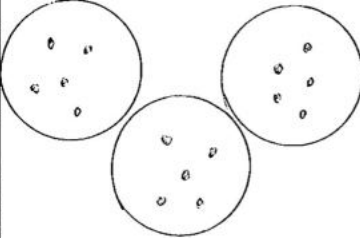
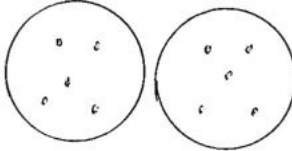
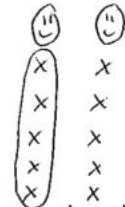
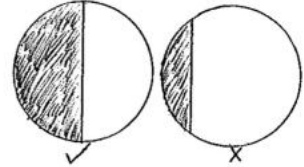
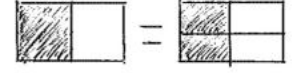
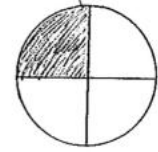

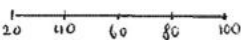
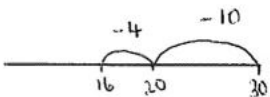


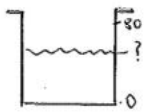


Year 1

Place Value	Addition	Subtraction	Multiplication	Division	Fractions													
<ul style="list-style-type: none"> <li>❖ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>❖ Practical with Dienes equipment/ Arrow cards.</li> <li>❖ Use of 100 square.</li> </ul> <p>✓ 36, 37, 38, 39, ?</p> <p>✓ 52, 51, 50, 49, ?</p> <p>✓ 99, 98, ?, 96, 95</p>	<ul style="list-style-type: none"> <li>❖ Represent and use number bonds and related subtraction facts within 20</li> <li>❖ Bonds to 5, 10, 20</li> <li>❖ Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>❖ Concrete - Pictorial - Abstract</li> <li>❖ Using fingers for counting – put a number in your head and count on/back.</li> <li>❖ Practical with Dienes equipment, number lines, unifix cubes etc.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">10</td> <td style="padding: 5px;">5</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;">15</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">9</td> <td style="padding: 5px;">3</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;">12</td> </tr> </table> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <math>10 + 5 = 15</math>  <math>5 + 10 = 15</math>  <math>15 = 10 + 5</math>  <math>15 = 5 + 10</math> </div> <div style="text-align: center;"> <math>12 - 3 = 9</math>  <math>12 - 9 = 3</math>  <math>9 = 12 - 3</math>  <math>3 = 12 - 9</math> </div> </div> <ul style="list-style-type: none"> <li>❖ Use the bar model to find/solve missing numbers</li> </ul> <p style="text-align: center;">(Moving the missing number position)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"><math>15 = \underline{\quad} + 5</math></td> <td style="width: 50%; padding: 5px;"><math>3 = \underline{\quad} - 9</math></td> </tr> </table>	10	5	15		9	3	12		$15 = \underline{\quad} + 5$	$3 = \underline{\quad} - 9$	<ul style="list-style-type: none"> <li>❖ Solve one step problems using multiplication.</li> <li>❖ Focus on twos, fives and tens – lots of counting in multiples of 2, 5 and 10.</li> <li>❖ Concrete - Pictorial - Abstract</li> <li>❖ 'X' as 'lots of'</li> </ul> <p style="text-align: center;"><math>3 \times 5</math> (3 lots of 5 through sharing / grouping):</p>  <p style="text-align: center;"><math>3 \times 5 = 30</math></p> <ul style="list-style-type: none"> <li>❖ Arrays</li> </ul> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;"><math>3 \times 2 = 6</math></td> <td style="padding: 5px;"><math>2 \times 3 = 6</math></td> </tr> <tr> <td style="padding: 5px;"> <math display="block">\begin{array}{cc} &amp; 2 \\ 3 &amp; \times &amp; \times \\ &amp; \times &amp; \times \\ &amp; \times &amp; \times \end{array}</math> </td> <td style="padding: 5px;"> <math display="block">\begin{array}{ccc} &amp; &amp; 3 \\ 2 &amp; \times &amp; \times &amp; \times \\ &amp; \times &amp; \times &amp; \times \end{array}</math> </td> </tr> </table>	$3 \times 2 = 6$	$2 \times 3 = 6$	$\begin{array}{cc} & 2 \\ 3 & \times & \times \\ & \times & \times \\ & \times & \times \end{array}$	$\begin{array}{ccc} & & 3 \\ 2 & \times & \times & \times \\ & \times & \times & \times \end{array}$	<ul style="list-style-type: none"> <li>❖ Solve one step problems using division.</li> <li>❖ Concrete - Pictorial - Abstract</li> <li>❖ '÷' as 'shared between'</li> </ul> <p style="text-align: center;">(Concrete, before using/drawing circles/pictures):</p>  <p style="text-align: center;"><math>10 \div 2 = 5</math></p> <ul style="list-style-type: none"> <li>❖ Arrays</li> </ul> <p style="text-align: center;"><math>10 \div 2 = 5</math></p>  <p style="text-align: center;">10 crosses shared between 2 = 5 in a group.</p>	<ul style="list-style-type: none"> <li>❖ Recognise, find and name a half as one of two equal parts (objects, shapes and quantities).</li> </ul>   <ul style="list-style-type: none"> <li>❖ Recognise, find and name a quarter as one of four equal parts (objects, shapes and quantities)..</li> </ul>  <ul style="list-style-type: none"> <li>❖ Lots of different examples of halves and quarters.</li> <li>❖ Very practical when finding fractions of quantities:</li> </ul> <p style="text-align: center;"><math>\frac{1}{4}</math> of 12 = 3</p>  <p style="text-align: center;">Sharing then arrays.</p>
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15																		
9	3																	
12																		
$15 = \underline{\quad} + 5$	$3 = \underline{\quad} - 9$																	
$3 \times 2 = 6$	$2 \times 3 = 6$																	
$\begin{array}{cc} & 2 \\ 3 & \times & \times \\ & \times & \times \\ & \times & \times \end{array}$	$\begin{array}{ccc} & & 3 \\ 2 & \times & \times & \times \\ & \times & \times & \times \end{array}$																	

