding which operations and methods to use and why e order and compare numbers beyond 1000 a identify, represent and estimate numbers with up to three digits, using the formal written methods of columnar addition and subtraction where appropriate e count backwards through zero to include negative numbers e recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 a lotentify, represent and estimate numbers with up to the earest 10, 100 or 1000 a solve numbers e read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 	• • • • • • • • • • • • • • • • • • • •	1.					recall and use multiplic
 a recognise the place value of each digit in a three-digit number (hundreds, tens, ones) c compare and order numbers up to 1000 i dentify, represent and estimate numbers using different representations a cod and subtract numbers with up to three digits, using formal written methods of solve numbers using different representations a cod and subtract numbers using using number problems involving these ideas account backwards through zero to includen negative numbers a cond pare numbers beyond 1000 a four-digit number (thousands, hundreds, tens, and ones) a order and compare numbers beyond 1000 a four any number to the nearest 10, 100 or 1000 a solve number and practical problems that involve all of the above and with increasingly large positive numbers a read Roman numerals to 100 (I to C) and know that over time, the numeral system that involve all of the concept of zero and 							
three-digit number (hundreds, tens, ones) of columnar addition and subtraction including for two-digit n e compare and order numbers up to 1000 estimate the answer to a calculation and use inverse operations to check answers including for two-digit n e read and write numbers up to 1000 in numerals and in words e solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. e solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. e solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. e solve problems, including missing number problems, using the formal written methods of columnar addition and subtraction where appropriate e solve problems, including missing number problems, using the formal written methods of columnar addition and subtraction where appropriate e solve problems, including missing number problems, using the formal written methods of columnar addition and subtraction where appropriate e solve problems, including missing number problems, including with operations and methods to use and why e solve problems and practical mothers, with operations and methods to use and why e solve problems involve and with increasingly and ones e solve problems involve and whith increasingly and ones e solve problems involve and whith increasingly are positive numbers e recognise the place value of each digit in a four-digit number to the nearest 10, 100 or 1000 e solve number and practical problems that involve and with increasingly large positive numbers		•		•			write and calculate ma
 e compare and order numbers up to 1000 e identify, represent and estimate numbers e read and write numbers up to 1000 in numerals and in words e solve number problems involving these ideas e count in multiples of 6, 7, 9, 25 and 1000 e find 1000 more or less than a given number e recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) e order and compare numbers beyond 1000 e identify, represent and estimate numbers e recognise the place value of each digit in a four-digit from the representations e read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 				•	ligits, using form	al written methods	J J
 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems and practical problems involving these ideas acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number acount in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given numbers and methods to use and why order and compare numbers beyond 1000 solve number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (1 to C) and know that over time, the numeral system changed to include the concept of zero and 							
 using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems and practical problems involving these ideas count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 corder and compare numbers to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 			e the answer to a	calculation and use	e inverse operati	ons to check	
 * read and write numbers up to 1000 in numerals and in words * solve number problems and practical problems involving these ideas * count in multiples of 6, 7, 9, 25 and 1000 * find 1000 more or less than a given number * count backwards through zero to include negative numbers * arecognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) * order and compare numbers beyond 1000 * identify, represent and estimate numbers using different representations * round any number to the nearest 10, 100 or 1000 * solve numbers * read Roman numerals to 100 (1 to C) and know that over time, the numeral system changed to include the concept of zero and 							
numerals and in words* add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate * count in multiples of 6, 7, 9, 25 and 1000 * find 1000 more or less than a given numbers * count backwards through zero to include negative numbers * recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)* add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate * estimate and use inverse operations to check answers to a calculation * solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and whyconnected to m objects * recall multiplication at to 12 × 12* add and subtraction where appropriate * estimate and use inverse operations to check answers to a calculation * allow addition and subtraction two-step problems in contexts, deciding which operations and methods to use and whyto 12 × 12* out addition and subtraction two-step problems in contexts, deciding which operations and methods to use and whyto allow				• •	-	lumber facts, place	
 solve number problems and practical problems involving these ideas <i>count in multiples of 6, 7, 9, 25 and 1000</i> <i>find 1000 more or less than a given number</i> <i>count backwards through zero to include negative numbers</i> <i>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</i> <i>order and compare numbers beyond 1000</i> <i>identify, represent and estimate numbers using different representations</i> <i>round any number to the nearest 10, 100 or 1000</i> <i>solve numbers</i> <i>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and</i> 							
 problems involving these ideas <i>c</i>ount in multiples of 6, 7, 9, 25 and 1000 <i>f</i> find 1000 more or less than a given number <i>c</i>ount backwards through zero to include negative numbers <i>r</i> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) <i>o</i> order and compare numbers beyond 1000 <i>i</i> identify, represent and estimate numbers <i>r</i> round any number to the nearest 10, 100 or 1000 <i>s</i> solve numbers <i>r</i> read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 						I written methods of	-
 *count in multiples of 6, 7, 9, 25 and 1000 * find 1000 more or less than a given number count backwards through zero to include negative numbers * recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) * order and compare numbers beyond 1000 * identify, represent and estimate numbers using different representations * round any number to the nearest 10, 100 or 1000 * solve numbers and practical problems that involve all of the above and with increasingly large positive numbers * read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 	· · ·				· ·	algulation	
 <i>*</i> find 1000 more or less than a given number <i>*</i> count backwards through zero to include negative numbers <i>*</i> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) <i>*</i> order and compare numbers beyond 1000 <i>*</i> order and compare numbers beyond 1000 <i>*</i> identify, represent and estimate numbers using different representations <i>*</i> round any number to the nearest 10, 100 or 1000 <i>*</i> solve numbers <i>*</i> read Roman numerals to 100 (I to C) and Know that over time, the numeral system changed to include the concept of zero and 							
 a count backwards through zero to include negative numbers a recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) a order and compare numbers beyond 1000 a order and compare numbers beyond 1000 a identify, represent and estimate numbers using different representations a round any number to the nearest 10, 100 or 1000 a solve number and practical problems that involve all of the above and with increasingly large positive numbers b read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 						s, deciding which	
 a recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) a order and compare numbers beyond 1000 a order and compare numbers beyond 1000 a identify, represent and estimate numbers using different representations a round any number to the nearest 10, 100 or 1000 a solve number and practical problems that involve all of the above and with increasingly large positive numbers a read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 	•	operations		use and why			<u> </u>
 * recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) * order and compare numbers beyond 1000 * order and estimate numbers using different represent and estimate numbers using different representations * round any number to the nearest 10, 100 or 1000 * solve number and practical problems that involve all of the above and with increasingly large positive numbers * read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 	• • • • • • • • • • • • • • • • • • •						• • • • • •
 a rocognize into place value of outer agit in a four-digit number (thousands, hundreds, tens, and ones) a order and compare numbers beyond 1000 a order and compare numbers beyond 1000 a identify, represent and estimate numbers using different representations a round any number to the nearest 10, 100 or 1000 a solve number and practical problems that involve all of the above and with increasingly large positive numbers a read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 	U						♣count in multiples of 6,
and ones) mentally, including: mu and ones) mentally, including: mu multiplying together 3 r identify, represent and estimate numbers using different representations * round any number to the nearest 10, 100 or 1000 * solve number and practical problems that involve all of the above and with increasingly large positive numbers * read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and							
 order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations							mentally, including: multi
 <i>identify, represent and estimate numbers</i> <i>ising different representations</i> <i>round any number to the nearest 10, 100 or</i> <i>involve and practical problems that</i> <i>involve all of the above and with increasingly</i> <i>large positive numbers</i> <i>read Roman numerals to 100 (I to C) and</i> <i>know that over time, the numeral system</i> <i>changed to include the concept of zero and</i> 							multiplying together 3 nu
using different representations calculations * round any number to the nearest 10, 100 or 1000 * solve number and practical problems that involve all of the above and with increasingly large positive numbers + read Roman numerals to 100 (I to C) and * now that over time, the numeral system							recognise and use fac
 * round any number to the nearest 10, 100 or 1000 * solve number and practical problems that involve all of the above and with increasingly large positive numbers * read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 							calculations
 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 							
involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and							
involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and	solve number and practical problems that						
 read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and 							
know that over time, the numeral system changed to include the concept of zero and	large positive numbers						
changed to include the concept of zero and	read Roman numerals to 100 (I to C) and						
	know that over time, the numeral system						
place value.							
	place value.						

