*The Best That You Can Be*

# Devonshire Primary Academy

## Maths Long Term Plan

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| **Autumn term Year 5**<br>**Autumn term**<br>**21.10.24- 29.10.24 Half term**<br>**Finish 20th December**<br>**13 weeks including 1 enrichment week commencing 25th November (complete Autumn Assessment)** | The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly. |

- **Previous Learning:**

**EYFS:** Cardinality and Counting. Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents. Subitising and Counting skills and explore the composition of numbers within and beyond 5. Equal, unequal and connecting two equal groups, number facts, counting larger numbers.

**Pre School**: Number and Counting; say numbers 1-10, recognising numbers, counting objects, count from a group, Days of the week, amounts, decrease, compared, near and far.

**Year 1**: count to and across 100, forwards and backwards, read and write numbers to 100, count in multiples of 2,5,10, using number lines, language equal, more than, less than, fewer, most, least, read, write and interpret addition and subtraction signs +-=, solve problems including missing numbers, +- one digit and two digit numbers to 20, including 0, number bonds 10/20, arrays, lots of, count in fractions up to 10, ½, ¼ equivalence on a number line, recognise, find and name fractions ½ as two equal parts, compare decimals with the same number of up to 2 dp, recognise and name 2D and 3D shapes, describe position and movement including half, quarter and three quarter turn, measurement in height, length and volume, time( hours, seconds and mins) Sequence events.

**Year 2**: count in steps of 2,3,5 and10 from 0, identify, represent and estimate numbers, read and write numbers to 100, compare and order numbers from 0 up to 100 <>=, recognise the place value of each digit in a 2digit number- tens and ones. Solve number fact problems, mental and written methods, add and subtract two-digit numbers and ones, adding three digit numbers, show commutative, inverse relationships, recall +- facts to 100, multiplication and division symbols, recall 2,5,10 multiplication tables, recognise odd and even numbers, count in tenths, recognise fractions, whole, ½, ¼, 1/3, equivalent fractions, 2D, 3D shapes, lines of symmetry, regular and irregular polygons, position and direction- turn, right angles, half turn etc, compare lengths mass and volume, tell the time, pictograms, charts, tables tally's

**Year 3:** count from 0 in multiples of 4,8,50 and 100, find 10 or 100 more or less than a given number, identify represent and estimate numbers, read and write numbers up to 1000 in numerals and words, compare and order numbers up to 1000, recognise place value of each digit in a three digit number( hundreds, tens, ones), solve practical problems, addition and subtraction one step problems, add and subtract mentally including 3digit number and ones, tens and hundreds, column method, estimate using inverse, solve problems, write and calculate multiplication and division calculations including 2digit one digit using mental and formal methods, recall facts for 3,4 and 8 times tables. Count up and down in tenths, recognise fractions, non-unit and unit fractions, recognise tenths (dividing into 10 equal parts), identify each digit in numbers given to 3 decimal places, equivalent fractions, add and subtract fractions, recognise,draw and make 2 d and 3d shapes, identify right angles, half turn, ¾ 's four turns= a whole, horizontal and vertical lines, perpendicular and parallel lines, measurement, perimeter, add and subtract money, tell the time including roman numerals, Interpret and present data using bar charts, pictograms and tables

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**Year 4:** count backwards through 0 to include negative numbers, count in multiples of 6,7,9,25 and 1000, find 1000 more or less than a given number, identify represent and estimate numbers using different manipulatives, read roman numerals to 100(I-C), order and compare numbers beyond 1000, recognise the place value digit in four digit number, round to the nearest 10,100,1000, solve problems, solve addition and subtraction problems, +- with up to 4 digits using formal and written methods of columnar, use rounding where possible, 2 step problems, missing numbers, multiply 3digit by 1 digit formal method, estimate, recall all multiplication and division facts including product, odd/even/ factors/ divisibility rules, square numbers, count in fractions up to 10, using ½ and 2/4, recognise hundredths when dividing an object by 100 and dividing tenths by 10, compare numbers of the same decimals up to 2 dp, round decimals to nearest whole, equivalent fractions, add and subtract fractions, divide one or 2 digit numbers by 10 and 100, non-unit and unit fractions (divide), money problems involving fractions and decimals to 2dp, lines of symmetry in 2d shapes, compare and classify geometric shapes including quadrilaterals, triangles, identify acute, obtuse angles, compare and order by size, describe positions on a 2D grid, plot points and draw sides to complete a polygon, convert between different units of measure, perimeter and area of shapes, read and convert time, interpret data, graphs, bar charts and time graphs, calculate mean.