Place Value	Addition	Subtraction	Multiplication	Division	Fractions																																																																															
<p>❖ Recognise the place value of each digit in a two – digit number (tens, ones).</p> <p style="text-align: center;">T    O 2    3</p> <p style="text-align: center;">20 + 3</p> <p>Partition in different ways: 23 = 20 + 3</p> <p style="text-align: center;">23 = 10 + 13</p> <p>❖ Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p style="text-align: center;">69 &lt; 96 42 &gt; 24 33 = 33</p> <p>❖ Identify, represent and estimate numbers using different representations (including the number line)</p> <p style="text-align: center;">*Use lots of different representations*</p> <p>e.g.:</p>  <p>Position: 22, 45, 61, 78 on the number line above.</p>	<p>❖ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100.</p> <p>❖ Mastering from Year 1, use number lines; 100 squares (+/-) and Dienes to support understanding.</p> <p>❖ Use of 100 square to +/- 10 and multiples of 10.</p> <p>3 + 7 = 10...30 + 70 = 100 7 + 3 = 10...70 + 30 = 100</p> <p>&gt; 36 + 33</p> <p>&gt; 30 + 6 + 30 + 3</p> <p>&gt; 60 + 9 = 69</p> <p>Bar model to visualise part/whole relationship and finding missing numbers/ inverse operations:</p> <table border="1" style="margin: auto;"> <tr><td style="text-align: center;">39</td></tr> <tr><td style="text-align: center;">23</td><td style="text-align: center;">16</td></tr> </table> <p>&gt; ___ + 16 = 39</p> <p>&gt; 39 = 23 + ___</p> <p>(Moving the missing digit)</p> <p>Introduce formal column method:</p> <p style="text-align: center;">(*Place value focus)</p> <p>left ↓</p> <table style="margin-left: 20px;"> <tr><td>T</td><td>O</td></tr> <tr><td>7</td><td>4</td></tr> <tr><td>+</td><td>15</td></tr> <tr><td colspan="2">-----</td></tr> <tr><td>8</td><td>9</td></tr> </table> <p>(No carrying)</p> <table style="margin-left: 20px;"> <tr><td>4</td><td>3</td></tr> <tr><td>+</td><td>38</td></tr> <tr><td colspan="2">-----</td></tr> <tr><td>8</td><td>1</td></tr> </table> <p>(With carrying)</p> <p>* Small carrying figure below the line in the middle of the column</p>	39	23	16	T	O	7	4	+	15	-----		8	9	4	3	+	38	-----		8	1	<p style="text-align: center;">30 - 14</p>  <p>&gt; 39 - ___ = 23</p> <p>&gt; 16 = ___ - 23</p> <p>(Moving the missing digit)</p> <p>Introduce formal column method:</p> <p style="text-align: center;">(*Place value focus)</p> <p>left ↓</p> <table style="margin-left: 20px;"> <tr><td>T</td><td>O</td></tr> <tr><td>8</td><td>7</td></tr> <tr><td>-</td><td>42</td></tr> <tr><td colspan="2">-----</td></tr> <tr><td>4</td><td>5</td></tr> </table> <p>(No decomposition)</p> <table style="margin-left: 20px;"> <tr><td>6</td><td>13</td></tr> <tr><td>-</td><td>26</td></tr> <tr><td colspan="2">-----</td></tr> <tr><td>4</td><td>7</td></tr> </table>	T	O	8	7	-	42	-----		4	5	6	13	-	26	-----		4	7	<p>❖ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.