Autumn



10

Week 11

Week 12

on and division

bles of 4, 8 lication and division facts for the 3, 4 and 8

nathematical statements for multiplication multiplication tables that they know, numbers times one-digit numbers, using

g to formal written methods

uding missing number problems, involving ion, including positive integer scaling ondence problems in which n objects are

and division facts for multiplication tables up

lving multiplying and adding, including aw to multiply two digit numbers by one roblems and harder correspondence ojects are connected to m objects. 6, 7, 9, 25 and 1000

own and derived facts to multiply and divide ultiplying by 0 and 1; dividing by 1; numbers

actor pairs and commutativity in mental

	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Number: Multiplication and	Length: Perime		Year 3: Fracti				Y3: Measurer	
Spring	 division recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 	 measure, consubtract: length mass (kg/g), voc capacity (l/ml) measure the simple 2-D shate convert betwork units of measure kilometre to measure innute] measure and 	npare, add and ns (m/cm/mm); olume and perimeter of opes reen different re [for example, etre; hour to d calculate the rectilinear figure ares) in d metres of rectilinear	 Count up an dividing an obnumbers or q recognise, unit fractions recognise anon-unit fractions recognise assmall denominations add and surone whole [foossimal denominators] solve probletation and arise when dial by ten. solve probletation and another anon-unit fractions 	d down in tenths oject into 10 equa uantities by 10 find and write fra and non-unit frac and use fractions ions with small de and show, using of nators btract fractions w r example, 5/7 + nd order unit frac ems that involve nd show, using of actions and down in hundi viding an object of the sinvolving ind	al parts and in div ctions of a discre- ctions with small as numbers: un enominators diagrams, equiva- vith the same der 1/7 = 6/7 tions, and fractic all of the above. <i>diagrams, familie</i> redths; recognise by one hundred a creasingly harder ons to divide qua nswer is a whole	ete set of objects: denominators it fractions and alent fractions with nominator within ons with the same s of common e that hundredths and dividing tenths r fractions to antities, including e number	Y3: Measurer *measure, co volume/capac Y4: Number: I *recognise a tenths or hund * find the effe 100, identifyin tenths and hu * solve simpl and decimals *Convert bet kilometres.	ompare, add city (I/mI) Decimals nd write dea dredths ect of dividin ng the value indredths le measure to two deci



Week 12

x 10 Week 11 ss and Capacity

add and subtract: mass (kg/g);

decimal equivalents of any number of

iding a one- or two-digit number by 10 and lue of the digits in the answer as ones,

re and money problems involving fractions ecimal places. Ferent units of measure e.g. metres to

Number: Decimals (including money) Measurement: Time *Iell and write the time from an analogue clock, add and subtract amounts of money to give change, using both £ and p in practical contexts Measurement: Time *Iell and write the time from an analogue clock, and 12-hour and 24-hour clocks Statistics Geometry: Propend direction) Geometry: Propend direction) * compare numbers with the same number of decimal places up to two decimal places * estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, in a minute and midnight * interpret and present discrete and continuous including up compares and tables. * interpret and present discrete and continuous including presented in scaled archarts and pictograms and tables. * ercognise 3-D sh them * now the number of seconds in a minute and midnight * know the number of seconds in a minute and hen mumber of days in each month, year and leap year * now the number of seconds in a minute and head to compare durations of events [for example to calculate the time taken by particular events or tasks]. * analyeu, meand, write and convert time between analogue and digits 12-+ and 2+-hour clocks * solve problems involving converting from hours to minutes; minutes to seconds; years to monthy; weeks to days. * complete a simple * compare and clack * complete a simple * complete a simple measure and pence * complete a simple * complete a simple * describe positor quadratart * complete a simple * describe moven given unit to the legits		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week	10
decimal places. polygon. (not found in WRM	Summer	money) A add and subine money to give both £ and p in contexts Compare number places up to twe places round decime decimal place whole number recognise and equivalents to find the effect one- or two-dig and 100, idents of the digits in ones, tenths and estimate, con- calculate differt including mone pence Solve simpler money probler	tract amounts of change, using practical mbers with the of decimal wo decimal als with one to the nearest als with one to the nearest of dividing a git number by 10 tifying the value the answer as and hundredths ompare and rent measures, ey in pounds and a measure and ms involving decimals to two	 tell and write including usin and 12-hour a estimate an accuracy to the compare time hours; use vo a.m./p.m., mod midnight know the ne the number of leap year compare du calculate the tasks]. read, write analogue and solve proble hours to minute 	e the time from g Roman num and 24-hour clo nd read time with the nearest min in terms of se cabulary such orning, afternoo umber of seco f days in each urations of even time taken by p and convert time I digital 12- and ems involving ites; minutes to	erals from I to XII, ocks ith increasing ute; record and conds, minutes and as o'clock, on, noon and nds in a minute and month, year and nts [for example to particular events or me between d 24-hour clocks converting from	 interpret a pictograms a solve one example, 'He fewer?'] usin bar charts an interpret a data using a including ba solve com problems using 	and tables -step and two-step ow many more?' ng information pr nd pictograms and pictograms and ppropriate graph r charts and time parison, sum and ing information p	ep questions [for and 'How many esented in scaled nd tables. rete and continuous nical methods, e graphs. od difference presented in bar	direction) Adraw 2-D sh materials; recognise 3 them recognise 3 them recognise 3 them recognise 3 them recognise 3 them recognise 3 them recognise 4 turn identify righ half-turn, three turn; identify righ half-turn, three turn; identify hor and parallel li compare and quadrilaterals identify acu angles up to a identify line orientations complete a line of symme describe po quadrant describe m given unit to a polygon.	angles and -D shapes angles as a angles as a ant angles, n e make th whether ar izontal and nes ad classify s and triang the and ob two right a es of symn a simple sy etry ositions on povements the left/right ed points a	m ir a p rec rec ng d v ge gle tus ng a b a