| Topic | Small Steps | National Curriculum- Progression Document/Prioritisation | Vocabulary | Notes on provision and priority for teaching |
|---|---|---|---|---|
| Autumn 1<br>Place Value | ● numbers to 10,000<br>● round to nearest 10, 100, 1000<br>● numbers to 100,000<br>● compare and order numbers to 100,000<br>● round numbers with 100,000<br>● numbers to a million<br>● counting in 10s, 100s, 1000s, 10000, 100000s<br>● compare and order numbers to one million<br>● round numbers to one million<br>● negative numbers<br>● roman numerals to 1000 | **5NPV–1** Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.<br>**5NPV–2** Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.<br>**5NPV–3** Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.<br>**Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero**<br>**Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000**<br>**Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit**<br>round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000<br>**Solve number problems and practical problems that involve all of the above**<br><br>To explore numbers bigger than 1 million. E.g. Write 1 million in digits. Write down the number that is 1 more than 1 million. Write down the | ones (1s), tens (10s), hundreds (100s), thousands (1000s), place value, Roman numerals, partition, estimate, round up, round down,<br><br>greater than (>), less than (<), ten thousands (10,000s),hundred Thousand (100,000) Positive negative rounding, sequence, rule | |

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| | | number that is 10 more than 1 million. Write down the number that is 100 more than 1 million.<br>To use mathematical reasoning to explain logical answers to questions<br><br>To apply rules for rounding to numbers beyond Year 5 expectations.<br>To use practical resources to deepen understanding of place value.<br><br>To be able to work systematically in response to a given problem, including multi-step problems. | | |
| Autumn 1/ 2<br>Addition and subtraction<br>(If needed) | Add whole numbers with more than 4 digits (column method)<br>● Subtract whale numbers with more than 4 digits (column method)<br>● round to estimate and approximate<br>● Inverse operations (addition and subtraction)<br>● multi-step addition and subtraction problems | **Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why**<br><br>**Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)**<br><br>**Add and subtract numbers mentally with increasingly large numbers**<br>**Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.** | addition, addend, operation (+) sum (=) expression (8+5), equation (8+5=13), commutative,<br><br>subtraction, minuend, subtrahend, difference (=), reduce,<br><br>ones (1s), tens (10s), hundreds (100s), thousands (1,000s), ten thousands (10,000s), hundred thousands (100,000s), inverse, round, mentally, estimate | |
| Autumn 2<br>Statistics | ● Read and interpret line graphs<br>● draw line graphs | **Complete, read and interpret information in tables, including timetables** | line graph, dual line graph, horizontal axis, | |

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| | ● use line graphs to solve problems<br>● read and interpret tables<br>● two way tables<br>● timetables | Solve comparison, sum and difference problems using information presented in a line graph<br><br>solve one-step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. | vertical axis, axes, scale, data, information, interpret, complete, table two-way table | |
| Autumn 2 Multiplication and division part 1 | - Autumn<br>● multiples<br>● factors<br>● common factors<br>● prime numbers<br>● square numbers<br>● cube numbers<br>● multiply by 10, 100, and 1,000<br>● dive by 10, 100, and 1.000<br>● multiples of 10, 100 and 1,000 | **5NF–1** Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.<br>**5NF–2** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).<br>**5MD–1** Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.<br>**5MD–2** Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.<br>**5MD–4** Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.<br><br>**Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.**<br><br>**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**<br><br>Identify common factors, common multiples and prime numbers.<br><br>Establish whether a number up to 100 is prime and recall prime numbers up to 19.<br>**Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.** | Multiple, factor, prime, composite, square and cubed numbers,<br><br>multiply, multiplicative reasoning, multiplier, multiplicand, product<br><br>divide, dividend, divisor, quotient, | |

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| Complete Autumn assessment | | | | |
| **SMSC** | Calculate whether an answer is wrong | | | |
| **BV** | Discuss their work<br>Explain their reasoning when solving problems | | | |
| **Wider World** | Link to jobs- Baker, shop keeper, teacher, builder, gardener, engineer, architect, historian, soldier, zoo keeper<br>Linked stories: RECOMMENDATIONS - MathsThroughStories.org - for specific topics | | | |
| | | | | |
| **Spring term Year 5**<br>**Spring Term**<br>**Half term 17-21st Feb**<br>**Finish 11th April (Easter)**<br>**13 weeks including Number Day 7th Feb; 1 enrichment week commencing 24th-28th March (complete Spring Assessment)**<br>. | The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly. | | | |
| Topic | Small Steps | National Curriculum- Progression Document/Prioritisation | Vocabulary | Notes on provision and priority for teaching |
| Spring 1<br>Perimeter and Area | ● measure perimeter<br>● calculate perimeter<br>● area of rectangles<br>● area of compound shapes<br>● area of irregular shapes | 5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.<br>**Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres**<br>**Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2 ) and square metres (m2 ) and estimate the area of irregular shapes**<br>use the properties of rectangles to deduce related facts and find missing lengths and angles | perimeter, area, centimetres (cm), metres (m), rectilinear shape, distance, measure, convert) | |