</p> <p style="text-align: center;">(Connect the tables).</p> <p>❖ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>❖ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p style="text-align: center;">Use inverse relationships:</p> <p>Commutative law</p> <table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">6 x 5 = 30</td> <td style="width: 50%; text-align: center;">30 ÷ 5 = 6</td> </tr> <tr> <td style="text-align: center;">5 x 6 = 30</td> <td style="text-align: center;">30 ÷ 6 = 5</td> </tr> </table> <p>Calculating using arrays:</p> <table style="display: inline-table; margin-right: 20px;"> <tr><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">x x x x x</td></tr> <tr><td style="text-align: center;">x x x x x</td></tr> <tr><td style="text-align: center;">x x x x x</td></tr> <tr><td style="text-align: center;">x x x x x</td></tr> </table> <p>4 x 5 = 20</p> <table style="display: inline-table; margin-right: 20px;"> <tr><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">x x x x</td></tr> <tr><td style="text-align: center;">x x x x</td></tr> <tr><td style="text-align: center;">5 x x x x</td></tr> <tr><td style="text-align: center;">x x x x</td></tr> <tr><td style="text-align: center;">x x x x</td></tr> </table> <p>5 x 4 = 20</p> <p>25 crosses shared between 5 = 5 in a group.</p> <p style="text-align: center;">25 ÷ 5 = 5</p> <p>6 x ___ = 30</p> <p>30 = ___ x 6</p> <p>❖ Missing numbers in different places.</p> <p>(Introduce to Y3 formal short multiplication when ready)</p>	6 x 5 = 30	30 ÷ 5 = 6	5 x 6 = 30	30 ÷ 6 = 5	5	x x x x x	x x x x x	x x x x x	x x x x x	4	x x x x	x x x x	5 x x x x	x x x x	x x x x	<p>❖ Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity (including <math>\frac{1}{2}</math> from Year 1):</p> <p>❖ Concrete objects shared - pictorial - abstract.</p> <p>part ↓</p> <p>→ 4 ←</p> <p style="text-align: center;"><math>\frac{1}{4}</math> of 20 = 20 ÷ 4 = 5</p> <p>while</p> <p style="text-align: center;">(Use division array strategy ☺)</p> <p>→ 3 ←</p> <p style="text-align: center;"><math>\frac{3}{4}</math> of 40 = 40 ÷ 4 = 10</p> <p>(Need 3 lots of 10)</p> <p style="text-align: center;">10 + 10 + 10 = 30</p> <p>Introducing remainders:</p> <table style="margin-left: 20px;"> <tr><td>☺</td><td>☺</td><td>☺</td><td>☺</td><td>☺</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> <p>19 ÷ 5 = 3 r 4</p> <p>(Introduce to Y3 formal short division when ready).</p>	☺	☺	☺	☺	☺	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p>❖ Concrete objects shared - pictorial - abstract.</p> <p>part ↓</p> <p>→ 4 ←</p> <p style="text-align: center;"><math>\frac{1}{4}</math> of 20 = 20 ÷ 4 = 5</p> <p>while</p> <p style="text-align: center;">(Use division array strategy ☺)</p> <p>→ 3 ←</p> <p style="text-align: center;"><math>\frac{3}{4}</math> of 40 = 40 ÷ 4 = 10</p> <p>(Need 3 lots of 10)</p> <p style="text-align: center;">10 + 10 + 10 = 30</p>
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Year 3