Maths Year 3 and 4: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL



10Week 11Week 12f shape (including in Y4 position and

make 3-D shapes using modelling

in different orientations and describe

a property of shape or a description of a

recognise that two right angles make a ree quarters of a turn and four a complete ngles are greater than or less than a right

d vertical lines and pairs of perpendicular

geometric shapes, including gles, based on their properties and sizes tuse angles and compare and order ngles by size netry in 2-D shapes presented in different

mmetric figure with respect to a specific

a 2-D grid as coordinates in the first

between positions as translations of a ht and up/down and draw sides to complete a given

Maths Medium Term Plan Year 4 and Year 5

	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number and Place Value – Year 2				dition and subtrac			tiplication and div			Perimeter and area
Autumn	 count in multiples of 6, 7, 9, 25 and find 1000 more or less than a give count backwards through zero to recognise the place value of each (thousands, hundreds, tens, and or order and compare numbers bey identify, represent and estimate representations round any number to the nearest solve number and practical probleming to 100 (I to numeral system changed to include) read Roman numerals to 100 (I to numeral system changed to include) read, write, order and compare number up to 1 000 000 interpret negative numbers in corwith positive and negative whole numeral solve number up to 1 000 000 solve number problems and practabove read Roman numerals to 1000 (I to numeral subjective and negative whole number up to 1 000 000 	en number include negative digit in a four-dig res) ond 1000 numbers using diff 10, 100 or 1000 ems that involve a bers o C) and know that the concept of ze umbers to at least teps of powers of ntext, count forwar mbers, including 00 to the nearest 1 tical problems that	it number ferent all of the above and at over time, the ero and place value. 1 000 000 and 10 for any given ds and backwards through zero 0, 100, 1000, 10 t involve all of the	the formal will subtraction will subtraction will estimate a answers to a solve additi contexts, ded use and why add and su digits, includi (columnar ad add and su increasingly li suse roundi determine, in accuracy solve additi	ritten methods of co where appropriate nd use inverse ope calculation tion and subtraction ciding which operate ubtract whole numb ng using formal wri ldition and subtraction ldition and subtraction arge numbers ng to check answer the context of a pre- tion and subtraction leciding which oper	ers with more than 4 tten methods on) entally with	multiplication a solve proble including using numbers by of harder corresp are connected count in multiply and d o and 1; dividi recognise a mental calcula recognise a mental calcula mental calc	one digit, integer sca pondence problems d to m objects. Itiples of 6, 7, 9, 25 value, known and de divide mentally, inclu- ing by 1; multiplying and use factor pairs ations or digit and three-dig using formal written d divide numbers m 10,100 and 1000 iples and factors, in a number, and cor use the vocabulary of and composite (non hether a number up umbers up to 19 and use square num the notation for sq ems involving multip ing by simple fraction	2 plying and adding, w to multiply two digit aling problems and s such as n objects and 1000 erived facts to uding: multiplying by g together 3 numbers and commutativity in a and commutativity in git numbers by a one- national commutativity in entally drawing upon holuding finding all mmon factors of two of prime numbers, nprime) numbers o to 100 is prime and hold is prime and hold is prime and plication and division of factors and plication and division,	of measure [fo to metre; hour measure and perimeter of a (including square and metres find the areas shapes by cour- measure and perimeter of co shapes in cent calculate and of rectangles (and including square centim	d calculate the rectilinear figure ares) in centimetres a of rectilinear inting squares d calculate the omposite rectilinear imetres and metres d compare the area including squares), using standard units, etres (cm2) and (m2) and estimate



	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week
Number: Multiplication and	Number: Frac	ctions	·	·	·		Number: Dec	cimals
 division *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 three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 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 multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the distributive law to mobjects. multiply and divide numbers and harder correspondence problems and harder correspondence problem	 recognise a count up and and dividing t solve probled quantities, indexide a add and sue add and sue compare and identify, nath hundredths recognise result and and sue number add and sue number read and we are and we	and show, using dia nd down in hundre tenths by ten. lems involving incr cluding non-unit fra obtract fractions with ad order fractions with mixed numbers and statements > 1 as obtract fractions with oper fractions and rrite decimal numb ems involving multiplications with the statements of the statements of the statements oper fractions and the statements of the stateme	edths; recognise the reasingly harder fra- actions where the a th the same denor whose denominator valent fractions of d improper fractions s a mixed number th the same denor mixed numbers by ers as fractions [fo	actions to calculate of answer is a whole n minator ors are all multiples of	when dividing and quantities, and frac umber of the same number presented visually, one form to the ot 4/5 = 6/5 = 1 1/5] nators that are mul upported by materia (1/100]	er including tenths and her and write tiples of the same als and diagrams	 *recognise a hundredths find the efferentiation of a identifying the hundredths solve simple decimals to twe *Convert bete Convert bete Convert bete Convert bete compare nut decimal place find the efferentiation of the identifying the hundredths recognise a and decimal efferentiation recognise a and decimal efferentiation recognise a and decimal efferentiation recognise a and to one define solve proble solve proble solve proble anultiple of a multiple of a multiple of a convert between a hundredths Solve simple aconvert between a and to the efferentiation 	and write dec ect of dividir e value of the le measure of two decimal p tween different imbers with end write de ect of dividir e value of the ect of dividir e value of the equivalents mals with two ecimal place ems involvir the per cent mber of part denominator ems which r f $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, of 10 or 25. and write de ect of dividir alue of the d e measure a wo decimal place

SCHOOLS PA

Week 11

LIGHTHOUSE

decimal equivalents of any number of tenths or

iding a one- or two-digit number by 10 and 100, ^f the digits in the answer as ones, tenths and

re and money problems involving fractions and al places.