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| | | | scale formula square centimetre square metre | |
| Spring 1 Multiplication and division part 2 | Spring<br>● multiply 4-digits by 1-digit<br>● multiply 2-digits (are model)<br>● multiply 2-digits by 2-digits<br>● multiply 3-digits by 2-digits<br>● multiply 4-digits by 2-digtis<br>● divide 4-digits by 1-digit<br>● divide with remainders | **5MD–2** Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.<br>**5MD–3** Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.<br>**5MD–4** Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.<br>**Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.**<br><br>**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**<br><br>Identify common factors, common multiples and prime numbers.<br><br>Establish whether a number up to 100 is prime and recall prime numbers up to 19.<br>**Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.** | Multiple, factor, grid method, column method, short/long division,<br><br>multiply, multiplicative reasoning, multiplier, multiplicand, product<br><br>divide, dividend, divisor, quotient, remainder, | |
| Spring 1-2 Fractions | ● equivalent fractions<br>● improper fractions to mixed numbers<br>● mixed numbers to improper fractions<br>● numbers sequences<br>● compare and order fractions less than 1 | **5NPV–1** Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.<br>**5F–1** Find non-unit fractions of quantities.<br>**5F–2** Find equivalent fractions and understand that they have the same value and the same position in the linear number system.<br>**Count up and down in tenths.** | equivalent, numerator, denominator, vinculum (fraction bar) mixed | |

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| | ● compare and order fractions greater than 1<br>● add and subtract fractions<br>● add fractions within 1<br>● add 3 or more fractions<br>● add fractions<br>● add mixed numbers<br>● subtract fractions<br>● subtract mixed numbers<br>● subtract - breaking the while<br>● subtract 2 mixed numbers<br>● multiply unit fractions by an integer<br>● multiply mixed numbers by integers<br>● fraction of an amount<br>● using fractions as operators | **Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence).**<br><br>**Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.**<br><br>Add and subtract fractions with the same denominator and multiples of the same number.<br><br>Recognise mixed numbersand improper fractions and convert from one form to the other and write mathematical statements, 1 as a mixed number (e.g. 2/5 + 4/5= 6/5 = 1 1/5) | number, convert, sequence, order, multiply (×), multiple, divide (÷), dividend, factor, greater than (>), less than (<), equal to (=), divisor, quotient, expand proper/improper fraction simplify | |
| Spring 2(summer 1 if needed) Decimals and percentages | **Decimal and percentages**:<br>● decimals up to 2 d.p<br>● decimals as fractions<br>● understand thousandths<br>● thousandths as decimals<br>● rounding decimals<br>● order and compare decimals<br>● understand percentages<br>● percentages as fractions and **decimals**<br>● equivalent F.D.P Decimals:<br>● adding decimals within 1 | **5NPV–1** Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.<br>**5NPV–2** Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.<br>**5F–3** Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and for multiples of these proper fractions.<br>**5NPV–3** Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.<br>**5NPV–4** Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.<br>**5NPV–5** Convert between units of measure, including using common decimals and fractions.<br><br>**Read, write, order and compare numbers with up to three decimalplaces.** | percent, percentage, tenths, hundredths, and thousandths . decimal, decimal place, fraction, place value, digits, and | |

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| | ● subtracting decimals within 1<br>● complements to 1<br>● adding decimals - crossing the whole<br>● adding decimals with the same number of decimals places<br>● subtracting decimals with the same number of decimal places<br>● adding decimals with a different number of decimals places<br>● subtracting decimals with a different number of decimal places<br>● adding and subtracting wholes and decimals<br>● decimal sequences<br>● multiplying decimals by 10, 100 and 1,000<br>● dividing decimals by 10, 100, and 1,000 | **Round decimals with two decimal placesto the nearest whole number and to one decimal place.**<br><br>**Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.**<br><br>**Read and write decimal numbers as fractions (e.g. 0.71 = 71/100)**<br><br>**Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.**<br><br>**Solve problems involvingnumbers up to three decimal places.**<br><br>**Solve problems which require knowing percentage and decimal equivalents of ½ ¼ 1/5 2/5 4/5 and those with a denominator of a multiple of 10 or 25.** | decimal point add, subtract, multiply, divide ones, tenths, hundredths, thousandths difference, group, share, compare, represent column, place value, | |
| **Complete Spring Assessment** | | | | |
| **SMSC** | Explore maths in the real world (Money) | | | |
| **BV** | Follow rules for fact families | | | |
| **Wider World** | Link to jobs- Baker, shop keeper, teacher, builder, gardener, engineer, architect, historian, soldier, zoo keeper<br>Linked stories: RECOMMENDATIONS - MathsThroughStories.org - for specific topics | | | |
| **Summer Term Year 5**<br>**Half term 26th May-9th June**<br>**Finish 18th July**<br>**11 weeks including; 2 enrichment weeks** | The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly | | | |

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| **19th-23rd May Health and Wellbeing week**<br>**14th-18th July**<br>**Complete- statistics/time/money in enrichment week (Health)**<br>**Summer assessment to be completed last enrichment week.** | complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly. |

| Topic | Small Steps | National Curriculum- Progression Document/Prioritisation | Vocabulary | Notes on provision and priority for teaching |
|---|---|---|---|---|
| Summer 1<br>Properties of Shape | ● measure angles in degrees<br>● measuring with a protractor<br>● drawing lines and angles accurately<br>● calculating angles on a straight line<br>● calculating angles around a point<br>● calculating lengths and angles in shapes<br>● regular and irregular polygons<br>● reasoning about 3D shapes | **5G–1** Compare angles, estimate, and measure angles in degrees (°) and draw angles of a given size.<br><br>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations<br><br>Related to careers e.g. bricklaying.<br><br>Stacking cupboards after shopping considering shapes and space. Linked shapes.<br><br>Shapes and their purpose.<br>draw given angles, and measure them in degrees (°)<br><br>Time, body position, positional language, taking directions, map reading, compass bearings.<br>use the properties of rectangles to deduce related facts and find missing lengths and angles<br><br>Joinery etc. / carpet fitting<br><br>reasoning about equal sides and angles | angle, turn whole turn, half turn, quarter turn acute angle, right angle, obtuse angle, refl ex angle degrees (°) 90 degrees 180 degrees, 360 degrees interior angle protractor parallel perpendicular angle, interior angle grid regular, irregular polygon, quadrilateral 2D, 3D viewpoint | |

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| | | Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles<br><br>Identify:<br>* angles at a point and one whole turn (total 360°)<br>* angles at a point on a straight line and ½ a turn (total 180°)<br>* other multiples of 90° | | |
| Summer 1<br>Statistics ( can be completed during enrichment week) | ● interpret charts<br>● comparison, sum and difference<br>● introducing line graphs<br>● line graphs | **Complete, read and interpret information in tables, including timetables**<br><br>Solve comparison, sum and difference problems using information presented in a line graph<br><br>solve one-step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. | line graph', 'discrete data' and 'continuous data' table, bar chart, pictogram, key, compare, altogether, more than, less than, least, most, greatest, smallest, line graph, discrete data, continuous data | |
| Summer 2<br>Position and Direction | ● position in the first quadrant<br>● translation<br>● translation with coordinates<br>● reflection<br>● reflection with coordinates | Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed | reflection, translation mirror line coordinate, horizontal coordinate, vertical coordinate horizontal axis, vertical axis | |
| Summer 2<br>Converting units | ● kilograms and kilometres<br>● millimetres and millilitres<br>● metric units<br>● imperial units<br>● converting units of time<br>● timetables | **Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)**<br><br>**Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints** | mass, capacity, length, time, quantity metric units, gram, kilogram, millilitre, litre, millimetre, | |

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| | | **Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]**<br><br>**Solve problems involving converting between units of time**<br><br>**Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.**<br><br>**Complete, read and interpret information in tables, including timetables**<br><br>**Reading timetables for buses/trains** | centimetre, metre, kilometre imperial units, ounce (oz), pound (lb), stone (st), pint (pt), gallon, inch (in), foot (f), yard (yd) second, minute, hour, day, week, month, year convert, equal to, equivalent, approximately, per, measure, remainder, multiple timetable, 24-hour, digital, duration | |
| Summer 2 Measurement: Volume | ● what is volume?<br>● compare volume<br>● estimate volume<br>● estimate capacity | **Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]**<br><br>**Solve problems involving converting between units of time**<br><br>**Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.** | volume, capacity, solid, liquid, container cube, cuboid, triangular, prism 3D shapes, objects calculate, estimate, compare, count, accurately, order, amount, irregular, prediction, exact unit (cm) cubes, units of measurement, | |

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| | | | measure<br>less, more, less than (<), more than (>), largest, smallest,<br>least, greatest, equal<br>space inside<br>height, length, width, size, tall<br>layer, slice<br>multiple, total, | |
| Complete summer assessment | | | | |
| **SMSC** | Use structured apparatus<br>Develop mathematical reasoning | | | |
| **BV** | Decide on the best way to represent their conclusions in a bar chart | | | |
| **Wider World** | Link to jobs- Baker, shop keeper, teacher, builder, gardener , engineer, architect, historian, soldier, zoo keeper, geographer, scientist,<br>Linked stories: RECOMMENDATIONS - MathsThroughStories.org - for specific topics | | | |

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