Place Value	Addition	Subtraction	Multiplication	Division	Fractions							
<p>❖ Recognise the place value of each digit in a three – digit number</p> <table border="1" style="margin-left: 20px;"> <tr><td>H</td><td>T</td><td>O</td></tr> <tr><td>3</td><td>7</td><td>6</td></tr> </table> <p>376 = 300 + 70 + 6 (Partitioning – in different ways).</p> <p>❖ Compare and order numbers to 1000</p> <p style="margin-left: 20px;">425 &lt; 452 362 &gt; 326</p> <p>Greater than, equal to and less than.</p> <p>❖ Identify, represent and estimate numbers using different representations.</p> <p>A variety of different representations, including the empty number line with different starting and finishing numbers.</p>   	H	T	O	3	7	6	<p>❖ Add and subtract numbers mentally:</p> <ul style="list-style-type: none"> <li>❖ Three digit number and ones <math>373 + 8</math>      <math>746 - 5</math></li> <li>❖ Three digit number and tens <math>428 + 30</math>    <math>632 - 20</math></li> <li>❖ Three digit number and hundreds <math>564 + 300</math>   <math>537 - 200</math></li> </ul> <p>❖ Add numbers with up to three digits, using formal written methods of column addition (Commutative law) *Place value focus* With no carrying:  <math display="block">\begin{array}{r} 343 \\ + 245 \\ \hline 588 \end{array}</math> <small>left</small> </p> <p>With carrying: (Small carrying figure below the line in the middle of the column)  <math display="block">\begin{array}{r} 647 \\ + 235 \\ \hline 882 \end{array}</math> <small>left</small> </p> <p>❖ Subtract numbers with up to three digits, using formal written methods of column subtraction *Place value focus* With no decomposition:  <math display="block">\begin{array}{r} 649 \\ - 214 \\ \hline 435 \end{array}</math> <small>left</small> </p> <p>With decomposition: (Small digits recorded to the left and cross / ) e.g. <u>exchanging</u> a ten for ten ones  <math display="block">\begin{array}{r} 7\overset{5}{\cancel{0}}\overset{1}{3} \\ - 248 \\ \hline 515 \end{array}</math> <small>left</small> </p> <p>❖ Estimating and using inverse operations to check answers.</p> <p>❖ Solving missing number problems (Use of the bar model – use for all 4 operations)</p> <table border="1" style="margin-left: 20px;"> <tr><td>350</td></tr> <tr><td>?    129</td></tr> </table> <p style="margin-left: 20px;">350 - <u>    </u> = 129 350 - 129 = <u>    </u></p> <p style="margin-left: 40px;">* moving the missing number.</p>	350	?    129	<p>❖ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>❖ Write and calculate mathematical statements for multiplication and division.</p> <p>❖ Solve problems, including missing number problems.</p> <p style="margin-left: 20px;"><math>6 \times \underline{\quad} = 48</math> <math>\underline{\quad} \div 4 = 7</math></p> <p>(Using commutative and associative laws)</p> <p>❖ Formal written methods Column multiplication (Small carrying figure below the line in the middle of the column)</p> $\begin{array}{r} 432 \\ \times 4 \\ \hline 1728 \end{array}$ <p>*Children should now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100*.</p>	<p>❖ Formal written method Short division</p> <p>With no remainders:  <math display="block">396 \div 3</math> <math display="block">\begin{array}{r} 132 \\ 3 \overline{) 396} \end{array}</math> </p> <p>With remainders:  <math display="block">892 \div 4</math> <math display="block">\begin{array}{r} 223 \\ 4 \overline{) 892} \end{array}</math> <small>← small remainders</small> </p> <p> <math display="block">969 \div 8</math> <math display="block">\begin{array}{r} 121 \text{ r } 1 \\ 8 \overline{) 969} \end{array}</math> </p>	<p>❖ Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10.</p> <p><math>\frac{1}{10}, \frac{2}{10}, \frac{3}{10} \dots</math> <math>9 \div 10 = 0.9</math> <small>(9 tenths)</small></p> <p>Place value focus <math>\div 10</math>, digits get 10 times smaller as they move one place to the right.</p> <p style="margin-left: 20px;">T O . t h 9 → 9 0 . 9</p> <p>0 is used as a place holder and the decimal point is introduced.</p> <p>❖ Recognise, find and write fractions of objects/ numbers Unit fractions <math>\frac{1}{5}</math> of 30 = <math>30 \div 5 = 6</math></p> <p>Non-unit fractions <math>\frac{3}{5}</math> of 30 = <math>30 \div 5 = 6 \times 3 = 18</math></p> <p>❖ Recognise and show equivalent fractions (with diagrams)</p> <p style="margin-left: 20px;"><math>\frac{1}{3} = \frac{2}{6}</math> <math>\frac{3}{5} \xrightarrow{\times 3} \frac{9}{15}</math></p>
H	T	O										
3	7	6										
350												
?    129												