ferent units of measure e.g. metres to kilometres. ith the same number of decimal places up to two

one decimal place to the nearest whole number decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ iding a one- or two-digit number by 10 and 100, f the digits in the answer as ones, tenths and

d compare numbers with up to three decimal

housandths and relate them to tenths, hundredths ts

two decimal places to the nearest whole number ce

ving number up to three decimal places

ent symbol (%) and understand that per cent arts per hundred', and write percentages as a tor 100, and as a decimal

th require knowing percentage and decimal (5, 2/5, 4/5 and those fractions with a denominator 5.

decimal equivalents of any number of tenths or

ding a one or two-digit number to 10 or 100, e digits in the answer as ones, tenths and

e and money problems involving fractions and al places

erent units of measure (for example km to m)

ek 10

	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Decimals (including	Measurement:	Statistics			Properties of shape		Geometry:	Y4 consolidatio		Consolidation
Summer	 money) <i>*</i>compare numbers with the same number of decimal places up to two decimal places <i>*</i>round decimals with one decimal place to the nearest whole number <i>*</i> recognise and write decimal equivalents to ¼, ½, ¾ <i>*</i> find the effect of dividing a one-or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths <i>*</i> estimate, compare and calculate different measures, including money in pounds and pence <i>*</i> solve simple measure and money problems involving fractions and decimals to two decimal places. <i>*</i> Recognise and write decimal equivalents of any number of tenths or hundredths <i>*</i> Find the effect of dividing a one or two-digit number to 10 or 100, identify the value of the digits in the answer as ones, tenths and hundredths <i>*</i> Solve simple measure and money problems involving fractions and decimals to two decimal places. <i>*</i> Convert between different units of measure (for example km to m) <i>*</i> round decimals with two decimal places <i>*</i> convert between different units of measure (for example km to m) <i>*</i> round decimals with two decimal places <i>*</i> read, write, order and compare numbers with up to three decimal places 	Time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • solve problems involving converting between units of time	 interpret and and continuous appropriate graph including bar charts, pictograf difference problem information press charts, pictograf other graphs solve comparise difference problem information press graph complete, readinformation in tatimetables 	phical methods, parts and time rison, sum and ems using sented in bar ms, tables and son, sum and ems using sented in a line ad and interpret ables, including	 Compare a quadrilateral and sizes identify acorder angles identify linin different of a specific li	nd classify geometri is and triangles, bas sute and obtuse angu- is up to two right angle as of symmetry in 2- orientations a simple symmetric e of symmetry shapes, including cu n 2-D representation e acute, obtuse and n angles, and measu ngles at a point and es at a point on a str 30°), other multiples operties of rectangle d missing lengths ar n between regular ar asoning about equal	<i>-D</i> shapes presented figure with respect to ubes and other ns degrees: estimate reflex angles ure them in degrees (° one whole turn (total raight line and 1/2 a of 90° es to deduce related nd angles nd irregular polygons I sides and angles.	Position and Direction describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down points and draw sides to complete a given polygon. (not found in WRM) 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	 Convert between the solution of measure [for to metre; hour to metre; hour to metre; hour to metric measure kilometre and metre; cent millimetre; gram and metre; cent millimetre; gram and millilitre) solve problem converting between metric imperial units solution pounds and pin estimate volution using 1 cm3 bloc cuboids (includid capacity [for example. 	een different units example, kilometre o minute] Units and volume een different units of (for example, netre; centimetre imetre and n and kilogram; litre ns involving veen units of time nd use uivalences units and common uch as inches, ts me [for example, ocks to build ng cubes)] and ample, using water] perations to solve	

Maths Year 4 and 5: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL



Maths Medium Term Plan Year 5 and Year 6

	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week
	Number and Place Value	Number: Four		•	•		Number: Frac	tions	
	read, write, order and compare				4 digits, including	using formal written	+compare an	d order fractions w	vhose denom
	numbers to at least 1 000 000 and determine the value of each digit	add and su		entally with increas	ingly large numbers		•	me and write equives hs and hundredths	
	 count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in 	problem, leve solve additi	ls of accuracy		nd determine, in the	e context of a ding which operations		nixed numbers and hematical stateme	• •
	context, count forwards and backwards with positive and	multiply and	d divide numbers	mentally drawing up	oon known facts digit number using	a formal written		btract fractions wit	th the same c
	negative whole numbers, including through zero	method, inclu	ding long multiplic	cation for two-digit n	e e			per fractions and	mixed numbe
	round any number up to 1 000			ainders appropriate	•				ara an frantia
	000 to the nearest 10, 100, 1000, 10 000 and 100 000		tiples and factors,		•	umber, and common	solve proble	rite decimal numbe ems involving mult	tiplication and
	solve number problems and						and problems	involving simple r	ates.
Autumn	 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <i>aread, write, order and compare numbers up to 10 000 000 and determine the value of each digit required degree of accuracy</i> <i>round any whole number to a required degree of accuracy</i> <i>use negative numbers in context, and calculate intervals across zero</i> solve number and practical problems that involve all of the above 	 multiply by A know and u numbers establish w recognise a and cubed (³) solve proble factors and m solve proble and problems solve proble and problems solve proble combination of multiply mut written method divide num method of long divide num short division perform met identify com use their kr operations solve proble use estima 	10,100 and 1000 use the vocabulary thether a number and use square nu- ems involving mul- pultiples, squares a ems involving simple ems involving simple ems involving ado of these, including <i>lti-digit numbers u</i> of of long multiplic bers up to 4 digits ag division, and inte g, as appropriate bers up to 4 digits where appropriate ental calculations, mon factors, com nowledge of the of to use and why M ems involving ado	up to 100 is prime a umbers and cube nu ltiplication and divis and cubes ltiplication and divis rates. lition, subtraction, m understanding the p to 4 digits by a two ation by a two-digit who terpret remainders a for the context by a two-digit num e, interpreting rema including with mixe mon multiples and rder of operations to m multi-step probler lathematics dition, subtraction, m wers to calculations	and recall prime num umbers, and the not ion including using ion, including scalin nultiplication and div meaning of the equ ro-digit whole number le number using the as whole number re ber using the forma- inders according to d operations and la prime numbers o carry out calculation	their knowledge of their knowledge of their knowledge of their knowledge of their knowledge of the system tractions trision and a trision and a tri	 use common the same den compare an add and su concept of eq multiply sime example, ¼ × divide proposition associate and 	n factors to simplif nomination nd order fractions, lbtract fractions wit nuivalent fractions nple pairs of prope	fy fractions; u including fra th different de er fractions, w ole numbers ion and calcu



ek 10

Week 11

Week 12

ominators are all multiples of the same number tions of a given fraction, represented visually,

r fractions and convert from one form to the other a mixed number [for example,2/5 + 4/5 = 6/5 = 1

e denominator and denominators that are

nbers by whole numbers, supported by materials

ctions [for example, 0.71 = 71/100] and division, including scaling by simple fractions

s; use common multiples to express fractions in

fractions > 1 t denominators and mixed numbers, using the

, writing the answer in its simplest form [for

ers [for example, $1/3 \div 2 = 1/6$] alculate decimal fraction equivalents [for example, 1/8]

