

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>NUMBER : Number and place value</p> <p>-read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>-round any whole number to a required degree of accuracy</p> <p>-use negative numbers in context, and calculate intervals across zero</p> <p>-solve number problems and practical problems that involve all of the above</p> <p>NUMBER : Addition, subtraction, multiplication and division</p> <p>-multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>-solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>-solve problems involving addition, subtraction, multiplication and division</p> <p>-use their knowledge of the order of operations to carry out calculations involving the four operations</p>	<p>NUMBER : Addition, subtraction, multiplication and division</p> <p>-divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>-divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context</p> <p>-perform mental calculations, including with mixed operations and large numbers</p> <p>-solve problems involving addition, subtraction, multiplication and division</p> <p>RATIO AND PROPORTION</p> <p>-solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts</p> <p>-solve problems involving the calculations of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison</p>	<p>NUMBER : Fractions (including decimals and percentages)</p> <p>-identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p> <p>-use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>-compare and order fractions, including fractions >1</p> <p>-add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>-multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)</p> <p>-divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$).</p> <p>-associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)</p> <p>MEASUREMENT</p> <p>-solve problems involving the calculation and conversion of</p>	<p>NUMBER : Fractions (including decimals and percentages)</p> <p>-multiply one digit numbers with up to two decimal places by whole numbers</p> <p>-use written division methods in cases where the answer has up to two decimal places</p> <p>-solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>-recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p>GEOMETRY : properties of shapes</p> <p>-compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>-illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>-recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p>	<p>REVISION OF ALL AREAS</p>	<p>MEASUREMENT</p> <p>-recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>-recognise when it is possible to use the formulae for area and volume of shapes</p> <p>-calculate the area of parallelograms and triangles</p> <p>-calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³) and extending to other units, such as mm³ and km³.</p> <p>GEOMETRY : properties of shapes</p> <p>-draw 2-D shapes using given dimensions and angles</p> <p>-recognise, describe and build simple 3-D shapes, including making nets</p> <p>-compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p>

<p>-identify common factors, common multiples and prime numbers</p> <p>-use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>-solve problems involving similar shapes, where the scale factor is known or can be found</p> <p>-solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>ALGEBRA</p> <p>-express missing number problems algebraically</p> <p>-use simple formulae expressed in words</p> <p>-generate and describe linear number sequences</p> <p>-find pairs of numbers that satisfy number sentences involving two unknowns.</p> <p>-enumerate all possibilities of combinations of two variables</p>	<p>units of measure, using decimal notation to three decimal places where appropriate</p> <p>-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</p> <p>-convert between miles and kilometres</p>	<p>GEOMETRY : position and direction</p> <p>-describe positions on the full coordinates grid (all four quadrants)</p> <p>-draw and translate simple shapes on the coordinates plane, and reflect them in the axes</p> <p>STATISTICS</p> <p>-interpret and construct pie charts and line graphs and use these to solve problems</p> <p>-calculate and interpret the mean as an average.</p>		
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Domains are in **BOLD**

Statutory requirements for each domain follow the domain.

Need to consider non-statutory requirements when doing weekly planning