❖ Add and subtract fractions with the same denominator within one whole

$$\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$$

$$\frac{6}{9} - \frac{2}{9} = \frac{4}{9}$$

❖ Compare and order unit fractions

Ascending

$$\frac{1}{10}, \frac{1}{9}, \frac{1}{8}, \frac{1}{7} \dots$$


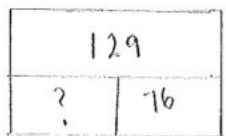
Descending

$$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5} \dots$$

❖ Compare and order fractions with the same denominator

$$\frac{4}{10} < \frac{7}{10}$$

Year 4

Place Value	Addition	Subtraction	Multiplication	Division	Fractions								
<ul style="list-style-type: none"> <li>Recognise the place value of each digit in a four – digit number  <table border="1"> <tr> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>4</td> <td>3</td> <td>7</td> <td>6</td> </tr> </table> </li> <li>4376 = 4000 + 300 + 70 + 6 (Partitioning)</li> <li>Find 1000 more or less than a given number  <math>7295 + 1000</math>  <math>5463 - 1000</math></li> <li>Compare and order numbers beyond 1000  <math>3472 &lt; 3742</math>  <math>6362 &gt; 3326</math></li> <li>Greater than, equal to and less than.</li> <li>Identify, represent and estimate numbers using different representations. (A variety of representations)  </li> <li>Round any number to the nearest 10, 100 or 1000                      *5 and above rounding rule                      To 10: <math>3(9)2 = 390</math>                      To 100: <math>3(9)42 = 3900</math>                      To 1000: <math>(3)531 = 3000</math>                      E.g. rounding to 10, circle the tens digit – affected by the previous digit ↓</li> </ul>	Th	H	T	O	4	3	7	6	<ul style="list-style-type: none"> <li>Add numbers with up to four digits, using formal written methods of column addition (Commutative law)                      *Place value focus*  <math display="block">\begin{array}{r} 4653 \\ + 2378 \\ \hline 7031 \end{array}</math>                     (With carrying across columns, small carrying figure below the line in the middle of the column)</li> <li>Including decimal point (linked to money)  <math display="block">\begin{array}{r} 436.9 \\ + 24.2 \\ \hline 461.1 \end{array}</math> <math display="block">\begin{array}{r} £ 3.96 \\ £ 7.24 \\ \hline £ 11.20 \end{array}</math></li> <li>Y3 end point of missing number problems (for all 4 operations) *Moving the missing number*    <math>76 + ? = 129</math>  <math>? + 76 = 129</math>                      Use of the bar model to find missing numbers and understand relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Subtract numbers with up to four digits, using formal written methods of column subtraction                      *Place value focus*                      With decomposition – exchanging across columns.  <math display="block">\begin{array}{r} 6738 \\ - 2538 \\ \hline 4200 \end{array}</math></li> <li>(Small digits recorded to the left and cross /)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use factor pairs and commutativity in mental calculations  <math display="block">\begin{array}{r} 18 \\ 1 \times 18 \\ 2 \times 9 \\ 3 \times 6 \end{array}</math> <math display="block">\begin{array}{r} 20 \\ 1 \times 20 \\ 2 \times 10 \\ 4 \times 5 \end{array}</math></li> <li>Multiplying together three numbers  <math>3 \times 4 \times 6 = 72</math>                      (12)</li> <li>Multiplying using the formal written method                      Column multiplication  <math display="block">\begin{array}{r} 4376 \\ \times 9 \\ \hline 39384 \end{array}</math>                      (Small carrying figure below the line in the middle of the column)</li> <li>*Big focus on times tables and related division facts up to 12 x 12*</li> <li>*Practise mental methods and extend to 3 digit numbers using common facts:</li> </ul>	<ul style="list-style-type: none"> <li>Formal written method                      Short division  <math>8968 \div 4</math>  <math display="block">\begin{array}{r} 2242 \\ 4 \overline{) 8968} \end{array}</math></li> <li><math>9256 \div 7</math>  <math display="block">\begin{array}{r} 1322 \text{ r } 2 \\ 7 \overline{) 9256} \end{array}</math>                      small remainders</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions  <math>\frac{3}{8} = \frac{6}{16} = \frac{9}{24} = \frac{12}{32}</math>  <math>\frac{6}{8} = \frac{24}{32}</math></li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10  <math>\frac{67}{100}, \frac{68}{100}, \frac{69}{100}, \frac{70}{100}</math>  <math>0.39, 0.40, 0.41</math></li> <li>Finding unit and non-unit fractions (Y3):  <math>\frac{3}{7}</math> of 49 = <math>49 \div 7 = 7 \times 3 = 21</math></li> <li>Add and subtract fractions with the same denominator  <math>\frac{7}{10} + \frac{2}{10} = \frac{9}{10}</math>  <math>\frac{6}{8} + \frac{7}{8} = \frac{13}{8}</math> or <math>1\frac{5}{8}</math></li> <li>Improper and mixed number</li> <li>Find the effect of dividing a one or two digit number by 10 or 100                      *Place value of numbers focus*                      Each column gets 10 times smaller to the right:</li> </ul>
Th	H	T	O										
4	3	7	6										

$$\begin{array}{r} \text{H T O. t h} \\ \times \quad 9 \quad 9 \div 100 \\ \quad 0.09 \end{array}$$

$$\begin{array}{r} * \quad 42 \quad 42 \div 100 \\ \quad 0.42 \end{array}$$

❖ Round decimals with one decimal place to the nearest whole number:

- ①. 3 = 9      Rounding to the nearest
  - 2 ⑦. 6 = 28    whole one -
  - 36 ④. 5 = 365   'ones' digit -
- affected by the previous digit ↓