 Number: Decimals and Percentages read, write, order and compare numbers with up to three decimal places recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage 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. Find the effect of dividing a one or two-digit number to 10 or 100, identify the value of the digits in the answer as ones, tenths and hundredths <i>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</i> solve problems which require answers to be rounded to specified degrees of accuracy solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages, including in different context 	Y5: Number: Decimals *Recognise and write decimal equivalents of any number of tenths or hundredths *Find the effect of dividing a one or two-digit number to 10 or 100, identify the value of the digits in the answer as ones, tenths and hundredths *Solve simple measure and money problems involving fractions and decimals to two decimal places *convert between different units of measure (for example km to m) Y6: Number: Algebra *use simple formulae * generate and describe linear number sequences * express missing number problems algebraically * find pairs of numbers that satisfy an equation with two unknowns * enumerate possibilities of combinations of two variables Teachers may choose to recap adding and subtracting decimals.	Measurement: Converting Units Convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millimetre; gram and kilogram; litre and millilitre) Solve problems involving converting between units of time understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Units of measure, using decimal notation up to three decimal places where appropriate units, converting measure, using decimal notation up to three decimal places where appropriate	Measurement: Perimeter, Area and Volume • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes. • estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • use all four operations to solve problems involving measure <i>*recognise that shapes with the same areas can have different perimeters and vice versa <i>* recognise when it is possible to use formulae for area and volume of shapes</i> <i>* calculate the area of parallelograms and triangles</i> <i>* calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and extending to other units [for example, mm³ and km³].</i></i>	Y5: Consolidation: Frac Use assessment to iden learning to be consolidar large amount ot content covered in the Autumn to Y6: Number: Ratio * solve problems involv relative sizes of two qua where missing values ca by using integer multiplie division facts * solve problems involv shapes where the scale known or can be found * solve problems involv unequal sharing and gro using knowledge of fract multiples
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Spring



actions entify gaps in dated for the ent to be n term

lving the Jantities can be found plication and

lving similar le factor is d

lving Irouping actions and

Statistic

♣solve comparison, sum and difference problems using information presented in a line graph

 complete, read and interpret information in tables, including timetables

sillustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

 interpret and construct pie charts and line graphs and use these to solve problems

 calculate and interpret the mean as an average.

										XX	
	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
					time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles						
		1 -			and kilometres						
	Geometry: Properties of shape identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (°) 	Geometry: Position and Direction • identify, describe and represent the position of a shape following a reflection or translation,		ion: Four Operations nt data to consolidate		Y5: Consolidat assessment da gaps in learnin	ta to consolidate	Y5: consolidation Use assessment consolidate gap	nt data to	Consolidation	
	♣ identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and ½ a turn (total 180°), other multiples of 90°	using the appropriate language, and know that the shape has not changed describe		nt e, it is likely that undertaking their	Year 6 Investigations			1			
ummer	 use the properties of rectangles to deduce related facts and find missing lengths and angles 	positions on the full coordinate grid (all four									
Sum	 distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	quadrants) draw and translate simple shapes on the									
	Adraw 2-D shapes using given dimensions and angles	coordinate plane, and									
	recognise, describe and build simple 3-D shapes, including making nets	reflect them in the axes									
	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons										
	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles										

Maths Year 5 and 6: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL





LSP Maths Plans 2020-2021

Year Specific Medium Term Plans



Medium Term Plan Year 1

	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Wee	k 11	Week 12
Autumn	Number and Place Value – with *count to and across 10, forwar with 0 or 1, or from any given n *count, read and write number multiples of 2s, 5s and 10s *given a number, identify 1 mo *identify and represent number representations including the n	 d across 10, forwards and backwards, beginning r from any given number and write numbers to 10 in numerals; count in 25, 55 and 10s mber, identify 1 more and 1 less d represent numbers using objects and pictorial ons including the number line, and use the equal to, more than, less than (fewer), most, *read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs *represent and use number bonds and related subtraction facts within 10 *add and subtract one-digit and two-digit numbers to 20, including 0 *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9 *recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 				Number and Place Value 20 *count to and across 20 and backwards, beginnin 1, or from any given num *count, read and write n 20 in numerals and word *given a number, identify and 1 less *identify and represent r using objects and pictoria representations including number line, and use the of: equal to, more than, le (fewer), most, least	- within forwards g with 0 or ber umbers to s / 1 more umbers al the language	Consolidation			
Spring	Addition and subtraction – within 20 *read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs *represent and use number bonds and related subtraction facts within 20 *add and subtract one-digit and two-digit numbers to 20, including 0 *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ?$				s and heights [for example, horter, tall/short,	Measurement Compare, describe and practical problems for mail [for example, heavy/light, than, lighter than] capacity and volume [for example, full/empty, more less than, half, half full, q measure and begin to r following: mass/weight capacity and volume	ss/weight heavier or e than, uarter]	Consolidation			
Summer	Multiplication and division Count in multiples of 2,5 and solve one-step problems invo multiplication and division, by o the answer using concrete obje pictorial representations and ar the support of the teacher	olving calculating ects,	Fractions *recognise, find a as 1 of 2 equal parallel shape or quantity *recognise, find a quarter as 1 of 4 e object, shape or q *Compare, descri- practical problems heights [for example, heaved than, lighter than]	rts of an object, and name a equal parts of an uantity ibe and solve s for lengths and ole, long/short, l/short, be and solve for mass/weight	Position and direction direction position, direction and movement, including whole, half, quarter and three-quarter turns		en number write numbers to count in multiples identify 1 more resent numbers pictorial icluding the use the language than, less than	Money <pre></pre>	Time Measure and begin to r [for example, quicker, slo earlier, later] time (hours, minutes, sec sequence events in chr order using language [for before and after, next, firsy yesterday, tomorrow, mo afternoon and evening] relating to dates, includin the week, weeks, monthsy years tell the time to the hour past the hour and draw th on a clock face to show to times	wer, conds) onological example, st, today, rning, uage g days of and half ne hands	Consolidation