❖ Compare numbers with the same number of decimal places (up to two)

$$36.42 > 36.24$$

$$739.16 < 739.67$$

Year 5

Place Value	Addition	Subtraction	Multiplication	Division	Fractions																																																																																
<ul style="list-style-type: none"> <li>❖ Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> </ul> <table border="0"> <tr> <td>M</td><td>HTh</td><td>TTh</td><td>Th</td><td>H</td><td>T</td><td>O</td> </tr> <tr> <td>3,</td><td>4</td><td>6</td><td>7,</td><td>2</td><td>9</td><td>5</td> </tr> <tr> <td>↓</td><td>↓</td><td>↓</td><td>↓</td><td>↓</td><td>↓</td><td>↓</td> </tr> <tr> <td>400,000</td><td>60,000</td><td>7,000</td><td>200</td><td>90</td><td>5</td><td></td> </tr> <tr> <td>3,000,000</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <ul style="list-style-type: none"> <li>❖ Count forwards or backwards in steps of powers of 10 for any given number to 1,000,000</li> <li>Steps of: 10, 100, 1000, 10 000, 100 000 and 1 000 000 (From any number)</li> <li>47,759, 47,659, 47,559 (-100)</li> <li>353,262, 354,262, 355,262(+1000)</li> <li>❖ Identify, represent and estimate numbers using different representations (Y4) (Variety of representations)</li> <li>❖ Round any number up to 1 000 000 to the nearest 10, 100 or 1000, 10 000 and 100 000</li> <li>*5 and above rounding rule*</li> <li>To 10: Rounding to 10, circle the tens digit - affected by the previous digit ↓  <math>7 \textcircled{0} 24 = 70</math></li> <li>To 100: Rounding to 10,000 circle the ten  <math>7 \textcircled{0} 24 = 7300</math></li> <li>To 1000: Rounding to 10,000 circle the thousands digit - affected by previous digit ↓  <math>7 \textcircled{0} 265 = 4000</math></li> <li>To 10,000: Rounding to 100,000 circle the previous digit ↓  <math>7 \textcircled{0} 3, 462 = 790,000</math></li> <li>To 100,000: Rounding to 1,000,000 circle the previous digit ↓  <math>7 \textcircled{0} 62, 493 = 600,000</math></li> </ul>	M	HTh	TTh	Th	H	T	O	3,	4	6	7,	2	9	5	↓	↓	↓	↓	↓	↓	↓	400,000	60,000	7,000	200	90	5		3,000,000							<ul style="list-style-type: none"> <li>❖ Add numbers with more than four digits, using formal written methods of column addition (Include more than 2 numbers)</li> <li>*Place value focus*</li> </ul> <table border="0"> <tr> <td>5 9 3, 6 7 2</td> </tr> <tr> <td>+ 2 3 6, 1 4 9</td> </tr> <tr> <td>8 2 9, 8 2 1</td> </tr> </table> <p>(Small carrying figure below the line in the middle of the column)</p> <p>Decimal numbers, taking note of the decimal point (include different numbers of decimal places and link to money Y4).</p> <ul style="list-style-type: none"> <li>❖ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy:</li> </ul> <table border="0"> <tr> <td>5264 + 4935</td> <td>3487 - 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\frac{1}{3} = \frac{4}{6} - \frac{2}{6} = \frac{2}{6} = \frac{1}{3}</math></td> </tr> </table> <ul style="list-style-type: none"> <li>❖ Read and write decimals as fractions:</li> </ul> <table border="0"> <tr> <td>0.71 = <math>\frac{71}{100}</math></td> </tr> </table>	$\frac{7}{10} = \frac{?}{100}$	$\frac{14}{18} = \frac{7}{?}$	$\frac{6}{5} = 1\frac{1}{5}$	$\frac{9}{4} = 2\frac{1}{4}$	$\frac{3}{8} + \frac{4}{8} = \frac{7}{8}$	$\frac{4}{7} + \frac{5}{7} = \frac{9}{7} \text{ or } 1\frac{2}{7}$	$\frac{3}{4} + \frac{5}{8} = \frac{6}{8} + \frac{5}{8} = \frac{11}{8} \text{ or } 1\frac{3}{8}$	$\frac{4}{6} - \frac{1}{3} = \frac{4}{6} - \frac{2}{6} = \frac{2}{6} = \frac{1}{3}$	0.71 = $\frac{71}{100}$
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$$739 \times 100 = 73,900$$

$$67.42 \times 1000 = 67,420$$

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← X

Each column getting 10 x greater in value to the left.

- ❖ Understand terms 'factor', 'multiple' and 'prime', 'square' and 'cube' numbers and use them to construct equivalent statements

$$4 \times 35 = 2 \times 2 \times 35$$

$$3 \times 270 = 3 \times 3 \times 9 \times 10$$

$$= 9^2 \times 10$$

- ❖ Recognise and use square numbers ( $6^2 = 6 \times 6 = 36$ ) and cube numbers ( $3^3 = 3 \times 3 \times 3 = 27$ ) and the notations.

$$436 \div 10 = 43.6$$

$$964.2 \div 1000 = 0.9642$$

TTh Th H T O . t h

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Each column getting 10 x smaller in value to the right.

- ❖ Multiply proper fractions and mixed numbers by whole numbers

$$\frac{3}{4} \times 5 = \frac{15}{4} = 3\frac{3}{4}$$

$$2\frac{1}{4} \times 5 = \frac{9}{4} \times 5 = \frac{45}{4} = 11\frac{1}{4}$$

- ❖ Round decimals with two decimal places to the nearest whole number

$$17.63 = 18$$

And to one decimal place

$$372.46 = 372.5$$

- ❖ Read, write, order and compare numbers with up to three decimal places

$$17.369 < 17.639$$

$$4.327 > 4.273$$

- ❖ Write percentages as a fraction (denominator of 100) and as a decimal

$$1\% = \frac{1}{100} = 0.01$$

$$83\% = \frac{83}{100} = 0.83$$

- ❖ Find non-unit fractions of numbers/quantities (Y3):

$$\frac{3}{7} \text{ of } 49 = 49 \div 7$$

$$= 7 \times 3$$

$$= 21$$



Year 6

Place Value	Addition	Subtraction	Multiplication	Division	Fractions
<p>❖ Read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit</p> <p>TM M HTh TTh Th H T O            7 3, 4 6 7, 2 9 5            ↓ 3,000,000 ↓ 60,000 ↓ 200 ↓ 5            10,000,000 400,000 7,000 90</p> <p>❖ Round any whole number to a required degree of accuracy</p> <p>*5 and above rounding rule*</p> <p>To 100:  <math>3768 \approx 3800</math></p> <p>To 1000:  <math>9439 \approx 9000</math></p> <p>To 1,000,000:  <math>37,439,268 \approx 37,000,000</math></p> <p>*Circle the place value position you are round to – this is affected by the previous digit*</p> <p>❖ Count forwards or backwards in steps of powers of 10 for any given number up to 1,000 000 (Y5)</p> <p>Steps of: 10, 100, 1000, 10 000, 100 000 and 1 000 000 (From any given number)</p> <p>45,392, 55,392, 65,392 (+ 10,000)</p>	<p>❖ Add numbers with more than four digits, using formal written methods of column addition (Y5)</p> <p>*Place value focus*</p> $\begin{array}{r} 593,672 \\ + 236,149 \\ \hline 829,821 \end{array}$ <p>(Small carrying figure below the line in the middle of the column)</p> <p>Include decimal points and examples with money:</p> $\begin{array}{r} 6,532.9 \\ + 396.28 \\ \hline 6,929.18 \end{array}$ <p>(Include more than 2 numbers)</p> <p>❖ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy:</p> $5264 + 4935 \approx 5300 + 4900 = 10,200$ <p>Use rounding to check:</p> $5264 + 4935 \approx 5300 + 4900 = 10,200$ <p>❖ Use of the bar model to find missing numbers and understand relationships.</p>	<p>❖ Subtract whole numbers with more than four digits using formal written methods of column subtraction (Y5)</p> <p>*Place value focus*</p> <p>Decomposition – exchanging across columns.</p> $\begin{array}{r} 732,634.5 \\ - 451,029 \\ \hline 281,616 \end{array}$ <p>(Small digits recorded to the left and cross /)</p> <p>(Decimal numbers – taking note of the decimal point).</p> $\begin{array}{r} 89.15 \\ - 19.77 \\ \hline 76.24 \end{array}$ <p>*change 1 to 9</p> <p>❖ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy:</p> $3487 - 1326 \approx 3500 - 1300 = 2,200$ <p>Use rounding to check:</p> $3487 - 1326 \approx 3500 - 1300 = 2,200$	<p>❖ Multiply multi-digit numbers up to 4 digits by a two digit number</p> <p>❖ By a one digit number = short column multiplication</p> $\begin{array}{r} 4763 \\ \times 9 \\ \hline 42867 \end{array}$ <p>(Small carrying figure below the line in the middle of the column)</p> <p>❖ By a two digit number = long multiplication</p> $\begin{array}{r} 4326 \\ \times 24 \\ \hline 17304 \\ + 86520 \\ \hline 103824 \end{array}$ <p>Emphasise the need for 0 as a place holder – place value focus.</p> <p>*Carrying figures need to be very small in the middle of the column – not to be confused with the main figures*.</p> <p>❖ Multiply numbers by 10, 100 and 1000 giving answers up to 3 dp (Y5)</p> <p>(Place value understanding – not using column method) (also in fractions aspect)</p>	<p>❖ Divide numbers up to 4 digits by a one (Y5) or two digit number using the formal written method of short division</p> <p>*Carrying figures written small*</p> $4 \overline{) 2402} r 1$ $25 \overline{) 780.5} = 31.22$ <p>*Expressing answers with remainders as fractions, decimals or by rounding – depending on the context*</p> <p>❖ Divide numbers up to 4 digits by a two digit whole number using the formal written method of long division (with remainders)</p> <p>*Keep digits aligned correctly*</p> $25 \overline{) 780.5} = 31.22$	<p>❖ Use common factors to simplify fractions</p> $\frac{8}{20} = \frac{4}{10} = \frac{2}{5}$ <p>❖ Compare and order fractions</p> <p>*Find the lowest common denominator*</p> <p>❖ Add and subtract fractions (Express as improper and mixed number)</p> <p>*Same denominator:</p> $\frac{7}{8} - \frac{5}{8} = \frac{2}{8} = \frac{1}{4}$ $\frac{6}{8} + \frac{4}{8} = \frac{10}{8} \text{ or } 1\frac{2}{8}$ <p>*Different denominators:</p> $\frac{3}{4} + \frac{5}{8} = \frac{6}{8} + \frac{5}{8} = \frac{11}{8} = 1\frac{3}{8}$ <p>❖ Multiply simple pairs of proper fractions</p> $\frac{4}{6} \times \frac{2}{3} = \frac{4 \times 2}{6 \times 3} = \frac{8}{18} = \frac{4}{9}$ $1\frac{3}{5} \times \frac{2}{6} = \frac{8 \times 2}{5 \times 6} = \frac{16}{30} = \frac{8}{15}$ <p>❖ Dividing fractions</p> $\frac{4}{6} \div \frac{2}{5} = \frac{4}{6} \times \frac{5}{2} = \frac{20}{12} = \frac{5}{3} = 1\frac{2}{3}$ <p>flip over</p>