Year 1: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL



Maths Medium Term Plan Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	and in tens and backwa recognise digit in a tw identify, r numbers us representat line compare up to 100; u read and 100 in num use place solve proble	teps of 2, 3, from any nu ard the place vo o-digit numb epresent ar sing differen ions, includi and order nu use <, > and write numb erals and in e value and ems. d and write	, and 5 from 0, umber, forward value of each ber (tens, ones) nd estimate t ing the number numbers from 0 I = signs ers to at least words number facts to numbers to at	 solve prob pictorial rep measures applying f recall and use related add and s add and s add and s atw a tw a two addi show that and subtract recognise 	their increasing d use addition a facts up to 100 subtract number y, including: o-digit number two-digit number two-digit number two-digit number and tree one-di t addition of two stion of one num and use the in	ion and subtraction cluding those invol- knowledge of men- nd subtraction facts rs using concrete o and ones and tens ers	ving numbers, q tal and written n s to 20 fluently, a bjects, pictorial one in any orde annot between addition	quantities and nethods and derive and representations, er (commutative) n and subtraction	and pence (p); con particular value find different con equal the same and solve simple pro context involving a	se symbols for pounds (£) nbine amounts to make a mbinations of coins that



Week 11

Week 12

Multiplication and division Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\mathbf{x}), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. ♣recall and use multiplication and division facts for 2,5, and 10 times tables, including recognising odd and even

numbers

	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
						WOOK /			Week to
Spring	Week 1 Week 2 Multiplication and division Arecall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers A calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs A show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot A solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Number and St A interpret and c simple pictogram charts, block dia simple tables A ask and answ questions by count number of object categories by qu A ask and answ questions about and comparing of data.	atistics construct ns, tally ograms and rer simple unting the cts in each rting the uantity rer totalling	Geometry: Pro *identify and d shapes, includi symmetry in a * identify and d shapes, includi and faces * identify 2-D s shapes [for exa triangle on a py	bperty of Shape lescribe the proper ing the number of s vertical line describe the prope ing the number of e shapes on the surfa ample, a circle on a vramid] d sort common 2-D	ties of 2-D sides and line rties of 3-D edges, vertices ace of 3-D a cylinder and a	Number: Fract recognise, fir of a length, sha write simple f	ions nd, name and writ pe, set of objects	te fractions ½, 1/3, 2/4, and ¾
Summer	Geometry: position an order and arrange con mathematical objects in sequences use mathematical voo describe position, direct movement, including mo straight line and distingur rotation as a turn and in angles for quarter, half a quarter turns (clockwise anticlockwise).	mbinations of patterns and cabulary to ion and ovement in a uishing between terms of right and three- and	methods	olving efficient	Measurement: T compare and s intervals of time tell and write th minutes, including past/to the hour a hands on a clock these times know the numb in an hour and the hours in a day	equence time to five g quarter and draw the face to show oer of minutes e number of	 Choose and u measure (kg/g) nearest approp vessels compare and results using >, 	use appropriate s ; temperature (°C riate unit, using tl I order, mass, vol	and temperature tandard units to estimate and c); capacity (litres/ml) to the hermometers and measuring ume/capacity and record the

Year 2: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.



	Week 11	Week 12
	Length and height	
3⁄4	choose and use appropriate standard units to estimate	
ise	and measure length/height in	
100	any direction (m/cm); using	
	rulers, scales, &compare and	
	order lengths	
	and record the results using >, < and =	
	2, Cuild -	
		u
		lidation
		Conso
		Co
	Investigations	
d		
n		
g		
е		

Maths Medium Term Plan Year 3

		Week 1 Week 2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week
	Autumn	Number and Place Value count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-dinumber (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using 	Addition and s add and sub a three a three b a three	subtraction otract numbers e-digit number e-digit number e-digit number btract numbers olumnar additio	mentally, includi and ones and tens and hundreds with up to three n and subtraction	ng: digits, using forr n	nal written	Number: Multiplica Acount from 0 in r Arecall and use m and 8 multiplication Write and calcul multiplication and that they know, in	ation and multiples nultiplicat on tables late math division cluding fo
	∢	 different representations read and write numbers up to 1000 in numerals and words solve number problems and practical problems involving these ideas 	l in answers solve proble	ems, including and more comp	alculation and us missing number lex addition and	problems, using		digit numbers, usi written methods solve problems involving multiplic integer scaling pro which n objects an	, includin ation and oblems a
	Ð	Number: Multiplication and Division recall and use multiplication and division facts for the 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication table that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 	 ♣add and subtract amounts of money to give change, 	using bar ch pictograms a solve one step questio 'How many r	and tables step and two- ns [for example, more?' and	♣measure, cor (m/cm/mm); m (l/ml)	Length and Perin mpare, add and so ass (kg/g), volume perimeter of simp	ubtract: lengths e and capacity	Numb *cour recogr dividin and in quanti * reco
	Spring	 solve problems, including missing number problems involving multiplication and division, including positive integer scaling problems and correspondence probler in which n objects are connected to m objects. 	practical	information p scaled bar c pictograms a	harts and				a disc and no denon • reco numbe fractio
				T '				Manager	solv the ab
		Number: Fractions recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denomination	clock, includir	e the time from	n numerals from		perties of Shape apes and make ing modelling	Measurement: Ca measure, compa volume/capacity (are, add a
		 within one whole [for example, 5/7 + 1/7 = 6/7 compare and order unit fractions, and fractions with the same denominators 	accuracy to th compare time	in terms of see	ute; record and conds, minutes	 recognise 3-I different orient describe them 	ations and		
	mer	solve problems that involve all of the above	a.m./p.m., mo midnight	rning, afternoo		 recognise ar property of sha description of a 	ape or a		
,	Summer		and the numb and leap year		ach month, year	 identify right recognise that make a half-tur three quarters 	two right angles rn, three make		
				e time taken b	nts [for example y particular	four a complete whether angles	e turn; identify		
		3: Medium term maths overview, with National Currici				 identify horiz vertical lines and perpendicular lines 	nd pairs of		

Year 3: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.



1.40	Maali 44	Mask 40
k 10	Week 11	Week 12
nd Division		
s of 4, 8		
ation and divi	sion facts for the 3, 4	
S		
thematical sta		
n using the m	ultiplication tables	
for two-digit I	numbers times one-	
tal and proor	essing to formal	C
	g	.io
		lat
0 0	umber problems,	ollo
	cluding positive	JSC
and correspo	ondence problems in	Consolidation
ected to m ob	ojects.	0
ber: Fraction		
	own in tenths;	
	-	
-	ths arise from	
ing an object	into 10 equal parts	
in dividing on	e-digit numbers or	
ntities by 10	5	
•		
-	and write fractions of	
crete set of o	bjects: unit fractions	
non-unit fract	ions with small	
ominators		
		~
cognise and ι	use fractions as	or
bers: unit frac	ctions and non-unit	ati
	all denominators	lid
		Consolidation
lve problems	that involve all of	uo
above.		Ŭ
d and subtrac	t: mass (kg/g);	
		c
		.0
		dat
		olic
		Consolidation
		or
		0

Maths Medium Term Plan Year 4

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	Week 1	Week 2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 We	ek 10
Autumn	 count in mi find 1000 count back numbers recognise number (tho order and identify, redifferent reprise round any solve num the above ar read Rom over time, th concept of zero 	number to the nearest 1 ber and practical problem ad with increasingly large an numerals to 100 (I to e numeral system change ero and place value.	n number nclude negative digit in a four-digit and ones) nd 1000 umbers using 10, 100 or 1000 ms that involve all of e positive numbers C) and know that ged to include the	formal written r subtraction whe sestimate and answers to a ca solve additio contexts, decid use and why	ract numbers with nethods of columr ere appropriate I use inverse opera alculation n and subtraction ling which operatio		Measurement: Length and Perimeter Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Number: Multiplicat *recall multiplicat tables up to 12 × * * solve problems including using the numbers by one of harder correspond connected to m of * count in multiple * use place value and divide mental dividing by 1; multiple	ion and 12 <i>involvii</i> <i>e distrik</i> <i>digit,</i> inte dence p bjects. es of 6, e, known ly, inclu tiplying
Spring	Number: Mu Arecall multifacts for multifacts for multifacts for multifacts for multiply included facts mentally, included facts mentaly, included facts mentally, included facts mentally, included	Itiplication and Division plication and division tiplication tables up to value, known and to multiply and divide luding: multiplying by 0 ng by 1; multiplying	Measurement: Area find the area of rectilinear shapes by counting squares	 count up and an object by or solve problet fractions to divi whole number 	d show, using diag d down in hundred ne hundred and div ms involving increa de quantities, inclu	riding tenths by ten.	redths arise when dividing to calculate quantities, and	Number: Decimals *recognise and w of tenths or hundr * find the effect o 10 and 100, identi answer as ones, t * solve simple me fractions and deci *Convert between to kilometres.	vrite dec edths f dividir ifying th enths a easure mals to



Week 11		Week 12
and Division nd division facts for multipli	cation	
ving multiplying and adding ributive law to multiply two nteger scaling problems an problems such as n objec	<i>digit</i> d	
, 7, 9, 25 and 1000 wn and derived facts to mu luding: multiplying by 0 an g together 3 numbers		Consolidation
ecimal equivalents of any i	number	
ling a one- or two-digit nun the value of the digits in th and hundredths e and money problems inv to two decimal places.	e olving	
erent units of measure e.g.	metres	
		Consolidation

 	Week 1 Number: Decimals &compare		Week 3 Week 4 ment: Money	Week 5 Measurement:	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
, 		🔺 estimat		- mousurement.	lime	Statistics	Geometry: Properties	of Shape		Geometry: Position	
1 \ S	compare		te, compare and calculate	🔺 read. write a	and convert time	interpret and	<pre>*compare and classif</pre>	v geometric shap	es. includina	and direction	
	numbers with the same number of decimal	different r pounds a & solve s problems	measures, including money in	between analo 12- and 24-ho solve proble converting from minutes; minut	ogue and digital ur clocks ms involving	present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	 quadrilaterals and trial sizes identify acute and o angles up to two right identify lines of sym different orientations 	ngles, based on t btuse angles and angles by size	heir properties and	 describe positions as coordinates in the first quadrant describe movements between 	
t	places up to two decimal places &round					 solve comparison, sum and difference problems using information 	 complete a simple s specific line of symmetry 		with respect to a	positions as translations of a given unit to the left/right and up/down	
er 	decimals with one decimal place to the nearest whole number					presented in bar charts, pictograms, tables and other graphs				 plot specified points and draw sides to complete a given polygon. Can't find in WRM 	
(recognise and write decimal equivalents to ¼, ½, ¾ 										
	 find the effect of dividing a one- or two- digit number by 10 and 100, identifying 										
t t t t	the value of the digits in the answer as ones, tenths and hundredths										Consolidation

Year 4: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.



Maths Medium Term Plan Year 5

	Week 1 Week 2	2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Number and Place Value		Addition and s	ubtraction	Statistics		Number: Multiplica	tion and Division	Measurement:
Autumn	 read, write, order and co at least 1 000 000 and det each digit count forwards or backy powers of 10 for any given 000 interpret negative numb forwards and backwards w negative whole numbers, it zero round any number up to nearest 10, 100, 1000, 10 solve number problems problems that involve all o read Roman numerals to recognise years written in 	ermine the value of vards in steps of number up to 1 000 ers in context, count vith positive and ncluding through 1 000 000 to the 000 and 100 000 and practical f the above o 1000 (M) and	 add and sub numbers with r digits, including written method addition and sub addition and sub mentally with in large numbers use rounding answers to call determine, in the problem, levels solve addition subtraction mup problems in comparison 	tract whole more than 4 g using formal ls (columnar ubtraction) tract numbers ncreasingly g to check culations and he context of a s of accuracy on and lti-step ntexts, deciding ns and methods	 solve comp difference pr information p line graph complete, 	rmation in tables,	 multiply and division mentally drawing using mentally drawing using including finding all number, and commumbers know and use the prime numbers, pricomposite (nonprime and restablish whether 100 is prime and restablish w	de numbers upon known facts 0 and 1000 and factors, Il factor pairs of a non factors of two ne vocabulary of ime factors and me) numbers er a number up to ecall prime se square e numbers, and the ed (²) and cubed (³) involving division including dge of factors and and cubes involving division, including fractions and	 measure and composite recti and metres calculate and rectangles (inclusing standard and square metof of irregular shaped of irregular shaped
Spring	Number: Multiplication and multiply numbers up to 4 two-digit number using a far method, including long mud- digit numbers multiply and divide num- drawing upon known facts divide numbers up to 4 number using the formal with short division and interpret appropriately for the conter solve problems involving subtraction, multiplication combination of these, inclu- the meaning of the equals	4 digits by a one- or ormal written Itiplication for two- bers mentally digits by a one-digit written method of t remainders xt g addition, and division and a uding understanding	 identify, name tenths and hun tenths and hun to the other and 1 1/5] add and sub same number multiply proposed agrams read and writing solve proble 	I order fractions w ne and write equiv ndredths A recogr d write mathemat stract fractions wit per fractions and n ite decimal numbe	valent fractions hise mixed nun lical statement h the same de mixed numbers ers as fractions iplication and o	s of a given fraction nbers and imprope s > 1 as a mixed n nominator and den s by whole numbe s [for example, 0.7	ples of the same nur n, represented visua er fractions and conv number [for example nominators that are rs, supported by ma '1 = 71/100] scaling by simple fra	lly, including vert from one form , 2/5 + 4/5 = 6/5 = multiples of the terials and	Number: Decim read, write, o with up to three recognise an them to tenths, equivalents round decima the nearest who place solve probler decimal places recognise the understand that parts per hundr fraction with de decimal solve probler percentage and 1/5, 2/5, 4/5 ar denominator of