❖ Identify, represent and estimate numbers using different representations (Y4)  
(Variety of representations)

❖ Perform mental calculations, including with mixed operations and large numbers = written horizontally  
 $16.4 + 3.3 = 19.7$        $12,462 - 2,300 = 10,162$

❖ Use their knowledge of the order of operations to carry out calculations involving all four operations:

**\*\*BODMAS\*\***

\*Moving digits across columns – each column moving left gets 10 times bigger in value:

X 10 (digits move 1 place left)  
 X 100 (digits move 2 places left)  
 X 1000 (digits move 3 places left)

$$739 \times 100 = 73,900$$

$$67.42 \times 1000 = 67,420$$

TTh Th H T O . t h  
 ← X

Each column getting 10 x greater in value to the left.

❖ Understand terms 'factor', 'multiple' and 'prime', 'square' and 'cube' numbers and use them to construct equivalent statements(Y5)

$$4 \times 35 = 2 \times 2 \times 35$$

$$3 \times 270 = 3 \times 3 \times 9 \times 10$$

$$= 9^2 \times 10$$

❖ Recognise and use square numbers ( $6^2 = 6 \times 6 = 36$ ) and cube numbers ( $3^3 = 3 \times 3 \times 3 = 27$ ) and the notations (Y5)

❖ Divide whole numbers and those involving decimals by 10, 100, 1000 (Y5) (also in fractions aspect) (Place value understanding – not using short division)

\*Moving digits across columns – each column moving right gets 10 times smaller in value:

÷ 10 (digits move 1 place right)  
 ÷ 100 (digits move 2 places right)  
 ÷ 1000 (digits move 3 places right)

$$436 \div 10 = 43.6$$

$$964.2 \div 1000 = 0.9642$$

TTh Th H T O . t h  
 ÷ →

Each column getting 10 x smaller in value to the right.

\*By a whole number

$$\frac{3}{5} \div 2 = \frac{3}{10}$$

$$\frac{2}{5} \div 4 = \frac{2}{20} = \frac{1}{10}$$

❖ Finding non-unit fractions of numbers/quantities (Y3)

$$\begin{array}{r} \frac{3}{7} \times 49 = 49 \div 7 \\ \times \frac{3}{7} \leftarrow \div = 7 \times 3 \\ = 21 \end{array}$$

❖ Identify the value of each digit in numbers given to 3 dp / Read, write and compare up to 3 dp (Y5)

T O . t h th  
 1 6 . 0 7 9  
 2 3 . 4 2 6

❖ Use equivalences between simple fractions, decimals and percentages

$$0.07 = \frac{7}{100} = 7\%$$

$$0.375 = \frac{3}{8} = 37.5\%$$

$$0.8 = \frac{8}{10} = 80\%$$

❖ Identify equivalent fractions (including tenths and hundredths) (Y5)

$$\frac{7}{10} \xrightarrow{\times 6} \frac{42}{60}$$

$$\frac{14}{18} \xrightarrow{\div 2} \frac{7}{9}$$

❖ Round decimals with two dp to the nearest whole number

\*5 and above rounding rule\*

$$31\overset{7}{7}.63 = 318$$

❖ And to 1 dp (Y5)

$$482.\overset{4}{4}6 = 482.5$$