Week 11	Week 12
t: Area and Perimeter	
nd calculate the perimeter of	
ctilinear shapes in centimetres	
nd compare the erec of	
nd compare the area of	
cluding squares), and including	
d units, square centimetres (cm ²)	
netres (m ²) and estimate the area	
napes.	
	c
	tio
	da
	olli
	Consolidation
	ပိ
imale and Dereentages	
imals and Percentages	
order and compare numbers	
ee decimal places	
and use thousandths and relate	
s, hundredths and decimal	
s, nunureuns and decimal	
mals with two decimal places to	
hole number and to one decimal	
ama involving number up to three	
ems involving number up to three	
es	
he per cent symbol (%) and	
hat per cent relates to 'number of	
dred', and write percentages as a	
denominator 100, and as a	
	ч С
	Consolidation
ems which require knowing	ide
nd decimal equivalents of 1/2, 1/4,	
and those fractions with a	Suc.
of a multiple of 10 or 25.	ŏ
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Dec	imals			Geometry:	Geometry: Properties of Shape			Measuremen	t: Converting Units	Measurement: Volume	
Summer	 Recognise a tenths or hund Find the effective 100, identify tand hundredtiin Solve simple and decimals 	and write decima dredths ect of dividing a c he value of the d hs e measure and n to two decimal p	one or two-digit ligits in the ans noney problem places	f any number of number to 10 or wer as ones, tenths s involving fractions (for example km to	 identify 3 other cubo other cubo know an estimate ar reflex angle draw give degrees (°) identify: turn (total 3 straight line multiples of a use the prelated fact angles distinguis 	-D shapes, includi ids, from 2-D repre- gles are measured nd compare acute es en angles, and me angles at a point a 360°) angles at a point a 360°) angles at a point a 360°) angles at a point a to and ½ a turn (tot f 90° properties of recta ts and find missing sh between regula	ng cubes and esentations d in degrees: , obtuse and easure them in and one whole point on a al 180°), other ngles to deduce g lengths and ar and irregular	Geometry: Position and Direction	 convert betty metric measu kilometre and metre; centing gram and kilo solve problic converting between the understand equivalences 	ween different units of ure (for example, d metre; centimetre and netre and millimetre; ogram; litre and millilitre) lems involving etween units of time d and use approximate between metric units imperial units such as	 estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] use all four operations to solve problems involving measure 	Consolidation



Maths Medium Term Plan Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	numbers up to determine the round any w required degre use negative context, and c across zero solve number	order and compare 10 000 000 and value of each digit whole number to a see of accuracy	 multiply munumber using a divide numulaing the for remainders a rounding, as divide num formal written interpreting remainders a perform mand large nu identify conumbers use their k calculations solve addi deciding white solve proband division use estimation 	dition, subtraction an ulti-digit numbers up g the formal written r nbers up to 4 digits b mal written method of as whole number ren appropriate for the of nbers up to 4 digits b n method of short div remainders according ental calculations, in mbers mmon factors, common knowledge of the orde involving the four op tion and subtraction ch operations and molems involving addition ation to check answer the context of a pro-	to 4 digits by a tw method of long m y a two-digit who of long division, a nainders, fraction context y a two-digit num vision where app g to the context cluding with mixe non multiples and er of operations to erations multi-step proble ethods to use an on, subtraction, n	wo-digit whole nultiplication ole number and interpret ns, or by nber using the ropriate, ed operations d prime to carry out ems in contexts, nd why multiplication s and	Number: Fractions *use common factor express fractions in t * compare and order * add and subtract f numbers, using the or * multiply simple pa simplest form [for ex * divide proper fract 1/6] * associate a fraction equivalents [for examples]	the same denon er fractions, inclu fractions with dif- concept of equiv- irs of proper frac- ample, $\frac{1}{4} \times \frac{1}{2} =$ tions by whole n on with division a	nination uding fractions ferent denomir valent fractions ctions, writing t 1/8] umbers [for ex and calculate d	> 1 hators and mixed the answer in its cample, $1/3 \div 2 =$ lecimal fraction	Geometry: Position and Direction describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes	Consolidation



	Week 1 Week 2	Week 3 Week 4	Wee	k 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spring	Number: Decimals • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy	Number Percentages solve problems involving t calculation of percentages [f example, of measures, and 15% of 360] and the use of percentages for comparison recall and use equivalence between simple fractions, de and percentages, including context	for such as n es ecimals	 generation describe libio sequence expression number privalgebraica find pair 	ble formulae e and near number s missing oblems lly rs of numbers y an equation nknowns ate rs of	Measures: Converting Units Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate 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 three decimal places convert between miles and kilometres	Measure: Are and Volume • recognise the with the same have different and vice vers • recognise we possible to us for area and we shapes • calculate the parallelogram triangles • calculate, et compare volut and cuboids we standard units cubic centime and cubic me and extending units [for exama and km ³].	hat shapes e areas can t perimeters a when it is se formulae volume of he area of he area of his and estimate and ime of cubes using s, including etres (cm ³), g to other	Number: R solve pro- sizes of two values can multiplication solve pro- where the solve pro- sharing and fractions ar



NAA	
Week 11	Week 12
Ratio	
problems involving the relative wo quantities where missing an be found by using integer ation and division facts	
problems involving similar shapes e scale factor is known or can be	
problems involving unequal and grouping using knowledge of and multiples	
	ation
	Consolidation

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	Geometry: Proper Adraw 2-D shapes dimensions and a recognise, desc simple 3-D shapes making nets compare and cl shapes based on and sizes and find angles in any triar quadrilaterals, and polygons recognise angles meet at a point, and line, or are vertical and find missing a	rties of Shape s using given ngles cribe and build s, including lassify geometric their properties d unknown ngles, d regular es where they re on a straight ally opposite,	Problem Sol		VVEEK 3	Statistics Aillustrate a including ra circumferen diameter is A interpret and line gra solve proble	and name parts of circles, dius, diameter and ice and know that the twice the radius and construct pie charts uphs and use these to ems and interpret the mean	Investigatio		_ Week TU	Week II	Consolidation
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Year 6: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.

